



Oak Park High School Focus On Learning WASC Self-Study 2016



Oak Park High School
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Oak Park Unified School District
Governing Board



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Superintendent



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*“Educating Compassionate and
Creative Global Citizens”*

The mission of the Oak Prk Unified School District is to provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.

OAK PARK UNIFIED SCHOOL DISTRICT
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Superintendent

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Director, Educational Technology

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Business & Administrative Services

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Director, Business Operations

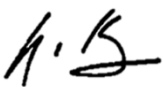
Dear WASC Visiting Team,

Oak Park School District is a remarkable place. Our student performance levels are the highest in Ventura County of any K-12 school district. With a 2013 API district API score of 929, OPUSD compares favorably to the traditional top districts in the state with much longer tenures and significantly higher socio-economic status. Oak Park now ranks 8th in student achievement in California out of 1000 school districts.

A Standard and Poor's research study funded under a grant from the Bill and Melinda Gates Foundation named Oak Park as one of the top 29 Outperforming School Districts in California (out of nearly 1000). This study sought to identify school systems that provided higher levels of student performance when compared to districts of similar student populations and show sustained levels of high performance over time. The reason for our success is because we have made a commitment to our students to meet their academic needs every day and to provide an appropriate level of learning through challenge, depth, complexity, and novelty.

Our teachers' high degree of attention to providing our students with an engaging, differentiated, and meaningful curriculum is at the core of our vision. Our teachers see students as individuals and strive to cater to their specific needs. We recognize that each student is a different type of learner and that different styles and content motivate and interest different students. We are also equally concerned about how our students learn. We are committed to providing an authentic, experiential, and hands-on learning environment as much as possible for our students because, we know from decades of research, that this is the best way to foster the love of learning and ensure that the unquenchable desire to learn becomes a life-long endeavor.

Welcome



Anthony W. Knight, Ed. D.
Superintendent





Welcome to Oak Park High School

Oak Park High School is a California Distinguished School, a California Gold Ribbon School, a U.S. Department of Education Green Ribbon School and a National Blue Ribbon Award recipient. Our school is ranked as one of America's top public high schools by Newsweek and received a Gold Medal Ranking by U.S. News and World Report

Oak Park High School is committed to providing a safe and nurturing, but rigorous academic environment for all of our students. We are proud of our dedicated and caring staff, our committed and talented students and our involved and supportive community.

The WASC accreditation process is demanding and we believe that we have approached the task with a strong desire for authenticity and with keen insight into what will improve teaching and learning at OPHS. While our school's evaluation and improvement process is always ongoing, our efforts to complete this report and prepare for the WASC Visiting Committee's visit began in earnest in August 2014. Teachers, counselors, administrators, support staff, students, parents and community members collaborated to make this self-study a priority. I would like to express my thanks to all involved for the many hours of work that they have invested in this process.

We are proud of OPHS and our WASC Self-Study and we are confident that it provides our staff with the focus to improve in the areas of critical need. We thank you for your support as we continue to exemplify the Eagle Code.

Sincerely,

Kevin Buchanan



Bryan Martin
Assistant Principal
Curriculum & Instruction



Jason Meskis
Assistant Principal
Athletics & Facilities

OUR MISSION

The mission of Oak Park High School is to provide a world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and cultural foundations necessary for students to reach their individual potential.

OUR SCHOOL-WIDE LEARNER OUTCOMES

Oak Park High School prepares its graduates to be:

1. Academic Achievers who:

- Demonstrate a working knowledge and understanding of the academic standards
- Practice good listening, speaking, reading and writing skills to communicate learning
- Show an ability to use knowledge in flexible and new ways
- Exhibit continuing growth in meeting academic standards of the curriculum

2. Critical Thinkers who:

- Apply complex problem-solving strategies to meaningful tasks
- Analyze, integrate and evaluate concepts within various contexts
- Synthesize information from multiple sources to ask questions, define problems and identify complexities and discrepancies
- Transfer learned skills to new situations

3. Quality Producers who:

- Strive to fulfill their individual potential in all facets of their education
- Use technology to enhance their work
- Demonstrate creativity and original thinking
- Understand and apply connections among disciplines

4. Self-Directed Learners who:

- Set, pursue and accomplish realistic, yet challenging goals for themselves
- Exhibit self-motivation, self-discipline and self-evaluation
- Overcome obstacles through the application of learned strategies and work habits
- Display independent and collaborative learning styles

5. School Community Contributors who:

- Demonstrate high standards of honesty, integrity, and respect in all settings
- Exhibit responsible digital citizenship and appropriate use of social media
- Establish and maintain positive and respectful interpersonal relationships
- Contribute time, energy and talent to improve the quality of life in the school

6. Healthy and Productive Members of Society who

- Maintain balance in their lives
- Engage in practices that promote a healthy emotional and physical life style
- Possess strong self-advocacy skills
- Acquire self-knowledge through personal introspection

The OPHS Mission Statement and School-wide Learner Outcomes were reformulated in the 2014-15 school year with collaboration from all stakeholders

THE EAGLE CODE

THE EAGLE CODE

Respect

Treat others and their possessions as you would wish to be treated, and care for yourself as well.

Trustworthiness

Be someone others can count on to do what is right, even when no one is looking.

Responsibility

Honor commitments and accept personal accountability for your actions.

Fairness

Treat others as equals and give others an equal chance to voice their opinions.

Caring

Show compassion, sensitivity, and tolerance toward others, and reach out to those who need support.

Citizenship

Participate in your community, talk through problems to resolve issues, and encourage your peers to live up to high standards.

COUNSELING STAFF



Janet Svoboda



Randy McLelland



Julie Heeney



Suzie Stasiefski



Jenny Charrett

FACULTY

English

Kathy Bowman*
Alexis Allison
Don Enoch
Caitlin Fowler
Jennifer Hankins
Roland Herberg
David Kinberg
Leslie Miller
Kathie Rohlf
Kathy Schultheis
Jan Willis

Science

Winnie Litten*
Ellen Chevalier
Tracy Foster
Ken Jones
Yukako Kawakatsu
Troy Labnow
Dave Sloan
Sharon Stutz

Mathematics

Lisa Bregar*
Jim Barnett
Lauren Dakin
Yeganeh Gorji
Brianna Hazlewood
Chris Henderson
Jackie Lac
Cathy Lory
Matt Micek
Robin Midiri
Mike Winkler

Physical Education

Ann Pettit *
Kristen Atkins
Dick Billingsley
Brenda Pasqua
Eric Pryor
Aaron Shaw

Foreign Languages

Mike Bolyog*
Sheri Boone
Maryannick Bovard
Deanne Bray
Sherry Hung
Cynthia Lavanchy
Mike Van Slooten

History/Social Science

Rob Hall*
Victor Anderson
Jeff Appell
Tim Chevalier
DJ Cook
Todd Creason
Kim Galbreath
Tim Kenney
Chris Meyer
Russ Peters

Special Education

Rebecca Custodio *
Scott Deck
Kelly Gross
Tiffany Johnson
Doreen Oswaks
Kim Villalpando
Stephanie Walker-Sean (Psychologist)

Visual & Performing Arts/ CTE

Erik Amerikaner*
Anna Borjorquez
Zach Borquez
Heidi Cissell
Ian Fullmer
Allan Hunt
Ken Paulson
Tony Peluce

ELD

Suzanne D'Ascoli

* Department Chairperson

CLASSIFIED STAFF



Office Manager
Toni Paulson



ASB Bookkeeper
Sandy Iwanoff



College & Career Center
Jean Gilbert Hawkins



Attendance Clerk
Debbie Rauch



Registrar
Kim Randall



Health Clerk
Karen Cohen



Athletic Secretary
Geri Sterling



Dept. Secretary
Eleanor Moradi



Textbook Technician
Shirin Sexton

Classified Support Staff

Food Services

Dana Call
Robin Cessna
Christine Faille
Arlene Fleishman
Nicki Osborne
Carol Schmidt
Kathleen St. John

Campus Supervisors

Jane Chavez
Lonnie Chavez
Darryl Falk
Claudette Gentle
Al LaRuffa
Jennifer Tamadon

Custodial

Primo Canales
Serafin Cortes
Richard Ortega
Eric Tabor
Mohammed Zulmai

Instructional Assistants

Diane Benaszek
Shannon Curtis
Suzanne D'Ascoli
Cynthia Jania
Tracey Myers
Linda Oonk
Paige Ramer
Debbie Sands
Susan Shiney
Ann Strauch

OPHS WASC FOCUS GROUPS

The work of the Focus Groups is to compare our school to a set of WASC criteria in one of five categories and to analyze and evaluate our achievement in light of our schoolwide learner outcomes.

Category A - Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Site and district governance, leadership support, staff development and the human, material, physical and financial resources needed to ensure academic success.

J. Meskis*	L. Miller	D. Rauch	C. Jania	Z. Borquez
T. Chevalier	K. Villalpando	E. Tabor	S. Garfinkel	L. Bregar
H. Cissell	J. Heeney	S. Boone	D. Helfstien	S. McGugan
K. Jones	J. Svoboda	P. Ramer	T. Paulson	P. Ramirez
R. Hall	K. Atkins	S. Desai	W. Pollock	T. Caruso

Category B - Standards-based Student Learning - Curriculum

How does a rigorous, relevant & coherent standards-based curriculum support academic standards, college & career-readiness & the schoolwide learner outcomes?

R. Herberg*	A. Shaw	C. Fowler	D. Enoch	S. Resnick
A. Bojorquez	V. Anderson	Y. Gorji	M. Bovard	B. Weiderspahn
T. Foster	E. Amerikaner	A. Hunt	S. Shiney	T. Foroohar
E. Chevalier	C. Lavanchy	T. Johnson	A. Allison	
S. Stasiefski	S. Walker-Sean	J. Lac	B. Shapiro	

Category C- Standards-based Student Learning - Instruction

Issues surrounding the Instructional practices within our school. Areas of focus include differentiation of instruction, integration of technology, and the use of instructional resources beyond the textbook

W. Litten*	M. Winkler	C. Meyer	D. Oswaks	D. Cleary
K. Galbreath	Y. Kawakatsu	K. Schultheis	D. Sands	E. Schneider
M. Van Slooten	D. Billingsley	J. Willis	D. Benaszek	M. Lee
T. Peltuce	T. Creason	B. Hazlewood	C. Takeda	
K. Buchanan		S. D'Ascoli		

Category D – Standards-based Student Learning - Assessment and Accountability

How does classroom and standardized assessment drive the school and to what extent are our resources utilized to support students in accomplishing the academic standards and our long-term learning goals?

B. Martin*	A. Pettit	J. Hankins	S. Deck	K. Hasserjian
I. Fullmer	B. Pasqua	K. Rohlf	J. Appell	J. Ahdoot
T. Labnow	K. Paulson	C. Henderson	S. Hung	H. Leon Diaz
K. Koloseike	T. Kenney	M. Micek	J. Tennant	
A. Strauch	R. Custodio			

Category E – School Culture and Support for Student Personal and Academic Growth

This group addresses the issue of a safe, clean and orderly learning environment. In addition, this committee will look at the culture of our school with regards to issues such as trust, professionalism and high expectations.

R. McLelland*	K. Bowman	J. Hawkins	L. Oonk	J. Hill
S. Stutz	D. Kinberg	D. Bray-Kotsur	S. Curtis	B. Myerson
E. Pryor	L. Dakin	R. Peters	S. Demogenes	J. Davis
M. Bolyog	K. Gross	S. Iwanoff	D. Sloan	S. Mach
G. Sterling	K. Cohen	S. Sexton	J. Charrett	A. Greer
S. Tsai	C. Fernandez	J. Whealen	A. Risley	U. Narayaman

* Focus Group Chairperson

WASC HOME GROUPS

The eleven Home Groups organized for the WASC self-study process consist of eight subject area groups (departments), a schoolwide support staff group, a parent group and a student group. The chairs of these Home Groups (shown with an asterisk) and the leaders from each schoolwide Focus Group also serve on WASC Leadership Team. Listed below are the members of the Schoolwide Support, Parent and Students Groups. The Subject Areas (Departments) are listed on page 8.

Schoolwide Support	Parent Group	Student Group
Randy McLelland*	Barry Meyerson*	Jake Davis
Jennifer Charrett	Shelly Resnick*	Sweta Desai
Karen Cohen	Julie Ahdoot	Christian Fernandez
Jean Hawkins	Toni Caruso	Tara Foroohar
Julie Heeney	Debbie Cleary	Anastasia Greer
Sandy Iwanoff	Stacey Garfinkel	Matthew Lee
Toni Paulson	Kimberly Hasserjian	Harrison Leon Diaz
Kimberly Randall	Denise Helfstein	Weston Pollock
Debbie Rauch	Jacqueline Hill	Alex Risley
Suzie Stasiefski	Ellyn Schneider	Brooke Shapiro
Geri Sterling	Uma Narayanan	Caitlin Takeda
Janet Svoboda	Becky Wiederspahn	Jacob Tennant
Eric Tabor		Sophia Tsai
Campus Supervisor(s)		Jake Whealen

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PREFACE

Oak Park High School (OPHS) began the WASC Self-Study process in September 2014. Throughout the process all stakeholders were involved. OPHS, parents, students and the community are committed to support student achievement by all students. Home Groups were created based upon the academic departments, classified, counselors, administration, interested parents, and a varied group of students. Focus Groups were created with representatives of all Home Groups including parents and students. Due to unforeseen circumstances, Home Groups and Focus Groups did not formally meet until August 2015. Revision of the Mission Statement and Schoolwide Learner Outcomes was accomplished through department meetings, the Leadership Team (department chairs and administration) and School Site Council. Teachers, Robin Midiri and Cathy Lory were appointed WASC Chairpersons in May 2015. The following timeline outlines the process completed by OPHS and the persons involved.

Fall 2014: Revisions and updates to Mission Statement and Schoolwide Learner Outcomes are completed by the staff through department meetings.

October 2014: Parent Survey is made available on school website. School Site Council reviews and advises on the Mission Statement and Schoolwide Learner Outcomes.

November 2014: Staff Survey is made available on school website. Must be completed by December.

January 2015: Mission Statement and Schoolwide Learner Outcomes are finalized and published. Single School Plan includes the goal of completing the WASC Self-Study.

February 2015: Student Survey is administered to students during the school day by iPad.

May 2015: Chairpersons appointed. Focus and Home Group membership was discussed.

June/July 2015: Focus and Home Groups were finalized. Preliminary drafts of Chapter 1 and 2 were began. Compilation and preliminary analysis of school profile data is accomplished. Survey results were analyzed.

August 2015: Staff reviewed preliminary school profile data. Staff observations were conducted. WASC Chairpersons conducted interviews with department chairs. Early drafts of Chapter 1 and Chapter 2 are written. Instructions for gathering evidence of student work, curriculum development, assessments, and other important documents are provided to the staff.

September 2015: Continued writing and editing of Chapters 1 and 2. Focus and Home groups meet to begin work on Chapter 4. Assessment of the entire school program is discussed through Focus and Home Groups. Critical Needs are discussed within these groups during their meetings.

October 2015: Writing of Chapter 4 continues with input from Home Group representatives. Additional test results (CAASP, EAP, CAHSEE) were included in Chapter 1.

November 2015: Chapters 1 and 2 are completed. Writing of Chapter 3 is started with input from Focus Home Groups regarding Critical Needs. Chapter 4 is being written within the Focus Groups with input from all stakeholders including classified, parents and students. Preliminary input is submitted by Focus Groups to the chairperson. By the end of the month, the Critical Needs are finalized and the Chapter 5 Action Plan is drafted.

December 2015: Chapter 3 is completed. Chapter 5 Action Plan is reviewed and discussed by the WASC Leadership Team, administration, and district personnel. Alignment with the LCAP and the district's Moral Imperatives is reviewed. Chapter 4 is submitted to chairperson for editing.

January 2015: Final editing is finished including the addition of the Appendix, Introduction and Preface. Evidence continues to be gathered and organized in preparation for the WASC Visiting Committee.

CHAPTER I

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

A. General Background and History

1. Community

a. Oak Park is an unincorporated tight-knit community in Ventura County. Homes were first built in the late 1960's. The Ventura County Board of Supervisors created a Municipal Advisory Council (MAC) in 1975 to represent the community to County agencies. Annually, Oak Park High School (OPHS) appoints a student representative to MAC. Oak Park was originally served by the Simi Unified School District. Due to the lengthy drive to Simi Valley, the residents of Oak Park created a local school district. Established in 1979, Oak Park Unified School District graduated its first class in 1983.

In addition to OPHS, Oak Park Unified School District (OPUSD) is composed of a pre-school, three elementary schools, one middle school, one alternative high school (Oak View High School), and the Oak Park Independent School (OPIS) (K-12). An elected school board governs the district. This board consists of five members, each elected to four-year terms. OPHS has an elected student representative on the school board. The current student representative is 11th grader Josh Weisberg. OPUSD's current superintendent is Dr. Anthony Knight. He has been superintendent since 2004. The school board and superintendent regularly attend and involve themselves in various student activities including drama performances, sporting events, and clubs.

b. According to the 2010 US Census, 13,811 persons lived in 5,158 households in Oak Park. The population under age 18 was 26.2%. The median household income was \$128,219 (California median \$61,094). The percentage of residents, over the age 5, who consider their primary language "Other than English" is 19.6% (California 43.7%). For residents over age 25, 97.3% graduated from high school and 62.5% earned a bachelors degree or higher (California 81.2% and 30.7% respectively). The table below shows additional demographic data from the 2010 Census.

Hispanic or Latino	American Indian or Alaska Native	Asian	Pacific Islander or Hawaiian Native	African American	White	Other Races	Two or More Races
6.0%	0.2%	11.3%	0.1%	1%	78.9%	1.2%	3.2%

Oak Park Unified School District is designated as a District of Choice (DOC) and has a publicized policy of encouraging inter-district applications. This policy was developed to counter declining resident enrollment and to maintain ongoing critical funding for comprehensive programs. OPHS's enrollment has increased by almost 270 students in the last six years as a result of this policy. The high school enrollment is comprised of approximately 40% DOC students who do not reside in Oak Park. In response, OPHS has been able to increase core and elective course offerings, instrumental music programs, computer labs, study halls, sports teams and clubs, and extra-curricular programs.

The community is very proud of the various recognitions earned by OPHS and OPUSD. OPHS has been recognized as a National Blue Ribbon School. In 2013, OPHS received the California Distinguished Schools Award for the fourth time with the student support programs (Peer Counseling, Life Skills Retreat, Safe School Ambassadors) and Special Education Department as the signature practices, with an Exemplary Distinction in Physical Education, Nutrition, and Health Education. In 2015, OPHS was an inaugural California Gold Ribbon School Award recipient due to the innovative adaption of Next Generation Science Standards (NGSS). U.S. News and World Report named OPHS a Gold Medal School for the 2013-2014 school year. OPUSD has been designated a National Green Ribbon School District by the U.S. Department of Education based on the district's environmental education programs. OPHS values the deep self-study processes that these programs provide, as they help to review and redefine our practices. OPHS's API has increased from 895 in 2009 to a high of 929 in 2012, and was assigned a three-year average API of 916 in 2014.

c. Currently OPHS is not a Title I school. The Free and Reduced Lunch qualification for Title I requires more than 40% of the student population. OPHS has a 5% Free and Reduced Lunch percentage. Other federal mandates and programs are in place including Special Education, English Language Learners, Foster Children, and GATE. OPHS has developed programs to meet the needs of these students.

d. The OPHS parents support the school through the Parent Faculty Association (PFA), the School Site Council and a variety of booster clubs.

The PFA provides much needed supplies, funding for school assemblies and professional development. In 2011, for example, they spent \$19,000 on new science equipment to upgrade the renovated science classrooms. Additional support includes, the purchase of specialized equipment for the Special Education department to support the needs of students. The PFA

supported the creation of a new course, Sociology of American Popular Music, with funds for guest speakers, a speaker system and iPods.

An additional organization that relies on parent involvement is the School Site Council. This council is composed of fifteen members: 5 parents, 5 students, and 5 staff members, one of whom is the principal. The parents volunteer and if necessary an annual election is held to fill the posts. Four of the students are elected class officers representing each grade level. One student position is filled each fall through an application process. Volunteers fill the four staff positions, currently held by three teachers and a counselor. Site Council meets monthly to discuss issues and decisions that affect the school. Annually the Site Council reviews the Single School Site Plan. Site Council spent significant time reviewing and advising on the Mission Statement and the Learner Outcomes in October 2014.

The Athletic Booster Club (ABC) provides additional financial support to all the athletic teams, promotes sportsmanship, and supports athletic and personal achievement in all student athletes. The Oak Park Performing Arts Alliance (OPPAA) provides financial, technical, and volunteer support for our drama and music programs. A recent addition to OPHS is the Oak Park Instrumental Music Association (OPIMA). Its goals include providing volunteers for activities and additional funding to expand the music programs.

e. The community and parents in Oak Park created a community foundation program, the Friends of Oak Park Schools. The mission of the Friends of Oak Park Schools is to enhance the children's educational experience by providing additional funding for programs that would not otherwise be offered. They have funded through donations and sponsorships the Science Specialist, the Rocket Team, and assemblies at the elementary schools. "Friends" offers summer school classes, for a fee, at the middle school and OPHS. This program encourages students to take courses during the summer for advancement or remediation.

f. The community of Oak Park has several retail stores and restaurants. These businesses are involved at the school through supporting our co-curricular activities. In addition, we have partnered with other businesses throughout Southern California to support various clubs and events. For example, the Rocket Team is sponsored by Boeing, Ensign Bickford Aerospace and Defense, and Underwood Farms. Through creative partnerships, OPHS has developed joint-use community agreements with Real SoCal club soccer, American Youth Basketball Association (AYBA) and Westlake and Agoura Softball (WAGS). As a result, OPHS has been able to install

a new synthetic turf football/soccer field, upgraded the outdoor basketball courts, the gym and ballfields.

2. Staff

The staff at OPHS is enthusiastic, caring, dedicated and highly professional. OPHS believes in providing all students with the best possible educational experience that allows them to explore their individual potential in various arenas. Through a strong dedication to OPHS, we continue the tradition of delivering rigorous academic curriculum, providing a safe environment, and developing an awareness of a larger responsibility to our local and global community.

Leadership at OPHS is a shared responsibility among the Principal, Kevin Buchanan, two Assistant Principals, Bryan Martin and Jason Meskis, certificated and classified staff, students, parents and the community. Mr. Buchanan has been at OPHS since 2010.

Mr. Martin and Mr. Meskis have been with the school for four and three years, respectively. Mr. Martin is responsible for the testing, curriculum and counseling oversight. Mr. Meskis oversees the athletics, facilities and safety concerns at OPHS. With Mr. Buchanan, the assistant principals participate in evaluating the staff and monitoring a portion of the student population. Student monitoring includes reviewing attendance, discipline, 504's, and Special Education students.

In addition to the three administrators, the teaching and counseling staff are led by eight experienced department chairs. This group, plus the athletic directors, compose the Leadership Team. Typically, they meet each month to discuss critical events and policies that affect the school. In recent years, the Academic Honesty Policy, Homework Policy, the new school calendar, and California Standards (Common Core) professional development were discussed at the Leadership meetings.

OPHS is staffed with 71 credentialed teachers, with 98.5% teaching within their credentialed subject areas. The Counseling Department includes 5 counselors and 1 school psychologist. The classified staff includes 38 staff members in various support roles. Included with the classified staff are 12 instructional aides, the English Learners (EL) aide, and the college and career counselor. OPUSD provides qualified substitutes as needed from a pool of 32 "guest teachers" to OPHS.

Ethnicity and Gender Data for the Staff 2015-16

	Hispanic	Asian American	Filipino	White	No Response	Total
All Staff	5	3	2	64	3	77
Teachers	4	3	2	59	3	71
Female Teachers	3	3	2	23	3	34
Male Teachers	1	0	0	32	0	33
Pupil Services				6		6
Pupil Services Female				5		5
Pupil Services Male				1		1
Administration (Male)	1			2		3

Certificated Staff Education Level 2014-2015

	Doctorate	Master's Degree +30 units	Master's Degree	Baccalaureate Degree +30 Units	Baccalaureate Degree	None Reported
Staff at OPHS	3	18	18	20	5	2

3. ACS WASC Accreditation History

a. School Purpose, Mission Statement, Schoolwide Learner Outcomes

OPHS is a comprehensive high school that serves students from grade 9 to grade 12. OPHS is proud to be a highly academic college preparatory school. A fundamental belief at OPHS, is that all students, with proper support, can achieve at high levels. OPHS and the Oak Park community deeply value education. This value is passed on to the students and is reflected in the rate of students continuing their education after graduation. The class of 2015 reported 94.7% of graduates will be attending two- or four- year colleges. Although not all OPHS students continue at a two or four-year college, the staff prepares all students to be lifelong learners.

OPHS Mission Statement

The mission of Oak Park High School is to provide a world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and cultural foundations necessary for students to reach their individual potential.

Schoolwide Learner Outcomes

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- Demonstrate a working knowledge and understanding of the academic standards
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- Exhibit continuing growth in meeting academic standards of the curriculum

2. Critical Thinkers who:

- Apply complex problem-solving strategies to meaningful tasks
- Analyze, integrate and evaluate concepts within various contexts
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3. Quality Producers who:

- Strive to fulfill their individual potential in all facets of their education
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- Set, pursue and accomplish realistic, yet challenging goals for themselves
- Exhibit self-motivation, self-discipline and self-evaluation
- Overcome obstacles through the application of learned strategies and work habits
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5. School Community Contributors who:

- Demonstrate high standards of honesty, integrity, and respect in all settings
- Exhibit responsible digital citizenship and appropriate use of social media
- Establish and maintain positive and respectful interpersonal relationships
- Contribute time, energy and talent to improve the quality of life in the school

6. Healthy and Productive Members of Society who

- Maintain balance in their lives
- Engage in practices that promote a healthy emotional and physical life style
- Possess strong self-advocacy skills
- Acquire self-knowledge through personal introspection

b. Previous WASC Accreditations

OPHS has earned six-year terms of accreditation over the last four cycles, most recently in 2010. The previous WASC visiting team highlighted “the caring, accessible, and dedicated faculty and staff are nurturing to students”. The team also recognized that the relationships are “characterized by mutual trust, partnership, support, and a high degree of communication.”

4. Program Improvement Status of School

OPHS and OPUSD are not a Program Improvement School or District. OPHS and OPUSD do not qualify for federal Title I funds. However, due to the financial difficulties in past several years, OPUSD was prudent and cut expenditures and maintained an unrestricted budget; thus OPUSD is free from county fiscal oversight.

5. LCAP Identified Needs and Goals

a. Parent and Community Input into LCAP

The Local Control and Accountability Plan (LCAP) was developed by OPUSD with input from the School Board and multiple stakeholders. From January through June 2015, multiple meetings were held to review the 2014-2015 LCAP, draft future goals, and discuss a student survey. The LCAP Committee was composed of district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, Board members, employee union officers, and parent representatives from all school sites. A student survey is planned for 2016. A public hearing for LCAP was held June 2 and adopted June 16, 2015 by the School Board.

b-d. Identified Needs from LCAP, Metric Used to Measure Progress, Goals from OPUSD LCAP

Goal #1 Support Teachers in the Full Implementation of the Common Core State Standards (California Standards) and the Next Generation Science Standards

Identified Need	Expected Annual Measurable Outcomes 2015-2016	Metric that will Measure Progress toward obtaining Identified Need
1A Rate teachers are assigned and credentialed appropriately for students they teach.	Improve rate teachers assigned appropriately by an additional 0.5%.	Human Resources audit
1B Student access to standards-aligned instructional materials.	Textbook adoption of lower level math, history/social science and world languages.	Textbooks, General Fund allocation, Curriculum Council and School Board minutes
1C Implementation of CCSS for all students, including EL students.	Professional development to support CCSS; continue NGSS implementation.	CAASP results, class assessments,
1D Performance on standardized tests	Technology to align with Smarter Balance testing requirements	Purchase of Chromebooks and iPads, CAASP results
1E Score on Academic Performance Index (API)	API not available	API not available
1F Share of students that are college and career ready	Increase percentage of high school graduates with UC/CSU required courses from 83.2% to 84%.	Counseling office reports
1G Share of students that pass Advanced Placement exams with 3 or higher.	Increase the percentage by 5%.	AP results

1H Share of students determined “Prepared” for college by the Early Assessment Program (EAP).	EAP will be embedded within CAASPP.	CAASPP and EAP results
1I Teacher and student surveys.	Survey a sample of OPUSD students to prioritize educational goals and spending plan. District staff will be surveyed in 2016-17.	Survey results
1J CCSS implementation for unduplicated students.	Provide training and support to staff regarding best practices for teaching English Language Development.	Professional development provided by district

Goal #2 Support and Improve the Health, Safety and Well Being of All Students
 Support School Sustainability, Healthy Learning Environments and Environmental Literacy for
 All Students

Identified Need	Expected Annual Measurable Outcomes 2015-2016	Metric that will Measure Progress toward obtaining Identified Need
Ensure Student Health, Safety, & Well Being	2A Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism	Attendance Reports
	2B Reduce truancy rates by 0.5% from 17.6% to 17.1%.	Discipline and Attendance reports.
	2C Maintain high school graduation rate of 98.7%.	Counseling Reports
	2D Maintain low student suspension rate of 1.5% or less.	Discipline Reports
	2E Maintain historically low student expulsion rate of 0%.	Discipline reports.
	2F Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, 11 feeling connected to school by 1%.	Safe and Healthy Kids Survey

	<p>2G Improved percentage by 2% students in grade 9 scoring 6 out of 6 on physical fitness test;</p> <p>Improved student access to music, arts, PE and sports, health services and nutritional support.</p>	California Fitness Test
	<p>2H Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs.</p>	TOSA for nutrition and sustainability
	<p>2I Student health, safety, and well being of unduplicated students.</p>	District Interpreter services, Parent support groups

Goal #3 – Provide Programs and Opportunities that Ensure the Needs of all Students are Met

Identified Need	Expected Annual Measurable Outcomes 2015-2016	Metric that will Measure Progress toward obtaining Identified Need
3A Efforts to seek parent input.	LCAP priorities to focus on student educational goals.	Survey
3B Promotion of parental participation.	Continue LCAP Committee meetings and input from diversified parent groups.	Committee minutes, LCAP
3C Share of ELs that become English proficient at 70%.	Maintain ELs that become English proficient at 70%	CELDT Test results
3D English Learner reclassification rate at 31%.	Maintain ELs that become reclassified at 31%	CELDT Test results
3E Middle school dropout rate is zero	Maintain additional counselor and clerical staff at Medea Creek Middle School.	
3F High School dropout rates is 1.6%	High School dropout rates is 1.6%	Attendance and Graduation reports.
3G Student access and enrollment in all required areas of study.	Maintain 3 additional section to provide access and enrollment in all required areas of study.	Master Schedule
3H Other indicators of student performance in required areas of study.	Maintain current high level of student performance on other exams.	Exam results, end-of-course assessments.
3I Intervention for low income, ELs and foster youth.		Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist

Goal #4 – Facilities that Support Learning and Student Health, Safety, Well Being Provide a High Quality Learning Environment and Well Maintained Facilities

Identified Need	Expected Annual Measurable Outcomes 2015-2016	Metric that will Measure Progress toward obtaining Identified Need
4A Facilities in good repair.	Maintain the increased level of daily cleaning and routine and deferred maintenance.	Increase staffing in the custodial, grounds and maintenance services. Training for custodial staff. Increase Deferred Maintenance Fund.
4B Facility Inspection Tool (FTI), Facility Master Plan	Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan	Perform Master Plan facilities projects. Needs assessment plan.

B. School Program Data

1. Program of Study at OPHS

Oak Park High School offers a college preparatory program designed to meet University of California (UC) “a-g” requirements. Advance Placement courses are offered in 21 subjects. In order for a student to graduate from OPHS, 240 credits are required. A recommended 60 credits per year is expected. However, many of our students opt to take additional units throughout the year. OPHS’s graduation requirement of 240 credits is higher than the State Mandated Requirement (EC 51225.3) of 130 credits and the UC requirement for Admissions of 150 credits. A modified non-college preparatory program is available to students within Special Education. These options include General Education credits in lieu of college preparatory or a Certificate of Completion.

OPHS Graduation Requirements

English	40 Credits	Math	30 credits
Science	30 Credits	Physical Educaiton	20 credits
Health	5 credits	Life Skills	5 credits
History/ Social Science	35 credits	Practical Skills	5 credits
Technology	5 credits	Visual/ Performance Art	10 credits
General Electives	55 credits	Passing the CAHSEE *	

* Classes of 2016-2018 are exempt from passing the CAHSEE.

OPHS Suggested Four-Year Plan for Graduation

9th Grade	Credits		10th Grade	Credits
English I	10 credits		English II	10 credits
Geography	5 credits		World History	10 credits
Health	5 credits		Biology	10 credits
Math	10 credits		Math	10 credits
Foundations of Science	10 credits		Physical Education	10 credits
Physical Education	10 credits		Electives	10 Credits
Electives	10 credits			
Year-end subtotal	60 credits		Year-end subtotal	120 credits
11th Grade	Credits		12th Grade	Credits
English III	10 credits		English IV/ English Seminars	10 Credits
US History	10 credits		Government	5 credits
Chemistry/ Fundamentals of Science	10 credits		Economics	5 credits
Math	10 credits		Life Skills	5 credits
Electives	20 credits		Electives	35 credits
Year-end subtotal	180 credits		Total	240 credits

Daily Schedule

OPHS has utilized a “block schedule” for over fifteen years. The “regular” schedule at OPHS is made up of alternating six block periods, three each day. These periods are 95 minutes with an extra five minutes attached to periods 3 and 4 for school announcements. Every day, from 2:25 pm to 3:10 pm, a support period, 7th period, is available for all students. Optional Zero and 8th period, allow for early morning and late afternoon courses. These options allow students to take extra courses for credit and/or schedule free afternoons in their junior and senior years. During Zero period, a selection of courses from each academic department is available. Academic Decathlon, Mock Trial, Theater, and Stagecraft are examples of courses offered in the 8th period. The 8th period was designed with flexibility in terms of daily minutes. The students do have 90 hours of instructional time per semester, however it may not be scheduled everyday. For example, Stagecraft does not meet the first two weeks of school, but will require extended hours prior to and during drama production.

A unique feature of the OPHS schedule is 7th period. This support period is offered daily and may be utilized in several ways. Students are allowed to attend any 7th period they wish depending on their individual needs. Common activities during 7th period include making up tests/quizzes/labs/activities, seeking individual help from a teacher on a current or past topic, small study group work, individual work in a quiet environment with teacher availability, organized reviews before major exams, and conferences with a teacher. According to the Student Survey administered in March 2015, 71% of OPHS students utilize 7th period each week.

Regular Bell Schedule

Period	Time	Minutes
Period 0	7:20-8:20	60
Passing	8:20-8:30	10
Period 1/2	8:30-10:05	95
Nutrition	10:05-10:15	10
Passing	10:15-10:25	10
Period 3/4	10:25-12:05	100
Lunch	12:05-12:40	35
Passing	12:40-12:50	10
Period 5/6	12:50-2:25	95
Period 7 (Support)	2:25-3:10	45

2. Intervention Programs at OPHS

a. Intervention Programs

1. English Learners (EL)

OPHS offers an EL class to students whose primary language is not English. These students are tested using the California English Language Development Test (CELDT), in four domains (Speaking, Listening, Writing, and Reading). If a student is determined “not fluent”, they may be enrolled in the EL class. The class averages 20 students annually. Students meet in the library with access to the library resources. The class provides several supports for the EL student. These students may opt to take quizzes and tests from all their subjects within the EL class. They are provided extra time and clarification of questions and directions. Assignments and projects are prepared and discussed during the EL class. The students are encouraged to work together to help each other. During the EL class, the students may rehearse oral presentations before they are graded. This class is graded Pass/Fail and students earn general elective credits.

In the fall of each year a list of EL students is distributed to all teachers. The specific teachers of EL students are also provided with detailed information about the EL students in their classes. This information includes their fluency level with descriptions of the classification. It also provides appropriate classroom strategies for the teacher. Communication between the regular classroom teacher and the EL teacher continues throughout the year regarding the students’ abilities and needs.

Additional monitoring by the EL teacher includes reviewing the students’ grades at the semester. This ensures the student is achieving at the appropriate level and if the student needs additional resources. All EL students are monitored regardless of enrollment in EL class.

2. Socio-economically Disadvantaged Students

OPHS is not a Title I school and therefore does not receive funds for school programs under this federal program. Approximately 5% of students are on reduced or free lunch programs. Intervention programs for the socio-economically disadvantaged students include interventions available to all students. In addition, fee waivers, fee reductions or payment plans are arranged through the counseling office. Assistance is available for school and extra curricular activities and supplies. Additionally, financial assistance is available for AP testing, SAT, ACT, and college entrance fees. Due to the generosity of the booster clubs, PFA and other school funds, no students are denied access to school activities due to their inability to pay.

3. Below Proficient in state standards

Since 2011, OPHS has enrolled struggling math students in Math Skills Lab during 0 period. This course is taught by a highly qualified math teacher and currently utilizes a computer adaptive software program, IXL. If students desire to enroll in math courses above the recommended level on their placement test, OPHS can concurrently enroll them in Math Skills Lab to reinforce prerequisite skills. Additionally, students who performed poorly on the California Standards Tests (CSTs), may be enrolled at the quarter or at the semester. The course can be added or dropped from the student's schedule during the school year as needed. Math Skills Lab is designed to target prerequisite skills that need extra practice and additional instruction from a math teacher. The majority of students in Math Skills Lab are concurrently enrolled in Algebra IA, Algebra IB, Algebra I, or Geometry.

In 2014, an additional math support program was added at OPHS. The Math Honor Society, MHS, is a free tutoring service available to all students. It is made up of volunteer students, who peer tutor. MHS offers help everyday during 7th period, then throughout the week before school, at lunch and after 7th period. Additionally, MHS students can be assigned to classes throughout the day to help struggling students. Feedback has been positive from the students and teachers.

The English department provides individualized help for struggling students. Invitations to 7th period and peer tutoring are examples of interventions implemented by the English department. Through vigilance and teacher awareness, students are identified and referred to these services for one-to-one help. Peer tutoring for English and other subjects is coordinated through the College and Career Center.

4. Special Learning Needs

Oak Park Unified School District for the last ten years, has adopted a service delivery model of full inclusion for Students with Disabilities (SWD) to provide the least restrictive environment in the sincere belief that all children, regardless of ability or disability, deserve access to rigorous and relevant general education curricula with the necessary collaborative instructional supports to succeed.

Full inclusion, as distinguished from "mainstreaming" has profound implications. In the classroom, full inclusion impacts how all students, teachers and paraprofessionals work together. It has also influenced how professional development is designed and delivered. School site leadership works to communicate and inculcate the full inclusion philosophy in the schools and

community. Whereas mainstreaming presupposes that the student earns placement in one or more “general education” classes dependent on his or her demonstrated ability to keep up with the assigned work. Full inclusion makes an individual commitment to each child and requires that all the support services are brought to the student in all classes.

Furthermore, the goals of a full inclusion model address more than the students’ academic outcomes; they include social values and the benefits related to being in a classroom with normally developing peers. Not to be discounted are the benefits to our entire student population who acquire critical social skills as they become accustomed to interacting with students with disabilities. The challenges include designing systems and allocating resources that are delivered in the general education classroom. Examples include differentiating instruction, adapting assignments and assessments, and educating parents of both students with disabilities and other students.

Implementation of the full inclusion model of instruction can be categorized into four main areas: Individual Education Plan (IEP) development, Directed Studies, Instructional Support and Communication.

IEP Development

Participation and collaboration is key in designing an education program that meets the student’s needs and also addresses the learning challenges based upon a thorough review of assessments. The IEP is achieved by a team comprised of the special education teacher (case manager), an administrator, parent(s), general education teachers, school psychologist, and the student, if appropriate. Additional professionals such as the EL teacher or the speech pathologist may also be involved. Led by the case manager, the IEP team identifies goals, accommodations, and resources that support the student’s success. The student will be placed in general education classes unless the appropriate supports cannot be provided in that environment. OPHS case managers are special education teachers who specialize in a specific grade-level curriculum and have familiarity with the specific teachers and their assignments and assessments. This includes specialized knowledge of grade level science labs, core and discretionary English Language Arts (ELA) readings, social science projects and pacing, and math requirements and resources. Each year the student may be assigned a different case manager who is a specialist in the student’s particular grade level. This level of insight to the types of assignments, volume of homework, and methods of assessment enables the case manager to facilitate the annual IEP meeting with

precise understanding of what the student is expected to be able to accomplish in each class. The case manager also directs the work of specific paraprofessional instructional aides who are assigned to work with students and teachers in the general education classes. Administrators work closely with case managers to schedule students and classes in such a way to ensure that students are provided with the necessary supports throughout the day, which may include aide support as determined by the student's IEP. During the IEP process, graduation options may be discussed. OPHS has three possible options for graduates:

Option 1: A traditional 240 credit transcript and diploma will include College Preparatory (CP), Advanced Placement (AP) and/or Honors courses and passage of the CAHSEE.

Option 2: Some courses may be modified to be General Credit, as denoted on the transcript. Depending on the student's needs and collaboration with the general education teacher, the course may differ from CP in a variety of ways. Tests and assessments may be weighted differently, only essential curriculum standards are assessed, or alternate assessments and rubrics may be utilized to modify the course. However the General Credit students will have access to the same curriculum as the CP students. For example, within the English classes, the same novels are read by General Credit students and CP students.

Option 3: The graduation requirements may be adjusted to the minimum state requirements. This is known as a Certificate of Completion. This certificate may be granted to students who meet their IEP goals but are not able to complete the traditional graduation requirements.

Directed Studies or Consult

A distinctive feature of the OPHS full inclusion model is the Directed Studies class or the Consult option. If during the IEP meeting, the team decides that the student would benefit from a Directed Studies class, this period would take the place of an elective period and count as general elective credits. The primary goal of this class is to work and progress on the students' IEP goals. Directed Studies classes are offered during Periods 1-6. In Directed Studies, the special education teacher will meet with small groups and individual students to review material, work with students on assignments, administer assessments that require extra time as per the IEP, help students with executive functioning and organization, and deliver lessons on particular upcoming projects and assignments as needed. In Directed Studies, the class size is between 4 and 10 students. In the classroom detailed agendas are posted with assignments for each general education class and include upcoming assessments and projects. Study guides and additional

resources are provided by the general education teacher to the case manager. These classes serve many purposes and during any given period you will find students working independently or with a special education staff member receiving direct instruction or taking a test.

On the Consult option, the student will not be enrolled in Directed Studies, but will use 7th period to check-in with the case manager who will ensure that the student is organized and successful, as determined by the IEP.

Instructional Aide Support

There are 6 full time special education teachers assigned to OPHS and 10 instructional aides who, like the case managers, are assigned to particular grade level subjects and teachers. The recruitment and selection of instructional aides is a critical component of the full inclusion model. The interview practices at OPHS have been redefined over time to focus on the needs of the students. The aides spend the majority of their time in the general education classrooms working closely with the teachers and providing support to multiple students. This is a challenging feature of resource allocation, because each aide might be assigned to as many as 5-7 students with disabilities per general education class. The aides receive professional development to support the students' goals of accessing general curriculum and developing authentic connections with their peers. Instructional aides work with the general education teacher closely to relay instructions to the students and to communicate with the case manager. Aides are trained to adjust support to promote independence in learning and peer interactions.

Communication

A critical contributing factor in the success of the full inclusion model is the communication between general education teacher, case manager, aides, parents, and students. Parents are encouraged to participate by using the "Q" parent portal and email. "Q" is the website where teachers post attendance and grades including assignments and tests. Parents and students are encouraged to regularly access this information. Additionally, special education teachers communicate through weekly emails to the parents, explaining upcoming tests, projects and important dates. Information from the general education teachers is available through teacher websites, emails and "Q".

5. Other local intervention programs: Foster Youth Services and Homeless Education

Currently, OPHS does not have any officially registered Foster Youths. However, through OPUSD and the Ventura County Office of Education (VCOE) various services are available. Leslie Heilbron, Assistant Superintendent, is the liason for Foster Youths and Homeless students. In the past services provided have included transporation help (bus passes), free and reduced lunch programs, and facillitated transferring of credits and transcripts when a student transfers schools.

b. Online Instruction

Currently OPHS does not offer online instruction. In select circumstances, a student may take a course for remediation through a WASC accredited institution. Besides being accredited, the course must be UC approved. Online courses are only accepted for remediation, not for acceleration.

c. Focused Programs

Currently at OPHS three Career Technical Education (CTE) pathways are available. Nine additional pathways are in development. The California Career Pathways Grant provided necessary funding for essential equipment, digital curriculum, teacher and program development, and professional development conferences. These pathways will be incorporated into existing courses offered at OPHS and will introduce new classes. One goal of the pathways is to include a “capstone” course that articulates with local colleges or universities. Listed in the table are the three current pathways with the classes from the pathway listed beneath.

Design, Visual and Media Art Pathway	Computer Science and Information Systems Pathway	Engineering and Design Pathway
Digital Photography	Office Software Applications	Principles of Engineering Design
Digital Photography and Photoshop	Intro Computer Science	Electrical Engineering
Computer Graphic Art I/II	Computer Science AP	
Computer Graphic Art AP	Web Development and Design	
Web Development and Design	IT Essentials	

Design, Visual, and Media Art Parthway comprises aesthetic theory, art and design history with techincal instruction. A key component of the pathway is to combine the various topics into industry relevant topics with an understanding of the historical roots. These courses require state of the art computers and software with high speed internet connections. Tony Peluce, the CTE credentialed lead instructor, has over twenty years of industry experience and a Fine Arts degree from UCLA. Working with various clients in his private career allows Mr. Peluce to incorporate illustration, graphic design, animation and other media design techniques in the classroom. Project based assessments are the foundation of the pathway. These projects include digital artwork, photographs and short films. These courses are UC approved and provide skills that allow students to transition to the work force without a college degree. Industry professionals speak to the classes and advise the students about career opportunities. The students have daily contact with the instructor and are provided with a “First Day Orientation”.

Computer Science and Information Systems Pathway utilizes a modern computer lab with current software. The lead CTE credentialed teacher for this pathway, Erik Amerikaner, is a National Board Certified teacher with Industry Certifications and an is instructor at AP and regional conferences. The courses in this pathway utilize digital curriculum developed by the software makers. The students can interact as often as needed through digital email or in person with the instructor. The classes are within the regular daily schedule. Assessments include industry certifications, submitted projects, quizzes and exams. College field trips, college representative visits, guest speakers, and meetings with industry representatives are included within the instruction to support the students’ goals. Partnerships with local industry and the

community include Workforce Investment Board, Department of Employment Development, Navy Base-Ventura County, HAAS Automation, Manufacturing Roundtable of Ventura County, and Los Robles Regional Medical Center.

Engineering and Design Pathway is designed to prepare a student for an engineering career. The class will include whole group lectures, lab and design challenges, and online curriculum. No specific technical requirements were necessary. This pathway is being taught by Ken Jones who has over thirty years of teaching experience. He has a degree in Chemistry and is credentialed in both Chemistry and Physics. Project Lead the Way (PLTW), a non-profit organization, provides curriculum and teacher training for this pathway. Assessments will include labs, worksheets, and other assignments. The students learn how to apply STEM knowledge and skills to make the world a better place through innovation. Students who do not plan to pursue engineering after high school, develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career. The completion of the pathway, a single course each year for four years, will guarantee access to Cal Poly Pomona's Engineering program, subject to meeting general admission requirements, and possible other university programs in the future. An AP Engineering course and exam may be offered in the future. Students were introduced to the program through the Incoming Freshman meetings held at the middle school and through the Counseling Department. The class meets with the instructor four days a week for one hour. Currently the program is available for freshmen and there have been no prerequisites for the course. Partnerships with the local engineering companies and consultants are being established in addition to a current relationship with Jet Propulsion Laboratories (JPL).

Additional pathways under development are Stage Production & Managerial Arts, Residential & Commercial Construction, Business Management, Biotechnology, Plant & Soil Science, and Engineering Technology.

Starting in Fall 2015, OPHS will partner with CSU Northridge to offer an Introduction to Engineering course. Students with a 3.0 GPA may register for this 8th period course taught by OPHS faculty member Erik Amerikaner. Upon successful completion of this course, students can earn 2 CSU credits. This course is part of the Accelerated Coursework in Computer Science and Engineering for Student Success program (ACCESS).

A partnership with Ventura County Community Colleges (VCCC) involves the Architecture Drafting and Cabinetmaking & Millwork classes. Two semesters at OPHS is

equivalent to one semester at Ventura College. These courses are project based and taught by a credentialed teacher with many years of industry experience. Each course provides an introduction to the program and possible career opportunities. These courses are part of the standard school day with 95 minute classes.

The Regional Occupational Program (ROP) is a program through the Ventura County Office of Education (VCOE) for career education classes. Junior, Senior or students 16 years or older, may be enrolled in ROP. The students are enrolled in their regularly scheduled class and the instructor registers the students in ROP. This program currently funds \$30,000 to OPHS. Five classes are eligible for this program, Athletic Training I, II, III, Stagecraft, and Wood I/II.

Independent Study is primarily offered through Oak Park Independent School (OPIS). It is a separate WASC accredited school serving grades K-12. Annually, several students transfer between OPHS and OPIS and credits are transferred between the schools for graduation requirements.

An Independent Study Project at OPHS may be initiated by a student to earn elective credits. These independent projects are supervised and graded by a faculty member. The student must make a presentation to a team of staff members at the end of the project. The student may earn from 2.5 to 5 elective credits. Ninety hours of student work is expected in order for the student to earn 5 credits. Two recent examples include the building of fourth-dimension mathematical models and an internship programming website advertisements.

C. Demographic Data

1. Socioeconomic Status of the School

a. Parent Education Level: 2015-16

Education Level	Student Count and Percent
Graduate School/ Post Graduate Training	574 (37.1%)
College Graduate	617 (39.9%)
Some College (including AA)	164 (10.6%)
High School Graduate	24 (1.6%)
Not a high school graduate	4 (0.2%)
Declined to state or unknown	163 (10.5%)

b. Free and Reduced Lunch

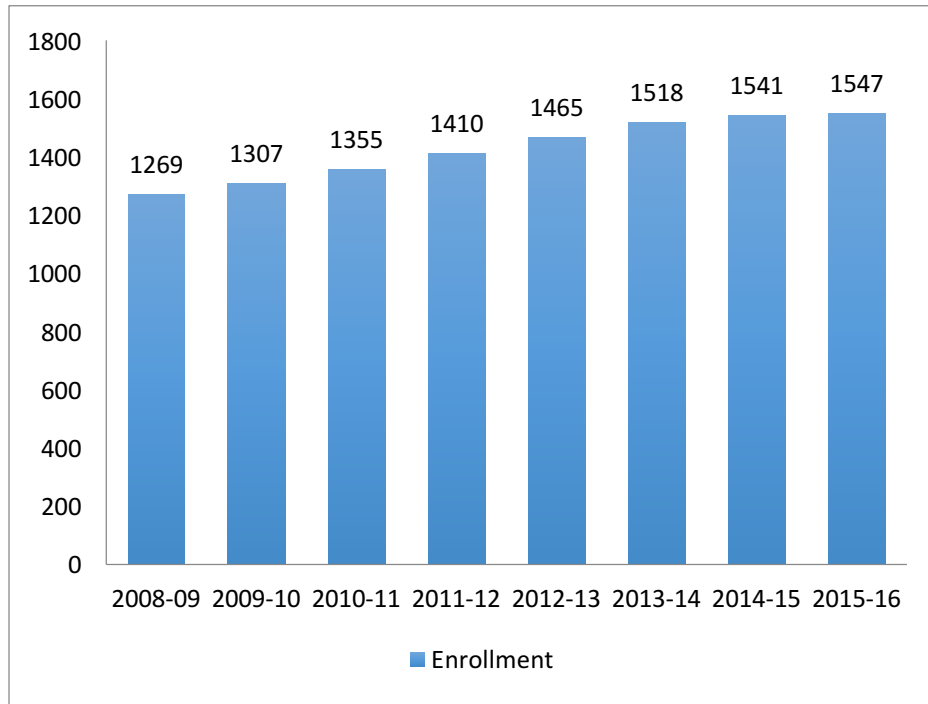
Year	Free & Reduced Priced Meals	Percent of students
2014-2015	81	5.3%
2013-2014	79	5.2%
2012-2013	79	5.4%

2. Student Enrollment

Oak Park High School's enrollment has steadily increased since 2010. This increase is due to the district's practice of accepting District of Choice (DOC) students at all grade levels from neighboring communities. This policy of encouraging inter-district applications is to counter declining resident enrollment and to maintain ongoing critical funding for comprehensive programs. Given that the high school's enrollment has increased by over 200 students in the last six years, OPHS has increased core and elective course offerings, instrumental music programs, computer labs, study halls, sports teams, along with other extra-curricular programs and activities. Students who do not reside in Oak Park comprise 40% of the total OPHS enrollment. The majority of DOC students attended OPUSD's elementary and middle schools. This long-term commitment to OPUSD contributes to a sense of belonging and school pride. No significant differences in academic achievement exists between resident and DOC students. Behavioral and attendance standards are consistent among all students at OPHS as well. Furthermore, the unweighted Grade Point Average (GPA) for the DOC students is similar

to the resident students. For the classes 2009 through 2016, the resident GPA is 3.2320 and the DOC's is 3.2014.

OPHS Enrollment 2008-Present



1 and 2. Gender and Grade Level Enrollment

OPHS student population by Gender and Grade level

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2015-16	408	407	365	373	1553
Female:	201	198	156	194	749 (48.2%)
Male:	207	209	209	179	804 (51.8%)
2014-15	410	377	380	374	1541
Female:	201	166	197	169	733 (47.6%)
Male:	209	211	183	205	808 (52.4%)
2013-14	396	393	381	348	1518
Female:	184	200	177	152	713 (47.0%)
Male:	212	193	204	196	805 (53.0%)
2012-13	389	386	357	333	1465
Female:	195	178	158	152	683 (46.6%)
Male:	194	208	199	181	782 (53.3%)

Special Education Enrollment by Gender

	Total	Male	Male %	Female	Female %
2015-16	115	72	62.6%	43	37.4%
2014-15	125	76	60.8%	49	39.2%
2013-14	112	69	61.6%	43	38.4%

In recent years, the population of males has been greater than females, about 53% compared to 47%. OPUSD and OPHS conduct a gender neutral lottery for the DOC students. At this time there is no plan to equalize the genders in terms of enrollment percentages. However, OPHS is committed to providing equal access to all programs: academic and extra-curricular. The current enrollment in AP courses mirror the overall student population. Access to Special Education services reflects the enrollment percentages as well.

Athletic teams at OPHS follow the Title IX regulations with equal opportunities for females and males. Currently, OPHS offers an equal number of female sports and male sports: nine each, with an additional three co-ed sports (football, cheer, and dance). Recent additions to equalize the sports include the addition of female Lacrosse in 2012 and female Golf in 2014. Participation in Athletics is approximately 55% Male and 45% Female. Facilities improvements included “team rooms” in both locker rooms and larger lockers in the female locker room to match the males. The Athletic Booster club contributed equally to the softball and baseball field upgrades. Equalizing access and facilities is ongoing to provide opportunities to female student athletes.

3. Ethnicity

2014

Ethnicity	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total: 1541 (%)
Hispanic	38	29	25	23	115 (7.5%)
American Indian or Alaskan Native	1	5	1	1	8 (0.5%)
Asian	63	48	54	55	220 (14.3%)
Pacific Islander	1	0	1	0	2 (0.1%)
Filipino	3	3	3	4	13 (0.8%)
African American	12	5	8	5	30 (1.9%)
White, not Hispanic	283	282	284	281	1130 (73.3%)
Two or More Races	9	5	4	5	23 (1.5%)

Enrollment Demographics for OPHS 2009-2015							
Year	Hispanic or Latino	American Indian or Alaska Native	Asian	Filipino, Not Hispanic	African American	White	Total
2014-15	106/6.9%	8/0.5%	193/12.6%	14/0.9%	23/1.5%	1,173/76.5%	1,533
2013-14	91/6.1%	9/0.6%	189/12.6%	14/0.9%	24/1.6%	1,162/77.3%	1,503
2012-13	78/5.3%	3/0.2%	187/12.8%	12/0.8%	25/1.7%	1,148/78.4%	1,465
2011-12	61/4.3%	2/0.1%	178/12.6%	13/0.9%	19/1.3%	1,129/80.1%	1,410
2010-11	55/4.1%	2/0.1%	164/12.1%	9/0.7%	20/1.5%	1,096/80.9%	1,355
2009-10	63/4%	2/0.1%	156/12.4%	14/0.9%	23/1.5%	1,059/80.8%	1,310

OPHS has a diverse student population composed primarily of Hispanic, Asian and White students. Other demographics are represented in smaller percentages. From 2009 to 2015, the percentage of Hispanic students has increased from 4% to 6.9% of the student population. The white student population has decreased from 80.8% to 76.5% during the same time period. The increase in Hispanic students has not significantly impacted the English Learner program.

4. Predominate Primary Languages other than English

At OPHS, the students' primary languages other than English include Hebrew, Mandarin, Russian, Spanish, Farsi, Hindi, Armenian, and Korean. Other languages are spoken by fewer than 3% of the school population. OPHS has continued to expand the Chinese language classes, due in part to the significant population of students who speak Mandarin. Furthermore, these courses also attract students from other ethnic groups interested in learning the language and Chinese culture. Students interested in Hebrew, may take classes off-site and earn elective credits. The increase in Farsi and Hindi native speakers has not impacted the academic assessment results. However, OPHS is aware of the increasing cultural diversity among the students and parents. Efforts to include all students in the school activities continue.

5. Title I

OPHS is not considered a Title I school because the percentage of students in the Free and Reduced Lunch program is about 5%. The number of students, considered Socioeconomically Disadvantaged is approximately 5% as reported by the district.

Socioeconomically Disadvantaged Students

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2014-2015	32	20	18	12	82 (5.3%)
2013-2014	19	27	22	11	79 (5.2%)
2012-2013	27	27	16	9	79 (5.4%)

6. Special Needs and other focused programs for 2015-16

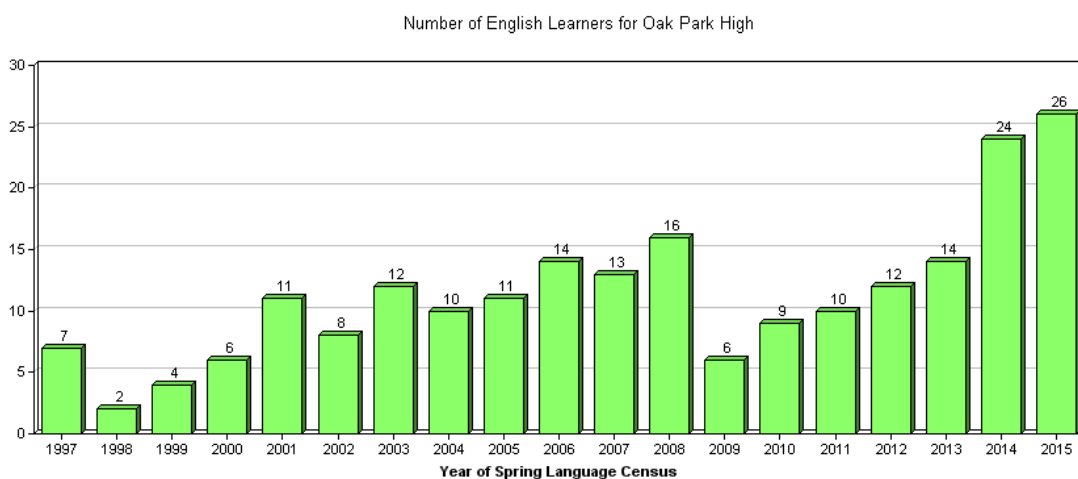
	Total	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Special Education (IEP)	112 (7.2%)	24	36	21	31
504	74 (4.8%)	18	22	19	15
GATE	299 (19.3%)	97	68	64	70
AP	500 (32.1%)	0	71	223	206
Honors	306 (19.7%)	0	185	98	23
CTE	550 (35.4%)	133	108	199	110

3. Language Proficiency Numbers

2014-2015 Language Data

Language	English Learners (EL)	Fluent English Proficient (FEP)	Total of EL and FEP	Percent of Total Enrollment
Hebrew	5	56	61	3.96%
Mandarin	1	36	37	2.40%
Other	1	26	27	1.75%
Farsi (Persian)	3	22	25	1.62%
Russian	1	24	25	1.62%
Spanish	2	23	25	1.62%
Hindi	1	16	17	1.10%
Portuguese	5	6	11	0.71%
Korean		10	10	0.65%
German	6	4	10	0.65%
Armenian		10	10	0.65%
Cantonese		8	8	0.52%
Vietnamese		6	6	0.39%
Arabic		5	5	0.32%
French		4	4	0.26%
Italian	1	1	2	0.13%
Japanese		2	2	0.13%
Gujarati		2	2	0.13%
Filipino		2	2	0.13%
Urdu		2	2	0.13%
Punjabi		1	1	0.06%
Hungarian		1	1	0.06%
Polish		1	1	0.06%

The percentage of Hispanic students enrolled at OPHS has increased from 5.3% in 2012-2013 to 7.5% in 2014-2015. This increased percentage of Hispanic students has not significantly impacted the EL programs. During the same time the number of EL learners with Spanish as “the predominate language” was two in 2013, four in 2014, and two in 2015. However, an increase in international students in recent years has increased the number of EL students overall. These students are enrolled in OPHS in partnership with Educatus International, an international student placement program and primarily come from Germany, Brazil (Portuguese), Norway, China and Italy. Starting in 2015, these students were not given the CELDT because the majority of them return to their home countries after the first semester. Historically, Hebrew speaking students have been OPHS’s largest EL population. These are typically students who immigrate to the United States with their families from Israel.



D. Eight State Priorities

1. Conditions of Learning:

a. Teachers are Appropriately Assigned

Currently 71 teachers are employed at OPHS. 98.5% of OPHS teachers have met the highly qualified teachers’ requirements of the Elementary and Secondary Education Act.

b. Additional Qualifications for the Staff

1. One teacher at OPHS is a National Board Certified Teacher, Erik Amerikaneer in the Visual and Performing Arts Department.

2. Two teachers are instructing outside their credentialed areas, 2.8% of the staff. These teachers have completed more than 18 semester units or 9 upper division semester units and received school board approval to teach outside their credentialed areas.

3. One teacher is working with a Provisional Intern Permit, Deanne Bray, for American Sign Language.

4. Advanced degrees

2015-16 Credentialed Staff with Advanced Degrees

Bachelors Degree	Bachelors + 30 Graduate Units	Masters Degree	Doctorate
4	23	43	3

5. Years of educational service

2015-2016 Staff Educational Service

	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
Within OPUSD	18	10	15	15	4	14
Total years of Educational Service	9	10	7	12	16	22

6. Currently four staff members are involved in the Beginning Teacher Support and Assessment (BTSA) program. Alexis Allison (English), Cynthia Lavanchy (Spanish), and Brianne Hazelwood (Math) are in their first year of BTSA. Tiffany Johnson (Special Education) is completing her second year in BTSA.

7. OPUSD hosted Common Core (California Standards) Training for secondary teachers throughout 2014-2015. This training was led by experts Jim Short (Math, Ventura County Office of Education) and Pam Carter (educational consultant). All teachers were required to attend the trainings and guest teachers were provided. The content of these training sessions focused on reviewing the standards and instructional techniques to prepare the students. For departments without specific standards, such as Foreign Languages and Physical Education, training included how the teachers can support the CCSS. The EL teachers in the district were trained by VCOE experts in CCSS three times in the past year.

Additional professional development is chosen by the individual teacher. It may include conferences (AP, STEM), workshops, or district coordinated trainings. In August and October

of 2015, for example, the district offered trainings on various software including SMART Notebook, Doceri & Reflector, Survey Monkey, Schoolwires, Google Drive, and EADM. Traditional trainings in CPR and using new science notebooks were also available. Through the district, online trainings about Google Classroom, EdPuzzle, SMART Notebook, and various iPad apps are available to teachers.

Buyback Training Offerings August 6, 2015

	Attendance
SMART Notebook Software	13
Doceri and Reflector	6
Kahoot It!	5
CPR/AED	5

Buyback Training Offerings August 7, 2015

	Attendance
SMARTboard Hardware	5
Survey Monkey	6
Schoolwires to create and manage Teacher webpages	22
Google Drive and Google Docs	26
CPR/AED	9

8. Gender and Ethnicity of Staff

	Hispanic	Asian American	Filipino	White	No Response	Total
All Staff	5	3	2	64	3	77
Teachers	4	3	2	59	3	71
Female Teachers	3	3	2	23	3	34
Male Teachers	1	0	0	32	0	33
Pupil Services				6		6
Pupil Services Female				5		5
Pupil Services Male				1		1
Administration (Male)	1			2		3

9. Attendance Rates of Teachers

	Total Average Teacher Absence Rate	School & District Business	Illness & Personal Necessity
2012-13	3.99%	1.91%	2.08%
2013-14	5.26%	1.83%	3.43%
2014-15	4.01%	1.49%	2.52%

According to the 2014 report by National Council on Teacher Quality (NCTQ), teachers nationwide are in the classroom 94% of the school year. OPHS teachers attend school at approximately the same rate as the national average.

10. Number and Assignment of Paraprofessionals

OPHS has the equivalent of ten full time paraprofessionals (instructional aides) assigned to the special education department. They are assigned to support the needs of students with mild to severe disabilities within general education and special education settings.

c. Pupils have access to standards-aligned instructional materials [State Priority 1]

OPUSD has made it a priority to acquire updated standards-aligned instructional materials. Goal #1 in the LCAP specifically addresses this need. In 2014-15, new books were adopted for Health and the higher level math courses (Calculus, Statistics, Math Analysis, Finite Math). For the current school year, instructional material for the remaining math levels (Algebra I, Geometry, Algebra II), Spanish, and American Sign Language were purchased and adopted. In the next two years, History and Science will pilot and adopt new textbooks. English is regularly adopting new novels and non-fiction for their curriculum. Recent additions include “Into the Wild” by Jon Krakauer and “Beloved” by Toni Morrison. The adoption of new materials is focused on acquiring resources that align with California Standards, AP and NGSS. Another consideration is the inclusion of supplemental resources to improve the curriculum and instruction. For example, the Calculus textbook was chosen because it aligned to the AP standards and had additional online resources including video lectures, solutions for practice problems, and practice quizzes.

For 2015-16, a release period to the Math department chairperson was provided to facilitate the implementation of the California Standards and create common assessments. OPHS will be piloting the Educator’s Assessment Data Management System (EADMS). It will provide subject specific interim assessments in math and language arts. This will allow the staff

to develop and administer assessments while monitoring student progress toward the standards in the interim grades between CAASP testing.

d. School Facilities

Since 1980, when the OPHS campus was built, it has continuously changed as the student population has grown. As a result, the campus is a mixture of permanent buildings and portable bungalows. In 2008 the citizens of Oak Park voted in favor of Measure C6 a school safety, equipment and technology improvement bond. This authorized the extension of a special tax of \$197 per parcel annually for an additional eight years beginning with the 2009-2010 tax assessment. The purpose of Measure C6 was to generate funds to update OPUSD's technology and safety equipment. With these funds, OPUSD's goal is to modernize all classrooms and to provide a new computer for every teacher. Measure C6 created an Oversight Committee to monitor the spending of the funds.

In 2008 a school improvement bond, Measure R, was approved. The purpose of this bond was to support high quality education by renovating and improving aging facilities. With this funding source, the eight science labs were modernized in the summer of 2011. With the modernization, the labs were upgraded to the UC approved standards. In addition, the Pavilion (multi- purpose room) has been updated with stadium seating and state-of-the-art sound systems. Over the next few years, all OPHS facilities will be reassessed and updated so that they can strongly support innovative teaching and experiential learning.

OPHS struggles to maintain the cleanliness of the campus. Over the last several years the school's population has increased from 1,000 students to over 1,500 students. Additionally, numerous community and student activities take place on site. Furthermore, over 20 new classrooms and a multi-purpose room have been added. Student and parent surveys support the fact that OPHS must improve the cleanliness on the campus. LCAP Goal #4 addresses the need for additional resources and personnel. This year OPHS has expanded the custodial staff to make a part time position full time and added a full time head custodian.

Improvements to OPHS since 2009:

- New portable buildings (H-Buildings)
- New solar green recycled shipping container classrooms (I-Building)
- Upgraded the Science labs
- Installed solar tubes in F6
- Redesigned and modernized the C-Building
- New phone system (Jive)
- New Public Address system
- New fire alarm system
- Replaced main gas line
- Installed campus wide security cameras
- Modernized student restrooms
- Modernized the locker rooms and created male and female team rooms
- Created a shared team room off of the gym
- Installed hydration stations around campus
- Resurfaced outdoor basketball courts, track and tennis courts
- New turf football field
- Resurfaced track
- Created pathways for the baseball and softball fields according to Americans with Disabilities Act (ADA)
- Installed turf on baseball halo
- Added parking, resurfaced, repaired and relined the parking lot
- Installed a Heating, Ventilation, and Air Conditioning (HVAC) system in the gym
- Installed HVAC controls campus wide
- Installed an Athletic Director office in the student store
- Added a portable building for a standardized testing office and a custodial office
- SMARTBOARDS installed in all teachers classrooms
- Teacher laptops updated to MACBOOK Pro, and teachers provided IPADS
- Science classes provided class sets of IPADS
- 7 class sets of Computers on Wheels (COWS) and one class set of IPADS are available to teachers through an online sign-up

e. Implemented academic, content, and performance standards

OPHS has always strived to implement the current standards. Curriculum has been increasingly adapted to the California Standards. The English department is in the process of including non-fiction books and articles into their classes. The math department is incorporating more writing prompts and explorative activities in class. The Science department is adapting curriculum to the California Standards and the Next Generation Science Standards. Increased lab time (over 25% of class time), lab notebooks, and additional usage of technology have been examples of Science improvements.

f. Pupil Access and Enrollment in a Broad Course of Study

1. In 2015-16, OPHS will be offering 106 UC a-g courses. Assistant Principal, Bryan Martin maintains the current course approval list.

	2015-16	2014-15	2013-14	2012-13
Students enrolled in UC approved courses	99%	99%	99%	99%
Students meeting UC a-g requirements; percent of graduates		311 85.9%	278 83.2%	262 82%

2. Algebra information

Students Enrolled in Algebra I, Algebra IA, or Algebra IB

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2015-16	247 60.5%	83 20.3%	4 1.0%	1 0.2%	335 21.6%
2014-15	230 56%	38 10.1%	18 4.7%	2 0.5%	288 18.7%
2013-14	229 57.8%	64 16.3%	15 3.9%	0 0%	308 20.3%

3. Co-curricular activities and Extra-curricular

In 2014-15, 796 students participated in OPHS Athletics, representing approximately 50% of the student body. Approximately 61% of boys compete in athletics and 41% of girls compete.

Athletic Teams for 2015-16

Fall	Winter	Spring
Cross Country (M/F)	Basketball (M/F)	Baseball (M)
Football	Soccer (M/F)	Golf (M)
Golf (F)		Lacrosse (M/F)
Tennis (F)		Softball (F)
Volleyball (F)		Tennis (M)
		Track & Field (M/F)
		Volleyball (M)

Associated Student Body (ASB) is the student government at OPHS. Currently 39 students are enrolled in the ASB class led by co-Presidents, Jake Whealen and Kenny Park. This body hosts dances, plans pep-rallies, and leads various activities on campus. Additionally, they are part of school decisions through reviewing and providing input on policy decisions. Recent examples include the Academic Honesty Policy and the Schoolwide Learner Outcomes.

Club Week is an annual event where the clubs on campus inform the student body about their association. These clubs include nationally recognized organizations like FBLA (Future Business Leaders of America) and the Key Club. Other clubs include the Green, Engineering, Solar Cup, French, Spanish, Chinese, 3-D Printing, and Ukulele Clubs. These groups typically meet weekly or monthly. Currently, there are 76 registered clubs with ASB. [Appendix: Club List]

g. District policies/school financial support, expenditures per pupil

	2011-2012	2012-2013	2013-2014	2014-2015
School				
Total Expenditures per Pupil	\$7657	\$7664	\$7552	\$8727
From Supplemental/Restricted Sources	\$1217	\$1168	\$1008	\$1118
From Basic/Unrestricted Sources	\$6440	\$6496	\$6544	\$6859
District				
From Basic/Unrestricted Sources	\$6192	\$7196	\$7362	\$6974
Percentage of Variation between School & District	4.0%	10%	12.5%	1.68%
State				
From Basic/Unrestricted Sources	\$5537	\$4690	\$7468	Not Available
Percentage of Variation between School & State	16.3%	38.5%	14%	Not Available

2. Pupil Achievement Outcomes

a. Performance on Standardized Tests

OPHS gathers data from the California Standards Tests (CSTs), California High School Exit Exam (CAHSEE), Early Assessment Program (EAP), California Assessment of Student Performance and Progress (CAASPP) and national assessments including the SAT, ACT, and AP exams.

1. CAASPP Results 2015, Grade 11

Number of Students Enrolled: 371. An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

English Language Arts/ Literacy Overall Results:

	Students Tested (Percent of Enrollment)	Number of Students with Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	357 (96.2%)	356	2649.0	41%	36%	14%	8%
Male	170 (45.8%)	170	2631.8	34%	38%	18%	11%
Female	187 (50.4%)	186	2664.8	48%	35%	11%	5%
Special Education	23 (6.2%)	22	2524.1	13%	4%	39%	39%
English Learners	3 (0.8%)	3	*	*	*	*	*
I-FEP	38 (10.2%)	38	2711.0	71%	24%	3%	3%
R-FEP	21 (5.7%)	21	2627.5	33%	38%	14%	14%
State of California	418,893 (92.1%)	418,802	2591.9	23%	33%	24%	20%
CA Spec. Education	34,060 (7.5%)	33,912	2479.8	3%	11%	26%	60%

Mathematics Overall Results:

	Students Tested (Percent of Enrollment)	Number of Students with Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	357 (96.2%)	357	2638.1	26%	31%	24%	19%
Male	169 (45.6%)	169	2637.6	28%	27%	24%	21%
Female	188 (50.7%)	188	2638.5	24%	35%	24%	17%
Special Education	23 (6.2%)	23	2460.9	4%	4%	4%	87%
English Learners	3 (0.8%)	3	*	*	*	*	*
I-FEP	38 (10.2%)	38	2729.7	68%	13%	13%	5%
R-FEP	21 (5.7%)	21	2637.5	24%	38%	14%	24%
State of California	418,893 (91.9%)	418,179	2560.3	11%	18%	25%	45%
CA Special Education	33,835 (7.4%)	33,723	2444.8	1%	3%	10%	85%

Based on the first CAASP results, OPHS students performed consistently better than the state mean score. The OPHS students scored 57.1 and 77.8 points higher on average than the state means on the ELA and Math tests, respectively. The special education students at OPHS scored 44.3 and 16.1 points higher than the state means for special education students. The results for special education students at OPHS were closest to the state results in Math. The mean score for OPHS was better, however 87% of the special education students scored “Standard Not Met”. The state special education results showed 85% of students scored “Standard Not Met”.

CAASP Subscores: All Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	50%	42%	7%
ELA: Writing	53%	37%	10%
ELA: Listening	26%	66%	8%
ELA: Research/ Inquiry	40%	53%	7%
Math: Concepts & Procedures	42%	36%	22%
Math: Problem Solving & Modeling	33%	51%	16%
Math: Communicating Reasoning	31%	55%	14%

CAASPP Subscores: Male Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	47%	43%	10%
ELA: Writing	43%	44%	13%
ELA: Listening	24%	64%	12%
ELA: Research/ Inquiry	30%	62%	8%
Math: Concepts & Procedures	41%	36%	24%
Math: Problem Solving & Modeling	35%	49%	16%
Math: Communicating Reasoning	34%	50%	16%

CAASPP Subscores: Female Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	53%	42%	5%
ELA: Writing	62%	30%	8%
ELA: Listening	27%	68%	5%
ELA: Research/ Inquiry	49%	45%	6%
Math: Concepts & Procedures	44%	36%	20%
Math: Problem Solving & Modeling	31%	53%	16%
Math: Communicating Reasoning	29%	60%	12%

CAASPP Subscores: Special Education Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	14%	50%	36%
ELA: Writing	14%	27%	59%
ELA: Listening	9%	64%	27%
ELA: Research/ Inquiry	5%	64%	32%
Math: Concepts & Procedures	9%	4%	87%
Math: Problem Solving & Modeling	9%	26%	65%
Math: Communicating Reasoning	4%	43%	52%

CAASPP Subscores: Initially Fluent English Proficient (IFEP) Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	79%	18%	3%
ELA: Writing	68%	29%	3%
ELA: Listening	47%	50%	3%
ELA: Research/ Inquiry	63%	34%	3%
Math: Concepts & Procedures	79%	13%	8%
Math: Problem Solving & Modeling	63%	34%	3%
Math: Communicating Reasoning	63%	34%	3%

CAASPP Subscores: Redesignated Fluent English Proficient (RFEP) Students

	Standard Exceeded	Standard Met or Nearly Met	Standard Not Met
ELA: Reading	48%	48%	5%
ELA: Writing	48%	38%	14%
ELA: Listening	14%	67%	19%
ELA: Research/ Inquiry	33%	57%	10%
Math: Concepts & Procedures	48%	24%	29%
Math: Problem Solving & Modeling	38%	43%	19%
Math: Communicating Reasoning	33%	52%	14%

CAASPP 2015: CST Life Science, Grade 10

	OPHS	State
Students Tested	356	433,375
Percent of Enrollment	97.5%	91.4%
Students with Scores	356	431,196
Mean Scale Score	429.5	357.8
Advanced	67%	25%
Proficient	23%	28%
Basic	10%	29%
Below Basic	1%	10%
Far Below Basic	0%	8%

2. California Standards Tests (CSTs)

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

English Language Arts 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	383	354	323
% of Enrollment	99.0%	98.6%	97.3%
Students with Scores	383	354	323
Mean Scale Score	429.0	400.3	402.2
% Advanced	74%	61%	56%
% Proficient	20%	31%	31%
% Basic	6%	7%	8%
% Below Basic	1%	1%	5%
% Far Below Basic	0%	0%	0%

English Language Arts 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	30	21	13
% of Enrollment	7.8%	5.8%	3.9%
Students with Scores	30	21	13
Mean Scale Score	357.0	359.5	358.6
% Proficient and Above	50%	57%	62%

English Language Arts 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	381	373	333
% of Enrollment	98.4%	98.2%	98.5%
Students with Scores	381	373	333
Mean Scale Score	417.9	400.2	402.3
% Advanced	71%	58%	55%
% Proficient	22%	29%	29%
% Basic	6%	10%	14%
% Below Basic	1%	1%	2%
% Far Below Basic	0%	1%	0%

English Language Arts 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	27	27	20
% of Enrollment	7.0%	7.1%	5.9%
Students with Scores	27	27	20
Mean Scale Score	352.4	334.6	345.9
% Proficient and Above	44%	41%	45%

Algebra I 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	133	62	19
% of Enrollment	34.4%	17.3%	5.7%
Students with Scores	133	62	19
Mean Scale Score	403.1	347.7	336.9
% Advanced	35%	3%	5%
% Proficient	49%	47%	37%
% Basic	15%	40%	37%
% Below Basic	2%	8%	21%
% Far Below Basic	0%	2%	0%

Algebra I 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	6	8	5
% of Enrollment	1.6%	2.2%	1.5%
Students with Scores	6	8	5
Mean Scale Score	*	*	*
% Proficient and Above	*	*	*

Algebra I 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	168	65	13
% of Enrollment	43.4%	17.1%	3.8%
Students with Scores	168	65	13
Mean Scale Score	380.2	328.7	301.9
% Advanced	21%	3%	0%
% Proficient	51%	26%	8%
% Basic	20%	42%	46%
% Below Basic	6%	26%	38%
% Far Below Basic	2%	3%	8%

Algebra I 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	5	16	8
% of Enrollment	1.3%	4.2%	2.4%
Students with Scores	5	16	8
Mean Scale Score	*	304.5	*
% Proficient and Above	*	6%	*

Geometry 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	146	126	53
% of Enrollment	37.7%	35.1%	16.0%
Students with Scores	146	126	53
Mean Scale Score	413.2	358.8	321.5
% Advanced	42%	7%	6%
% Proficient	53%	52%	19%
% Basic	5%	37%	51%
% Below Basic	0%	5%	25%
% Far Below Basic	0%	0%	0%

Geometry 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested		5	3
% of Enrollment		1.4%	0.9%
Students with Scores		5	3
Mean Scale Score		*	*
% Proficient and Above		*	*

Geometry 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	128	117	47
% of Enrollment	33.1%	30.8%	13.9%
Students with Scores	128	117	47
Mean Scale Score	413.2	350.2	329.6
% Advanced	41%	6%	4%
% Proficient	51%	44%	19%
% Basic	7%	38%	57%
% Below Basic	1%	12%	19%
% Far Below Basic	0%	0%	0%

Geometry 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	3	5	8
% of Enrollment	0.8%	1.3%	2.4%
Students with Scores	3	5	8
Mean Scale Score	*	*	*
% Proficient and Above	*	*	*

Algebra II 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	34	136	87
% of Enrollment	8.8%	37.9%	26.2%
Students with Scores	34	136	87
Mean Scale Score	502.6	385.0	328.1
% Advanced	88%	29%	3%
% Proficient	9%	43%	30%
% Basic	3%	22%	43%
% Below Basic	0%	7%	17%
% Far Below Basic	0%	0%	7%

Algebra II 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested			1
% of Enrollment			0.3%
Students with Scores			1
Mean Scale Score			*
% Proficient and Above			*

Algebra II 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	35	145	121
% of Enrollment	9.0%	38.2%	35.8%
Students with Scores	35	145	121
Mean Scale Score	473.8	380.6	327.0
% Advanced	80%	27%	2%
% Proficient	20%	45%	26%
% Basic	0%	23%	45%
% Below Basic	0%	4%	24%
% Far Below Basic	0%	1%	3%

Algebra II 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested			3
% of Enrollment			0.9%
Students with Scores			3
Mean Scale Score			*
% Proficient and Above			*

The Summative Math CST was attempted in subsequent years after Algebra II. These students were enrolled in Math Analysis (CP or Honors), Finite Math, Statistics (CP or AP), or Calculus (AP AB or BC).

Summative Math 2011-2012: All Students

	10 th Grade	11 th Grade
Students Tested	17	160
% of Enrollment	4.7%	48.2%
Students with Scores	17	160
Mean Scale Score	438.2	402.6
% Advanced	59%	36%
% Proficient	35%	43%
% Basic	6%	18%
% Below Basic	0%	4%
% Far Below Basic	0%	0%

Summative Math 2011-2012: Students with Disabilities

	10 th Grade	11 th Grade
Students Tested		1
% of Enrollment		0.3%
Students with Scores		1
Mean Scale Score		*
% Proficient and Above		*

Summative Math 2012-2013: All Students

	10 th Grade	11 th Grade
Students Tested	35	148
% of Enrollment	9.2%	43.8%
Students with Scores	35	148
Mean Scale Score	451.2	390.4
% Advanced	57%	26%
% Proficient	37%	49%
% Basic	6%	20%
% Below Basic	0%	5%
% Far Below Basic	0%	0%

Summative Math 2012-2013: Students with Disabilities

No tests were given in 2013 to students with disabilities.

The General Math CST was taken by students enrolled in Algebra IA. This course is the first half of the Algebra curriculum. As sophomores, these students typically enroll in Algebra IB and take the Algebra I CST.

General Math 2011-2012: All Students

	9 th Grade
Students Tested	73
% of Enrollment	18.9%
Students with Scores	73
Mean Scale Score	356.2
% Advanced	10%
% Proficient	47%
% Basic	36%
% Below Basic	3%
% Far Below Basic	5%

General Math 2011-2012: Students with Disabilities

	9 th Grade
Students Tested	28
% of Enrollment	7.2%
Students with Scores	28
Mean Scale Score	333.3
% Proficient and Above	36%

General Math 2012-2013: All Students

	9 th Grade
Students Tested	54
% of Enrollment	14.0%
Students with Scores	54
Mean Scale Score	345.2
% Advanced	7%
% Proficient	37%
% Basic	35%
% Below Basic	20%
% Far Below Basic	0%

General Math 2012-2013: Students with Disabilities

	9 th Grade
Students Tested	25
% of Enrollment	6.5%
Students with Scores	25
Mean Scale Score	328.4
% Proficient and Above	28%

World History 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	2	353	8
% of Enrollment	0.5%	98.3%	2.4%
Students with Scores		353	3
Mean Scale Score	*	407.6	*
% Advanced	*	54%	*
% Proficient	*	30%	*
% Basic	*	14%	*
% Below Basic	*	1%	*
% Far Below Basic	*	1%	*

World History 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested		23	1
% of Enrollment		6.4%	0.3%
Students with Scores		23	1
Mean Scale Score		367.3	*
% Proficient and Above		52%	*

World History 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	2	375	5
% of Enrollment	0.5%	98.7%	1.5%
Students with Scores		375	2
Mean Scale Score	*	409.5	*
% Advanced	*	59%	*
% Proficient	*	25%	*
% Basic	*	13%	*
% Below Basic	*	1%	*
% Far Below Basic	*	3%	*

World History 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested		31	3
% of Enrollment		8.2%	0.9%
Students with Scores		31	1
Mean Scale Score		343.1	*
% Proficient and Above		39%	*

US History 2011-2012: All Students

	11 th Grade
Students Tested	325
% of Enrollment	97.9%
Students with Scores	325
Mean Scale Score	408.6
% Advanced	57%
% Proficient	29%
% Basic	11%
% Below Basic	2%
% Far Below Basic	2%

US History 2011-2012: Students with Disabilities

	11 th Grade
Students Tested	17
% of Enrollment	5.8%
Students with Scores	17
Mean Scale Score	344.5
% Proficient and Above	53%

US History 2012-2013: All Students

	11 th Grade
Students Tested	334
% of Enrollment	98.8%
Students with Scores	334
Mean Scale Score	405.7
% Advanced	54%
% Proficient	29%
% Basic	13%
% Below Basic	3%
% Far Below Basic	1%

US History 2012-2013: Students with Disabilities

	11 th Grade
Students Tested	21
% of Enrollment	7.1%
Students with Scores	21
Mean Scale Score	354.1
% Proficient and Above	52%

Life Science 2011-2012: All Students

	10 th Grade
Students Tested	352
% of Enrollment	98.1%
Students with Scores	352
Mean Scale Score	422.6
% Advanced	61%
% Proficient	26%
% Basic	11%
% Below Basic	1%
% Far Below Basic	1%

Life Science 2011-2012: Students with Disabilities

	10 th Grade
Students Tested	21
% of Enrollment	5.8%
Students with Scores	21
Mean Scale Score	355.2
% Proficient and Above	52%

Life Science 2012-2013: All Students

	10 th Grade
Students Tested	373
% of Enrollment	98.2%
Students with Scores	373
Mean Scale Score	423.4
% Advanced	59%
% Proficient	25%
% Basic	12%
% Below Basic	2%
% Far Below Basic	2%

Life Science 2012-2013: Students with Disabilities

	10 th Grade
Students Tested	27
% of Enrollment	7.1%
Students with Scores	27
Mean Scale Score	336.7
% Proficient and Above	41%

Life Science 2013-2014: All Students

	10 th Grade
Students Tested	381
% of Enrollment	96.9%
Students with Scores	381
Mean Scale Score	433.9
% Advanced	65%
% Proficient	22%
% Basic	7%
% Below Basic	0%
% Far Below Basic	7%

Life Science 2013-2014: Students with Disabilities

	10 th Grade
Students Tested	28
% of Enrollment	7.1%
Students with Scores	28
Mean Scale Score	360.6
% Proficient and Above	14%

Biology 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	2	345	4
% of Enrollment	0.5%	96.1%	1.2%
Students with Scores	2	345	4
Mean Scale Score	*	400.8	*
% Advanced	*	53%	*
% Proficient	*	31%	*
% Basic	*	13%	*
% Below Basic	*	2%	*
% Far Below Basic	*	1%	*

Biology 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested		23	1
% of Enrollment		6.4%	0.3%
Students with Scores		23	1
Mean Scale Score		339.5	*
% Proficient and Above		35%	*

Biology 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	10	361	2
% of Enrollment	2.6%	95.0%	0.6%
Students with Scores	10	361	2
Mean Scale Score	*	400.7	*
% Advanced	*	46%	*
% Proficient	*	33%	*
% Basic	*	17%	*
% Below Basic	*	2%	*
% Far Below Basic	*	2%	*

Biology 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested		32	
% of Enrollment		8.4%	
Students with Scores		32	
Mean Scale Score		325.0	
% Proficient and Above		25%	

Chemistry 2011-2012: All Students

	10 th Grade	11 th Grade
Students Tested	1	279
% of Enrollment	0.3%	84.0%
Students with Scores	1	279
Mean Scale Score	396.3	396.1
% Advanced	*	49%
% Proficient	*	37%
% Basic	*	13%
% Below Basic	*	1%
% Far Below Basic	*	1%

English Language Arts 2011-2012: Students with Disabilities

	10 th Grade	11 th Grade
Students Tested		6
% of Enrollment		1.8%
Students with Scores		6
Mean Scale Score		*
% Proficient and Above		*

Chemistry 2012-2013: All Students

	10 th Grade	11 th Grade
Students Tested	6	310
% of Enrollment	1.6%	91.7%
Students with Scores	6	310
Mean Scale Score	*	385.5
% Advanced	*	37%
% Proficient	*	40%
% Basic	*	22%
% Below Basic	*	1%
% Far Below Basic	*	0%

Chemistry 2012-2013: Students with Disabilities

	10 th Grade	11 th Grade
Students Tested		8
% of Enrollment		2.4%
Students with Scores		8
Mean Scale Score		*
% Proficient and Above		*

Earth Science 2011-2012: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	379	10	3
% of Enrollment	97.9%	2.8%	0.9%
Students with Scores	379	10	3
Mean Scale Score	404.2	*	*
% Advanced	60%	*	*
% Proficient	27%	*	*
% Basic	12%	*	*
% Below Basic	1%	*	*
% Far Below Basic	0%	*	*

Earth Science 2011-2012: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	32		
% of Enrollment	8.3%		
Students with Scores	32		
Mean Scale Score	346.9		
% Proficient and Above	41%		

Earth Science 2012-2013: All Students

	9 th Grade	10 th Grade	11 th Grade
Students Tested	372	8	
% of Enrollment	96.1%	2.1%	
Students with Scores	372	8	
Mean Scale Score	400.9	*	
% Advanced	55%	*	
% Proficient	30%	*	
% Basic	14%	*	
% Below Basic	2%	*	
% Far Below Basic	0%	*	

Earth Science 2012-2013: Students with Disabilities

	9 th Grade	10 th Grade	11 th Grade
Students Tested	29		
% of Enrollment	7.5%		
Students with Scores	29		
Mean Scale Score	355.0		
% Proficient and Above	59%		

Integrated/Coordinated Science 1 2011-2012: All Students

	11 th Grade
Students Tested	34
% of Enrollment	10.2%
Students with Scores	34
Mean Scale Score	332.0
% Advanced	0%
% Proficient	26%
% Basic	62%
% Below Basic	12%
% Far Below Basic	0%

Integrated/Coordinated Science 1 2011-2012: Students with Disabilities

	11 th Grade
Students Tested	10
% of Enrollment	3.0%
Students with Scores	10
Mean Scale Score	*
% Proficient and Above	*

Integrated/Coordinated Science 1 2012-2013: All Students

	10 th Grade	11 th Grade
Students Tested	1	17
% of Enrollment	0.3%	5.0%
Students with Scores	1	17
Mean Scale Score	*	312.2
% Advanced	*	0%
% Proficient	*	12%
% Basic	*	53%
% Below Basic	*	24%
% Far Below Basic	*	12%

Integrated/Coordinated Science 1 2012-2013: Students with Disabilities

	10 th Grade	11 th Grade
Students Tested		11
% of Enrollment		3.3%
Students with Scores		11
Mean Scale Score		310.8
% Proficient and Above		9%

Physics 2011-2012: All Students

	11 th Grade
Students Tested	3
% of Enrollment	0.9%
Students with Scores	*
Mean Scale Score	*
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

Physics 2011-2012: Students with Disabilities

No tests were given in 2012 to students with disabilities.

Physics 2012-2013: All Students

	11 th Grade
Students Tested	7
% of Enrollment	2.1%
Students with Scores	7
Mean Scale Score	*
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

Physics 2012-2013: Students with Disabilities

No tests were given in 2013 to students with disabilities.

CST Results for Students with Disability, Percent Proficient or Above

* Fewer than 10 students had valid tests

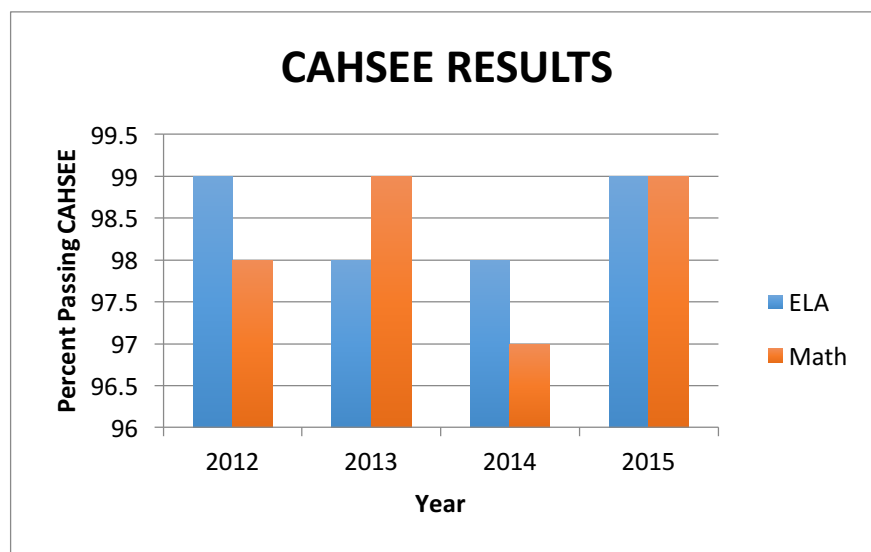
Mathematics	General Math	Algebra I	Geometry	Algebra II
2011	29%	47%	18%	*
2012	36%	42%	*	*
2013	28%	10%	38%	*

History	World History	US History
2011	33%	43%
2012	50%	53%
2013	38%	52%

Science	Life	Biology	Chemistry	Earth	Integrated
2011	42%	33%	14%	54%	
2012	52%	38%	*	41%	*
2013	41%	25%	*	59%	9%

3. California High School Exit Exam (CAHSEE)

OPHS has historically achieved well on the CAHSEE. The chart below shows the percentage passing in 10th grade in each of the last four years based upon the subject. The second table shows the subpopulations: Special Education, Male and Female. Due to the small number of EL students taking the CAHSEE, their results were not reported.



2014-15: 10th grade Initial Testing

English- Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	364	361	99%	416	93%
Male	205	204	100%	412	89%
Female	158	156	99%	423	97%
Special Education	19	16	84%	384	63%
EL	7	*	*	*	*
IFEP	48	48	100%	428	100%
RFEP	24	24	100%	418	96%

English- Language Arts	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay
All Students	94	91	91	85	85	2.9
Male	93	90	90	84	83	2.8
Female	95	92	93	87	88	3.1
Special Education	83	77	77	75	74	2.6
EL	*	*	*	*	*	*
IFEP	94	94	94	86	90	3.2
RFEP	94	92	92	86	84	3.1

2014-15: 10th grade Initial Testing

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	365	363	99%	421	93%
Male	205	205	100%	421	93%
Female	159	157	99%	420	92%
Special Education	20	19	95%	379	45%
EL	7	*	*	*	*
IFEP	48	48	100%	435	98%
RFEP	25	25	100%	417	96%

Mathematics	Avg. Percent Correct Probability & Stat.	Avg. Percent Correct Number Sense	Avg. Percent Correct Algebra & Func.	Avg. Percent Correct Meas. & Geometry	Avg. Percent Correct Algebra I
All Students	88	89	92	86	85
Male	88	89	92	86	84
Female	88	88	92	86	84
Special Education	73	71	77	64	62
EL	*	*	*	*	*
IFEP	92	92	96	92	94
RFEP	83	88	91	87	85

2013-2014: 10th grade Initial Testing

English- Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	384	378	98%	421	93%
Male	191	188	98%	418	93%
Female	193	190	98%	424	93%
Special Education	32	27	84%	379	50%
EL	3	*	*	*	*
IFEP	42	42	100%	434	95%
RFEP	21	20	95%	412	86%

English- Language Arts	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay
All Students	96	90	93	86	90	2.9
Male	96	90	93	85	88	2.8
Female	95	91	94	86	91	3.0
Special Education	84	77	82	70	76	2.3
EL	*	*	*	*	*	*
IFEP	97	91	95	89	94	3.2
RFEP	91	89	91	82	87	2.8

2013-2014: 10th grade Initial Testing

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	384	376	98%	418	90%
Male	192	190	99%	418	91%
Female	192	186	97%	419	88%
Special Education	30	25	83%	379	43%
EL	3	*	*	*	*
IFEP	42	42	100%	439	100%
RFEP	21	21	100%	419	90%

Mathematics	Avg. Percent Correct Probability & Stat.	Avg. Percent Correct Number Sense	Avg. Percent Correct Algebra & Func.	Avg. Percent Correct Meas. & Geometry	Avg. Percent Correct Algebra I
All Students	88	89	89	87	80
Male	87	89	89	87	80
Female	88	88	89	86	80
Special Education	76	72	71	67	57
EL	*	*	*	*	*
IFEP	94	95	95	95	92
RFEP	84	91	91	86	82

2012-2013: 10th Grade Initial Testing

English-Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	377	368	98%	418	91%
Male	205	199	97%	417	88%
Female	172	169	98%	419	94%
Special Education	28	22	79%	376	39%
EL	7	*	*	*	*
IFEP	39	39	100%	428	100%
RFEP	19	18	95%	411	84%

English-Language Arts	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay
All Students	93	87	92	85	91	2.9
Male	93	87	91	86	91	2.9
Female	93	87	93	83	92	3.0
Special Education	82	73	79	69	72	2.3
EL	*	*	*	*	*	*
IFEP	94	90	94	87	95	3.2
RFEP	93	85	91	86	86	2.8

2012-2013: 10th Grade Initial Testing

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
All Students	370	368	99%	422	91%
Male	202	201	100%	425	93%
Female	168	167	99%	418	89%
Special Education	22	20	91%	374	36%
EL	6	*	*	*	*
IFEP	39	39	100%	439	100%
RFEP	18	17	94%	419	83%

Mathematics	Avg. Percent Correct Probability & Stat.	Avg. Percent Correct Number Sense	Avg. Percent Correct Algebra & Func.	Avg. Percent Correct Meas. & Geometry	Avg. Percent Correct Algebra I
All Students	86	87	91	88	86
Male	88	89	91	89	87
Female	85	85	90	87	84
Special Education	72	67	70	64	61
EL	*	*	*	*	*
IFEP	92	94	96	94	92
RFEP	87	85	88	88	82

2014-2015: October Testing 11th and 12th grades

English- Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	18	13	72%	388	*
12 th Grade	2	*	*	*	*
Male	8	*	*	*	*
Female	11	8	73%	394	*
Special Education	2	*	*	*	*
EL	1	*	*	*	*
IFEP	0	*	*	*	*
RFEP	0	*	*	*	*

English- Language Arts	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay
11 th Grade	84	78	81	73	76	2.9
12 th Grade	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	90	81	81	70	78	3.0
Special Education	*	*	*	*	*	*
EL	*	*	*	*	*	*
IFEP	*	*	*	*	*	*
RFEP	*	*	*	*	*	*

2014-2015: October Testing 11th and 12th grades

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	17	15	88%	394	*
12 th Grade	4	*	*	*	*
Male	7	*	*	*	*
Female	14	12	86%	387	*
Special Education	5	*	*	*	*
EL	0	*	*	*	*
IFEP	0				
RFEP	1	*	*	*	*

Mathematics	Avg. Percent Correct Probability & Stat.	Avg. Percent Correct Number Sense	Avg. Percent Correct Algebra & Func.	Avg. Percent Correct Meas. & Geometry	Avg. Percent Correct Algebra I
11 th Grade	80	80	83	70	69
12 th Grade	*	*	*	*	*
Male	*	*	*	*	*
Female	79	74	80	67	64
Special Education	*	*	*	*	*
EL	*	*	*	*	*
IFEP					
RFEP	*	*	*	*	*

2014-2015: February 11th and 12th Grade Testing

Test results are not available because fewer than 10 students were tested in each category.

English-Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	5	*	*	*	*
12 th Grade	1	*	*	*	*
Male	3	*	*	*	*
Female	3	*	*	*	*
Special Education	2	*	*	*	*
With Modifications	3	*	*	*	*
EL	1	*	*	*	*
IFEP	0	*	*	*	*
RFEP	0	*	*	*	*

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	4	*	*	*	*
12 th Grade	0	*	*	*	*
Male	3	*	*	*	*
Female	1	*	*	*	*
Special Education	0	*	*	*	*
With Modifications	3	*	*	*	*
EL	0	*	*	*	*
IFEP	0				
RFEP	0	*	*	*	*

2013-2014: October Testing 11th and 12th grades

English- Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	19	16	84%	392	*
12 th Grade	6	*	*	*	*
Male	15	12	80%	387	*
Female	10	*	*	*	*
Special Education	10	*	*	*	*
EL	1	*	*	*	*
IFEP	1	*	*	*	*
RFEP	2	*	*	*	*

English- Language Arts	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay
11 th Grade	83	80	81	70	76	2.8
12 th Grade	*	*	*	*	*	*
Male	79%	77%	78%	71%	73%	2.5
Female	*	*	*	*	*	*
Special Education	*	*	*	*	*	*
EL	*	*	*	*	*	*
IFEP	*	*	*	*	*	*
RFEP	*	*	*	*	*	*

2013-2014: October Testing 11th and 12th grades

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	15	11	73%	400	*
12 th Grade	4	*	*	*	*
Male	11	10	91%	428	*
Female	8	*	*	*	*
Special Education	4	*	*	*	*
EL	1	*	*	*	*
IFEP	0				
RFEP	2	*	*	*	*

Mathematics	Avg. Percent Correct Probability & Stat.	Avg. Percent Correct Number Sense	Avg. Percent Correct Algebra & Func.	Avg. Percent Correct Meas. & Geometry	Avg. Percent Correct Algebra I
11 th Grade	79	78	79	71	72
12 th Grade	*	*	*	*	*
Male	87	90	91	89	84
Female	*	*	*	*	*
Special Education	*	*	*	*	*
EL	*	*	*	*	*
IFEP					
RFEP	*	*	*	*	*

2013-2014: February Testing 11th and 12th grades

Test results are not available because fewer than 10 students were tested in each category.

English-Language Arts	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	2	*	*	*	*
12 th Grade	1	*	*	*	*
Male	2	*	*	*	*
Female	1	*	*	*	*
Special Education	2	*	*	*	*
EL	1	*	*	*	*
IFEP	0				
RFEP	0				

Mathematics	Number Tested	Number Passed	Percent Passed	Mean Scaled Score	% Proficient & Above
11 th Grade	4	*	*	*	*
12 th Grade	0				
Male	1	*	*	*	*
Female	3	*	*	*	*
Special Education	4	*	*	*	*
EL	1	*	*	*	*
IFEP	0				
RFEP	1	*	*	*	*

4. Adequate Yearly Progress (AYP)

a. The following charts show the Annual Measurable Objectives (AMOs), participation rates, and graduation rates. The only category where OPHS did not meet the Target was the 2014 Mathematics Target. The state's target was 100% Proficient or Above. OPHS was 89.1% proficient, 343 out of 386 tests scoring proficient or above. This did not meet the state target and it was lower than the results in 2013, 89.4%. An analysis of the data showed the Students with Disabilities increased their proficiency, 41% to 50%. However, the Hispanic students decreased from 84.2% to 80.8%. Socioeconomically Disadvantaged students increased proficiency from 74.1% to 88.5%. No subpopulation nor academic influence can account for the decrease in the schoolwide proficiency.

b. The participation rate in state assessments for 2012-2014 was 99% or 100%.

2014 Percent Proficient

	ELA Valid Scores	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	Math Valid Scores	Math Percent At or Above Proficient	Math Met 2014 Criteria
Schoolwide	383	93%	Yes	385	89.1%	No
Socioeconomically Disadvantaged	26	88.5%		26	88.5%	
English Learners	9	*		9	*	
Students with Disabilities	40	60%		40	50%	
Asian	53	98.1%		53	98.1%	
Hispanic	25	80%		26	80.8%	
White	286	93.4%	Yes	287	88.5%	No

2014 Participation Rates: ELA

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	388	384	99%	Yes
Socioeconomically Disadvantaged	26	26	100%	
English Learners	10	10	100%	
Students with Disabilities	40	40	100%	
Asian	53	53	100%	
Hispanic	27	26	97%	
White	289	286	99%	Yes

2014 Participation Rates: Math

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	388	386	99%	Yes
Socioeconomically Disadvantaged	26	26	100%	
English Learners	10	10	100%	
Students with Disabilities	40	40	100%	
Asian	53	53	100%	
Hispanic	27	27	100%	
White	289	287	99%	Yes

2013 Percent Proficient

	ELA Valid Scores	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	Math Valid Scores	Math Percent At or Above Proficient	Math Met 2014 Criteria
Schoolwide	377	90.7%	Yes	377	89.4%	Yes
Socioeconomically Disadvantaged	27	74.1%		27	74.1%	
English Learners	12	33.3%		12	66.7%	
Students with Disabilities	38	44.7%		39	41.0%	
Asian	55	98.2%		54	98.1%	
Hispanic	19	84.2%		19	84.2%	
White	288	89.9%	Yes	289	88.6%	Yes

2013 Participation Rates: ELA

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	380	377	99%	Yes
Socioeconomically Disadvantaged	27	27	100%	
English Learners	12	12	100%	
Students with Disabilities	40	38	95%	
Asian	55	55	100%	
Hispanic	19	19	100%	
White	291	288	99%	Yes

2013 Participation Rates: Math

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	380	377	99%	Yes
Socioeconomically Disadvantaged	27	27	100%	
English Learners	12	12	100%	
Students with Disabilities	40	39	98%	
Asian	55	55	100%	
Hispanic	19	19	100%	
White	291	289	99%	Yes

2012 Percent Proficient

	ELA Valid Scores	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	Math Valid Scores	Math Percent At or Above Proficient	Math Met 2014 Criteria
Schoolwide	360	91.4%	Yes	359	88.6%	Yes
Socioeconomically Disadvantaged	11	63.6%		11	72.7%	
English Learners	4	*		4	*	
Students with Disabilities	32	56.2%		32	56.2%	
Asian	34	94.1%		34	100%	
Hispanic	15	66.7%		15	66.7%	
White	298	92.3%	Yes	297	88.6%	Yes

2012 Participation Rates: ELA

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	365	364	100%	Yes
Socioeconomically Disadvantaged	11	11	100%	
English Learners	4	4	100%	
Students with Disabilities	32	32	100%	
Asian	34	34	100%	
Hispanic	15	15	100%	
White	303	302	100%	Yes

2012 Participation Rates: Math

	Enrollment on 1 st day of testing	Students with Valid Scores	Rate	Met 2014 Criteria
Schoolwide	365	363	99%	Yes
Socioeconomically Disadvantaged	11	11	100%	
English Learners	4	4	100%	
Students with Disabilities	32	32	100%	
Asian	34	34	100%	
Hispanic	15	15	100%	
White	303	301	99%	Yes

Graduation Rates

OPHS graduation rate for 2015 was 97.9%. LCAP Goal #2C strives to maintain a graduation rate of 98.7%. In order to accomplish this, OPHS will continue to analyze and intercede with at-risk students prior to graduation. When a student fails a class or is in danger of failing a class, the counseling department proceeds through a series of interventions. These include discussing the situation with the student and parent(s), a letter to the parent(s) informing them of options available to complete graduation requirements and consulting with the teachers. Special Education teachers monitor their students for completion of graduation requirements.

2015 Graduation Rates

	Students	Graduates	Rate %	Dropout Rate	SpEd Completers Rate	Still Enrolled Rate	GED Completer Rate
OPHS	374	366	97.9%	0.3%	0	0	0
Hispanic	23	21	91.3%	8.7%			
American Indian or Alaska Native	1	1	100%				
Asian	59	59	100%				
African American	5	4	80%	20%			
White	281	277	98.6%	0.4%			
Two or More Races	5	4	80%	20%			
English Learners	9	7	77.8%	22.2%			
Special Education	32	32	100%				
Socioeconomically Disadv.	13	12	92.3%	7.7%			

2014 Graduation Rates

	Students	Graduates	Rate %	Dropout Rate	Sp Ed Completers Rate	Still Enrolled Rate	GED Completer Rate
OPHS	336	332	98.8	0.3%	0%	0.6%	0.3%
Hispanic	16	16	100%	0	0	0	0
American Indian or Alaska Native	*	*	100%	0	0	0	0
Asian	32	32	100%	0	0	0	0
Filipino	*	*	83.3	0	0	16.7%	0
African American	*	*	100%	0	0	0	0
White	274	271	98.9	0.4%	0	0.4%	0.4%
Two or More Races	*	*	100%	0	0	0	0
English Learners	*	*	100%	0	0	0	0
Special Ed.	29	27	93.1	0	0	6.9%	0
Socio. Disadv.	17	16	94.1	0	0	0	5.9%

2013 Graduation Rates

	Students	Graduates	Rate %	Dropout Rate	Special Ed Completers Rate	Still Enrolled Rate	GED Completer Rate
OPHS	329	321	97.6	1.5%	0.3%	0.6%	0%
Hispanic	16	16	100%	0	0	0	0
Asian	51	49	96.1	3.9%	0	0	0
African American	*	*	100%	0	0	0	0
White	257	251	97.7	1.2%	0.4%	0.8%	0
Two or More Races	*	*	100%	0	0	0	0
English Learners	*	*	100%	0	0	0	0
Special Ed.	23	22	95.7	0	4.3%	0	0
Socio. Disadv.	18	18	100%	0	0	0	0

5. SAT and ACT Results

SAT	Number of Tests	Percent of students taking SAT	Reading score, 800 possible	Math score, 800 possible	Writing score, 800 possible	Scores >1500	Percent above 1500
OPHS 2014	366	23.9%	572	587	580	291	79.5%
State 2014	296,908		492	506	489	137,030	46.15%
OPHS 2013	246	16.4%	587	603	594	220	89.4%
State 2013	200,543		492	508	489	93,136	46.44%
OPHS 2012	238	16.2%	578	595	594	203	85.3%
State 2012	194,191		491	510	491	90, 624	46.67%

ACT: California State Average scores included in brackets.

ACT	Number of Tests	English Avg. Score	Mathematics Avg. Score	Reading Avg. Score	Science Avg. Score	Composite Avg. Score
2015	163	27.9	27.5	27.6	27.0	27.6
2014	141	25.7 [21]	26.0 [23]	25.6 [22]	25.4 [21]	25.8
2013	147	26.5	26.9	26.8	25.5	26.6 [21.87]

The ACT test has established that the following college readiness benchmark scores for designated college courses:

English Composition: 18 on ACT English Test

College Algebra: 22 on ACT Mathematics Test

Social Science: 22 on ACT Reading Test

Biology: 23 on ACT Science Test

6. AP Scores

OPHS has maintained a strong Advanced Placement (AP) program for many years. In 2015, 998 AP exams were administered to 452 students. Below is a chart showing school participation in the AP courses and exams. The LCAP Goal #1G strives to increase the passing rate (3 or higher) on the AP exams by 5%. OPHS has a pass rate of 91% in three out of five years. At this time discussion between the departments, school leadership, and AP teachers will take place concerning this LCAP goal. There is a philosophical debate between open access to AP courses to additional students and improving the pass rate. Brian Martin currently maintains the AP course approval list and monitors the AP Audits. Subject matter test results are in the Appendix.

AP Test Results for OPHS

	2011	2012	2013	2014	2015
Enrolled in AP Courses	Not Available	Not Available	467	461	500
Students taking AP exams	337	353	427	407	452
Percent taking AP exams	Not Available	Not Available	91.4%	88.3%	90.4%
Number of Exams	681	760	854	824	998
Students with Scores 3+	308	322	373	372	401
% with Scores 3+	91.4%	91.2%	87.4%	91.4%	88.7%

b. Academic Performance Index (API)

OPHS's API has increased from 895 in 2009 to a high of 929 in 2012, and was assigned a three-year average API of 916 in 2014. Below is a chart showing API's for 2011-2014, demographic, and special programs values. Each year the growth target was met schoolwide and for the subpopulations. The API was suspended in 2014. Below are charts showing 2013, 2012, and 2011.

Groups	Number in 2011	API 2011	Number in 2012	API 2012	Number in 2013	API 2013	Non-weighted 3 year Average API	Weighted 3 year Average API
OPHS	1020	908	1061	924	1084	916	916	916
Black or African American	17	800	13	852	20	806	819	816
American Indian or Alaska Native	0		2		3			
Asian	122	973	138	973	136	976	974	974
Filipino	8		10		12	948		
Hispanic	42	884	47	865	62	903	884	886
Native Hawaiian or Pacific Islander	1		0		1			
White	825	902	846	920	839	908	910	910
2 or more Races	5		5		11	891		
Socio. Disadv.	25	865	38	835	61	859	853	853
English Learners	13	782	40	814	21	794	797	803
Students with Disabilities	77	689	89	757	108	726	724	726

c. Pupils who are college and career ready

1. Post-enrollment Data

With college attendance near 95%, OPHS continues to prepare students primarily for postsecondary education. In the last three years 12 students joined the military, for the United States and other nations, following graduation. Less than 2% of graduates choose to take a “gap” year. These students report that they plan to travel or work. They often have “deferred” the start of college at a school they were accepted into.

	2015	2014	2013
Total Graduates	362	334	321
Admitted to 4-year Colleges	254 70.2%	235 70.3%	217 67.6%
College Attendance (2 year & 4 year)	343 94.7%	325 97.5%	308 96.0%
Career Education	1 0.3%	3 0.9%	2 0.6%
Armed Services	7 1.9%	2 0.6%	3 0.9%

Postsecondary Performance

	OPHS Class of 2010	OPHS Class of 2009
Graduated from college	47%	48%
Full Time	15%	13%
Half-time	9%	8%
Less than half	5%	5%
Withdrawn	4%	7%
No Records	7%	8%
Unspecified	12%	10%

d. English Learners

2014 CELDT

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Advanced	4 (33%)	1 (20%)	4 (33%)	3 (38%)	12 (32%)
Early Advanced	6 (50%)	4 (80%)	6 (50%)	3 (38%)	19 (51%)
Intermediate	0	0	2 (17%)	2 (25%)	4 (11%)
Early Intermediate	0	0	0	0	0
Beginning	2 (17%)	0	0	0	2 (5.0%)
Number Tested	12	5	12	8	37

2013 CELDT

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Advanced	2 (33%)	2 (29%)	*	*	5 (28%)
Early Advanced	2 (33%)	4 (57%)	*	*	8 (44%)
Intermediate	1 (17%)	1 (14%)	*	*	4 (22%)
Early Intermediate	1 (17%)	0	*	*	1 (6%)
Beginning	0	0	*	*	0
Number Tested	6	7	3	2	18

2012 CELDT

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Advanced	2 (22%)	*	*	*	4 (25%)
Early Advanced	4 (44%)	*	*	*	4 (25%)
Intermediate	3 (33%)	*	*	*	6 (38%)
Early Intermediate	0	*	*	*	2 (13%)
Beginning	0	*	*	*	0
Number Tested	9	3	3		16

e. English Learner Reclassification Rate: Title III Accountability Report for OPHS

AMAO 1: Annual Growth

	OPUSD 2014-15	OPHS 2014-15	OPUSD 2013-14	OPHS 2013-14	OPUSD 2012-13	OPHS 2012-13
Annual CELDT takers	108	17	101	13	80	13
Number in Cohort	108	17	101	13	80	13
Percent with Prior CELDT scores	100%	100%	100%	100%	100%	100%
Number met AMAO 1	89		78	12	56	11
Percent met AMAO 1	82.4%		77.2%%	92.3%	70.0%	84.6%
OPUSD met Target for AMAO 1	YES		YES		NO	

AMAO 2: Attaining English Proficiency

	OPUSD 2014-15	OPHS 2014-15	OPUSD 2013-14	OPHS 2013-14	OPUSD 2012-13	OPHS 2012-13
Less than 5 years						
Number in Cohort	133	8	143	12	104	7
Number Attaining English Proficiency	56	*	54	7	32	*
Percent Attaining English Proficiency	42.1%	*	37.5%	37.8%	30.8%	*
Cohort Met Target	Yes					
5 years or More						
Number in Cohort	17	9	15	6	16	8
Number Attaining English Proficiency	13	*	*	*	*	*
Percent Attaining English Proficiency	76.5%	*	*	*	*	*
Cohort Met Target	YES					
OPUSD met Target for AMAO 2	YES		YES		NO	

f. Early Assessment Program (EAP)

Beginning in 2015, the EAP was administered as part of the CAASP. The results are congruent with the four Achievement Standards of the CAASP.

CAASP	EAP
Standard Exceeded	Ready to enroll in college classes
Standard Met	Conditionally Ready, student must continue taking courses during 12 th grade
Standard Nearly Met	Not Yet Ready, to enroll in college courses student must meet certain criteria
Standard Not Met	Not Ready, to enroll in college courses student must meet certain criteria

2015 EAP/CAASP Results

	Ready	Conditionally Ready	Not Yet Ready	Not Ready
ELA/Literacy Overall	41%	36%	14%	8%
Mathematics Overall	26%	31%	24%	19%

In 2014, OPHS chose not to administer the EAP because the CST was no longer in place. OPHS was required to administer the field test of CAASP in 2014. The logistics of administering the additional EAP in 2014 would have been burdensome.

Because the EAP is administered to 11th graders, besides the “Ready for College” category, the “Ready for College- Conditional” category is significant. These students are advised to take a 12th grade math course to prepare for college. English, similarly, continues to prepare students in the 12th grade courses for college.

2013 EAP

	Number of EAP (Participation)	Ready For College	Ready For College- Conditional	Did Not Demonstrate Readiness
English	332 (100%)	174 (52%)	59 (18%)	99 (30%)
Algebra II	104 (86%)	9 (9%)	47 (45%)	48 (46%)
Summative Math	141 (95%)	52 (37%)	88 (62%)	1 (1%)
Total Math	245 (91%)	61 (25%)	135 (55%)	49 (20%)

2012 EAP

	Number of EAP (Participation)	Ready For College	Ready For College- Conditional	Did Not Demonstrate Readiness
English	323 (100%)	175 (54%)	53 (16%)	95 (29%)
Algebra II	66 (87%)	9 (14%)	29 (44%)	28 (42%)
Summative Math	144 (90%)	62 (43%)	82 (57%)	0 (0%)
Total Math	210 (85%)	71 (34%)	111 (53%)	28 (13%)

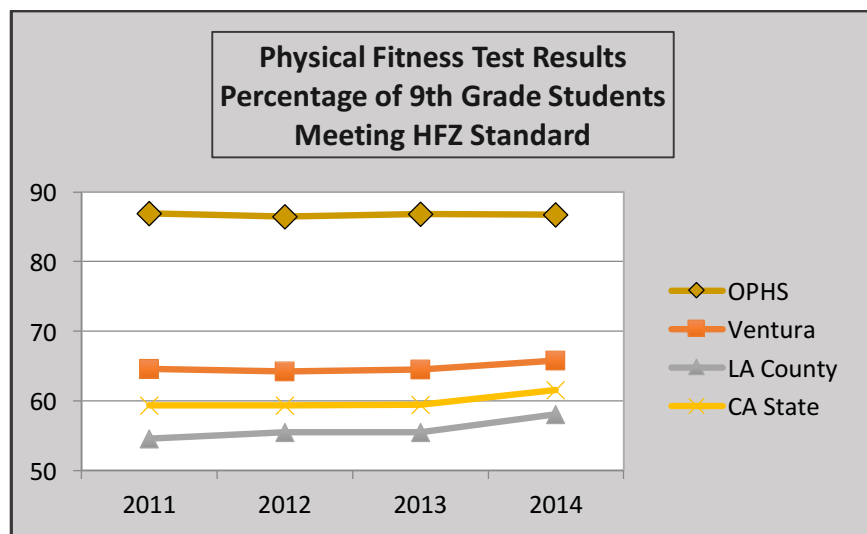
2011 EAP

	Number of EAP (Participation)	Ready For College	Ready For College- Conditional	Did Not Demonstrate Readiness
English	305 (98%)	164 (54%)		141 (46%)
Algebra II	61 (75%)	4 (7%)	13 (21%)	44 (72%)
Summative Math	137 (87%)	50 (36%)	84 (61%)	3 (2%)
Total Math	198 (83%)	54 (27%)	97 (49%)	47 (24%)

g. Other Assessments

1. California Fitness Test

Physical fitness is an important core value of OPUSD and OPHS. Currently all 9th grade students are required to take PE. Within this course the California Fitness Test is administered. As shown in the following graph, OPHS's results are significantly higher than the rest of Ventura County, Los Angeles County and the state. (HFZ: Healthy Fitness Zone) See Appendix for complete data.



2. Math Placement

Approximately 50 students, who are new to the district, are administered math placement tests through the Counseling office and the Math department. In recent years, OPHS has used several placement tests including course final exams and the UCLA Diagnostic Test. International students (immigrants and Educatus students) are administered a broader test that covers algebra, geometry and trigonometry topics. Students who matriculate from Medea Creek Middle School in OPUSD are placed according to their grades and teacher recommendations.

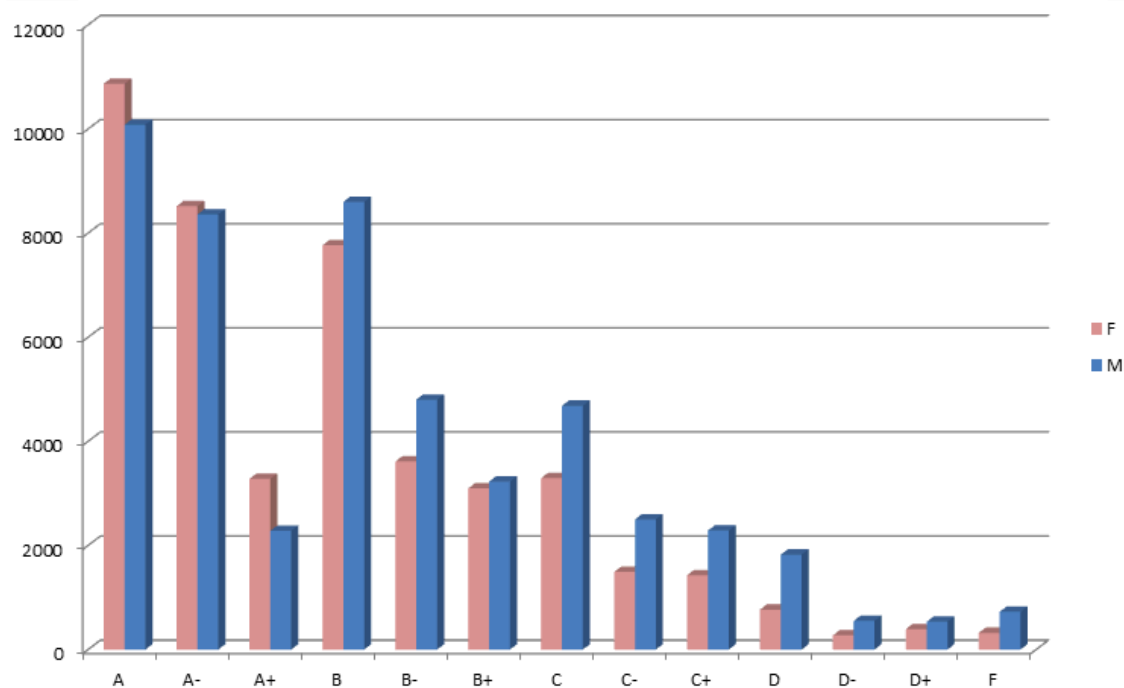
3. Report Card Analysis

2014 Spring	9 th males	9 th females	10th males	10 th females	11 th males	11 th females	12 th males	12 th females
D grades	81	29	65	34	66	51	59	13
F grades	25	9	20	14	21	13	8	4

2014 Fall	9 th males	9 th females	10th males	10 th females	11 th males	11 th females	12 th males	12 th females
D grades	57	26	50	12	45	38	21	41
F grades	19	12	22	1	14	7	4	2

2015 Spring	9 th males	9 th females	10th males	10 th females	11 th males	11 th females	12 th males	12 th females
D grades	48	24	90	19	60	36	35	45
F grades	23	14	29	3	23	7	6	5

The following chart shows all the grades issued in June 2015. A total of 125,724 grades were issued. The chart shows the number of grades issued to males and females. Females earned more A's, including pluses and minuses, than males. The comparison of B+ matches the school population percentages (47% Female, 53% Male). Grades lower than B+, show increasing numbers for males that exceed the population percentages.



Interventions for low grades include counseling meetings with students and potentially Student Study Teams. Ninth grade teachers meet to discuss the students who earned D's or F's following the first quarter (10 weeks). This forum allows the teachers to collaborate about the strengths and possible strategies that will work best with each student. The meeting is hosted by the ninth grade counselor and attended by different subject teachers. The team meets following the first semester (20 weeks) to determine additional concerns and strategies.

3. Engagement Indicators

a. Parent Input in Decision-Making

As previously stated, OPUSD parents are actively involved in the schools their children attend. Besides booster clubs to support extra-curricular activities, parents are represented at Site Council, LCAP committee, Special Education Advisory Committee (SEAC), and Curriculum Council. Last year the parent survey yielded 706 responses through the school website.

Because of monumental changes to the calendar and curriculum, the district hosted information sessions for the parents and community. Two parent meetings were held to discuss the school calendar, September 29, 2014 in the morning and evening. These discussions included the benefits of starting the school earlier and completing the first semester before Winter Break. California Standards were explained in detail at three sessions held in the daytime and evening. These were conducted from December 2014 through March 2015. Parents were notified through PFA newsletters, email, traditional mail, and automated phone calls.

b. Parent participation in Programs

In addition to representation on SEAC, the parents of students with special needs are regularly involved in their child's education. Parents are invited to SST, 504, and IEP conferences. Parents and teachers develop plans and strategies to meet the individual needs of the student.

Families of Foster Youths are contacted annually by the district liaison, Leslie Heilbron, to address their needs.

c. Dropout Rates

The dropout rates consistently remain low across all subpopulations and schoolwide.

	Class Size	Dropouts	Percent of class	Special Ed	ED	EL	White	Asian	Hispanic	Black
2015	374	0	0%	0	0	0	0	0	0	0
2014	336	4	0.3%	0	0	0	0.4%	0	0	0
2013	329	8	1.5%	0	0	0	1.2%	3.9%	0	0
2012	310	6	1.3%	3.3%	0	0	1.2%	2.6%		

Percentages are based upon the specific subpopulation.

d-f. Attendance Rates

	2014-15	2013-14	2013-12
d. Average Daily Attendance Average Percent Present	1495.41 97.0%	1468.33 96.7%	1448.68 98.9%
e. Chronic Absentee Rate: Absent more than 10% of the school days. Percent of student body.	28 1.8%	30 2.0%	14 1.0%
f. Tardiness Rate Students with 1 or more tardies during the school year. Percent of student body.	1140 74.0%	1178 77.6%	1094 74.7%

g. High School Graduation Rate

	2015	2014	2013
Number of Students	374	336	329
Number of Graduates	366	332	321
Graduation Rate	97.9%	98.8%	97.6%

h-j. Discipline Rates

	2014-2015	2013-2014	2012-2013	2011-2012
h. Referrals	954	1143	992	*
i. Suspensions	18	31	28	31
Suspension Rate	1.2%	2.0%	1.9%	2.2%
j. Expulsions	0	0	0	0
Expulsion Rate	0	0	0	0

k. Other local measures

According to a student survey (March 2015) and a parent survey (November 2014), 82% and 92% respectively, students feel safe on campus.

E. Schoolwide Learner Outcomes

OPHS strives to fulfill all the Schoolwide Learner Outcomes and based upon the information gathered through surveys, test results, observations, and interviews, the students at OPHS demonstrate to a very high level they are quality producers. Schoolwide Learner Outcome #3, describes Quality Producers who: Strive to fulfill their individual potential in all facets of their education, use technology to enhance their work, demonstrate creativity and original thinking, and understand and apply connections among disciplines.

- Strive to fulfill their individual potential in all facets of their education

According to the Student Survey, the students feel that “There are adequate extra-curricular activities available to me” (74% Strongly Agree or Agree) and “In general, the classes I am taking are challenging for me” (83%). Students provided the following examples: the school provides a wide variety of AP and Honors classes and clubs are easy to start. In the Parent Survey, the parents feel “There is a sufficient variety of classes offered and times available to meet my child's academic goals” (86%) and “My child finds the classes he/she is taking are challenging” (95%). Within the Math department, multiple options are available after the completion of Algebra II. Within the English department, the Senior Options Program allows students to choose literature classes based upon the students’ interests (Women’s Literature, Children’s Literature, Madness & Identity). Special Education students have various options to complete the graduation requirements including non-CP curriculum.

- Use technology to enhance their work

The student survey revealed 75% strongly agree or agree “Overall, my teachers use a variety of instructional resources (i.e., textbooks, video, computer, audio, Internet) to present academic content” and “I regularly use computers and the Internet to complete assignments” (77%). Technology regularly used include laptops, iPads, Smart Boards, Google Docs, turnitin.com, Quizlet, polleverywhere.com, graphing calculators, and the language lab for Chinese, Spanish and French.

- Demonstrate creativity and original thinking

Parents strongly agreed or agreed (82%), that “Teachers use a variety of strategies and resources (technology, projects and experiences beyond the textbook and classroom) that engage my child and help him/her think at a higher level”. Students noted that the school offers various art courses, visual and performing. Within these courses, art projects often allow for creative freedom and choice. Independent Study Projects can be completed for

credit. Clubs are encouraged for various interests such as Badminton Club, Haute Fashion Club, Equestrian Club, and the Magic Club.

- Understand and apply connections among disciplines

Students found connections between many subjects such as Science with Math and English with History. For example, the Scope's Trial is discussed in History and evolution is learned in science courses. Within economics, graphs and exchange rates utilize math skills.

Calculus and Statistics incorporate physics, biology, and sociology examples. The Student Survey reported that 64% Agreed or Strongly Agreed "Lessons from one class can be applied in other classes".

F. Perception Data

Student Survey

In March 2015, a survey of 1288 students was conducted using iPads under the direction of Mr. Buchanan and Mr. Martin. Survey questions and complete survey results are included in the Appendix. Results included the following:

Areas of Strength	Suggested Areas of Improvement
OPHS is a safe place to attend school. 82% Strongly Agree or Agree	The restrooms are clean and well maintained. 49% Disagree
There is adequate technology available on campus to complete assignments. 81% Strongly Agree or Agree	Extra-curricular activities leave enough time to do academic assignments. 50% Disagree
Classes are available to complete their 4-year plan to graduate. 80% Strongly Agree or Agree	Teachers often incorporate career opportunities as part of their lessons. 71% Disagree
Students regularly use computers and the internet to complete assignments. 77% Strongly Agree or Agree	

Sample of Comments:

“Rigorous course work but good program for college.”

“The school has strong support period. Some teachers are very involved and concerned with the lessons. A+ for them.”

“We need more classes that focus on skills useful to us in our adult life.”

“There is a lot of homework. The classes are pretty challenging. The school does prepare well for college from what I’ve heard.”

“Teachers do not incorporate career opportunities often as part of the lesson in most classes.”

Parent Survey

In November 2014, a parent survey was available online. Over 700 responses were recorded.

Survey questions and complete survey results are included in the Appendix. Results included:

Areas of Strength	Suggested Areas of Improvement
My child finds the classes he/she is taking are challenging. 95% Strongly Agree or Agree	The school offers opportunities for my child to gain “real world” experiences through job shadowing apprenticeships and volunteering. 53% Disagree
My child is receiving a good preparation for college. 94% Strongly Agree or Agree	The time required for co-curricular activities leaves enough time to adequately complete academic assignments. 66% Disagree
Teachers set high expectations for performance. 92% Strongly Agree or Agree	Teachers provide regular feedback on assignments and tests so that you and your child know how he/she is doing in class and what he/she needs to do to improve. 65% Disagree
My child feels comfortable and content attending OPHS. 92% Strongly Agree or Agree	

Sample of Comments:

“Seventh period is a great resource. Coaches and counselors are excellent.”

“I anticipate sports being an extended part of the day will make completing academic assignments a challenge. Again, I do not see the relevance of having freshman take PE if they are school athletes. The exposure to multiple sports and general physical fitness was accomplished at the middle school and seems redundant now.”

“There isn't enough time to combine the co-curricular with academic assignments generally.

Staff Survey

Eighty-five staff members responded to a survey November 2014. This survey was 118 questions and asked staff members to respond to the writing prompts provided by WASC. The survey was conducted online and there were technical difficulties in saving responses and returning to the survey to complete it. Hence, there may be errors in the data, especially for the later questions. Survey questions and complete survey results are included in the Appendix.

Areas of Strength	Suggested Areas of Improvement
Question 2: The school has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready. 94% Strongly Agree or Agree	Question 26: The school has effective existing structures for internal communication, planning, and resolving differences. 15% Disagree and 32% Neutral
Question 22: The school has clear employment policies and practices related to qualification requirements of staff. 87% Strongly Agree or Agree	Question 27: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations. 13% Disagree and 30% Neutral
Question 23: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation. 84% Strongly Agree or Agree	Question 33: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance. 19% Disagree and 42% Neutral
Question 45: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations with the courses that meet the US “a-g” requirements. 83% Strongly Agree or Agree	Question 32: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff. 13% Disagree and 35% Neutral

Challenge Success Survey

In 2014, OPHS took part in the Stanford University Survey of Adolescent School Experiences through the Challenge Success research program. A total of 1368, responses to the survey were analyzed. The survey focused on the time spent by students doing various activities outside of school, homework, academic honesty, and sleep habits. Survey analysis and complete survey results are included in the Appendix.

Results from the survey:

- 54% reported taking at least 1 AP/Honors-level course, with 12% taking 3 AP/Honors courses.
- Average Time (in Hours) Spent on Homework on a weekday night: 3.05
- Average Time (in Hours) Spent on Homework during the weekend: 2.98
- 85% reported participating in an extracurricular activity.
- 34% reported spending more than 10 hours a week on extracurricular activities.
- 32% reported that is “quite or extremely important” to their parents that they are successful in their extracurricular activities.
- 17% reported working for pay at least one hour on a typical weekday.
- On average, males reported significantly more free time than females.
- 52% reported going to bed at 11:30 pm or later
- 7 hours is the average hours of sleep per night
- 81% reported they were often or always stressed by schoolwork.
- On average, females reported significantly more stress-related physical symptoms than males.
- 83% reported working on an assignment with others when the instructor asked for individual work.
- 76% reported copying someone else’s homework
- 70% reported getting questions or answers from someone who has already taken the test.

Staff Observations and Interviews

At the start of the 2015-16 school year, each staff member was assigned a classroom observation or support staff interview. The overall response to this activity was that they were “enlightened” by what happens daily at OPHS. The classroom observations were approximately 20 minutes during the regular schedule. Teachers were assigned to observe classes outside their academic subject. The observers were noting the activities and engagement of the students. Support staff interviews concentrated on the role of the personnel supporting the learning and culture of OPHS.

Comments from the staff:

“I found it very enlightening. I learned some things about the Smart board and I found it interesting. The students were taking a group test and I loved watching how they were all working together.”

“The teacher created an environment conducive to learning where all students appeared to feel at ease. The teacher has a genuine interest in students’ opinions.” (Honors English)

“Well rounded teacher who keeps whole class involved in learning process. Everyone seems eager to learn. When asking a question (the teacher) got a lot of students to raise their hands, eager to answer questions.” (Spanish)

“I now realize how the paraeducators are responsible for the content of multiple subjects.”
(Special Education aide)

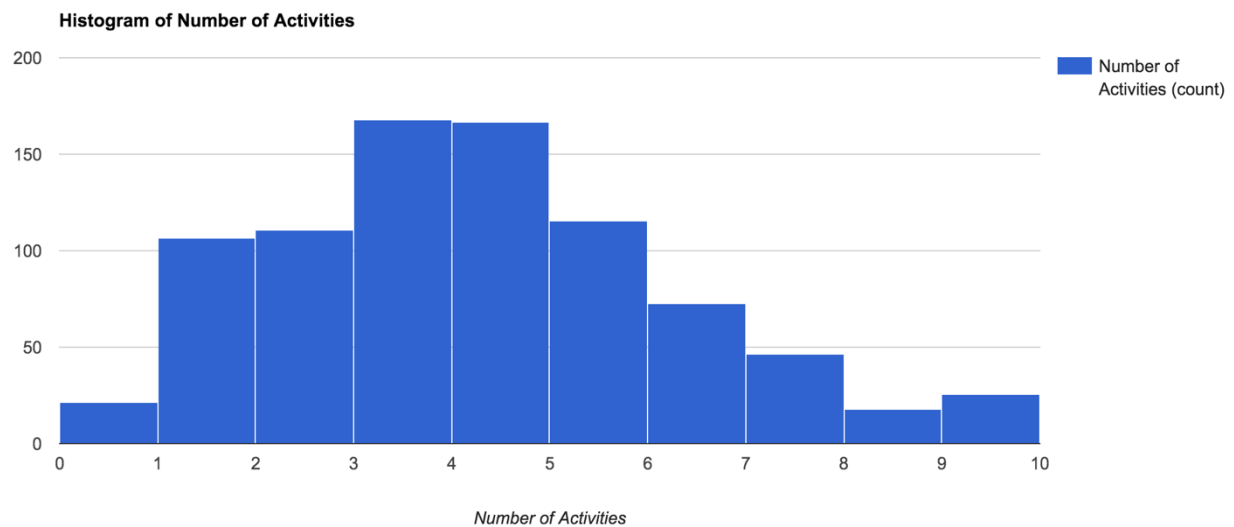
“While I have patience, I could not do this job. Special people helping special people.” (Special Education)

“Teacher presents the new information in a way students can relate to using examples of money and applications - increasing their engagement in the content and presentation.” (Math)

“Students are more likely to take risks when you provide encouragement and are not looking for the ‘right’ answer.”

Student Simple Survey Fall 2015

A survey was conducted in every math class, September 16-21, 2015, that asked how many after school activities a student was involved in. Of the 839 respondents, over 300 students participate in four or five after school activities. Over 100 respondents, report participating in seven or more activities. These activities include sports (school and club), jobs, extra tutoring, SAT preparations, child care, clubs, volunteering, and other activities.



CHAPTER II

PROGRESS REPORT

1. Significant Developments

Economic Recession

Oak Park Unified School District (OPUSD) and Oak Park High School (OPHS) were challenged to maintain the highest level of education during difficult economic circumstances prior to 2014. OPUSD became a District of Choice (DOC) to increase enrollment and provide additional funding. This enabled the district to retain academic and extra-curricular programs. OPUSD redirected general funds to critical classroom needs. Every effort was made to prevent loss of instructional time, and no furlough days were necessary.

However, the economic crisis did impact the maintenance of facilities. Services were decreased and maintenance was deferred. OPHS was assisted by local Boy Scout Troop 756 in completing several projects to improve landscaping and beautify the school facilities. OPHS developed community partnerships to install a synthetic turf field for soccer and football, improve the gym floor, and develop and maintain other athletic facilities. Reliance on the Parent Faculty Association (PFA) and other support groups was necessary in order to retain many extra-curricular programs. Each spring the PFA organizes an event, “Big Sunday”, with community volunteers to help with school improvement projects. Friends of Oak Park reestablished the summer school programs after OPUSD discontinued the program in 2009. To create career pathways in Science Technology Engineering Art and Mathematics courses (STEAM) OPHS joined a consortium of area high schools to apply for a California Pathways Grant. The PFA contributed to the purchase of novels for the English department, and they routinely fund professional development for teachers including conferences and workshops.

Population Growth at OPHS

Since the 2010 WASC visit, OPHS has grown in student population, staff, facilities, and programs. OPHS’s enrollment on the first day of school has increased from 1,265 in 2009 to 1,572 in 2015. This is due primarily to an increase of students from outside of the district. The teaching staff was increased by hiring five full time teachers, four regular education teachers and one special education teacher. Newly hired pupil support staff included one counselor, one full time college counselor and five

instructional aides. Campus security was improved with additional security cameras, fire alarms, identification badges and personnel. The increased enrollment necessitated that additional classrooms be built. Remodeling of several buildings and purchasing of modular classrooms was required. Facilities modernization has emphasized energy management, environmental responsibility, and sustainability. Some of these projects include “cool roofs” designed to reflect sunlight, water conserving landscaping, district controlled thermostats, gray water irrigation, solar panels, and modular classrooms made of repurposed shipping containers.

New and Expanded Programs

Along with increasing instructional staff to accommodate the added enrollment, OPHS has added and expanded several programs. A full instrumental music program including a Marching Band has been added to the Performing Arts Program. After raising funds from local parent booster organizations, OPUSD matched the funds using money from the local bond, Measure C6. Growth continued this year with a Jazz band, two concert bands, and a marching band. “The Talon”, OPHS’s monthly newspaper, has expanded into a thriving media class. Broadcast and investigative journalism were included in the curriculum. The robotics program, formerly a club, grew into a class that is a component of the developing Engineering Technology Pathway. A certified robotics instructor will be teaching this course in the Spring 2016. Over 800 students have earned Microsoft Certifications and four students, having passed all seven Microsoft Certifications, have earned Master Certification. Other extra-curricular offerings that have grown at OPHS include Future Business Leaders of America (FBLA), Ideas to Impact Science teams, Rocket Club, and Solar Cup Boat Racing. New sports, including girls’ lacrosse, girls’ golf, and additional levels of boys’ and girls’ soccer, tennis, baseball, and volleyball were added to the existing Athletic Department.

New course offerings since 2010

Anatomy & Physiology	Math Skills Lab	Chinese I-IV, AP	AP 3D Design
AP Environmental Science	Financial Math	American Sign Language I-III	AP Computer Science
Robotics	SDAI Algebra IA & IB	Journalism	Computer Programming
AP Physics 1 & 2	Math Honor Society	Children's Literature	Digital Photography
Academic Decathlon	Sociology of American Popular Music	Modern American Literature: Sports & Culture	Graphic Design
Mock Trial	Football	Baseball	Animation
Study Hall	Basketball	Marching Band	Engineering

Transition to California Standards and Next Generation Science Standards

Significant changes to standards and state assessments have occurred since 2010. The California Standards Tests (CSTs) ended in 2013. In 2014, OPHS participated in the field test of the California Assessment of Student Performance and Progress (CAASP). The transition to the new California Standards based upon Common Core State Standards (CCSS) has impacted classroom instruction, professional development, and instructional materials. In 2014-15, professional development was scheduled for all departments to understand and develop lessons with CCSS. The math department chairperson currently has a scheduled class period to coordinate and develop assessments throughout the math department. With continued professional development and the results from the 2015 CAASP, OPHS will proceed with the transition to CCSS and CAASP.

Next Generation Science Standards (NGSS) have significantly influenced curriculum development and professional training in the Science Department. For grades 10-12, new standards were incorporated within the existing courses Biology (CP, Honors, AP), Chemistry (CP, Honors, AP), Fundamentals of Science (11th grade), Physics (CP, AP 1 & 2), Environmental Science (AP) and Anatomy/Physiology (CP). Process Oriented Guided Inquiry Learning (POGIL) activities are imbedded within most courses. These activities are designed to be done in small groups facilitated by the teacher. The activities “use discipline content to facilitate the development of higher-level thinking skills and the ability to learn and apply knowledge in new contexts” (<https://pogil.org/about>). The 9th grade science courses were significantly changed since the last WASC visit in 2010. Each standard is composed of three dimensions: Practices, Crosscutting Concepts, and Disciplinary Core Ideas.

Dimension 1: Practices “describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems”.

Dimension 2: Crosscutting Concepts “have application across all domains of science”. These concepts include “Patterns, similarity and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change.”

Dimension 3: Disciplinary Core Ideas “are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science”.

Technology Improvements

The school has undergone a complete facilities modernization along with increased technology infrastructure to handle the hundreds of computers, Smartboards, iPads, Chromebooks and desktop computers that support and enhance instruction. The California Career Pathways Grant allowed updates to two computer labs and additional equipment to be purchased in the summer of 2015. A 3-D printer with two dedicated computers was installed to aid the students with design projects. The Foundations of Science course (9th grade) incorporates the use of individual iPads for research and presentations.

Awareness of the Social, Emotional, and Physical Health of Students

A greater focus on student social, emotional, physical, and mental health has become important in recent years as the local community suffered through a series of teen deaths and suicides. In 2011, OPHS shifted awareness to student health and made suicide prevention a priority. OPHS mobilized the Safe School Ambassadors and Peer Counselors to communicate with and counsel students. Al Ludington, a local psychologist, presented information about suicide prevention to the OPHS staff. A group of alumni produced a short film, “Blades of Grass”, about depression, anxiety and suicide. It was shown to the student body with Peer Counselors facilitating class discussions. In 2014, the Counseling Department revised its Suicide Risk Assessment procedures. These procedures include a Safety Plan that the identified at-risk students develop with their counselors. Community resources are made available to the families

and the students. The classroom teachers and administrators are alerted to the situation and provided with information from the Safety Plan.

Annually, OPHS conducts Awareness Week during which the Peer Counselors lead the school through several activities and host guest speakers. In recent years the themes include “Younique”, “Em’path’y”, “I m Perfect” and “Behind the Mask”. At the beginning of each school year, the Peer Counselors host a New Student Lunch. New to district students and international students are invited to lunch to encourage making new friends. Each new student is assigned to a Peer Counselor. The Peer Counselor helps with the transition to the new school. During Freshman orientation, the Peer Counselors conduct tours, answer questions, and provide lunch. Throughout the year, the Peer Counselors lead the Freshman Mentoring Program. Once a month, the Peer Counselors lead various activities within the PE classes. Topics for the program include bullying, drugs, self-image awareness and goal setting.

OPHS joined Stanford University’s Challenge Success program and designed an action plan to address critical areas that impact student health and school culture. Discussions among stakeholders led to a change in the school calendar to reduce student stress. The new calendar has two significant benefits: semester finals will be scheduled prior to the Winter Break, and additional instruction time is scheduled prior to the Advanced Placement exams in May. The majority of the students will benefit from the new calendar because 54% of the student body is taking at least one AP/Honors course and 12% are enrolled in 3 or more AP/Honors classes.

In addition to the new calendar, OPUSD created a new Homework Policy which addresses the need for students to have “homework-free” breaks. *“No homework, which includes, but is not limited to, assignments, projects, reports, research, and reading, will be assigned over the Winter Break for any student at any school in grades K-12, commencing with the 2015-16 school year. Tests may not be scheduled within two school days of the return from Winter Break, which would require student to prepare for them over the break.”* OPHS homework and academic honesty policies were subsequently revised and continue to be reviewed Leadership and Site Council.

New Athletic League

Starting in 2012, the local CIF leagues were realigned. The new Coastal Canyon League, composed of five area high schools, began competition in the fall of 2014. This realignment was controversial because OPHS would be competing with larger schools. The benefits of the new league were shorter travel distances for athletes and decreased loss of instructional time. In the first year, OPHS won five league championships and CIF titles in boys' basketball and volleyball.

2. Schoolwide Critical Areas For Follow Up From The 2010 Self-Study

1. The leadership and instructional staff reduce the number of students who are academically underperforming, especially males, or who are below proficient in language arts, mathematics, science, and social science as measured by the California Standards Tests.
2. The guidance staff and faculty provide personal interventions, including the Response to Intervention procedures, for students at-risk of failing a required course.
3. The leadership in collaboration with staff better prepare all students for post-secondary opportunities by shifting emphasis toward critical thought, self-direction, and teamwork.
4. The leadership, instructional staff, and other stakeholders expand the use of the results from analyzing teacher-developed, state, and national assessments to modify instruction, particularly for students at the Basic and below levels.
5. The school leadership and staff continue with their plan to share best practices in instruction in order to meet the needs of the at-risk students. This plan includes teachers observing each other and providing constructive advice.

3. Ongoing Follow-Up Process

Since the summer of 2010 the OPHS leadership team began the implementation of the WASC School Improvement Action Plan. In the fall of 2010, the OPHS Single School Plan was aligned with the goals outlined in the WASC Action Plan. OPHS School Site Council submitted the School Plan to the OPUSD School Board mid-January 2011. Annually the Single School Plan is reviewed by the Site Council. In the fall of

2014, significant changes were made to the Action Plan and the goals, because the California Standards Tests (CSTs) were discontinued. The School Plan approved in January 2015 reflects the new goals related to California Standards and Next Generation Science Standards (NGSS).

OPHS site leadership began the process of analyzing academic performance data to identify areas of academic need following the 2010 WASC visit. Strategies and allocation of resources required to address the needs of underperforming students were discussed and included in subsequent Single School Action Plans.

Starting in the fall of 2013, school meetings were reorganized in order to provide increased transparency and engagement in the shared decision-making and site based leadership process. Pending school improvement issues are first announced at full staff meetings. The issues are framed and discussed with the whole staff in terms of why the item is currently under consideration, what are the constraints or factors that might impact a decision or action plan, and how departments are to engage in debate and discussion before making a recommendation to the leadership team. A discussion then follows in the Department meetings with final discussion at the Leadership meetings. The Leadership Team with the Departments' recommendations then tries to reach a consensus on an item.

Annually, the administration distributes the results of standardized testing, CST and CAASP. Each department reviews the data and discusses the results. Within the Departments, instructional adjustments and practices are reviewed with the test results. The OPUSD School Board and district leadership are informed of the results through district leadership meetings. The community is informed of the results in the local newspapers. As part of the preparation of the Single School Plan, the School Site Council reviews the test results and monitors the progress in conjunction with the Action Plan.

4. Progress, Evidence, Impact On Student Learning For Action Plan Sections Or Goals

The 2010 WASC Self-Study included three Critical Academic Needs and an action plan related to the needs. The visiting committee created five areas for follow up, the Critical Areas #1-5. The first three areas reflect the OPHS Critical Academic Needs. The two additional areas for follow up suggest expanded use of assessment results and

plans to share best practices in instruction. The 2010 Action Plan was developed by the WASC Leadership Team that included the previous administration. The action plan items are listed in *italics* with the actions taken by OPHS, impact on student learning, and to what extent goals were met follow each action plan item.

Critical Academic Need # 1: Reduce the number of students who are academically underperforming, especially males, or who are below proficient in Language Arts, Mathematics, Science or Social Science as measured by the STAR test (Global Learning Goal 1).

Develop a system for reporting academic performance so that parents and counselors are well informed of a student's academic progress.

This section of the action plan is related to the Critical Area #2. By having consistently updated grades, the counseling staff can provide interventions for struggling students and therefore reduce the number of students who are academically underperforming. Each department was expected to develop consistent policies regarding the reporting of grades. OPHS currently utilizes “Q”, formerly known as Zangle, a web based data system through the Ventura County Office of Education. “Q” includes a grade book program and the capability for teachers to post marks. Teachers are required to post marks at 5-weeks, Quarter (10-weeks), 15-weeks, and at the end of the Semester (20 weeks). Many teachers have updated grades visible through the grade book program. These grades are visible to parents, students, counselors, and administrators. Training for “Q” was available when it was implemented in 2013 and annually at professional development (Buy Back) days. The impact of regularly updated grades has made many students aware of their “standing” in classes. This enables them to seek necessary help early. Teachers and counselors can advise students regarding interventions when necessary. Intervention examples may include 7th period attendance and support, peer tutoring, Math Honor Society, adding Math Skills Lab to a student’s schedule, or convening a Student Study Team (SST).

Assemble an Effective Instructional Practices portfolio.

Critical Area #5 incorporates planning to share best practices in instruction. This section of the action plan included departments creating a portfolio of best practices that can be shared with the faculty. This was not done throughout all departments. New teachers at OPHS prepare a portfolio through the Beginning Teacher Support and Assessment program (BTSA). The Science Department in Spring 2015 researched appropriate use of technology and Next Generation Science Standards (NGSS).

Provide an opportunity for teachers to observe each other and offer feedback on best practices.

This section of the action plan was a component of Critical Area #5. Teachers observing other teachers was explicitly described. For a number of reasons, including expense and teachers teaching six classes (no preparatory period), this opportunity has not been available.

Better inform Juniors and Seniors about post high school options, including options other than four-year colleges.

This section of the action plan is a component of Critical Area #3. Since 2010, the College and Career Center (CCC) and the Counseling Department have utilized the computer system Naviance to facilitate all aspects of the post-secondary options. This program provides surveys, college information, and career options. Through the CCC, training is provided to parents and students each semester. Ninth graders are trained in the use of Naviance through the CCC and as part of the Freshman Orientation. Eleventh and twelfth graders are advised of post high school options through sessions led by the counselors. These sessions are scheduled in the fall during 7th period. Instead of conducting one meeting with the all 11th and 12th graders, the counselors have divided the advisement sessions into smaller groups. Counselors meet exclusively with their case-load of students during the advisement sessions. This meeting explains the college application process and options available to students. Due to limited time availability, college representatives have not been scheduled to advise the staff regarding college and career goals.

Form a plan to close the performance gap between male and female students.

Critical Area #1 refers to closing the performance gap between students. This action plan item was immediately implemented following the 2010 WASC visit and continued through 2013 with the conclusion of CST. Departments reviewed student performance data comparing grades earned in classes and the corresponding standardized tests. Discrepancies were analyzed and possible remedies were suggested from the departments. The former administration conducted interviews with the students to determine possible reasons for low performance on tests. Through the departmental analysis and the administrative review, several factors and remedies were suggested. The male students felt little “buy-in” to the CST tests. Because the tests did not affect their grades, college admissions, or their future, a significant number of students did not exhibit their best performance on the CST tests. Several consequences resulted from this analysis. First, students desiring to enroll in Honors or AP courses were required to score Proficient or Advanced on the corresponding CST prerequisite. If they did not meet this requirement, they needed to apply for the class through an appeal process. The second action used to improve scores was the “Bump it Up” program. If a student improved their CST performance (Basic to Proficient, Proficient to Advanced) or maintained an Advanced level, the student could apply to have the grade in the corresponding class raised. This resulted in students being able to raise a “plus” grade to a “minus” grade, for example a C+ to B-. This program had several benefits. The students took the CST test to the best of their ability. Additionally, the students completed the year in their academic class with increased attention. They felt hope that they could finish with a strong grade and it could be improved with the CST result. With only four years of data, 2010 to 2013, no consistent progress towards narrowing the gap between the genders was noticed. Analysis of English and Language Arts (ELA), Algebra I, Geometry and Algebra II showed no distinguishable patterns between the genders, grade levels and testing years.

Form a plan to move Language Arts, Mathematics, Science and Social Science students from basic to proficient.

In conjunction with the previous action plan item, this section is a component of Critical Areas #1 and #4. The aforementioned “Bump it Up” program and stricter

guidelines for enrollment into Honors and AP courses, increased the CST scores. From 2009 to 2012, all tests except one, Algebra I for 10th graders, experienced improvement.

CST Results, Percent of Students Proficient or Advanced

Course	2009 Score	2012 Score	Growth
Algebra I, 9 th	78%	84%	6%
Algebra I, 10 th	52%	50%	-2%
Geometry, 9 th	87%	95%	8%
Geometry, 10 th	22%	59%	37%
Geometry, 11 th	12%	25%	13%
Algebra II, 9 th	87%	97%	10%
Algebra II, 10 th	46%	72%	26%
Algebra II, 11 th	11%	33%	22%
Summative Math, 10 th	90%	94%	4%
Summative Math, 11 th	58%	79%	21%
English, 9 th	92%	94%	2%
English, 10 th	88%	92%	4%
English, 11 th	83%	87%	4%

Additional measures implemented by the administration included scheduling the tests at the end of the testing window to allow for maximum instructional time prior to testing and classroom teachers proctoring their own students. This resulted in fewer conflicts with the AP testing schedule. Teachers were encouraged to emphasize the importance of the tests in regards to California State University's Early Assessment Program (EAP) and course placement.

Critical Academic Need # 2: Provide personal interventions for students at-risk of failing a graduation requirement course (Global Learning Goal 1).

Develop a system to identify at-risk students at an early stage and engage the school staff in a progressive intervention process.

The Critical Area #2 specifically addresses the need for interventions targeting students at-risk. Counselors review the D/F lists for every grade reporting period (i.e. 5, 10, 15, 20 weeks). In addition to meeting with students, the counselors mail a letter to the

parent(s)/legal guardian(s) about the academic status. If a student does not improve with interventions suggested by the classroom teacher, a Student Study Team (SST) may be convened to discuss other interventions. The interventions may include regular 7th period attendance, peer tutoring, weekly progress reports to parents, relocation within the classroom (closer to the point of instruction, away from distractions), and various other strategies recommended by the student, counselor and/or teacher.

Develop the capacity to identify and implement effective personal interventions.

Counselors request feedback from teachers for all SST's and 504's with an automated questionnaire through the school website. Automated notification of at-risk students has not been available through the computer management system "Q" or its predecessor Zangle. Improvements to the questionnaire are recommended by the Counseling Department to provide consistent and detailed feedback from all teachers.

Upon review of the successful graduation rate and UC "a-g" completion rate, a committee to research effective interventions was not established. The interventions and counseling provided through the counseling department were considered sufficient without forming a committee.

Incoming 9th graders who did not culminate from middle school are advised to enroll in the course "Keys to My Future". This course is offered annually as part of the Summer School program. The course focuses on developing strategies for personal and academic success. Naviance training and the creation of a portfolio about educational and career interests is incorporated within the class.

Counselors have been assigned a greater role in monitoring attendance in recent years. OPHS does not believe that Response to Intervention (RTI) program is consistent with the "child advocacy model" of counseling offered at OPHS. Rather, communication between the counselors and the Administration regarding discipline can be improved.

Design a protocol that tracks the effectiveness of each intervention and communicates this information to staff.

The Counseling Department records interactions with students in "Q" through the "visits" feature. Due to confidentiality, the notes and records of counseling visits are viewed only by counselors. "Student Alerts" are sent to a student's teachers when

information needs to be released. These notifications have included medical alerts, deaths in the student's family, and depression/emotional distress. Periodically, the Counseling Department has provided reports to the school board and District Leadership summarizing the interventions counselors have tried.

Critical Academic Need # 3: Better prepare all students for post-secondary opportunities by shifting emphasis toward critical thought, quality, self-direction and teamwork (Global Learning Goals 2-5).

Develop lessons and instructional practices that emphasize critical thought, quality, self-direction, and team work.

Critical Area #3 is addressed in this section of the action plan. With the transition to California Standards (Common Core) every department attended trainings in 2015 that emphasized critical thought. Since 2012, the Science Department is redesigning curriculum to meet Next Generation Science Standards (NGSS), California Standards, and new AP standards. Increased lab time, teamwork, and quality work-product are emphasized in the new standards. In 2014, the administration arranged for Denise Pope, a Stanford University professor, to speak about homework practices and the importance of quality rather than quantity when creating assignments. Based upon the parent and student survey, OPHS is developing new courses with "real world" applications. These courses are part of the new Career and Technical Education (CTE) pathways. Three pathways currently exist with six additional pathways under development. Most of these courses are project-based with an emphasis on critical thinking and team work activities. For example, within the Introduction to Engineering Design course a typical unit includes individual practice activities, exploration, and building skills. Within the Technical Sketching and Drawing Unit (Unit 2), the students practiced three-dimensional drawings then advanced to designing a device to help with a household chore. The initial drawing exercises were individual activities but the device challenge was a critical thinking team exercise. The computer science courses are self-paced with digital curriculum and assessments.

As stated in the 2010 Action Plan the Leadership and English Department explored and implemented the Senior Options Program. This program is modeled after

college programs in which students can enroll in English classes that interest them. Each course is one semester, college preparatory and meets the UC “a-g” requirements. Senior Options include “Madness & Identity”, Women’s Literature, Children’s Literature, “Myth to Science Fiction”, and “Modern American Literature: Sports and Culture”. At the inception of the program, analysis showed an overall GPA increase of 7.5% (Males 6.8% and Females 7.25%).

Integrate knowledge and real world experiences such as job shadowing, apprenticing, and volunteering, into the curriculum.

Since 2010, OPHS has investigated and started the Career and Technical Education (CTE) Pathways program. These classes incorporate industry standards and personnel into the class. For example, within the Computer Graphics and Web Design courses professionals will visit classes to explain career opportunities and industry practices. The administration investigated service-based learning requirements for graduation and found them unnecessary at this time. An official apprenticeship program was not implemented. Within the eleventh grade English curriculum, each student conducts a job shadowing project. The student spends a day shadowing a professional in the community. Then the student completes a writing assignment about the experience.

Develop the capacity to design assessments that emphasize critical thought, quality, self-direction, and team work, and to disaggregate the results of student assessment in order to make continuous improvements.

Critical Area #3 encourages emphasis in critical thought. OPHS has recently acquired Electronic Assessment Data Management System (EADMS), a service that includes Common Core testing material. Within EADMS tests and benchmark assessments can be created modeled after the CAASP. Additionally, the data from the assessments may be analyzed based upon subgroup and academic standards. Training on EADMS was conducted in October 2015. The creation of common assessments for each course is discussed with the departments. Within the Math Department, 15% of each test (Algebra I, Geometry and Algebra II) is common between teachers and based upon Common Core Standards (California Standards). Each semester final in the math

department is a common assessment. Currently the Math department chairperson has a release period to design test questions related to the new standards.

In 2015, the School Goals from the Single Plan for Student Achievement were significantly changed to reflect the new Student Learner Outcomes. These goals were reviewed by the Site Council in January of 2015.

2015 OPHS School Goals

Goal #1 Conduct the WASC Focus on Learning Self Study

Goal #2 Develop Career and Technical Education Pathways

Goal #3 Better prepare all students for post-secondary opportunities by shifting emphasis toward critical thought, quality, self-direction and teamwork.

Goal #1 was a focal point throughout 2015 with the completion of the WASC Self-Study document prior to the visiting team's arrival in February 2016. Focus groups met throughout the Fall of 2015 to discuss and write about the programs and needs of OPHS. Surveys of staff, parents, and students were conducted and analyzed during the Summer of 2015. Home groups, including the Parent and Student groups, reviewed the findings from the surveys, the school profile (Chapter 1), and the focus group summaries to determine the Critical Needs of the school. From these Critical Needs an Action Plan was created by the WASC Executive Team and reviewed by the WASC Leadership Team.

Goal #2 was implemented with the development of the CTE pathways. Currently three pathways exist with nine pathways in development. OPHS joined a consortium of Ventura County high schools to apply for state grants. Agreements with Ventura College, CSUN, and Cal Poly Pomona exist for articulation of courses.

Goal #3 is continuing the development of curriculum based upon California Standards and NGSS. Additionally, a focus on critical thinking within assignments and assessments is emphasized. Benchmark assessments are being discussed within academic departments.

5. Critical Areas For Follow-Up Not Currently In The Action Plan

The 2010 WASC Action Plan was drafted based upon the three Critical Academic Needs. The five Critical Areas for Follow-up were incorporated into the Action Plan. Since 2010, these areas have been acted upon and continue to be strengthened.

Chapter III

STUDENT/COMMUNITY PROFILE- OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

The self study process is ongoing and incorporates all stake holders. During the 2014-2015 school year, the Oak Park High School Mission Statement and Schoolwide Learner Outcomes (SLOs) were discussed and revised based on the then current data and department and Leadership Team input. Toward the end of the 2015 school year, all staff members provided input on the OPHS program strengths as well as critical learner needs. Focus groups, which included administrators, teachers, staff, students, parents and District representatives, were determined. Home groups were also formed for each department. Three additional Home Groups were formed for parents, students, and student support staff. Both Home and Focus groups met often to discuss student data, progress since the last WASC visit, current areas of strength within the program, critical needs and questions for OPHS to address going forward. Information was shared verbally, in writing and with computer groups using Google Docs to share and edit information.

In addition, all staff members conducted observations of colleagues not in their current department or group. Data was collected from these visits and the feedback was positive, informative and enlightening. WASC chairpersons conducted interviews with each Department Chairperson as well as the Counselors, the College and Career Center Advisor, Athletic Director and English as a Second Language teacher.

Surveys were conducted of staff, students and parents. Based on data collected, a follow up survey of Extra Curricular activities was administered to students to estimate the average number of additional activities students participate in beyond their school day. In October 2013, OPHS sent a team to Stanford University to participate in the Challenge Success program which addresses student workload and stress. This team consisted of administrators, teachers, a student, and a parent. Information from this program and the resulting survey data from OPHS were also incorporated into the self study. The District's Local Control and Accountability Plan (LCAP) goals and Moral Imperatives were also considered during the self study process.

All stakeholders were encouraged to share any input they felt was important that perhaps did not get addressed in the formal meetings. After many meetings, sharing input both verbally and through computer groups, we found very consistent results both in the areas of strength and growth.

SUMMARY OF AREAS OF STRENGTH

OPHS continues to be a high performing school maintaining strong standards for students in areas including academics, athletics, performing arts and community involvement. As the number of students has increased, the number of programs has also increased.

General test scores continue to be above state averages. Although goals of improving these scores will continue, there is also an emphasis on increased participation in national exams such as Advanced Placement exams.

OPHS is perceived to be a safe place for students. Surveys show that 92% of parents said their child “feels comfortable and content attending OPHS”. Both staff and student absence rates are very low.

Teachers use a wide variety of instructional strategies allowing students to build a strong skill set as preparation for any type of future learning experience. Technology is widely available and consistently supported for staff and students. Departments are encouraged to collaborate and participate in professional development. Students have a wide variety of courses, activities and clubs from which to choose.

Students social and emotional well being are priorities at OPHS. Our stakeholders support all of the activities done to address these areas. An example is the Peer Counseling program which works during the school year to support fellow students. Peer counselors also organize our yearly Awareness Week that involves staff, students, parents and guest speakers in discussion related to a particular theme such as “emPATHy” and “YOUUnique”.

The College and Career Center is open daily and the Advisor provides a wide range of activities to assist students with academic support, college applications and job information.

The support staff is excellent and assists staff and students to assure that activities are well run, safe, and in line with school policies and procedures.

OPHS strives to meet the needs of all students. Courses offered range from remedial to honors and advanced placement. A significant number of special education students spend a majority of the school day mainstreamed in classes with assistance provided, as needed, both in those classes as well as Study Skills classes. There are resources available for all students to get help, if needed, including 7th Period Support, Peer Tutoring and Math Honor Society tutoring.

Based on the consensus of all the stakeholder groups, the top three strengths of OPHS turned out to be an easy list to create.

1. We are proud of our variety of course choices and teaching styles available to students.
2. We are proud of our balance between academic and social and emotional support programs.
3. We are proud that our extra-curricular programs for students offer a wide variety of strong options including Academic Decathlon, Mock Trial, and multiple music, club and sports programs.

SUMMARY OF CRITICAL NEEDS

Not only did we find consistency in our strengths, but we also had strong agreement in the areas of needed growth. All stakeholders were asked to identify and discuss the areas of needed growth in both their Home and Focus Groups. Those areas identified all fell within three main categories.

- 1. Develop curriculum and instructional strategies that answer the question, “Why are we learning this?” Successful learning must be challenging, engaging and clearly relevant.**
Present all learning opportunities as clearly relevant to the students, and in an engaging and challenging manner.

Common Core State Standards require a relevant and real life approach to assessment. Problem solving, perseverance and the ability to successfully use the tools presented within a course are all critical for our students.

- teach concepts by tying them to real world challenges, careers, and/or student interests
- explain the rationale of assignments to the students

- expand the on-campus speaker program to include career as well as college presentations
- implement a school-wide career day
- strengthen the CSUN partnership on engineering by bringing more representatives to campus
- increase the presentations from local two-year colleges as an entryway to 4 year colleges

2. Implement additional strategies to relieve student stress.

While the school's efforts to address this issue were seen as a strength, more focus is needed. In the competitive world of college admissions, it often seems that more demands are added without anything being removed. Students feel the pressure to do it all. Teachers, parents, and counselors are seeing an increase in students being significantly affected by anxiety. Some ideas presented were as follows.

- modify homework policies
- implement a program on how to survive high school (similar to the Life Skills class, but geared for lower classmen)
- educate parents on the consequences of overstressed students
- teach our students stress reduction techniques
- teach our students time management

3. Develop an organizational structure for decision making that is student centered, timely, effective, balanced, and includes appropriate stakeholder input.

As the number of students increases, the need for more programs is crucial. However decisions made about one program can significantly affect other programs. Decisions need to involve all departments that might be impacted by the outcome of that decision. The Leadership Team including Department Chairpersons could be effective in understanding the consequences of proposed changes.

Department Chairpersons, in order to make decisions effectively, need time and resources to:

- assist new and current teachers with curriculum development
- update curriculum to align with the Common Core State Standards

- determine professional development needs
- articulate with the middle school
- develop consistency in curriculum, progress reporting and assessment within the same course taught by different teachers

A clearly defined process to propose a change in course, policy, or program. needs to be created to allow any stakeholder to present a new idea. This process needs to include the proposal, who would be impacted and who should be included in the screening and vetting process.

Chapter 5 will address each of these critical needs along with details of implementation, resources, person/groups responsible and reporting of progress made for each action item.

CHAPTER IV SELF-STUDY FINDINGS

A1: ORGANIZATION

Criterion A1a: Vision, Mission, Schoolwide Learner Outcomes, Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

Findings	Evidence
<p>We have a profile of high achieving students and the school is responding to the population that we have.</p> <p>Students are able to demonstrate a high level of achievement. The increase in District of Choice (DOC) students has not affected test scores. The school has a reputation as a very academic school.</p> <p>The Schoolwide Learner Outcomes and the Mission Statement were created with a focus on high achieving academic standards and college preparedness. Based upon the statistics of two- and four-year college attendance, graduation rates and performance on national tests, OPHS continues to maintain the highest academic requirements.</p> <p>The development of the Schoolwide Learner Outcomes, curriculum, and the school calendar are based on current educational research. The SLOs were designed to include emerging technology, health risks to students, and the new California Standards. The school calendar was revised based upon research by Stanford University, the Challenge Success Program.</p> <p>Based upon the recent Parent Survey and community concerns, Career and Technical Education (CTE) Pathways are being developed.</p>	<p>98% Graduation Rate</p> <p>98% CAHSEE Initial Testing Pass Rate</p> <p>94.7% 2- and 4-year college attendance rate</p> <p>88.7% of AP tests with a score 3 or better (998 tests given)</p> <p>27.6 Composite Average Score on ACT</p> <p>Challenge Success information in Appendix and Focus Group A Binder</p> <p>Parent Survey: 53% Disagree that there are enough "real-world" opportunities (Appendix)</p>

Criterion A1b: Development/Refinement of Vision, Mission, Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: Evaluate the effectiveness of the process.

Findings	Evidence
The Mission Statement and Schoolwide Learner Outcomes were reviewed and updated during 2014-2015 school year. The process was effective involving all staff members, and parent and student representatives in the creation of the current Mission Statement and Schoolwide Learner Outcomes.	
The staff reviewed the documents during department meetings in September 2014.	Meeting Agenda
The School Site Council reviewed the documents in October 2014.	Meeting Minutes
Leadership reviewed and approved the final version in January 2015.	Meeting Agenda

Criterion A1c: Understanding the Vision, Mission, Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	Evidence
Oak Park has many events that bring in members of the community for input. For example, when the calendar change was proposed, input from the community and staff was accepted through forums and meetings. When the district transitioned to the new California Standards (Common Core), the district hosted information meetings for parents during both the daytime and evenings.	OPUSD website calendar
OPHS maintains a current webpage with the Mission Statement and Schoolwide Learner Outcomes.	OPHS website
Input for these documents was accepted through School Site Council and Parent Faculty Association (PFA). Staff was asked to contribute through Department Meetings.	Meeting minutes/agendas

Criterion A1d: Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission and the schoolwide learner outcomes based on student needs, the district LCAP, global, nation, and local needs, and community conditions.

Prompt: Evaluate the effectiveness of the process for revising these statements with wide involvement.

Findings	Evidence
School Site Council evaluates the Single School Plan annually based upon the WASC Self-Study and current conditions. School Site Council includes parents, students and administration with student class representatives from each grade.	Meeting Minutes from 2014-15.
A student representative sits on the board of education. He reports on the conditions of the school.	OPUSD Board Transcripts of Meetings
Leadership reviews conditions and updates procedures as needed.	
The process was effective involving all staff members, parents and students in the creation of the current Mission Statement and Schoolwide Learner Outcomes. The LCAP is reviewed annually with school representatives to the district committee.	Schedules of leadership meetings, department meetings and staff meetings.

A2: GOVERNANCE CRITERION

Criterion A2a: Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Findings	Evidence
OPUSD is in full compliance with rules and regulations specified in the Board Policies and Governance Handbook (series 0000 is the philosophies and series 9000 are the bylaws of the board governing school boards). Practices include but not limited to: board meetings monthly (monthly agendas posted in advance), minutes, and meetings are open to the public.	Details are found on our website at OPUSD.org. This contains all applicable bylaws. See tab “About Us” then click Board of Education. http://www.oakparkusd.org/Page/12 http://www.oakparkusd.org/Page/5991

Criterion A2b: Relationship of Governance to Vision, Mission, Schoolwide Learner Outcomes

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Findings	Evidence
<p>On the district website, information can be found on the home page in regard to Local Control Funding (LCFF and LCAP). The district LCAP goals are aligned with the school's mission statement and Student Learner outcomes (SLOs).</p> <p>Timeline: LCAP for school year given to board in May prior to the start of the year; the LCAP is presented to the Board in June for approval.</p>	<p>LCAP summary and goals are located in Chapter 1 and on the OPUSD webpage.</p> <p>http://www.oakparkusd.org/Page/7265</p>

Criterion A2c: Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings	Evidence
The board reviews and approves the OPHS's vision, mission and SLOs in preparation of the WASC Self-Study.	Meeting minutes

Criterion A2d: Understanding the Role of the Governing Board

Indicator: The school and business community understand the governing board's role, including how parents can participate in the school's governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.

Findings	Evidence
<p>Information online at the district website including calendars of events including upcoming board meeting dates, which the public is invited to attend.</p> <p>The Parent Involvement Policy outlines opportunities for active participation in school planning. The policy was developed by the School Site Council.</p> <p>At Back to School Night, the principal advises the parents about participation opportunities such as School Site Council, Parent Faculty Association (PFA), and booster clubs.</p> <p>OPHS sends out weekly eNews/phone calls and administrative emails. PFA sends out weekly emails/calls. Superintendent sends out a quarterly report in the form of a magazine to local residents.</p> <p>Additionally, invitations for Community Stakeholders Meetings for LCAP and calendar review are sent out and posted online.</p>	<p>All calendars are posted on both OPHS and OPUSD. http://www.oakparkusd.org/Page/7265</p> <p>Parent Involvement Policy: http://www.oakparkusd.org/domain/886</p> <p>Links to the Principal's Message and eNews are available at the school home page.</p> <p>Examples of messages included in Focus Group A Evidence Binder</p>

Criterion A2e: Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings	Evidence
Governing board handbook discusses qualifications and responsibilities of the board, board policies, and bylaws - series 9000	Board Policies link: http://www.oakparkusd.org/Page/12
	Governance Handbook link: http://www.oakparkusd.org/Page/5991
The Board sets district wide Moral Imperatives with input from the professional staff.	Moral Imperatives link: http://www.oakparkusd.org/domain/7

Criterion A2f: Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.

Findings	Evidence
There are multiple planning bodies that are involved in the process of evaluation and monitoring procedures. The business community is an area that is possibly lacking input.	Site council, Leadership team, department meetings, curriculum council, ASB, PFA, ABC, OPIMA, OPPAA, Friends of Oak Park Schools, Board of Education, PTO meeting with superintendent, community outreach committee, calendar committee, bond oversight committees.

Criterion A2g: Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Findings	Evidence
District is committed to providing a process for submitting a complaint.	Uniform complaint procedure. Title IX complaint procedure, all available on district website. Williams uniform complaint procedures. http://www.oakparkusd.org/Page/8948

A3: LEADERSIP: CONTINUOUS PLANNING AND MONITORING
CRITERION

Criterion A3a: Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Findings	Evidence
<p>There are multiple planning bodies that contribute to the school planning process. Site council, Leadership team, department meetings, Curriculum Council, ASB, PFA, ABC, OPIMA, OPPAA, SEAC, Friends of Oak Park Schools, Board of Education, PTO meeting with superintendent, Community Outreach Committee, Calendar Committee, bond oversight committees.</p> <p>Due to the active participation of parents, students and staff these committees are effective in representing stakeholders. Because the business community in Oak Park is limited, its involvement in school planning is not extensive.</p>	<p>Minutes and agendas available online: http://www.oakparkusd.org/domain/34 http://www.oakparkusd.org/domain/42 http://www.oakparkusd.org/page/309 http://www.oakparkusd.org/page/1337 http://www.oakparkusd.org/domain/275</p>

Criterion A3b: School Plan Correlated to Student Learning

Indicator:

The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?

Findings	Evidence
Single Plan for Achievement is reviewed annually by Site Council then sent to the OPUSD School Board. The Single Plan is written based upon the WASC Self-Study Action Plan and Critical Needs. Goals are based upon trends in student achievement as measured by standardized tests, previously the CSTs.	WASC documentation, Single plan, leadership meetings, School Site Council meetings.
LCAP was developed with staff input primarily through union representatives, OPTA. It will be reviewed and updated each spring.	
These documents are reviewed through staff representatives, not by the entire staff.	

Criterion A3c: Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Findings	Evidence
<p>OPHS is committed to providing services that align with the Schoolwide Learner Outcomes, the Single Plan and LCAP.</p> <p>Math Honor Society (MHS) is supported through funding of a 0.1 FTE and the use of a classroom. MHS is important to the continued improvement of math skills and problem solving.</p> <p>The College and Career Center (CCC) is maintained by a full time staff member. She specializes in providing information to all students about numerous colleges, universities, volunteer opportunities, and scholarships. The CCC fulfills the need for information about post-graduation opportunities.</p> <p>The original grants used to create the Language Lab expired in 2013. However, the value of the lab was significant and the school supported it. In 2015, it was moved to the joint-use library and was supplied with new computers.</p> <p>In 2015, the Math Department Chairperson was assigned a 0.2 FTE for curriculum development and monitoring of common assessments.</p> <p>Continued support through resources (time, money, space) of 7th period, calendar changes, curriculum development, professional development, and new teacher supports (BTSA) reflect the school's and district's support of the Schoolwide Learner Outcomes.</p>	<p>The creation and support of the Math Honor Society (MHS), College and Career Center (CCC), Language Lab, and math curriculum development.</p>

Criterion A3d: Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Evidence
Sharing responsibilities is accomplished primarily through the departments. Departments and teachers are given freedom to design programs best suited for the students. Administration monitors the student achievement data and consults with the Department Chairperson regarding possible changes.	Meeting agendas and notes
Interaction between departments is accomplished through informal meetings and collaboration. This communication is effective currently and allows for open dialogue between colleagues. For example, the Finite Math teacher consulted with the Physics teacher to plan the trigonometry and vector lessons best suited for both courses.	Course syllabi are located in classroom binders
Additional time for class observations and planning curriculum could be beneficial. This would allow teachers to collaborate and create lessons that incorporate several disciplines.	
Articulation meetings with the middle school, and the independent high school would be beneficial.	

Criterion A3e: Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Evidence
<p>The school leadership reviews processes regularly through the various leadership, departmental and school improvement committees such as Site Council to align with the OPUSD Moral Imperatives, Single School Plan and Action Plan goals.</p> <p>Within the annual reviews is the analysis of standardized test results. These are distributed through the departments for further analysis regarding student learning.</p>	<p>Meeting notes</p>

Criterion A3f: Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?

Findings	Evidence
The existing structures for planning and communication are highly effective. Email communication within the school community has become essential in recent years. Club, ASB, and athletic updates are sent regularly to all staff. Growth in all aspects of OPHS and the implementation of new California Standards, requires the consistent review and refinement to meet the demands for planning and communication. The transition to Google docs and Google classroom while presenting challenges promises to aid in this area.	Leadership meeting notes, departmental meeting notes. Google doc implementation.

A4. STAFF: QUALIFIED AND PROFESSIONAL DEVELOPMENT CRITERION

Criterion A4a: Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Findings	Evidence
<p>The hiring process at OPUSD and OPHS is a thorough process that strives to employ the most qualified candidate for each position. Current staff at OPHS is highly qualified and 97% are teaching within their credentialed area. The staff is highly experienced with 75% of the credentialed staff having six or more years of experience.</p> <p>Typical hiring process for teachers includes posting of the position at the earliest opportunity, paper screening the applications for the top candidates, extensive interview with an example lesson, reference checking, and additional interview(s) if necessary.</p> <p>Online instruction is not part of OPHS curriculum for students.</p>	<p>Credentials: only 2 teachers are teaching outside their credential area with School Board approval and additional college units in the subject matter.</p> <p>Teachers with Advanced Degrees: Bachelors + 30 units: 23 Masters: 43 Doctorates: 3</p>

Criterion A4b: Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

Findings	Evidence
<p>OPHS strives to assign staff members to positions best suited to their qualifications and experience. All teachers are assigned to their credentialed area or Board approved position. This will continue to be a challenge as new CTE courses are developed alongside the existing courses.</p> <p>OPUSD holds a new teacher orientation the week prior to the start of the school year.</p> <p>New teacher meetings are being held once a month by the administration to advise on various topics including: emergency procedures, required procedural forms, how to read and implement an IEP, the culture of the school, and 7th period support time.</p> <p>BTSA is funded for new teachers by OPUSD.</p> <p>Continued development and updating of a “New Teacher Handbook” is necessary.</p> <p>Staff development individually tailored for teachers.</p> <p>Teachers are able to pick their own opportunities online or at conferences.</p> <p>Resources are allocated to allow Teachers to attend conferences and trainings during the school day. The PFA reimburses the cost of guest teachers and fees.</p> <p>Sharing best practices learned at professional development could be improved.</p> <p>In 2014-15, mandatory Common Core training was provided by OPUSD.</p> <p>Online instruction is not part of OPHS curriculum for students.</p>	<p>New Teachers Meeting agenda</p> <p>BTSA advisor list</p> <p>Staff development offerings http://www.oakparkusd.org/domain/79</p>

Criterion A4c: Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Evidence
Administrative responsibilities are updated annually and a list is distributed. In practice, the division of these responsibilities is not always followed.	
The Safety and Emergency Handbook is updated regularly by the Assistant Principal. The new teachers were briefed on it within the first month of instruction.	http://www.oakparkusd.org/domain/255
Notifications are provided by the Registrar prior to the end of each grading period. These notifications remind the teacher of deadlines for grades and procedures for posting grades.	Notification memo
The Student Handbook, including school rules and policies is updated annually and posted at the school website.	Link Student Handbook, Policies: http://www.oakparkusd.org/cms/lib5/CA01000794/Centricity/Domain/248/Student_Handbook%202015-2016%20Final.pdf
Within the departments, pacing guidelines, course descriptions, prerequisites, and syllabi are reviewed annually and updated on teachers' websites or distributed in class.	Examples of department information in Evidence binder
A need for updated classified handbooks, department chairperson handbooks, and defined procedures for changing policies has been determined. School policies, such as the Academic Honesty Policy and the Homework Guidelines, were created and implemented inconsistently across campus. The policies were not clearly communicated to all teachers at the start of academic year.	Homework Guidelines: http://www.oakparkusd.org/cms/lib5/CA01000794/Centricity/Domain/248/OPHS%20Homework%20Guidelines%202105.pdf

Criterion A4d: Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: How effective is the support of professional development/learning?
Provide evidence and examples.

Findings	Evidence
<p>There is freedom and independence for staff to choose professional development catering to their subject matter and needs.</p> <p>Conferences, trainings, and workshops are funded by the PFA or District which fully support professional development and learning.</p> <p>Workshops are available for teachers on Buy Back Days.</p> <p>Superintendent and district office support professional development with resources (time, money, guest teachers).</p> <p>Online professional development is available through the district.</p> <p>Teachers conduct many of the professional development sessions and are available for further questions and support.</p>	<p>Buy Back Passports</p> <p>Calendar and information about OPUSD Professional Development</p> <p>http://www.oakparkusd.org/Domain/79</p>

Criterion A4e: Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: How effective are the school's supervision and evaluation procedures?

Findings	Evidence
<p><u>Observations and Evaluations:</u></p> <ul style="list-style-type: none">-New teachers are evaluated minimum 4 times per year, for the first two years.-Three Standards for the Teaching Profession (STPs) are identified by the teacher to focus on for the evaluation year. The protocol includes a pre-observation/goal setting meeting with an assigned administrator, class observation, post-observation meeting to discuss evaluation.-Teachers are assigned to one of the three administrators for the evaluation process.-Procedures exist for the observation and evaluation process in the OPTA contract-Permanent teachers are evaluated alternating years after probation.-An alternative evaluation process is available for permanent teachers-Board Policy AR/AB 4115 describes the evaluation process	<p>Example Evaluation form and information page.</p> <p>Link to OPUSD Board Policies regarding employment: http://www.oakparkusd.org/site/Default.aspx?PageID=18</p>

Criterion A4f: Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Findings	Evidence
<p>In 2014-15, all teachers at OPHS attended training sessions regarding the new California Standards. The data from the 2015 CAASP will be used as a baseline to measure future student performance.</p> <p>Specific professional development is primarily chosen by individual teachers. Therefore, there is no process in place to measure the effect of training on student outcome. Individual teachers may have data regarding improved outcomes, but the school does not have correlated data at this time.</p>	<p>Example: AP Calculus BC Attended workshops and conferences Texas Instruments Conference (2014), AP Workshops (2013), AP National Conferences (2011, 2012, 2013, 2014) and STEAM Conference (2014).</p> <p>Number of students attempting the Calculus BC AP exam increased and the scores improved.</p> <p>2010: 25 students, average score 3.440 2015: 36 students, average score 4.500</p>

A5. RESOURCES CRITERION

Criterion A5a: Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Evidence
<p>The items identified in the LCAP are in the OPUSD budget. The LCAP committee met in April and consisted of board members, teacher representatives (union), parents, and district and site administrators.</p> <p>Resource allocation decisions are made at the administrative and district level. The highest priority is given to student needs. For example, OPUSD did not need any furlough days during recent years. Funds were directed to class instruction at the expense of other projects.</p> <p>At OPHS, departments are not assigned an annual budget, rather department needs are communicated to the administration. If approved, the principal determines which funding source (PFA, Technology Money, CTE grant, or General funds) would best provide for the need.</p>	<p>LCAP approved May 2015, with review annually</p>

Criterion A5b: Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Evidence
<p>The Citizens' Oversight Committees review expenditures to determine if they are aligned with the goals and intent of the Bond C-6 or Measure R Master Plans.</p> <p>The principal and district personnel determine the annual budget with respect to staffing allocations, stipend allocations, and discretionary funds based upon enrollment. The OPUSD School Board approves these budgets and monthly budget updates are published.</p> <p>The non-profit organizations that provide monetary resources to the school including the Friends of Oak Park, Athletic Booster Club, OPPAA, OPIMA, and PFA follow the legal standards for non-profits. They are independently audited according to the legal requirements.</p> <p>The Associated Student Body (ASB) account is audited by an independent firm annually. Monthly reports regarding expenditures and income is reviewed by the principal. The ASB account has received unqualified budgets in recent years.</p> <p>All purchase orders are evaluated by the principal for approval and directed to the appropriate funding source if approved. Funding sources include Friends, Bond C, PFA, or the booster clubs.</p> <p>The current process is effective based upon the clean audits and oversight.</p> <p>Community members, parents, independent auditors, and district personnel are involved in the oversight and protection from mismanagement.</p>	<p>Oversight committee link: http://www.oakparkusd.org/domain/34</p> <p>Annual Budget link: http://www.oakparkusd.org/domain/52</p> <p>Evidence in Focus Group A Binder</p> <p>Sample in Focus Group A Binder</p>

Criterion A5c: Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Evidence
<p>In recent years several buildings on campus have been remodeled or replaced to meet the needs of a growing student population.</p> <p>With the growth of programs and student population there is a shortage of classroom space.</p> <p>Continued maintenance and upgrades are needed for necessary equipment such as photocopy machines and scanners. Increased security cameras and alarms are required on the computer labs. With the increase in student population the demand for student and visitor parking has increased.</p>	<p>Facility improvements list in Chapter 2.</p> <ul style="list-style-type: none">• The science labs were remodeled in the summer of 2011 in compliance with UC and AP requirements for "wet labs".• Seven new classrooms (I classes) were installed in the summer of 2014 to replace six old portable classrooms.• The administration building was remodeled to improve efficiency in the the summer of 2014.• Improvements to the Gym, locker rooms, Pavilion (B building), and central restrooms have taken place within the past three years.• Many instructors are sharing classrooms or using non-traditional rooms such as G-9.• The Language Lab was required to move from a central location on campus to the joint-use library.• The athletic facilities need to be updated to be Title IX compliant and to meet the needs of the current teams.

Criterion A5d: Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Evidence
Textbooks are approved and purchased according to an outline published in the LCAP. This timeline and procedure has not been clearly described to all staff members. Approval of all books (textbooks, literature) is required through Curriculum Council. It is unclear if this policy is being enforced.	LCAP link: http://www.oakparkusd.org/Page/7265
Other classroom instructional equipment is requested by the teacher or department. The request is sent to the principal for approval. If approved, the principal determines which funding source is most appropriate for the equipment.	Curriculum Council link: http://www.oakparkusd.org/site/Default.aspx?PageID=145
Technology equipment, software, and support is directed to the Technology Committee and the OPUSD Technology Department.	Technology Committee link: http://www.oakparkusd.org/site/Default.aspx?PageID=223
Support for technology is under the supervision of the OPUSD Technology Department. "Help Desk Tickets" are required to receive assistance. Tickets are created through an online system on the district website. The timeliness of a response to a ticket is unpredictable.	Technology Department link: http://www.oakparkusd.org/page/199
Online instruction is not part of OPHS curriculum for students.	

Criterion A5e: Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Evidence
<p>OPUSD and OPHS strive to hire the best qualified teachers and staff. The hiring process is extensive including a paper screening of applications, interview with a sample lesson, checking of references and additional interviews if necessary.</p> <p>New teachers are provided with support through their department and through BTSA. BTSA is funded through the district. New teachers are provided technology professional development, such as training for the Smartboard. Currently support for brand new teachers in “the basics” of the school, is informal and expected from fellow department members.</p> <p>Ongoing professional development opportunities such as Buy-Back training sessions, conferences, workshops and online opportunities exist for all teachers. Funding for these opportunities is provided by the district, PFA, or other funding sources. All professional development opportunities for curriculum, instruction and assessment are designed for a college preparatory program unless specific for Special Education.</p> <ul style="list-style-type: none">• The CTE grant provides funds for professional development to create and improve CTE pathways and career preparation programs.• In 2014-15, OPUSD provided training for the new California Standards.	<p>Human resources website. http://www.oakparkusd.org/Page/9133</p>

Criterion A5f: Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long- range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career- readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of these processes.

Findings	Evidence
School Site Council reviews and updates the Single School Plan to align with the WASC action plan goals annually.	Site Council Minutes
Monthly Leadership meetings of site administration and departmental leaders including counseling are conducted to form school plans.	Leadership Agendas
Monthly department meetings to develop best practices in curriculum, instruction and assessment.	
Coordination with parent support groups including PFA, Friends of Oak Park Schools, ABC, OPAA, OPIMA and ASB and school officials is required to meet the needs of the students.	Department Agendas
District Leadership (principals, Assistant Superintendents, Superintendent) meetings are held to review district goals.	Parent Group Agendas/Minutes
Review and update of the LCAP to align with district and site goals annually.	
OPUSD Curriculum Council, Technology Committee, Special Education Advisory Committee (SEAC) and other district level committees meet regularly to discuss long term needs and plans. These committees have teacher representatives from each school, parent representatives, and district representatives. The Citizens' Oversight Committee reviews the expenditure of bond funds with regards to student needs.	Links to various committees available through OPUSD website.

ACS WASC Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary:

Oak Park High School offers students opportunities to experience a high quality comprehensive program within an educational environment in which each student may develop to his or her maximum intellectual, social, emotional and physical potential. Our faculty and staff believe that education is the shared responsibility of parents, students, community organizations and our school. As a result of this belief, we encourage communication within and between these groups and actively seek their involvement in the educational process.

OPHS has a commitment to creating lifelong learners as evidenced by a high graduation rate, high percentage of students attending college, high rate of the taking and passing of AP tests, and high average SAT and ACT test scores. A school focal point is an active College and Career Center. OPHS has conducted multiple studies and programs revolving around student success, stress, and well-being. The OPUSD School Board supports OPHS in the continued growth of students' well-being and academic development. The Schoolwide Learner Outcomes were developed and reviewed by the staff and School Site Council. These outcomes are aligned to the district's Moral Imperatives and the LCAP.

With the growth of OPHS since 2010, several procedures and supports need refinement. A need for a classified and staff hand-book has been determined. Staff development opportunities and district provided trainings need continued review. Support for new teachers needs to be improved including their involvement in curriculum development. The Department Chairperson selection process needs to be defined. Additionally, the role and responsibilities of the Department Chairperson need to be updated.

Category A Areas of Strength:

1. The OPHS educational community supports the vision and high expectation that all students at our school will graduate and go on to post-secondary education.
2. There is a strong correlation between our school's philosophy that all students can achieve at high levels and student achievement on tests reflecting local, state and national standards.
3. The District and high school plans reflect the commitment of the school community to a rigorous academic foundation that supports the success of all students.
4. OPHS is very responsive to community concerns and receives extraordinary community support.
5. There is a strong culture of professional collaboration among the staff.
6. The School Site Council, the Parent Faculty Association and the Associated Student Body provide input to and support the goals of the school.

7. New teachers are supported by department chairs, fellow teachers and participate in new teacher meetings lead by administrators.
8. Teachers are able to customize their professional development to improve their knowledge and address student needs.

Category A Areas of Growth:

1. Create opportunities for more peer review in classrooms.
2. Formalize a process for selecting department chairs.
3. Provide department chairs opportunities and time to assist new teachers with curriculum development and to observe classes.
4. Re-establish a staff handbook.
5. Develop a classified handbook.

B1: RIGOROUS AND RELEVANT STANDARDS-BASED CURRICULUM CRITERION

Criterion B1a: Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

Findings	Evidence
<p>Oak Park High School teachers attend subject area conferences and workshops, receive training and avail themselves of the latest technology believed to enhance instruction. Use of the SmartBoard as an instructional tool allows teachers to incorporate Internet resources, break down complex concepts, and gauge understanding immediately. Use of SchoolWires staff pages allow teachers to effectively communicate with their students, post assignments, and provide lessons beyond the school day. Teachers also have access to class sets of laptops, Chrome Books and iPads for research and writing assignments.</p> <p>Here are some of the conferences and workshops recently attended by our faculty across the curriculum:</p> <ul style="list-style-type: none"> • Common Core training last year at District Office • Computer Using Educators (CUE) conferences • STEM conferences • Project Lead-the-Way Training (San Diego) • CISCO Academy (received CISCO certification) • Carnegie Mellon (Robotics certified) • National & regional AP conferences • National Scholastic Press Conference • JEA Adviser's Institute • Challenge Success • Critical Emergency Response Team (CERT) • California Math Council Conference in Palm Springs • Moorpark Bio Tech training • CIF Coaching Training • Professional Learning Classroom • Gilder-Lehrman History Institute at UCLA on "American Capitalism" • Advanced Placement English Literature Scoring <p>In addition to the subject-related conferences and workshops, there are in place a number of programs that contribute to fulfilling our Schoolwide Learner Outcomes. Social Studies teachers and English language teachers employ strategies for differentiated instruction, for exploring depth and complexity. The Computer Using Educators</p>	<p>Use of the SmartBoard</p> <p>District Technology Coordinator</p> <p>Chrome training</p> <p>materials from workshops and conferences</p> <p>Passports with Buy Back Hours</p> <p>Math instruction Common Core driven</p> <p>CISCO certificate</p> <p>Science Department changed scope & sequence to align with NGSS</p> <p>birth of engineering program</p> <p>AP English Literature Reader Certificate</p>

conference focuses on educational software. Foreign Language teachers differentiate for kinesthetic learners or auditory learners.	
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Criterion B1b: Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: Evaluate to what extent there are defined academic standards and college- and career- readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approved to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.

Findings	Evidence
<p>Teachers follow defined academic standards and college-readiness standards in their subject areas, which also align with national standards. These also align with the UC “a-g” requirements. Textbooks are standards-based and we present our students with curriculum that is textbook-based in most instances. Additionally, OP teachers take steps to ensure students develop into independent critical thinkers who will be capable of self-directed learning beyond high school. English classes develop critical thinking skills through a variety of writing assignments including introspective, creative, expository and argumentative essays. The science and social sciences through independent projects, labs, and essays include critical thinking. In recent years we have adopted math textbooks for Algebra I and II, Geometry, Math Analysis, and Calculus. All advanced placement classes on our campus have been audited and approved by the College Board and the UC/CSU college systems—and our high pass rate, the best in Ventura County, is testament to the academic rigor and preparedness of our curriculum. Additionally, we have members of the faculty that have participated in Project Lead the Way (PLTW), which focuses on STEM and the California Career Partnership Trust Grant. College and career readiness plays a role in some of the curriculum devised by teachers.</p> <p>Teacher curriculum adheres to state standards; Textbooks are standards-based. Additionally, OP teachers take steps to ensure students develop into independent critical thinkers who will be capable of self-directed learning beyond high school.</p> <p>The Art Department’s student projects require creation, analysis of product, and peer-to-peer evaluation</p> <p>Writing portfolios are required annually within some English courses. The English III research project demonstrates college-level writing skills from the students.</p> <p>The science labs were remodeled in 2011 in accordance to UC and AP requirements.</p>	<p>New textbooks and syllabi</p> <p>Audit approval for AP classes by the College Board.</p>

Criterion B1c: Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
<p>Through teamwork, review and substantive discussion, departments prescribe a curriculum in which our overarching goal is directed toward achieving all of our schoolwide learner outcomes. Partially relying on academics, departments meet the standards for their subject and adhere to benchmarks aligned to California Standards across the curriculum. Students are challenged with different assignments to develop original thinking, good listening, facile speaking, creative work, and understanding. Whenever students fall below expectations we implement remedial measures in the form of classes such as Fundamentals of Science (11th grade). In addition, students with special needs are accommodated with 504 plans or through adherence to an IEP. Inherent in classroom instruction, teachers support their students through a step-by-step approach to complex subjects which require the accumulation of skills, through in-class instruction, help found on the teachers' web pages and through support during 7th period.</p> <p>Some classroom examples are: The Art Department's student projects require creativity, analysis of product, and peer-to-peer review.</p> <p>Some English classes require semester-end portfolios and several English classes require an ongoing journal for critical thinking, introspection and self-directed learning. Also in English classes, research projects are required that teach college-level essay writing.</p> <p>Architecture prepares students for college or an apprenticeship.</p> <p>Woodshop prepares students for construction, carpentry and other job opportunities.</p>	<p>Subject area assignments</p> <p>Research in groups and self-directed</p> <p>Portfolios</p> <p>Honesty and integrity policies in class and in cyberspace</p> <p>Projects in our shop classes and our academic subjects</p>

Criterion B1d: Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Findings	Evidence
Inter- and intra-departmental emphasis on a quality education, with fully engaged students, is maintained through assiduous reviews and assessment, parental input and administrative oversight. The administration shares data on student performance with the faculty annually.	
Teachers, counselors and administrators are pro-active in meeting the needs of the students academically and individually. The student learning objectives are the basis of our standards based curriculum. Modifications and accommodations are made for students with IEPs and 504s by frequently collaborating with the Special Education case managers.	7 th period sign-in sheets
In the English department, reading, reading tests, essay and composition and writing projects engage the students. English students in the 10 th grade maintain an iNotebook; those in the sciences, a journal. In AP courses, teachers prepare their students for and administer tests; then review them.	10 th grade I-Notebook portfolios anchor papers science journals
Most of our teachers have a robust web page with assignments, calendars, advice and sample successful assignments. Major assignments include rubrics.	
On the creative side, students build their own websites and iBooks, produce podcasts, mini-documentaries and an online newspaper.	student industry and technology certificates

Criterion B1e: Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Evidence
<p>There is a more than a moderate amount of integration across the curriculum in academic and career technical disciplines.</p> <ul style="list-style-type: none"> Teachers in the humanities and foreign languages routinely provide instruction that includes assignments that span history, literature, the arts, economics, and the sciences, especially with the introduction of more non-fiction literature into the curriculum. The sciences make use of math instruction and writing skills. The English department's novels and the history department's units align, such as on slavery, the Civil War or the Cold War Drama students and the visual arts overlap with English literature courses. Also, drama students learn real-world skills—such as carpentry and painting, the visual arts and stage design. Art classes, students learn web design and graphic arts, which they integrate with drawing. Art students take an anatomy class to improve their ability and use their art skills to design logos for clubs, play bills, and newsletters. Students who participate in peer counseling often draw from material they have learned in their classes. Life Skills draws from several disciplines—psychology, sociology, nutrition, health, finance, home economics—to mention a few. A web design unit covers the history of the internet. Math Analysis uses physics and pre-calculus. Crossover in chemistry and physics which use the same equations in labs in both classes. Science courses delve into areas of bioethics and ecology. Journalism and animation students work together to edit, film and make mini-docs. I-Notebook: students are encouraged to find and write about connections between 10th grade literary works and their other classes. For example: while reading <i>Frankenstein</i>, they write about bioethics; in AP English 11, they investigate and write about transcendentalism and other philosophies; in AP English 12, they write about philosophies like existentialism, historical movements like the Enlightenment, romanticism, colonialism, modernism, vegetarianism, mythology and economics that relate to the literary works they read and analyze. In 9th and 11th grade English classes, students are required to research a topical, meaningful non-literary topic, write it and present it to the class as well in PowerPoint. 	<p>Faculty Meetings</p> <p>Common Core approved textbooks</p> <p>Course Syllabi</p> <p>Play productions</p> <p>Art pieces</p>

<ul style="list-style-type: none"> • In French classes, at all levels, students study the history of France, the geographical locations of French speaking countries and they also share ideas and debates in French about different problems in the francophone world; they also make videos of skits and plays in French. 	
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Criterion B1f: Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Findings	Evidence
Teachers make every effort to provide an effective school curriculum that meets our students' needs through assessment, review, and evaluation. We have Curriculum Council and the School Board meetings monthly. Here all stakeholders have an opportunity to speak to their needs. Minutes for the School Board meeting are kept and shared with the faculty once a month and any issues that may have arisen are discussed in departments, which meet monthly as well.	Meetings Book Adoptions
Departments have a process for reviewing/evaluating curriculum including review of projects, textbooks, novels, projects and benchmarks. In the English Department teachers must propose, discuss, and receive consensus for new works at department meetings before they are sent to the curriculum council for review and approval. In the eleventh grade, the English Department teaches the skills necessary for an independent research project the first semester, some of which are demonstrated in their Career Job Shadow Research project and the rest of these skills are taught in the second semester, which are further demonstrated by the second semester independent research project.	Course Selection Course Charts
All stakeholders participate in the monthly Curriculum Council meetings. The council is currently composed of sixteen members. Each school site has a teacher representative (3 elementary teachers, 1 middle school teacher, 1 high school teacher, 1 teacher from the alternate high school, and 1 teacher from the independent school). The Science TOSA and the Director of Technology are on the council. Four administrators, a school board member, a parent and the Assistant Superintendent (Curriculum) are also members on the Curriculum Council. Some parents feel there should be more parents on the Curriculum Council in order to represent a broader spectrum of OP students.	

Criterion B1g: Policies- Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Findings	Evidence
<p>Teachers—both independently and in cohorts—are encouraged to design curriculum which meets standards set by Common Core and the state of California. Administrators assess teachers every two years. Our teachers meet in departments and at grade level to discuss teaching methodology and content. Administrators and counselors establish course needs based on student performance and graduation requirements; and each student's counselor oversees the student's progress toward fulfilling each student's requirements.</p> <p>OPUSD has an IT department dedicated to helping teachers incorporate technology into their curriculum. Technology Department support includes classes, hardware, and software such as Smart Boards, iPads, Chrome Books, Mac laptops. We also have two Teachers on Special Assignment (TOSA) whose sole purpose is to help teachers integrate technology into their curriculum. For example: a TOSA will cover classes, make suggestions and instruct teachers on new technology. Other times, they are available to help with setting up lessons using new technology. We also have TechLITES—teachers on each campus who lead the way by incorporating technology into curriculum—helping teachers on a one-to-one basis, teaching classes and modeling use of technology in the classroom to enhance teaching.</p>	<p>Common Core Training</p> <p>Syllabi</p> <p>Department Meetings</p> <p>Faculty Meetings</p>

Criterion B1h: Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings	Evidence
<p>To keep our students abreast of graduation requirements, our counselors work closely with our students.</p> <p>Students make use of Naviance—a computer program that helps students select a college and assess their skills and career options.</p> <p>The College Advisor has representatives from universities on campus several times a week at the College and Career Center (CCC).</p> <p>We offer proficiency programs, a Moorpark College field trip, and a designated Freshmen Counselor who meets with middle school counselors to review any relevant information and assist with student transitions into high school. The Freshman Counselor meets with all 8th graders and their parents to review course selection and high school readiness.</p> <p>Our Math Department communicates with the middle school regarding students who take Algebra and Geometry at MCMS. The OPHS faculty underwent Common Core training by subject with their counterparts at the middle school. The Special Education Department provides important student information for the transition of special needs students to the high school.</p> <p>Anecdotally, students return from college and comment on their belief that our high school does an excellent job in preparing them for college academically. Some feel that the curriculum at the AP level is more difficult than the corresponding college class.</p> <p>Data is collected and reviewed each year of the senior class graduation rate and four-year college rates.</p>	<p>Graduation requirements</p> <p>Computer proficiency programs</p> <p>IEP profiles</p> <p>Moorpark College Trip</p> <p>Freshmen Counselor</p> <p>Department meetings</p> <p>Common Core Training with Medea Creek Middle School</p>

B2. ACCESS TO CURRICULUM CRITERION

Criterion B2a: Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Evidence
<ul style="list-style-type: none">• High School graduation requirements require a Life Skills course, practical skills course, and a computer course, physical education courses, and a health class for real world application and college and career readiness.• All students have equal access to the school's entire program and are provided assistance to meet academic, personal, and career goals. Starting in 9th grade with the student orientation meeting, students and parents are apprised of high school graduation requirements. There is also a college advisement night for freshmen and counselors meet individually with freshmen to advise them on their options within the 4-year plan they will be following for graduation. Since most of our students are college-bound, the adviser takes this into consideration. OPHS offers a range of academic levels or instruction for many courses—college preparatory, honors, and AP.• Students and parents have access to Naviance, which allows them to monitor their transcripts and follow their 4-year plan toward graduation.• The counselors and CCC advisor are constantly assessing 12th graders' needs and providing visits from college representatives, which are open to all grade levels.• Interest in Pre-technical training and career exploration are addressed in class offerings that include instruction in subjects such as computer programming, web design, graphics, animation, video production, CERT/CPR training, woodworking, accounting, journalism, ROP and work experience.• The English department offers 12th grade students semester-long option courses, in addition to the more conventional AP and Honors courses. The Senior Options include Children's Literature, Myth to Science Fiction, Modern American Literature: Sports & Culture, and Women's Literature.• Students who take foreign language courses have French, Spanish, ASL, and Chinese to choose from.• OPHS has an AP program second to none in Ventura County, offering nearly every subject available. Our success rate is also second to none in Ventura County.	<p>Graduation Requirements</p> <p>College Night</p> <p>Naviance</p>

Criterion B2b: Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum cross all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Evidence
<p>OPHS offers a standards-based curriculum using texts and instruction that are relevant for successful mastery of the content and skills set by the State. Math, Science, and Social Studies have all adopted textbooks in the past few years. The English Department is in the process of adopting textbooks this year.</p> <p>The English Department builds on skills year-by-year, adding layers of complexity and difficulty to prepare students for a post-secondary education. Most vocabulary is etymology-based and goes from the 9th to 11th grades; essay writing explores all modalities, and literature analysis expectations increase with the grade level. The Science Department makes use of group note taking, heterogeneous grouping in the Foundations Course, use of extension activities and portfolios for entrance into AP Biology, and use of lab notebooks.</p> <p>With a mind to ensuring the completion of courses and the success of all our students, special education students are integrated with the general education students, sometimes with in-class aides or with Special Education teachers who monitor their work. In Science and Engineering Practices (SEP) and Crosscutting Concepts throughout the scope and sequence of the units. Special Education case managers and general education teachers collaborate to address the needs of individual students on General Diploma and Certificate of Completion tracks.</p>	<p>Course Syllabi</p> <p>Test Results for all students (Chapter 1 and Appendix)</p> <p>Examples of Assignments in Home Group Binders</p>

Criterion B2c: Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

Findings	Evidence
<p>Freshmen orientation meetings, an individual consultation with the Freshmen Counselor, an introduction to the use and benefits of Naviance, Freshmen Advisement Night—all help to acclimate the OPHS student from the start of the high school path. Careful monitoring is maintained throughout each student's career at the high school. At the Course Advisement Night (Open House) in the spring, all department members are present, with course material and syllabi to answer questions for parents or students.</p> <p>Students have 7th period tutorial to discuss their progress and academic needs with their teachers or counselors.</p> <p>Students and parents have an opportunity to attend College Knowledge Night where presenters come to discuss topics of concern. Presenters include various and diverse colleges, applying for college financial aid, and help for students/ who want to explore their college options and plans. It is open to the community including all grade level students.</p> <p>College Advisor visits 9th grade classes to train all students on the four-year plan and personality assessments to link students to careers and identify learning styles and all of the Naviance tools available.</p> <p>Naviance parent and student trainings are provided by the College Advisor.</p> <p>Counselor College Parent Nights for 11th and 12th graders parents.</p> <p>Counselor Student Workshops after school for 11th and 12th graders.</p> <p>Student Study Team meetings to review and discuss future goals and plans with teachers, parents, students, counselor, school psychologist, and administrator.</p> <p>IEP meetings with parents, teachers, counselor, and administrator to collaborate and review future goals and plans for transitional goals to future college or careers.</p>	<p>Email blasts to parents, notices through Naviance, ad in local newspaper and it is posted on the high school's website as well as in student announcements.</p> <p>College advisor class visits</p> <p>Naviance trainings</p>

Criterion B2d: Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Evidence
Student report cards and progress reports are reviewed by counselors and students are called in to discuss progress and improvements needed. A Student Study Team (SST) meeting may be held if needed. Class changes can be made if needed within the allowed timelines required.	SST Counselor meetings
Student registration students meet with counselors to review course selections and requirements for high school graduation and college.	
Counselor Parent Night is used to advise and review high school and college requirements and the course selection process and forms.	Counselor Parent Night information
Individual counselor meetings with students and parents to discuss possible courses requested as needed by students and parents.	

Criterion B2e: Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Evidence
<p>OPHS offers a wide variety of courses which prepare students for college and career readiness, including many AP and Honors courses.</p> <p><u>College and Career Center (CCC)</u> The CCC has college admission representatives from local colleges and out of state universities visit the high school at 8am, the lunch and support period. More than 100 different schools visit including trade schools and representatives of the military. In the spring, juniors and seniors may participate in a field trip to Moorpark College. The CCC invites a local college representative to present information on general financial aid for college and to explain the Free Application for Federal Student Aid (FAFSA). Every year we coordinate with Agoura and Calabasas High Schools to invite over 30 professional presenters on 20 different college & career topics. Our “College Knowledge Night” event typically draws more than 800 parents and students.</p> <p>Through the CCC local businesses advertise job opportunities for OPHS students, and charitable groups seek out our students as volunteers. Many community organizations also offer college scholarships to our students.</p> <p>OPHS employs a fulltime College and Career Technician who coordinates a wide range of activities throughout the school year for both parents and students. A sampling of those activities include: Junior & Senior College Advisement Parent Nights Financial Aid Night Mini college fair Job postings & community service volunteer opportunities College Knowledge Night Naviance Workshops Moorpark College Field trips College Admission Representative Visits Scholarship workshops for Seniors College application case studies workshop NCAA workshop for college-bound athletes CSU & UC College application workshops</p> <p><u>OPHS Counseling Staff</u> Five counselors staff assist students with plans for college admissions and post-secondary options. At this time, a counselor is assigned to the 9th grade to assist with the</p>	<p>Course Selection Guide</p> <p>CCC website: http://www.oakparkusd.org/page/1079</p> <p>“Community Service, Leadership & Volunteer Opportunities web page at the following link: http://www.oakparkusd.org/page/914</p> <p>OPHS Counseling program link: http://www.oakparkusd.org/page/1174</p>

<p>transition to high school. Another counselor is assigned the students with 504's, IEPs, and the international students.</p> <p>Outside of scheduled events and presentations for college and career transition, counselors are available for individual meetings to assist students with college and career transition.</p> <p>Freshman Counselor One of the roles of the Freshman Counselor is to assist students in the college and career counseling. This is done by</p> <ul style="list-style-type: none"> • 9th grade informational meetings • Future Freshman Night • 9th grade orientation • New student orientations/informational meetings • 9th grade teacher meetings • 4 year plans • College and career counseling <p>Weekly counselor meetings Programs are evaluated at the conclusion of each activity or event in the weekly counselor's meetings. Effectiveness our programs are evaluated based on all relevant student data.</p> <p>D/F lists and At-Risk students Students are monitored at least every five weeks through the D/F list. Counselors, teachers, and parents often communicate and if necessary a Student Study Team meeting may be implemented. Counselor intervention follows if they are not progressing as expected.</p> <p><u>Courses available that prepare students for careers and post-secondary options</u> English (iSearch) project In every Junior English class students participate in and where students must research a career, job shadow it and make a classroom presentation.</p> <p>Life Skills The senior Life Skills course includes strategies which will help seniors transition successfully to college, career and other postsecondary options.</p> <p>CSUN Engineering & Computer Courses These classes are taught by OPHS instructor and students are able to earn college credit for them.</p> <p>Independent Projects Students can propose an Independent Project for school credit. Students participate in independent study projects to explore possible future careers.</p>	<p>Counseling Department Home Group Evidence binder.</p> <p>See Freshman Advisement materials in the Counseling Home Group Evidence binder. Freshman Advisement website at: http://www.oakparkusd.org/page/877 Freshman Counselor's website at: http://www.oakparkusd.org/page/2232</p> <p>Counselor meetings</p> <p>Recent D/F lists in Counseling Home Group Binder</p> <p>11th grade English I-Search project Information in English Home Group Binder</p> <p>Life Skills class and curriculum</p> <p>Life Skills retreat (not mandatory) Link: http://www.oakparkusd.org/Page/1498</p> <p>Information in classroom binder</p> <p>Information available in Counseling Home Group Binder</p>
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Mock Trial

Our students participate with the County of Ventura Office of Education in a competitive Mock Trial program affiliated with the national Constitutional Rights Foundation. In this program the County Courts of Ventura commit their resources both physical (courtrooms) and personnel (judges) and the local bar association involves over 400 attorneys to help guide the students in learning about our constitution and court system. Attorneys within the school community volunteer hours of their time to work with the students. Our local police have come to school to explain to the students the processes of evidence collection and preservation, and arson investigation and forensics as they applied to the facts of the Mock Trial cases.

Course Advisement Process at OPHS

The course advisement process is extensive at our school, and includes the following events and activities where students and parents are informed of all class options and requirements for after high school transition to colleges, careers, the military, or trade schools.

February: during Open House Counselors meet with parents of next year's 10th, 11th and 12th graders in separate meetings to go over all relevant course advisement and some college information for the next school year. Counselors go into every class and give grade level advisement presentations to all students.

Students work on updating their 4 year plans and then submit their course requests into Naviance.

After Spring Break counselors meet individually with each student to double check the courses they selected for next year, check prerequisites, progress towards graduation, and answer any questions they may have.

Naviance the college and career counselor meets with all 9th graders to review Naviance and all the resources it offers. All students are assigned tasks each year to complete aptitude and personality surveys on Naviance, which help students with self discovery, including personality strengths and weakness and career suggestions matching their personalities and interests. This information is also used in projects such as the I-Search (job shadow project) as well as counselor meetings with students. They are assigned tasks to complete in researching careers and colleges.

We employ Naviance across all grade levels to assist students with the following tools:

- Career Interest Profiles
- Career Profiler Assessment and Career Research
- College Representative visits are promoted via Naviance email
- Personality Assessments
- Learning Style Inventories
- 4 year Course planning & Course Selection
- College research & college application processing

Mock Trial website at:

<http://www.oakparkusd.org/Page/1463>

Course Advisement website at:

<http://www.oakparkusd.org/Page/870>

Naviance Link:

<http://www.oakparkusd.org/page/1089>

<p><u>Notifications to Parents and Students</u></p> <p>College Newsletters The College and Career Center and the OPHS Counseling staff post a daily College Bulletin and a monthly College Newsletter online and via email blasts.</p> <p>Weekly Bulletin Twice per week on Tuesday and Thursday a bulletin is read over the school's loudspeaker system, and it is also posted on the School website advertising college information and college representatives visiting OPHS</p> <p>School Marquee Used to promote upcoming college and career events</p> <p>E-News Our PFA generates a weekly news bulletin via "Constant Contact" to all registered parents. advertising college information and college representatives visiting OPHS</p> <p>All Call OPUSD subscribes to a sophisticated "all-call" system that allows us to send mass voice & email messages to the entire parent community as well as targeted messages to specific populations. We send out reminders of college and career activities available to students and parents.</p> <p><u>Opportunities for Special Education Students</u></p> <p>Department of Rehabilitation Liaison The Department of Rehabilitation (DOR) assists Californians with disabilities to obtain and retain employment and maximize their equality and ability to live independently in their communities. DOR services include:</p> <ul style="list-style-type: none"> • Career assessment and counseling • Job search and interview skills • Independent living skills • Career education and training • Assistive technology <p>Oak Park High School collaborates with a certified rehabilitation counselor through the Thousand Oaks office, by assisting with referrals, organizing meetings, and providing follow-up information for prospective clients. In addition, the counselor offers an informational presentation for parents at the beginning of the school year, during Back-to-School Night.</p> <p>WorkAbility WorkAbility is a nationally recognized school-to-work program that provides comprehensive career assessment and guidance, job development training, worksite training/employment opportunities and job placement support for high school youth with disabilities who are making the</p>	<p>College Bulletins and Newsletters: http://www.oakparkusd.org/Page/7605 http://www.oakparkusd.org/Page/1083</p> <p>Link on OPHS Home Page: http://www.oakparkusd.org/Page/865</p> <p>Information in Focus Group B binder</p>
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B3. PREPARATION FOR CAREER AND COLLEGE CRITERION

Criterion B3a: Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Findings	Evidence
<p>OPHS offers a wide variety of courses which all prepare students for college and career readiness including many College Prep, AP and Honors courses, Practical Arts, Fine Arts, Foreign Language, Computer Education, Life Skills course, Health Course, and Physical Education.</p> <p>OPHS courses include many assignments and projects which have rigorous and relevant curriculum and include real world applications, including:</p> <p><u>English:</u> I-Search, journalism assignments, “Think Piece” which is similar to college essays, “Profile Interview” focusing on interview techniques, creating a Digital Portfolio, Research Report (11th grade CP) requiring creating, researching and defending a hypothesis. Papers submitted must be in Modern Language Association (MLA) format, a standard format for college papers.</p> <p><u>Technology:</u> Web Design course, Cisco Academy IT Essentials course, Architecture course is articulated with Moorpark and Ventura Community College for CC Credits. Microsoft Office Certification- OPHS has certified over 800 students, including 5 students who achieved Microsoft Master Certification. Ideas to Impact County Competition- OPHS has consistently won HS level challenges. Women in Technology National Competition Regional and National Award Winners. Robotics Competitions Regional Competitions. Solar Boat Regional Challenges</p> <p><u>Mock Trial:</u> Real world practice in legal professions and interactions with various professionals.</p> <p><u>Math:</u> financial math: application in real life: balance checkbook, calculating interest, conduct survey about Facebook</p> <p><u>Practical Arts:</u> Computer courses, wood shop, financial math, Athletic Training and CERT course</p> <p><u>Science:</u> Irrigation Challenge, DNA Fingerprinting (Gel Electrophoresis Lab), Amgen Lab, Organ & Organism dissections, Inquiry-based labs, Engineering program</p> <p><u>French:</u> Students communicate and interact via Skype with residents in France. Students watch French TV (TV5.org) and listen to French radio.</p>	<p>Course Selection Guide</p> <p>Examples of student work in Home Group Binders</p> <p>Microsoft Office Certification Ideas to Impact Regional Competition Women in Technology National Competition Award Winners VEX Robotics Award Winners. Solar Boat Regional Winners</p>

Criterion B3b: Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Findings	Evidence
<p>Over 95% of our students pass the CAHSEE when it is first administered. If a student does not pass, we have in place a number of remedial measures. In the case of math, we have a Math Skills Lab course, which usually, upon successful completion, leads to the student passing the math portion. In the case of English Language Arts, we have ELL lab support. In the case of science remediation, we have a Fundamentals of Science course to replace the physical science requirement in chemistry. Students who are in Special Education programs or who are struggling have resources at their disposal with their Special Education teachers as well as access to their subject area teachers during 7th period support.</p> <p>Biotech pathways are on the horizon as well-courses using DNA, molecular biology, bio-engineering, stem cells, and forensics, familiarizing students with the latest scientific techniques that span several fields.</p> <p>In addition, a third science course prepares our students by introducing them to scientific technique and lab journals written in the scientific method-Foundations of Science (9th grade). In the near future additional science courses that will impact students' pathways beyond high school within the CTE Pathways will be added. Currently the Engineering Pathway is available for 9th graders. The development of an Agricultural Pathway is underway.</p> <p>All students have access to counselors, teachers and administrators. Teachers are available 5 days a week for one-on-one support during 7th period as needed. At every 5-week grading period, teachers inform students as to their progress. Both students and their parents have access to their grades on an ongoing basis on Q.</p> <p>Counselors review progress of all students and hold meetings to collaborate and offer support. Meetings could be with the individual, with a parent, or an SST meeting.</p> <p>Various supports are available to the students in addition to the 7th period support period. A list of tutors is on the school website and a list of peer tutors is available in the CCC. The Math Honors Society provides tutoring before school, at lunch, during 7th period and after school on specific afternoons.</p>	<p>CAHSEE Results (Chapter 1)</p> <p>Math Skills Lab</p> <p>Fundamentals of Science Syllabus Special Education Department</p> <p>7th Period Support</p> <p>New Science Courses</p> <p>7th Period Support</p> <p>Q grade reporting</p> <p>Peer Tutoring Information</p>

ACS WASC Category B: Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Summary:

Oak Park High School's curriculum focuses on providing students with not only a purposeful standards-based curriculum but also with an engaging, healthy and broad-minded education designed to involve all stakeholders in creating sound, productive, and well-meaning individuals. As Benjamin Franklin once said, "A good example is the best sermon." It is our hope that our staff and administrators' devotion to excelling at our profession through careful and professional consideration of our students' curriculum needs will serve to inspire them to achieve academic success and maintain a healthy attitude toward their pursuit of that success.

The faculty has attended over two dozen conferences and workshops (many such as the AP Reading or STEM are ongoing), ranging from the humanities to the sciences, from vocational training to technology and foreign languages that enhance teaching, especially in congruence with Common Core, NGSS and AP standards. In addition to our programs for students desiring to enter the workforce upon completion of high school, we have sought every opportunity to provide a curriculum that meets their needs for attending college and being career-ready, principally through aligning our instruction with the mandate for Common Core instruction. We integrate cross-disciplinary subject content in the humanities, with both history and literature complementing one another; our foreign language courses bring in geography, history, and grammar; our science and math courses support and enhance one another; our web technology and design courses incorporate art and digital history. We evaluate, review, and amend our curriculum constantly based on input from various stakeholders, especially the Curriculum Council who weigh in on textbook selections and curriculum.

Teachers in the last few years in particular have focused on the "real world" application emphasized in the California Standards such as the 11th grade career job shadow, involving field research and efficacious Internet research. Science has increased lab activities and math has revised language in problem solving to represent more applicable situations. To set students on the right path, our faculty, especially the counselors, communicate with the middle school, Medea Creek, which is the feeder to the

high school. Communication between schools focuses on the articulation of courses, for example Algebra I, transition of special education students, and the matriculation of at-risk students. Our faculty also regularly attend meetings, read email and Internet instructions, and consult with our district's technology staff, who make themselves available on site to incorporate technology into the curriculum. We also have a mandatory Life Skills course in 12th grade that teaches students adult responsibilities.

We offer a curriculum that not only meets the needs of our highest achieving AP students but also CP students. We offer courses for students desiring ROP, CERT training, work experience, technology and computer certification or the visual and performing arts. Students in 12th grade English have a choice of taking AP, Honors or CP Options Courses with specialized themes such as Children's Literature or Myth to Science Fiction.

Finally, our faculty hosts a robust and inclusive club culture on campus that includes just about any subject one can think of—from engineering to French, from Model United Nations and Mock Trial (now a course) to Young Investors Society.

We make every effort to implement strategies and programs to transition students from high school to college or a career. The College and Career Center offers College Night and provides weekly opportunities for students to meet university representatives. Our counselors walk students through the application process and an English teacher hosts a symposium annually on writing the college application essays. The vast majority of our seniors are headed for college but we do not neglect the small number of students who are transitioning into full-time jobs.

Category B Areas of Strength:

Oak Park High School hosts a proportionately large number of high-achieving students, active community involvement, and the benefits of being a relatively small school. We take advantage of these positive elements to reach every student to the best of our ability—realizing that we are obligated and entrusted to provide a healthy, accessible, and academic learning environment. We encourage out-of-district students, who thrive academically here, and we accept students from other countries in our international program.

Our teachers do not rest on the laurels of their students' achievements and constantly strive to better their instruction through innovative approaches, whether that be inspired by technology, new teaching paradigms, or old-fashioned class instruction assessment and revision.

We set up the school day for maximum efficiency, doing away with the wasted minutes found in traditional school schedules that lose instruction time to more passing periods, or homeroom, or make-up work during class time. Our daily seventh period support time offers one-on-one tutoring by the teacher and additional time for students to receive individual instruction and remediation.

Category B Areas of Growth:

We are attempting to deal with the pressure and anxiety our students face as a result of the highly competitive college admissions requirements our society imposes on them. We are aware of an existential academic dread—of the pushback against being defined by test scores and GPA's—and are addressing it. Students face great challenges in managing their school activities, homework, and studying—all while being teenagers.

Because we are a small school, we are limited somewhat in choice of subjects we can offer and the variety of courses available for students to choose from. We are contemplating ways to add more classes such as by extending the day for those students who would be interested in staying late to attend an additional class.

Some parents and students feel a strong need for an educational route geared toward readying students for immediate immersion into vocations and careers upon graduation. They suggest that we provide more opportunities for students to develop skills that will immediately benefit them upon graduation and entering the job market. We are looking at ways to do this such as with a Career Fair and more guest speakers on par with the number of college representatives we have visiting the campus.

The online classes policy could be better defined for foreign language. Some students take the classes online not as a remedial class in the summer but as a CP class. When they reintegrate the regular curriculum on site, most of them do not have the required skills to succeed in the OPHS program.

Students face great challenges in doing homework and projects that put pressure on them and interfere with their emotional and social health. Anxiety disorders are on the rise. These issues can be dissipated by teachers coordinating their assignments and homework that is only necessary to succeed in their subject.

C1. CHALLENGING AND RELEVANT LEARNING EXPERIENCES

CRITERION

Criterion C1a: Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Findings	Evidence
<p>Courses throughout OPHS engage all students in challenging and relevant learning. English Language Learners (ELL) and Special Education students are enrolled in the regular courses offered at OPHS. Currently 21 Advanced Placement (AP) courses are offered at OPHS. Additionally, 106 UC a-g courses are taught onsite.</p> <p>English: The English Department challenges students to create a learning log and to acquire diverse vocabulary through learning Greek and Latin roots in a systematic fashion. Literary texts are chosen that foster critical thinking skills, such as cause and effect, main idea and inference, and then those skills are reinforced in discussions and in critical papers that students write. Writing tasks are assigned that cultivate the development of authorial voice and encourages students to engage both intellectually and emotionally with the text. The I Notebook, which is a core assignment for 10th grade, encourages personal interaction with the text and the development of voice. In AP English (11th grade) students complete an I-Search project which is more in depth than just shadowing someone in a career field of interest.</p> <p>Social Science The Social Science Department adheres to the standards set up by the state and implements those standards within each of our courses. In addition, we are in the process of adapting our curriculum to the new California Standards. Students are engaged in challenging work in all courses.</p> <p><i>Geography:</i> The class is heterogeneous, all freshmen are enrolled in Geography. The course is based upon National Geographic standards. Students create a semester portfolio.</p>	<p>Evidence in English Home Group Binder</p> <p>Evidence in Social Science Home Group Binder</p> <p>Evidence in Geography Classroom Binder</p>

<p><u>Science:</u> Students in grades 9-12 are using Lab Notebooks to record their investigative lab procedures, data and conclusions. Oftentimes the students design their own experiments. The ninth grade Foundations of Sciences (FOS) classes were redesigned with the Next Generation Science Standards (NGSS) being the focus. There is an emphasis on science practices that will be relevant throughout all high school science courses. Incorporation of current events is included in Foundation of Science (FOS)- Life Science and AP Environmental Science (APES) makes the content more relevant to students.</p> <p><u>Spanish:</u> uses the series <i>En Espanol</i>, in which skill articulation between levels is shown at the beginning of the Teacher's Edition of the text. These are aligned with the State Standards. In Spanish III Honors, literature is added to the basic curriculum. In Spanish IV, AP materials are used.</p> <p><u>Computer Classes/Media Design/Animation:</u> <u>Media Design:</u> The assignments are consciously kept relevant to current industry trends in media design. In addition, the course is aligned with the standards for the Visual and Performing Arts. Multiple teaching modalities are included (lecture, research, group, and hands on projects). In Advanced and AP Art, the assignments are geared towards preparing students for college submission and career choice.</p> <p><u>Physical Education:</u> 9th Grade PE is aligned to the California Standards. Assessments include a notebook, objectives, cardio-vascular fitness notebook. Components of fitness, principles of training, and information about sports are included in the curriculum. When presenting a sport notes on skills, rules, strategies, and written tests are included in the unit. Water safety, tumbling and self defense unit are part of an aligned unit. These are accomplished through handouts, lecture, discussion, and written tests.</p> <p><u>Special Education:</u> Students with Individual Education Plans (IEP) are provided the opportunity to be challenged in the general education setting, working in groups with peers, and supported by instructional aides. In the resource classroom, observation of student work takes place on a daily basis. Students are provided auditory and visual support for assignments, reading literature, and peer group exchanges. Based on the student's ability to attain and retain information from the core subjects, the Special Education teacher modifies and accommodates those assignments so that each student gains as much knowledge as possible.</p> <p>Observation of frustration levels or an inability to understand the material would be cause for the special educator to reteach or alter an assignment.</p>	<p>Evidence in Science Home Group Binder</p> <p>Evidence in Foreign Language Home Group Binder</p> <p>Evidence in Media Design Classroom Binder</p> <p>Evidence in Art Classroom Binder</p> <p>PE Home Group Evidence Binder</p> <p>Evidence in Special Education Home Group Binder</p>
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Criterion C1b: Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.

Findings	Evidence
<p>When students are introduced to new areas of study (units, chapters, lessons), the expected outcomes are described. The appropriate standards are outlined at that time. These may be formally written, casually described or paraphrased as appropriate for the course and instructor.</p> <p>English: Within each course, two Essential Questions are posed for the semester. These questions guide the curriculum and the theme for the semester. An example of an Essential Question is “What is great literature?” Each unit calendar reinforces the essential questions. Rubrics are provided to the students for essays, presentations, and Socratic discussions.</p> <p>Geography and CP Psychology: Standards are provided at start of each unit and included with daily assignments.</p> <p>World History/U. S. History/Government: Students are provided a unit calendar at the start of each new unit. Each calendar provides topics to be studied (content standards), homework due dates, and quiz/test dates, and study guides to prepare students for upcoming quizzes/tests. These calendars are handed out and discussed.</p> <p>Science: The standards, NGSS, are discussed in each course.</p> <ul style="list-style-type: none"> • In AP Biology, every discussion is tied to a “Big Idea” and the Science Practices are addressed at every lab. • In the FOS course and Biology courses - unit objectives are identified at the start of the unit. • In chemistry, goals for the day are articulated at the beginning of each class. • In several science courses, rubrics are provided to guide the creation of the lab notebooks. <p>Foreign Languages: <i>Spanish:</i> Expectations and performance levels are discussed at the beginning of each unit. Units of instruction normally run about three calendar weeks.</p> <p>These units include grammar, vocabulary and culture segments.</p> <p>Special Education: At the beginning of each unit of core curriculum study in the areas of Science and World History, students receive directives from the general education teachers to “go online” to see the new unit pacing calendar or</p>	<p>Outlines and Syllabi are included in Home Group Binders</p> <p>Evidence in English Home Group Binder</p> <p>Evidence in Geography and Psychology Classroom Binder</p> <p>Evidence in Social Science Home Group Binder</p> <p>Evidence in Science Home Group Binder</p> <p>Evidence in Foreign Languages Home Group Binder</p>

<p>open “google docs”. These directives include due dates and homework, expected standards, notes for each chapter, and worksheets for videos and links for videos to complete those assignments. In the general education classroom, teachers explain the standards for each new unit and walk students through the online areas of focus. As a follow up to that, students in the SAI Directed Studies classes have that information repeated to them by the resource teacher at a slower pace, given time to write down information in their assignment notebooks (Time Trackers). If not done before, this is the time to ask questions and address concerns about the new material and an opportunity to start working and accessing the information on classroom computers.</p> <p>The calendars, notes, and other directives are printed out and displayed in the SAI Directed Studies class so that students with disabilities can continually look at the information to support their needs. Furthermore, assignments, quiz and test dates are printed in large print and color coded on white boards to support students’ need for continual reinforcement of timelines and expectations.</p> <p>In the English II classroom, the general education teacher provides materials and worksheets that all students will need and reinforces the standards, calendar due dates, and expectations. The general education teacher and the resource specialist collaborate to review student accommodations and modifications, how they will access the curriculum online, and to what levels of achievement can be expected from students with IEP’s on an individual basis. Discussions of expected levels of achievement are shared with students in the SAI Directed Studies class or during 7th period for students with IEP’s who are at the Consult and Collaboration level.</p> <p>Performance levels differ among students with disabilities who have an IEP in a way that requires the resource specialist in conjunction with the general education teacher, to provide accommodations and modifications when beginning a new unit and providing appropriate assessments at the end of the unit.</p>	<p>Evidence in Special Education Home Group Binder</p>
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Criterion C1c: Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

Findings	Evidence
<p>Differentiation in the classroom occurs in many ways. The majority of classrooms have installed Smartboards which are employed by trained teachers. Different technology devices are used by students to access the subject matter including iPads, Chromebooks, laptops and desktop computers.</p> <p>English: Writing assignments are differentiated to build-in different levels of achievement. In lieu of strictly assigning writing tasks, we provide opportunities to demonstrate competence in self-expression through student generated videos, oral reports, and group presentations. In many classes students are given the choice of different presentation formats, i.e. Powerpoint, Prezzi, Keynote, iMovie, haiku deck.</p> <p>For some units in English, students participate in Reader's Theater, Literature Circles, and student led Socratic Seminars.</p> <p>Social Science: Students construct multimedia (e.g., PowerPoint, Google Docs, Prezi) presentations to demonstrate their understanding of Cold War/New World Issues events, Decades, Modern Presidential Project, Supreme Court Cases. They are provided a rubric stating the requirements for the project which reflect content and Common Core standards for the subject area. Each student is given the opportunity to be creative in the way he/she prefers to show understanding of the subject matter.</p> <p>World History and U. S. History material is introduced by the teacher through lecture and discussion. The next time the class meets a writing prompt (warm-up) is presented to the class. Each student is required to write a response. Students are told to write about what they remember without the use of their notes. This helps them check their understanding of the material. If they get stuck, then they can refer to their notes. After the students have completed their written responses, the class will discuss the warm-up. The teacher then will randomly select a student to go up in front of the class to discuss the day's warm-up. They may not bring notes or their warm-up, so the teacher can get an accurate account of where that student is in terms of their content awareness. So, in this process of a lecture, a written response, and verbal response there is an attempt to meet the needs of each student's different learning strengths.</p> <p>Geography: Examples of differentiation include collaborative, multimedia presentations, (Powerpoint, video creation) for Geofest. Geofest is a project that investigates global cultural diversity and is aligned with Common Core expectations. United Nations' Regional Briefs emphasize critical thinking skills through examination of real world issues (examples: proposing a peace treaty in the Middle East</p>	<p>Evidence in English Home Group Binder</p> <p>Evidence in Social Science Home Group Evidence Binder</p>

C2. STUDENT ENGAGEMENT CRITERION

Criterion C2a: Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Evidence
<p>The majority of teachers on campus utilize collaborative opportunities, as well as individual assessments to engage students in completing assignments.</p> <p><u>English CP, Honors, and AP</u> All teachers utilize a variety of modalities to facilitate instruction. In 10th grade honors students use Quick Response (QR) codes to quickly link to relevant articles on the Internet. In AP English, students submit essays to Google classroom then the work be critiqued by all students and the teacher. Another technology utilized is Skype whereby scholars who are authorities may be interviewed by students. Follow up essays allow students to explore the references recommended by the scholars interviewed. In some classes, blogs allow students to express their ideas on topics relevant to the literature being studied.</p> <p><u>Geography and CP Psychology:</u> Daily Powerpoint and Notebook presentations and newspaper/video media are used to incorporate the most current developments in the world, and therefore course curriculum. Online, interactive mapping activities are linked to teacher websites in order to allow students alternate methods for learning the cartography of the current unit of study.</p> <p><u>World History/U. S. History/Government:</u> On a daily basis, teachers display notes, ideas, concepts, maps, and charts, on their SmartBoards through PowerPoint and Notebook presentations. They also provide unit calendars/major topics (state standards), assignments and supplemental materials on their class websites so students always have access to the information.</p> <p>Students also use this technology in the classroom to demonstrate their understanding of various topics. For example, World History students complete a Cold War/New World Issues project in which they must demonstrate their knowledge of a given topic. In U.S. History, students are assigned the Decades project in which they teach their classmates about the cultural elements (technology, fashion, art, music, sports) that define a given decade. In Government, students teach the class about important Supreme Court decisions. Students in all these classes use the SmartBoard and presentation websites/software/apps (Notebook, PowerPoint, Google Docs, Prezi) to teach mini-lessons on their given topics to their classmates.</p>	<p>Evidence in Focus Group C Binder</p> <p>Evidence in English Home Group Binder and Classroom Binders</p> <p>Evidence in Classroom Binder</p> <p>Evidence in Social Studies Home Group Binder</p>

<p><u>Science:</u> Daily Notebook presentations on the SmartBoard for delivery of instruction and content. Notebook presentations include images that enhance content and links to videos, simulations, and maps. Quick Response (QR) codes are used to quickly distribute links to current events articles and other websites for students to explore. The SmartBoard is used to work out practice problems for students to follow and to model appropriate ways to apply strategies and show work. Teachers' websites are consistently updated using Google Drive folders and Google calendar to share out files for notes, labs, and worksheets. Students use iPads in class (one to one) to take notes and further instructional material by researching examples and adding to their notes.</p> <p><u>Honors and AP Biology:</u> The teacher creates a Google document that has a scaffolding for the students to take notes in. Then a copy is made available through Google Classroom for each student. Typically, one student opens the document and then "shares" it with 2-3 other students and they proceed to take group shared notes (GSN) - all working on the document simultaneously. The students are encouraged to play different roles in the note taking: alpha and beta note taker (initial and follow up notes), "flavor-flave" (highlighting and bolding critical points) and "flip-a-pic" who adds relevant and helpful pictures. This is a dynamic document that the students are invested in. It can be reviewed at a later time by printing it out or accessing it online. Students are required to view videos online at Bozeman Science.com. These are videos produced by a science teacher in Bozeman, Montana. Edpuzzle, an application with Google Classroom, allows the teacher to upload a video and create imbedded questions. The student watches the video online and answers questions throughout the video.</p> <p><u>Foreign Language:</u> A blend of traditional and 21st century strategies are utilized in the delivery of curriculum. The use of traditional white boards and Smart technology for both explaining concepts and doing student work, both individual and group, are part of the daily routine for us. The textbooks are used for traditional assignments and as a reference for online resources. An example is quizlet.com, that allows students to do online practice with curriculum specific to textbook units. Another example is Studyspanish.com, in which language skills from individual units and the broader spread of language skills can be practiced and mastered.</p> <p><u>Math:</u> Teachers in the math department typically use Smartboards to present material to students. In certain classes, teachers are able to incorporate different visual aids, including 3D models to show nets, surface area and volume in Geometry. Desmos, an online platform for graphing, can be used to show students how transformations look for different functions, and also how linear inequalities are combined to form a system.</p> <p><u>Computer Classes/Media Design/Animation:</u> The Media Design program is technology based. We use computers and design software to execute the majority of assignments. Smartboard based software demonstrations are performed during class. In addition to this we use web based searches to obtain information,</p>	<p>Evidence in Science Home Group Binder and Classroom Binders</p> <p>Evidence in Biology Classroom Binder</p> <p>www.bozemanscience.com</p> <p>Evidence in Focus Group C Binder: C2-5 "Asi se dice"</p> <p>Evidence in Math Home Group Binder and Classroom Binders</p> <p>Evidence in Classroom Binder</p>
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supplement class instruction, and show visual examples of design and artwork. Lynda.com, Youtube, and Vimeo videos are also used to supplement instruction.

Special Education:

Students with an Individual Educational Plan (IEP) receive instruction in core subject areas in the general education setting for at least two class periods or as many as five periods. As part of the Least Restrictive Environment (LRE) for all students, special education students are included in the activities and strategies, multimedia presentations, as well as other technologies presented and used by the general education teachers. Of the one hundred and twenty-one students serviced by the six Special Education teachers, the majority of these students participate in Specialized Academic Instruction (SAI) Directed Studies classes, where students receive additional support, time, and further exposure to the same strategies, multimedia presentations and technology used by the general education teachers. As part of the support system for these students, instructional aides participate in the general education classes assisting all students. Using Ipads and laptops, the instructional aides bring back support information to the Directed Studies classes to aide the students. Students then have the opportunity to review the experiences of their general education classes. Assistance with note taking and review of the material can take place within the Directed Studies class. In the special education classroom, students have iPads and computers in the classroom to support all of the curriculum, the opportunity to read and listen to core literature through an auditory presentation, review class PowerPoint presentations, replay videos, further explanation of graphs and maps, and added explanation of Google documents.

Classified:

Instructional aides shadow special education students in the General Education classes and provide support for their students as well as any other students that might need assistance. The Aides attend training classes so they can support the students on the technology used in classes. The students use I-pads, Smart Boards, computers, and Google Drive on a daily basis. In the Directed Studies classes, the Aides give additional support as needed to assist students in finishing tasks and helping them with any technology issues they might have.

Parent:

Overall many students use Quizlet for studying in all subjects. Most textbooks are now online and teachers utilize their websites to provide links to students for practice test questions and additional resources. Teachers provide classroom notes on websites. Youtube videos are used for instructional purposes - i.e. in 10th grade CP English. In 10th grade Honors English, the I-Notebook is based upon a critically acclaimed book, not on current required reading lists, and must provide proof that it is considered great literature by three outside sources. In 10th grade CP Biology students utilize the Bozeman units as a supplement to topics covered in class.

Student:

In AP Biology, Google Shared Notes are used by students to collaborate and minimize paper use. In the Math Department, teachers utilize Smart Response and the SmartBoards to administer quizzes and reviews for students in an anonymous fashion, thus creating a less

Evidence in Classroom Binders.

Evidence in English and Science Home Group binders

Evidence in Classroom Binders for Biology, Math, Computer Graphics and Computer Science

<p>stressful learning environment. In Computer Graphics, students have access to scanners that can digitally transfer their artwork onto the computer. For AP Computer Science, students have access to multiple computer coding software programs that promote easy learning of Java.</p> <p><u>Administration:</u> OPUSD employs multiple platforms to provide students with access to technology ranging from desktop workstations, laptops in the form of MacBooks, ChromeBooks and Windows based machines. In addition to Smartboards, classroom devices include iPads, Smart Response “clickers”, Science ProbeWare, Graphic Arts Tablets, Digital SLR Cameras, and graphing calculators.</p>	
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Criterion C2b: Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Findings	Evidence
<p>Teachers at OPHS consider “coaching” students and “facilitating” learning to be their highest priority. OPHS is considered a rigorous academic school. Therefore, to support all students, teachers encourage 7th period attendance and various other support programs. The block schedule allows for lengthier class periods. This extended time allows for more teacher interaction with individual students. Many teachers offer group reviews as well as individualized opportunities for students to extend instruction beyond class time.</p> <p><u>Students:</u> All teachers are required to hold 7th Period classes, which is an hour of time given specifically to “coach” students individually based on their specific needs. In AP English III, while students are writing their daily Mini Essays, a practice for the AP Exam, the teacher goes around and aids each student on an individual basis. In AP Studio Art, classes hold regular art critiques. During the critique the teacher advises students through the artistic process, analyzing their progress at certain benchmarks.</p> <p><u>Parent:</u> Teachers make themselves available at 7th period for support and often times before school and during nutrition and lunch periods. An example of coaching beyond class time is demonstrate by the 10th grade Geometry teacher. She encourages students to email a picture of homework and questions. Some teachers also utilize Instagram and Twitter to communicate and answer questions from students.</p> <p><u>English:</u> In the area of writing, teachers use a coaching technique whereby paragraph structure is modeled on the Smartboard, and then students attempt to compose a paragraph on a given literary passage using the model that was provided. During this process, the teacher circulates and makes individual comments to students. Teachers act as coaches by modeling the Socratic style of questioning and then allow students to “teach” classes using the techniques that have been modeled. Teachers instruct students in the technique of Four Corner Debate, which allows students to take and defend a position, listen to their peers’ positions, and then, if swayed by the argumentation, surrender their position and move to a new position. The teacher serves as a facilitator insuring that each position is given a fair hearing. When studying a given writer, a teacher may choose to assign students to act out specific scenes. There is a great deal of oversight on the part of the teacher to insure that the students are faithful to the spirit of the literature.</p>	<p>Evidence in Focus Group C Binder- 7th period sign-in sheets</p> <p>Classroom Observation Forms</p> <p>Student and Parent Survey Results in Appendix</p> <p>Evidence in English Home Group Binder</p>

<p><u>Geography and CP Psychology:</u> For Geofest, all student groups are required to attend a student-scheduled conference with their teacher, (prior to to their project due date), to review all aspects of their project before the class presentation. If a student earns a D or an F on a quiz or a test, they are “invited” to attend a personalized review of their assessment during 7th period.</p> <p><u>Science:</u> Students work collaboratively on labs throughout the year. They are coached on assigning tasks, to work efficiently, and to share data with the class using Google Applications. Lab Maps (a rough draft for their lab notebooks) are used to have students strategize the setup of their investigative labs. Teachers conference with students before students the final written entry in their lab notebooks. Teachers model various strategies for solving problems such as stoichiometry, and help students learn how to solve and apply strategies to different problems. Teachers use diagrams to help students work through the process of problem solving.</p> <p><u>Math:</u> Teachers work as coaches by first demonstrating problem solving strategies to students. As students work in partners, groups or individually, additional coaching is provided by the teacher. Scaffolding notes and lessons, focuses the students on key concepts and skills. Questions to prompt students’ depth of knowledge are used to direct students and to access students’ understanding. Verbal encouragement is an important coaching techniques. Students tend to be discouraged quickly when they are not successfully mastering the material, therefore verbal praise and guidance are critical.</p> <p><u>Foreign Language:</u> In both the classroom setting and in 7th period, teachers spend time interacting with students in small groups or individually to practice and master specific skills.</p> <p><u>Physical Education:</u> Examples of coaching include helping students with input into their PE notebooks, helping individuals upon request with PE activities (weight room equipment), and helping complete study guides about the rules and strategies for each sport. Teachers conduct notebook checks to make certain students are on task and advise them where appropriate.</p> <p><u>Special Education:</u> One of the main focus areas for Special Education teachers is to work as coaches for students. Whether a student is Non-CP or CP, helping students to believe in themselves and do the very best job they can is paramount to the job of the special educator. Examples of coaching include reviewing and discussing grades, planning ongoing tasks and long term activities through timelines, advising on test taking techniques, and encouraging 7th period attendance. Special Educators encourage students to join peer group activities, and follow up with students to discuss positives of their learning experiences and how to reduce negative experiences at school.</p> <p><u>Classified:</u> Instructional Aides support students by reinforcing lessons taught in their General Ed classes. They review student notes to ensure the students have complete notes to study. The aides orally quiz students prior to any quiz or test to help the students focus on what they</p>	<p>Evidence in Geography Classroom Binder</p> <p>Evidence in Science Home Group Binder</p> <p>Evidence in Math Home Group Binder</p>
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<p>need to study. They prompt and edit any long term essay assignments, often breaking it down to help the student understand the process so they have more confidence and success with the essay. The instructional aide will work with students on any presentations that they will be giving in General Ed classes, helping them with Powerpoint and Prezi, and by editing handouts. The aide will ask the student do a complete rehearsal of the presentation prior to due date This relieves some of the anxiety, so that the student will be more comfortable when presenting in front of peers.</p>	
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Criterion C2c: Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather, and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Evidence
Throughout OPHS students are expected to use knowledge in various courses and apply them to new material. Students are expected to conduct research and inquiry activities in various courses. Presentations are integral to multiple courses in all grades.	Evidence of research projects, presentations and extended activities are located in the Home Group Evidence Binders
English: Students in 9th and 10th grade study literary motifs found in both the Bible and mythology. In 11th and 12th grades they use this understanding in interpreting difficult literary texts from a variety of critical perspectives such as Jungian and psychoanalytic models. In 9th and 10th grades students learn how to deconstruct news articles for assumptions, intent, and hidden messages. In the 11th grade, students do an extended project tracing the political positions of a noteworthy political journalist.	Evidence in English Home Group Binder
World History/U.S. History/Government: Students use knowledge attained in previous chapters and units to build on information learned through subsequent instruction. For example, in World History students use their knowledge of events from World War I to understand events that will occur in the years between the world wars (the rise of totalitarian states) and during World War II. Without an understanding of the previous events, students will not have acquired a well-rounded idea of the “big picture” concepts that define the world wars throughout the first half of the 20th Century.	Evidence in Social Science Home Group Binder
Science: Curriculum in the science courses is designed to build on the knowledge acquired previously. The experiments, lessons, and activities are aligned to the California Standards which include NGSS. Within the FOS course, 9 th graders learn the foundations of Scientific Practices. These practices are continued through the succeeding courses.	Evidence in Science Home Group Binder
Students use worksheets, clicker questions, Kahoots, and Google Forms to practice solving problems. Science courses include experimental and inquiry labs. Traditional labs require the students to perform an experiment that verifies a previously learned topic. Inquiry labs are investigative about new topics not previously introduced in class. Students apply previously learned content in inquiry labs to come	

<p>up with questions and use learned strategies to analyze and evaluate data. Students use iPads, Chromebook, laptops to research current events, scientific concepts, etc. to put together presentations using Prezi, Google Slides, etc.</p> <p><u>AP Environmental Science:</u> Students apply ideas learned in biology, chemistry, geography, and physics to understand and evaluate environmental problems and solutions. Students use the iPads to research and incorporate examples relevant to course content (examples of GMOs and their purpose).</p> <p><u>Math:</u> In order for students to advance through the courses offered, students must demonstrate skills that they would have already acquired from a previous class. For example, many aspects of Geometry, including solving for segment lengths and angle measures, involve algebraic equations. In Algebra, students use their previous knowledge of operations to solve for an unknown variable. In Algebra II, students must use their knowledge of graphing to apply it to more complicated functions. Students have to use their language skills to draw upon their previous knowledge of what the words mean in an everyday context (example and, or, range, hypothesis, conclusion, etc.)</p> <p>In the advance math courses, (Finite Math, Financial Math, Statistics, Calculus), students study different real world situations and how they can apply their previous knowledge to solve those problems. For example, in Finite Math, students use several exponential functions to calculate financial loan and savings problems. These problems require Algebra I and Algebra II skills to solve successfully. These type of questions are also incorporated in our new textbooks as CCSS (Common Core questions), mostly in the form of word problems, in every section. This allow students to see the connections between what they are doing right then to how they could use it outside of the class.</p> <p><u>Foreign Languages:</u> Students demonstrate these proficiencies during a number of activities, including class assignments, homework, review and lectures. In these activities, dictionary skills (book and modern electronic) are used to find new vocabulary, and peer editing is used to edit the much of the work. Furthermore, traditional white boards and Smart Boards are used for in-class activities to demonstrate already acquired knowledge. Students may also access numerous websites when working outside class, such as quizlet.com, StudySpanish.com and the Text website for <i>En espanol</i> to both practice already learned material.</p> <p><u>Computer Classes/Media Design/Animation:</u> Students use already acquired knowledge in language skills to listen and communicate concepts. They use drawing and painting skills learned from their art classes execute projects. Technology skills learned from computer science are incorporated in many courses.</p> <p><u>Classified:</u> General education classroom teachers are always referring to previous year's knowledge and reviewing facts previously taught prior to introducing new topics. They tie together old knowledge with new knowledge. For example, in the Social Studies classes they will pull upon World History classes when emphasizing the U.S. involvement in World events during US History classes. It gives the</p>	<p>Evidence in Classroom Binder</p> <p>Evidence in Math Home Group Binder</p> <p>Evidence in Foreign Languages Home Group Binder</p> <p>Sample of online quiz included from StudySpanish.com</p> <p>Evidence in classroom binder.</p> <p>Evidence included in Special Education Home Group Binder and Class Observation Forms.</p>
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<p>students a look at the whole picture before narrowing it down to concentrate on the U.S. involvement. The same in math classes, they will refresh the students on previously learned concepts and formulas before expanding on new concepts that are built upon the old. This review of information is especially helpful for the IEP students as it helps to reinforce what they have learned and focus their attention on new concepts. In the Study Skills classes, we also refer to previous information, asking direct questions in a group setting to help them understand the interconnection between the subjects. We make it interactive so they are actively involved in understanding material and also learning from their peers. They utilize whiteboards, computers, Smart Boards, and written material to help them understand and retain the information</p> <p><u>Parent:</u> As parents we see our children applying and communicating when preparing for presentations and projects. In Geography, the students have the Geofest project. In US History, the students have the Decades Project. In Honors English, all year long the students work on their I-Notebook. As students advance in American Sign Language students are expected to use signing only to communicate in the classroom and all presentations. Students utilize their Science Lab Notebook all four years. In ASB students take the lead in organizing school events and apply leadership skills acquired from year to year</p> <p><u>Student:</u> In Peer Tutoring and Math Honor Society, two clubs on campus, students are required to apply their knowledge of math and other subjects to aid their peers. In Social Science classes, students create projects to apply their historical knowledge, as seen in the Geofest Project (Geography-9th), Cold War/New World Issues Project (World History-10th), and the Decades Project (US History-11th). In science classes, students apply their knowledge of scientific laws and phenomena in group labs.</p> <p><u>Administration:</u> New equipment available on campus for student usage include the following:</p> <p>A 3D Printer and Laser Cutting machine have been added to the woodshop to enable the manufacture of parts for the Solar Cup, rocketry, and robotics activities.</p> <p>The Foreign Language Lab is a dedicated room of 36 computers equipped with cameras, headphones and proprietary software that is used by ASL, Spanish, Chinese, and French students.</p> <p>Staff and student surveys, ASB voting, testing, and course selection are all facilitated using computer technology. Software applications are extensive and include all disciplines. Our Marching band leaders are using a program that synchronizes the music to graphics that simulate the marching formations.</p>	<p>Refer to Home Group Binders for project information</p>
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Criterion C2c: Examination of Student Work (continued)

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Evidence
<p>Samples of student work show a variety of ways in which students are able to think, reason and problem solve. Activities are designed to include individual work and/or group work.</p> <p>English: Students evaluate each other's papers against a rubric and anchor papers, which represent each number on the rubric scale. In organized forums of discussion, students debate controversial issues that pertain to various texts. They are familiarized beforehand with the core issues within the debate. Students work to find common ground even when the topics are very divisive. In English I and English II honors, students write adaptations for Shakespeare's work and perform the adaptations in class.</p> <p>World History/U. S. History/ Government: Students are asked at various times to debate different topics throughout the year such as court cases, social reforms, and interpreting the US Constitution. Students prepare as a team for the debates. It requires them to come in prepared in terms of their content knowledge, and requires them to think critically on their feet when responding to their opponent in hopes of convincing the class that their perspective correct.</p> <p>Geography: United Nations Regional Briefs emphasize critical thinking skills through examination of real world issues, (example: proposing a peace treaty in the Middle East while acknowledging history of the conflicts, as well as obstacles to peace; United Nations role in the current refugee/migrant crisis in Europe). Students are expected to experience and learn within a group as part of the Geofest project. The students are challenged organize their group and work together.</p> <p>CP Psychology: After viewing the film, <u>One Flew Over the Cuckoo's Nest</u>, students are expected to create character analysis, diagnosis of disorders, and prescribing treatments for the patients in the film.</p> <p>Science: Students work together in groups to plan and conduct inquiry labs. Inquiry Labs begin with a question. Students create a hypothesis based upon their previous knowledge and design an experiment to test the hypothesis. Labs at the end of the school year require students to research their own background information to justify their inquiry design.</p>	<p>Evidence of student work can be found in Home Group Binders and Classroom Binders.</p> <p>Evidence in English Home Group Binder.</p> <p>Descriptions of debate activities included in Social Studies Home Group Binder.</p> <p>Description of Geofest and United Nations' Regional Briefs included in Classroom Binder.</p> <p>Description of activity in Classroom Binder</p> <p>Examples of lab, problem solving and other activities included in Science Home Group Binder</p>

<p><u>Parents:</u> In Algebra II group problem solving is part of classroom learning. In Honors English students pick a book to read and discuss as a group. Most science classes require students to work in a group for lab work. In CP Biology a portion of the tests are done as a group. In Dance class, PE students perform a group dance for evaluation.</p> <p><u>Students:</u> In Geometry students learn basic proofs taught in a way that allows students to infer for themselves what the next step in the solution may be. In science labs students are required to hypothesize and infer a result based upon their previous studies, facilitating a contemplative and methodical problem-solving process. In Science Olympiad, a club offered on campus, members compete in a variety of different problem-solving competition topics that require them to evaluate the processes of the scientific method. In Mock Trial, students are required to analyze a case and create a coherent and logical argument for both Prosecution and Defense.</p>	<p>Video of Dance performance with PE Home Group Binder</p> <p>Geometry evidence in Math Home Group Binder</p> <p>Mock Trial evidence in Social Sciences Home Group Binder</p>
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Criterion C2c: Examination of Student Work (continued)

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Evidence
<p>Student work demonstrates a variety of technology usage including web research, specialized software for various disciplines, presentation software, and a variety of devices.</p> <p>English: Teachers are using Google docs to allow students to share information on debate topics, to prepare presentations, and to practice in an open forum the format of an argumentative essay. Students use shared documents to compose group essays and write scripts. Students in some English classes blog about critical issues found within a text and respond to one another's postings. Students regularly have access to iPads, Chromebooks, laptops for research, writing and preparing presentations.</p> <p>History/Social Science: Students utilize technology in the classroom (accessing iPads and COWS) to conduct research for the Cold War/New World issues project (World History), the Decades project/ Modern Presidential project (CP/Honors U.S. History), and Supreme Court cases presentations (Government).</p> <p>Geography: students use on-campus technology, (COWS, Chromebooks), to supplement off campus research to jumpstart their research for their Geofest projects.</p> <p>CP Psychology: students use on-campus technology, (COWS, Chromebooks), to investigate their specific learning style and to participate in an amateur dream analysis activity.</p> <p>Science: Students use one-to-one iPads and Chromebooks, as well as class sets of the same technology to assist in collecting data, analyzing data, writing reports, and researching information for background on inquiry. In addition, students collaborate with other students in taking group notes (GSN) and creating presentations for projects. This technology facilitates communication with teachers through Google Classroom. Lab data from Honors and AP Biology classes is shared through Google Classroom. This allows students to recognize "outlier" data, encourages the students to be careful in their science practices and holds each lab group accountable to their classmates. Technology is also used to explore experimental simulations and scientific models of phenomena that are difficult to reproduce in the classroom.</p> <p>The software and applications used in science are: Google Classroom, YouTube, EdPuzzle, Remind, Twitter, Snapchat, Kahoot, Instagram, Google Sheets, Google Docs, Glogster, and Prezi.</p>	<p>Examples of student work within all Home Group Binders</p> <p>Examples in the English Home Group Binder</p> <p>Examples in Social Studies Home Group Binder</p> <p>Examples in classroom binder.</p> <p>Examples in classroom binder.</p> <p>Evidence in Science Home Group Binder</p>

<p><u>Math:</u> Depending on the level of class, students use graphing and scientific calculators to assess data and problem solve. Chromebooks are also used to practice certain types of problems on Khan Academy, which gives the students direct feedback and provides hints if a student is struggling. Students are also required to use technology when accessing class websites or Google Classroom for class information. Math Skills Lab utilizes IXL software. This course allows a student to review necessary skills at the individual's pace.</p>	<p>Example of activities included in Math Home Group Binder.</p>
<p><u>Foreign Language-</u> Each of the textbooks has extensive online sites that allow students to access and to practice new vocabulary and grammar. For example, use of the <i>Asi se dice</i> series includes online work that students can do independently, such as self-scoring quizzes. These have the option of being checked by the teacher as well.</p>	<p>Examples in Focus Group C Binder</p>
<p><u>Physical Education:</u> Tanika body composition analyzer to determine body composition for CPFT - fitness tests for 9th graders. Students need to type and submit all lecture notes, Health and Athletic Training classes utilize Smartboards, COWS and iPads, videos. Dance uses videos. All assignments, projects, and essays are expected to use technology.</p>	<p>Example data included in PE Home Group Binder</p>
<p><u>Computer Classes/Media Design/Animation:</u> The majority of student projects are produced and submitted digitally using various media design software such as those created by Adobe.</p>	<p>Examples included in VPA/CTE Home Group Binder</p>
<p><u>Special Education:</u> Students with Individual Educational Plans (IEP) have the availability and opportunity to access all information available to general education students through use of technology in both the general education classroom and the special education classroom. Research through the internet gives students access to a variety of information using computers and Ipads. Students are able to work on IEP goals of Transition to Life, a requirement of the California IEP process. Through the use of the "Naviance" software tool, available to all students, the IEP students investigate career opportunities related to a future of independence, including colleges and training opportunities that will advance those goals. It will also assist in the creation of a resume.</p>	<p>Evidence of Transition to Life process included in Special Education Home Group Binder</p>
<p><u>Classified:</u> The students have a variety of tools to access information. In classrooms they use Computers on Wheels (COWs), I-Pads, and at appropriate times, their personal smart phones. Students use the technology to research original documents, current events that are pertinent to a particular area of study, find charts and graphs to visually demonstrate a point, create presentations, and make videos to share with the class.</p>	<p>Evidence of projects using technology included in all Home Group Binders</p>
<p><u>Parents:</u> Students have many sources available beyond textbooks including; macbooks, COWS, Quizlet App, Youtube, Online textbooks, class notes on line, Google Docs. When projects are assigned in any classroom, our students utilize a variety of technology to complete the assignment.</p>	
<p><u>Students:</u> In AP Biology, one lab administered during the year is about Bioinformatics and the Human Genome Project. This lab allows students to access a bioinformatics system on the internet in order to analyze and compare sequences of DNA. This lab applies textbook</p>	<p>Evidence in Biology Classroom Binder</p>

<p>knowledge while simultaneously allowing students to explore an extremely new field of biology. Also in AP Biology, students are required to watch Bozeman Science Videos from YouTube and answer online questions. The questions are scored immediately by the program. In the Foreign Language Department, students can use the Language Lab on campus that allows access to supplemental computer programs and audio resources to aid an authentic, conversational language learning experience. For all math classes from Algebra II to Calculus BC, students have access to CalcChat, an online textbook resource that allows students to ask online tutors math questions, while having access to step by step solutions to selected questions in the textbook.</p>	
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Criterion C2c: Examination of Student Work (continued)

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Evidence
Students use various resources beyond the textbooks in most courses. Each department uses resources that link the curriculum to the real world beyond the textbook.	Evidence of additional resources included in Home Group Binders.
English: Students are immersed in the various information-age genres: cyber texts, tweets, blogs, itineraries, advertisements, catalogs, and letters of recommendation, and letters of appeal. They use these hybrid forms to craft parodies, satires, and authentic statements of intent. Freshman students write research papers on a current topic using a variety of linguistic forms (blog, Question and Answer, citation form).	Evidence in English Home Group Binder.
Geography: students use on-campus technology, (COWS, Chromebooks), to supplement off campus research, and to jumpstart their research for their Geofest projects.	Evidence in classroom binder.
CP Psychology: Students use on-campus technology, (COWS, Chromebooks), to supplement off campus research, to investigate their learning style and to participate in an amateur dream analysis activity.	Evidence in classroom binder
World History/U. S. History/ Government: Students conduct research for class projects such as Cold War/New World Issues, Decades, Modern Presidential, and Supreme Court cases, incorporating primary source documents within each unit.	Evidence in Social Science Home Group Binder
Foreign Language- With Smart Board access to learning resources on such media as Youtube, whole class activities can be instantly accessed in which native speakers instruct students in multiple modalities, i.e., speaking, listening, and seeing.	Pronoun activity at youtube.com/watch?v=jbdAbETmIKs Worksheet in Foreign Language Home Group Binder.
Math: In Statistics, students use surveys and then conduct research to create a real-life statistical analysis of a question posed. In the new textbooks real life situations are posed	Examples of Statistics projects included in Math Home Group Binder

<p>within each section to show how the methods students are learning can be applied to “outside procedure” problems.</p> <p><u>Science</u> <i>APES</i>: Students conduct research for debates and discussions on real-world environmental issues. Students read summaries of US legislations that impact environmental policy. Students read current event articles and make connections to classroom content. <i>Chemistry</i>: Students learn to solve and apply practical skills such as calculating pH and its implications, and calculating concentration of solutions. Students learn the chemical formulas and structures of common compounds that they may encounter in their daily lives. <i>Honors and AP Biology</i>: Current bioethical issues are discussed. The Amgen Biotech Experience is an experiment involving splicing jellyfish DNA into a living bacteria. The skills and investigation involved with this experiment are directly related to college and professional scientific investigations.</p> <p><u>Physical Education:</u> Students need to type and submit all lecture notes, Health and Athletic Training classes utilize Smartboards, COWS and iPads, videos. Dance uses videos. All assignments, projects, and essays require the use of technology.</p> <p><u>Computer Classes/Media Design/Animation:</u> During class we are continuously referencing the most current design, technology, industry and style trends as this is at the core of Media Design. For example, in the field of Web Design, the trends and rules are changing so fast that the only way to keep up with them is web based.</p> <p><u>Special Education:</u> Students with an IEP have the same access to technology as their peers. They are instructed in how to use and access Chromebooks, iPads, laptops, and clickers in the general education setting and are provided support in the Special Education setting for the continuing use of those tools in order to achieve the academic standards and schoolwide learner outcomes. Students are observed using a variety of tools and supported and encouraged by the Special Educator to demonstrate the successful use of those tools inside the classroom and away from school. General education assignments are reviewed by the case manager to confirm that the use of technology is being used effectively and the goals of the general educator are being carried out.</p> <p><u>Classified:</u> Students use a variety of technology throughout their school day. In all classes they have access to Computers on Wheels (COWs), I-pads, Smart Boards, Chromebooks, as well as their smartphones (when appropriate) to access real time information as needed during the class. Teachers will show videos of current world events to spark discussions and further a point being studied in class. Students in Study Skills Classes are encouraged to research and discuss any issues</p>	<p>Examples of outside sources included in Science Home Group Binder</p> <p>Evidence in Science Home Group Binder</p> <p>Evidence in Science Home Group Binder</p> <p>Evidence in PE Home Group Binder</p> <p>Link examples in Evidence in VPA/CTE Home Group Binder</p>
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<p>they may have questions about or for information that they may need to support their classwork.</p> <p><u>Parents:</u> Students have many sources available beyond textbooks including; macbooks, COWS, Quizlet App, Youtube, Online textbooks, class notes on line, and Google Docs. When projects are assigned, our students utilize a variety of technology to complete the assignment.</p> <p><u>Students:</u> In Social Science classes such as AP US History and AP European History, students are required to prepare for the AP Exam through practice DBQs (Document Based Questions). This practice exposes students to primary documents from that period of history. For these classes, there are also research projects that require students to do research outside of class from history databases. For AP US Government and Politics, students are required to do a Case Study Research Project that requires students to research well known Supreme Court cases through primary documents and law databases such as Oyez. For classes like Mock Trial, students synthesize arguments on criminal cases from knowledge of the law, ultimately researched for through online resources like Oyez.</p>	<p>Student examples of DBQ practice and Case Study project in Social Science Home Group Binder</p>
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Criterion C2d: Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Findings	Evidence
<p>Opportunities for real world experiences are available at OPHS in various courses. Resources within the community are incorporated into courses, for example students research local businesses involved in environmentally responsible business practices. Students are required to conduct a job shadowing project in 11th grade. At every grade level real world experiences are incorporated into the curriculum.</p> <p>English: In 11th grade English, students choose a profession about which they would like to acquire greater knowledge. They identify a person within the community who is a member of this profession and they arrange a six-hour job shadow of this professional. In addition to the job shadow, students will engage in internet research on the profession and, in some cases, do field work. At the end of the project, they will submit a portfolio of their work, including 12 pages of text and extensive visuals documenting their journey.</p> <p>Social Science:</p> <p><i>Economics:</i> Students become aware of the how the U.S stock market works. This provides them with a foundation in economics and introduces them to the possibility of becoming a business major.</p> <p><i>Life Skills:</i> They are required to care for a baby doll for 24 hours. Gives them insight into caring for an infant with their baby project. This baby doll records how the student does in terms of caring for it. The doll has an imbedded computer chip that records response time, feeding and interactions. Students are also involved in a marriage project that gives them insight into some of the difficulties in that relationship, such as balancing a budget, doing taxes, and purchasing a home.</p> <p><i>Government:</i> Students are given a solid foundation in our government political system. The class discusses the current political happenings within our nation. Through this course it helps define each students' political ideology. Many students completed this course and have gone on to study political science in college. Other students have gone on to study law because of the "spark" that was started in this course.</p> <p><i>Sociology of American Popular Music:</i> Throughout the semester, several guest speakers present to the students. These speakers are all professionals who work in the music business (singer/songwriters, talent managers, musicians/performers, public speakers, record label executives, etc.), and each brings a wealth of experience and knowledge to their lectures. Also, they provide students with a better</p>	<p>Examples of I-Search project included in English Home Group Binder</p> <p>Examples of Stock Market assignments, Baby Project, Budget Project are included in Social Studies Home Group Binder.</p> <p>Guest Speaker information provided in Classroom Binder</p>

<p>understanding of potential career opportunities in the field of music performance, management, and production.</p> <p><i>CP Psychology:</i> Students use on-campus technology, (COWS, Chromebooks) to explore volunteer opportunities such as Hospice and Alzheimer's Association. Students learn about stem cell research being conducted at UCSB. The focus of the research is Parkinson's Disease and its relationship to the five senses and movement.</p> <p><i>CP World Geography:</i> Students are continually exposed to current world events through print media, online, and television news sources. This inspires class discussions of relevant topics and connections to the course curriculum.</p> <p><u>Science</u> <i>APES:</i> Students read current event news articles, then conduct research and report on the topics. Topics include energy and fossil fuel use, genetically modified organisms (GMOs), and endangered species. Students identify resources in communities that are committed to reduce the human impact on ecosystems. Resources investigated included solar energy companies and sustainable farms.</p> <p><i>FOS:</i> Students learn about the hydrologic cycle and apply their knowledge to an irrigation challenge. FOS-Physical Sciences: Students make connections with common chemicals and their properties to lessons learned in class (physical properties of salt and sugar).</p> <p><i>Biology:</i> students participate in Genentech/genetic engineering unit</p> <p><u>Math:</u> Within each math course, real world application problems are included in the curriculum. For example, in Geometry students study trigonometry questions about structural heights and shadow lengths. In Algebra II, exponential and logarithmic problems cover various topics including finances, earthquakes, chemistry, and population growth. In the advance math courses beyond Algebra II, real world problems include the previous and additional topics. For example, in Calculus physics topics of linear motion, work, and fluid force are included. Exponential and logistic growth patterns related to the spread of a disease are compared and discussed. In Statistics, a variety of survey techniques and analysis are important components of the course. Within the Finite Math course students investigate how much money does it take to live in Oak Park.</p> <p><u>Foreign Language-</u> The availability of real world experiences are virtually everywhere for students learning Spanish in Southern California. Even in the Oak Park area, where English is by far the most widely spoken language, there are a noticeable number of Spanish speakers, often working in both homes and businesses, allowing for real world conversational interaction. In addition, a number of television channels are in Spanish and there are various online resources in Spanish. In all levels of Spanish, students are encouraged to watch Spanish language news to develop listening comprehension.</p> <p><u>Physical Education:</u> In 9th grade, students must locate which facilities in their community and surrounding area offer cardio, strength, and</p>	<p>Evidence in classroom binder.</p> <p>Examples of current event articles included in Science Home Group Binder.</p> <p>Irrigation Challenge and common chemical activities included in Science Home Group Binder</p> <p>Genentech/genetic engineering unit included in Science Home Group Binder</p> <p>Evidence is included in the Math Home Group Binder</p> <p>Evidence in Foreign Language Home Group Binder</p>
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<p>flexibility opportunities. They must also investigate and report on any type of energy products (food and drink), including the positive and negative aspects of each. The benefits and disadvantages of anabolic steroids is included in class discussions. Students develop and plan a month long fitness and training program, as if they were in college, or as an adult, to meet the daily/weekly needs to maintain a proper level of cardio-vascular fitness. Students are working towards passing the California State Fitness Tests (CFT). They are tested in flexibility [reach/trunk extension], push-ups, sit-ups, mile run, and body-fat composition. A pre-test is administered in the first semester, and the final test at the end of the second semester. All of our students are encouraged to either volunteer to assist or run in The Great Race of Agoura Hills, which takes place in February of each year.</p> <p><u>Computer Classes/Media Design/Animation:</u> Links to job boards in the field of Media Design are shared with students. In addition, guest speakers from the industry are invited to speak to students about their experience. Field trips to studios and other sites are being investigated.</p> <p><u>Special Education:</u> Students with IEPs are provided the same opportunities for access and involvement in real world experiences through the general education setting as their peers as part of the Least Restrictive Environment stipulations of the plan. In the Special Education setting, students participate in the Transition to Adult Life activities included in their IEP goals throughout their high school experience. They have the opportunity to participate in the Ventura County Office of Education (VCOE) Workability program. Through that program, they prepare resumes, provide direct service to the local communities by volunteering for special events, have the opportunity to job shadow, and gain an understanding of their roles in the world of work and how to prepare for post-secondary experiences. Workability is a grant program administered to OPUSD through VCOE/Ventura SELPA. Since funding is dictated by a grant, a limited number of students may be enrolled at a time. Some students have been placed on waiting lists due to the success of the program here at the high school. As part of the SAI Functional Skills program, a specific program for students with cognitive disabilities, students have access to on campus jobs and off campus jobs. Community Based Access field trips, which are directly related to real world activities, as well as classroom jobs involving the recycling of materials district wide and the training towards potential careers is part of this program. For the past six years, students who have come through the program have gone on to work in a variety of food industry jobs, retail jobs involved in stocking and organizing as well as working as cashiers and working with the public.</p> <p><u>Parents:</u> In Life Skills the students learn about family finances, they make budget, take care of a baby doll for 24 hours. At the Life Skills Retreat they share experiences and are given the opportunity to address their parents at the assembly at the end of the retreat. In Choir they perform several times outside of the school environment, i.e the Reagan Library, Disneyland, the Motion Picture Hospital and Miller High School. AP English students are part of the I Search program where they shadow a professional in a field of interest and prepare a notebook and presentation for the class. The College and Career Center organizes college visits for students all year long.</p>	<p>Examples of student work and assignments included in PE Home Group Binder.</p> <p>Evidence in classroom binder.</p> <p>Information about Workability Program included in Special Education Home Group Binder</p> <p>Evidence in Social Science Binder</p> <p>Videos of Choir performances included with VPA/CTE Home Group Binder</p> <p>Information about the College and Career Center in the Counseling Home Group Binder</p>
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<p><u>Students:</u> In AP English, students are required to complete the I-Search project which entails extensive research in a field of interest, followed by a six-hour long job shadow. Students then do a write up on their experience and understanding of what the profession requires in terms of education, finances, and time commitment. Also, there are many career-oriented clubs on campus such as FBLA (Future Business Leaders of America), HOSA (Health Occupations Students of America), Future Med Club, Economics Club, and Math Club. The College and Career Center is a great resource for students to learn more about college options and organize their career pathway.</p> <p><u>Administration:</u> Through the VC Innovates Career Pathways Grant, students are able to access internships and job experiences. Through VCI, communication with industry liaisons are being initiated to facilitate guest speakers, internships and field trip opportunities.</p>	<p>Evidence about the VC Innovates Pathways Grant in VPA/CTE Home Group Binder</p>
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ACS WASC Category C: Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary:

Students at OPHS are expected to achieve at the highest levels. Whether a student is in Special Education, English Learner, Advanced Placement or College Preparatory, the student is exposed to a variety of learning experiences. California Standards (Common Core and Next Generation Science Standards) and other national standards (AP and National Geographic) are the foundations on which instruction is based. Incorporating technology and outside resources continues to be important in all disciplines. Through individual and group projects students are expected to research, synthesize, present and write about numerous topics. The skills learned as a 9th grader are continued and advanced in each succeeding year. Technology is imbedded within the courses utilizing various devices including iPads, Chromebooks, graphing calculators, Probeware, digital cameras, and Smartboards. Students are required to present their information through presentation software (Notebook, Powerpoint, Prezzi), writing software (Word, Google docs), and sharing software (Google Classroom). Students can access information about their classes through a variety of methods including class websites, Twitter, Google Classroom, and Instagram.

Category C Areas of Strength:

C1: Challenging and Relevant Learning Experience

- Strengths:
 - Human Sustainability Project (Irrigation Challenge) in FOS-L: Cost of water, water rights, real-world experience/problems. (real-world, curriculum)
 - United Nations Regional Briefs: Proposing peace in the Middle East between Israelis and Palestinians, connection to meeting in Madrid today (real-world, curriculum)
 - Physical Education: Developing life long fitness habits through program, integrated throughout the curriculum and physical education notebooks.
 - Foreign Language: Listen regularly to news in Spanish--to build both language comprehension as well as connect to real-world events.
 - American Sign Language: Wrote letters to congress in support of a legislation--about ASL in Early Education (real-world)
 - English: 10th and 11th: I-Search and I-Notebook--scaffolded writing assignments that allow all students to be successful.
 - Scaffolding: Given how students arrive to class/level when they start the class, adapt project to level of student so all are successful (differentiation)
 - Science: Next Generation Science Standards-integration of Science Practices throughout 4 years of science, Big Ideas in AP Bio, lab notebooks to record scientific practices
 - World History: New World Issues Project: Primary source documents (Common Core), multimedia (Prezi, Google Docs), students present on an issue/current events (ISIS)

- Sociology: Secondary Analysis project--look at pre-collected data from Census Bureau and crime records, look at juvenile crime rates, form hypothesis and use data to support/not support.
- Special Ed: Uniqueness of Oak Park is all students have access to general curriculum, and therefore high/moderate levels of curriculum with differentiation within each course. Participation and access
- New engineering program: skills learned in class are relevant and build upon subsequent courses to increase skills.

C2: Student Engagement

- Strengths:
 - Real-world opportunities to engage in curriculum
 - Use of technology/integration of technology as a tool to engage students and also as a tool for students to demonstrate their learning through completed projects
 - Use of Google Applications for Education: Students have access to content anywhere, anytime using Cloud applications
 - Google Docs
 - Group Shared Notes
 - With or without scaffolding for notes
 - One person downloads document, then shared with others in class
 - Alpha, beta note taker, one person finds pictures, highlight/bold
 - Students can fill in for each other's missed notes
 - If absent--students can access notes in real-time.
 - Students: Have access to technology to review material, ever-presence of technology in students' lives
 - Quizlet as a way to study/review content.
 - Map quiz/activity: on-line
 - Lab Notebook--Common Core related with writing, real-world opportunity to practice science
 - 11th grade AP English: Follow a columnist--trace columnist for 4 months on foreign/domestic policy, watch him/her report on various issues. Primary and secondary research, biographical research, contact columnist and critique columnist
 - AP Biology: Amgen project, genetic engineering, relevant skill as well as concepts of real-world application
 - Personal finance: Budgeting, saving, debt, budgeting for rent, costs, etc. Project what kind of income needed.
 - Finite Math: Project investigates how much money does it take to live in Oak Park
 - Math: Khan Academy--supplementary resource, provide practice opportunities with similar but not exact same problems so that students have to apply concepts learned in class

- Naviance: Resumes, documents for college applications, career assessments
- Special Education: Workability program--jobs in the real-world, what is available. Use Naviance as a tool to search and find applications.
- Physical Education: On-line research--Pros and Cons of Energy Drinks and Anabolic steroids, get students ready to pass state physical fitness test
- Sophomore English: Service Learning Project: Research community--what type of people live here, education level, what type of community service available. Go do community service
- AP Government: Case study research project at supreme court cases
- Mock Trial: mock court cases, practical legal cases.
- Life Skills: baby project, Marriage project where couples have to come up with a budget for their family, rent/buy a house based on income (profession)
- Extra Curricular activities
 - Think, plan, and implement an activity or project
 - Contracts with outside organizations (Mana, UN, Technology Student Association)
 - Diversity of Clubs
- Debate Club: Competes with other schools on debating in real-world issues

Category C Areas of Growth:

- Need for reflection as teachers to look at homework expectations, student abilities, and differentiation. Lack of time to reflect upon classroom instructions and improve.
- Support available for technology, but not enough school time for teachers to access support
 - Roll-out doesn't always anticipate difficulties of new technology in the classroom.
 - New textbook timeline for new standards, new technology, is overwhelming.
- Requirements are rigorous and great for preparing students for college, but not a lot of space in the schedule to explore interests through classes. In order for a student to take courses of personal interest beyond graduation requirements, a student may have to take Zero period or summer school.
 - As school enrollment increases, alternative pathways and opportunities are emerging (Engineering, music)
 - Students feel like they have to choose between sports, clubs, ASB, or take Zero period
- Time management is a systemic problem.
 - Students feel unrealistic time expectations are placed on assignments. (Teacher believes assignment takes 10 minutes when in actuality it takes 60 minutes.)
 - Major assessments and projects coincide or overlap, creating scheduling challenges.

- Repetitive work is assigned with low perceived relevance or importance.
- Teachers feel similar pressure placed on them from the administration and the district office.
- Decision making within a timeline that is practical and supportive of teachers' instructional abilities in the classroom
 - Need for effective decision making on issues that impact classroom time-teachers are occupied by tasks, events, schedules that impact classroom instruction.

D1. USING ASSESSMENT TO ANALYZE MONITORING AND REPORT STUDENT PROGRESS CRITERION

Criterion D1a: Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Evidence
<p>Based on state assessment results, college entrance and retention data and overall grades within the school it has been determined that the Oak Park staff has an effective assessment process to collect, disaggregate and report student performance to all stakeholders.</p> <p>Students, parents, the community and board members are informed of assessment performance and progress. Every year roughly 65% of graduates attend a four-year college or university. The retention rates for these students are extremely high. The state assessment results are always within the top 20 in the state for non-selective comprehensive high schools.</p> <p>All departments collaborate and keep common assessments by grade level or course. Assessments are analyzed by the department and are appropriate. These assessments use the new common core standards and require multiple modalities to complete. Department based assessments are evaluated yearly and changed based when needed. The assessment results are communicated to the students and parents.</p> <p>School wide assessments (CAASPP, CASHEE, AP, CA PFT) are monitored and reported to all stakeholders in multiple ways. Assessment results are communicated to the students and parent via "Q", email, report cards and websites.</p> <p>The school has had excellent pass rates on the AP exam (89%), the CASHEE, (99%), the CAASPP (top school in county) and CA PFT (over 90% pass rate). These scores are reported directly to students with a letter, are posted on the website, are found on Naviance, and are presented to the board.</p> <p>The district purchased EADMS in 2015 and has begun to train administrators and teachers how to use the system. The school has purchased a new EADMS assessment tool to help create, analyze, and monitor student assessments.</p>	<p>Matriculation Data on OPHS website: http://www.oakparkusd.org/Page/5401</p> <p>Department assessments and analysis example in Home Group Evidence Binders.</p> <p>CAHSEE, CAASPP, AP, CA CFT Results and example of parent notification are in the Focus Group D Evidence Binder.</p> <p>Training Schedule in Focus Group D Evidence Binder</p>

<p>The school and some teachers employ social media such as Twitter, Instagram, and Facebook to further communicate data to students.</p>	<p>Information provided in Classroom Evidence Binders</p>
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Criterion D1b: Monitoring and Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
Stakeholders are informed of performance data via email, all calls, the website, “Q”, direct reports, social media, “School Watch” quarterly newsletter and eNews.	
Board members receive schoolwide assessment results. Every year the high school presents the schoolwide assessment data to the board and an administrator explains the results. The board has the opportunity to review, evaluate, and ask questions pertaining to this data.	Example evidence in Focus Group D binder. OPUSD Board Minutes and evidence in Focus Group D binder.
Teachers receive state results, department wide data, and individual data in a variety of ways.	
Assessment data is regularly disseminated to the appropriate departments as it is received by administration; this includes AP scores, CAASPP data and CASHEE results.	Minutes from meetings and evidence in Focus Group D binder.
Subject and grade level assessments are reviewed in math and English for quality and purpose during department meetings and individualized meetings with course instructors.	Minutes from meetings and evidence in Focus Group D binder.
Student progress for special education students is a component of the IEP process to determine placement and performance. Communication between the regular education teacher and special education teacher (case manager) is ongoing.	Sample IEP provided in Focus Group D binder and in Special Education Home Group Binder.
Students and parents are informed of achievement and the academic standards through the mail and by the school website.	OPHS Home Page: http://www.oakparkusd.org/Domain/162
School and teacher websites are frequently updated and relevant information is posted in a timely manner. Parents and students have access to “Q” and most teachers update their grade book at a high frequency. Teachers, counselors and	Home Group Evidence binders and Classroom binders include standards and course syllabi.

administrators inform parents when student progress falls below a certain standard. Teachers distribute and post their syllabi to communicate expectations and calendars.	
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Criterion D1c: Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Evidence
Parents have had the opportunity to ask questions and explore the new common core standards. There have been district-wide common core parent trainings. These trainings have discussed assessment, the change in the standards and how the district is adapting to these changes.	Evidence in Focus Group D binder.
The community is mailed a quarterly newsletter, "School Watch". It describes the activities and curriculum throughout OPUSD. It also advises the community of upcoming events.	Evidence in Focus Group D Binder
School and teacher websites are frequently updated and relevant information is posted in a timely manner. Parents and students have access to "Q" and most teachers update their grade book at a high frequency.	OPHS Home Page with links to staff pages: http://www.oakparkusd.org/Domain/162
Teachers, counselors and administrators inform parents when student progress falls below a certain standard.	D/F report lists to Counselors 5 Week Progress Reports
Teachers distribute and post their syllabi to communicate expectations and calendars.	Evidence in Focus Group D binder, Home Group Binders, Classroom Binders.
Teachers communicate with parents and students about student successes (examples OPHS Chinese culture evening, Geography postcards).	
Individual counselor meetings inform the students of their academic eligibility and help to prepare the students and parents for the college application process. The College and Career Center regularly posts college visits, scholarships and job opportunities. College and career readiness standards are communicated to parents and students.	Forms and documents in Focus Group D binder and Counseling Home Group Binder. College and Career Center Link: http://www.oakparkusd.org/page/1079

Criterion D1d: Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
<p>The school regularly monitors student progress toward meeting all of the standards.</p> <p>Departments regularly meet to discuss the standards and determine whether assignments, curriculum and materials are adequate to convey the college-career, schoolwide and state standards.</p> <p>Counselors, Special Education teachers, administrators and general education teachers monitor student progress and regularly communicate about students that are not meeting the academic standards. SST's are frequently held to determine the source of the problem and create a solution to help each individual solve the issue.</p>	<p>Meeting agendas, calendars, evidence in Focus Group D binder.</p>

Criterion D1e: Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Findings	Evidence
Each department has set course guidelines and has aligned the majority of their curriculum throughout subject matter and grade levels.	
Each department has developed a rigorous set of standards and continually monitors and evaluates those standards to determine their effectiveness and ensure that all students meet the goals.	Course descriptions. Classroom Binders and Home Group Binders.
Science, social science, math and English have aligned a majority of their curriculum and produced common assessments to assure that all students are receiving the same information and tested on the same standards.	
Science has recently developed a new ninth grade class to address the NGSS and help students to access the curriculum of the following years. Lab notebooks are required throughout the four years.	Evidence in Focus Group D binder and Science Home Group Binder.
English teachers have grade level meetings to determine core literature.	Evidence in Focus Group D binder and English Home Group Binder.
Social Science department evaluates their curriculum and uses multiple sources so students access higher order critical thinking skills.	Evidence in Social Science Home Group Binder
Foreign Language department has created sequences designed for any student to go through and pass the AP test with very high marks.	Evidence in Focus Group D binder and Foreign Language Home Group Binder.
Math department spent the summer of 2015 reevaluating the entire lower level curriculum to be sure the new California Standards are being addressed.	Evidence in Focus Group D binder and Math Home Group Binder.

D2. USING ASSESSMENT TO MONITOR AND MODIFY LEARNING IN THE CLASSROOM CRITERION

Criterion D2a: Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Evidence
<p>There are a variety of effective strategies implemented at Oak Park High School that are meaningful and diverse. These assessments vary from subject to subject but there are a multitude used throughout each subject and grade level uniformly.</p> <p>English: I-Notebooks, core novel assignments, common essay prompts and thematic units. These assignments and units employ multiple sources and require a range of skills in order to complete.</p> <p>Math: Common test banks have been developed for Algebra I, Algebra II and Geometry. Questions based on California Standards (Common Core) are included on each Algebra I, Algebra II, and Geometry. These new questions require higher order thinking and prepare the students for evaluative assessments.</p> <p>Social Science: World history has the “Monster Test” on World War I and II and the Historical Figure project (HIFI). These assignments require research, analysis, use of multiple mediums and are fully implemented throughout the program.</p> <p>Physical Education: ninth grade PE has a notebook that is used through out every PE course.</p> <p>Science: Foundations of science employ common unit tests, labs, and extension projects to evaluate the students with a large amount of diversity. The labs and assessments are designed to meet the 21st century and NGSS science standards.</p>	<p>Department wide assessments, examples included in Home Group Evidence Binders.</p>

<p>Test security and integrity is of utmost importance to OPHS. The policies implemented by the high school and individual teachers help to ensure that every assessment is appropriately administered and reliability is maintained.</p> <p>The high school employs an academic honesty policy that was developed by the entire school over a year-long period. The high school has adopted a no cell phone policy during tests. The English department utilizes turnitin.com as a way to hinder plagiarism and cheating on writing assignments. Individual teachers have multiple versions of each exam, maintain vigilance during testing and work to maintain appropriate and reasonable security throughout assessments.</p> <p>Oak Park High School maintains high security on schoolwide assessments. All schoolwide assessments (CAASPP, CASHEE, AP) have the proper student to proctor ratio and are monitored thoroughly for any breach of testing protocol.</p>	<p>Academic Honesty Policy, copy in Focus Group D Evidence Binder.</p> <p>Examples of class policies in Home Group Binders. English Home Group Binder includes example of turnitin.com receipt. Examples of multiple versions of an assessment included in Focus Group D Evidence Binder.</p> <p>Creation of a secure room for testing materials with limited access. Proctor instructions in Focus Group D Evidence Binder.</p>
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Criterion D2b: Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

Prompt: Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
<p>Student work and assessments demonstrate student achievement through many different forms. Standard assessments are visible everywhere, as well as project based learning; higher order thinking skills are required throughout most assessments at OPHS.</p> <p>Every department evaluates its courses and grade level subject material to fully align with the new California standards. The Math and Science Departments have subject and grade/course level assignments and curriculum. The assessments have been carefully designed in a collaborative effort by the teachers to fully encompass the academic standards and learner outcomes.</p> <p>New materials to help the English and Math Departments fully access the curriculum and the standards have been purchased.</p> <p>Smart Response Devices, “Clickers” are used for immediate feedback for students and teachers.</p> <p>Project based assessments are used in subjects such as statistics, architecture, foundations of science, world history and tenth grade English.</p>	<p>Examples of assessments included in Home Group Evidence Binders and Classroom Binders.</p>

Criterion D2c: Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?

Findings	Evidence
<p>The English and Math Department design and utilize standards-based assessments. The effectiveness of the new standards-based assessments will be evaluated with the upcoming CAASP and benchmark exams.</p> <p>EADMS is being implemented within the Math Department which includes standards-based assessments and data analysis.</p> <p>English Learners are assessed with the other students, using the same standards-based assessments. ELL students have a designated class where individualized support is available to supplement the learning within the classroom. If an English learner continues to struggle individualized and targeted interventions are used to aid the student in the general education classroom.</p>	<p>Examples included within the Home Group Binders.</p>

Criterion D2d: Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Findings	Evidence
Overall, students understand the expected level of performance based on the state standards and schoolwide learner outcomes. It was found that some students do not always see the connection with their homework and feel that classes are arbitrarily difficult. There is a perception that classes in Oak Park are more difficult than those at neighboring schools.	Student interviews and dialogue with students. Student Survey results: Appendix
There are multiple teachers who allow for immediate feedback within the classroom to gauge student readiness and learning.	
Teachers use “clickers” for lectures and tests to give the students instant feedback and help to prepare them for upcoming assessments. Teachers regularly check for understanding	Example of “check for understanding” in Focus Group D Evidence Binder.

Criterion D2e: Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Evidence
<p>Assessment data is collected, analyzed and used for instruction for school wide assessments such as the AP and CAASPP tests.</p> <p>OPHS received preliminary data for the first time from the CAASPP test, September 2105. This data was used to drive changes in the curriculum for math and analyze different aspects of the test that may have hindered the students' success.</p> <p>AP teachers receive their pass rates and the data is used by most of the AP teachers to evaluate instruction and improve in key areas.</p> <p>The school has begun the process of writing new assessments with EADMS. OPHS will be able to analyze the results of these tests more thoroughly and teachers will be able to share more information with each other.</p> <p>The district has purchased EADMS in 2015 and has begun to train administrators and teachers how to use the system. The data management software will be used by the faculty to develop and modify tests and analyze the assessment results.</p>	<p>Meeting minutes from Department Meetings included in Home Group Evidence Binders.</p> <p>Appendix and Classroom Binders for AP results and curriculum.</p>

D3. USING ASSESSMENT TO MONITOR AND MODIFY THE PROGRAM **SCHOOLWIDE CRITERION**

Criterion D3a: Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Evidence
<p>Stakeholders are informed of performance data in a variety of ways, the process has been effective and the input is used to monitor instruction.</p> <p>OPUSD Board - Every year the high school presents the schoolwide assessment data to the board and an administrator explains the results. The board has the opportunity to review, evaluate and ask questions pertaining to this data. The school board uses data such as this to create and implement their Moral Imperatives.</p> <p>Parents - Parent teacher conferences, booster clubs, eNews and parent email are some ways that parents receive input and share their feedback with the staff.</p> <p>Students – student feedback is being taken into consideration in a majority of the classes on campus.</p> <p>Business – Businesses are thoroughly tied to OPHS. Amgen works with OPHS biology classes and donates time and lab equipment, I-Search projects require the students to job shadow, there are regular Oak Park winners of local art competitions and clear career paths for students in the CTE program have been created.</p>	<p>Examples of notifications included in Focus Group D Evidence Binder.</p>

Criterion D3b: Schoolwide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Evidence
Based upon the anticipated 2015 CAASPP results, a curriculum/assessment planning period for the Math Department Chair. Algebra I, Geometry and Algebra II curriculum is aligned. Common test banks are used throughout each of these subjects. Results from newly implemented California Standards math questions are being used to help guide instruction.	Master schedule with teacher assignments provided in Appendix. Examples of common assessments provided in Math Home Binder.
Teachers alter their curriculum based on the AP results. AP data is disseminated to classroom teachers and used to determine the efficacy of lessons.	Examples in Focus Group D Evidence Binder.
Oak Park Unified School District implemented schoolwide Common Core (California Standards) trainings by department. Additionally, the district has supplied a Critical Thinking Institute (CTI) professional development. Teachers were encouraged to attend these classes to improve their ability to have the students think critically.	Evidence in Classroom Evidence Binders for AP results and curriculum. Calendar included in Appendix.
OPUSD implemented California Standards trainings in 2014-15.	Evidence of training schedule in Focus Group D Evidence binder.

ACS WASC Category D: Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary:

Oak Park High School has an overall excellent assessment process. The school collects, disaggregates, reports and monitors student achievement effectively. Oak Park determines performance levels, assessment strategies, curriculum-embedded assessments with collaboration and student feedback. OPHS is continually modifying and adjusting assessments school wide with an ongoing monitoring process done by each department and grade level.

Oak Park has an effective assessment process that is collaborative, adaptive and rigorous. Each department has a number of grade level assessments that appropriately and accurately assess students' skills and areas of need. OPHS has a high college acceptance and attendance rate and persistently scores in the top of the state on the standardized tests. The school has purchased a new assessment tool, EADMS, to assist teachers and continue this process. Stakeholders are continually informed of student performance and progress. "Q", board reports, teacher reports and websites are some of the ways that Oak Park reports to parents, the community and the Board of Education. The school has an ongoing process of monitoring student growth and sets rigorous guidelines to prepare students for a career or college. Oak Park High School uses a variety of assessment strategies that evaluate student performance. There is a school wide academic honesty policy to promote test security and the testing procedures in place for school wide assessments is carefully monitored to ensure integrity is reliably maintained. There are a number of assessments in most subjects that vary greatly and allow students to demonstrate achievement through a variety of means. There is a small ELL population that is closely monitored and an intervention plan is created for any student that struggles. Student feedback is obtained through surveys and by Smart Response devices, "clickers", in the classroom. Students need to be made aware of the relevance of the homework assigned.

OPHS has made changes to the school based on assessment results. Common Core trainings were attended by every department. The trainings were designed to assist teachers with the transition to the new state standards. With the first data received from

the state, OPHS has used the information to align and restructure math curriculum to the California Standards. Overall, OPHS has an effective and diverse assessment process that appropriately evaluates student achievement. Oak Park constantly communicates to stakeholders and continually strives to improve.

Category D Areas of Strength:

OPHS has many areas of strength. The standardized test scores are always superior. The CAASPP data shows that Oak Park is still one of the top performers in the county and the state. The AP scores have remained consistently high even with an increase in the number of students taking AP exams. At the February 2014 administration of the CAHSEE, over 99% of the OPHS tenth graders passed the CAHSEE on the first attempt. These test scores are a result of the hard work and dedication of the faculty and students.

The faculty utilizes and creates a surplus of assessments that test students through many different modalities. Standard tests are only one portion of the grade that students receive. Teachers throughout departments are constantly monitoring their curriculum and collaborating to create common courses and assessments within grade level and subject matter.

The school is constantly evaluating itself and striving for improvement. Most teachers are self-taught learners and continue their education to improve their professional practice. The administration supports teachers that desire professional development and encourages teachers that may need more training in deficit areas.

Category D Areas of Growth:

Continued improvement connecting homework to the curriculum would benefit student learning. The student group expressed that they did not see a point with the majority of the homework. OPHS has begun to implement homework guidelines to help create more efficient, targeted homework to alleviate student stress and to aid the connection students have with assigned work.

OPHS' standardized math scores were lower this year than in previous years. The new common core assessments were more difficult for our students. OPHS has taken

many strides in order to address the difficulty and improve schoolwide math results and will continue to do so.

E1. PARENT AND COMMUNITY ENGAGEMENT CRITERION

Criterion E1a: Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Evidence
<p>Oak Park High School has numerous strategies and processes for the regular involvement of parents and community, including being active partners in the teaching/learning process. The involvement of parents in school activities is nothing new. For decades the OPHS PFA has been a solid force in schools to help with such endeavors. But here at Oak Park High School, parent and community involvement has increased dramatically over the last 6 years.</p> <p>School website We have a robust school website with current information on virtually every topic of potential interest to parents and students</p> <p>Back to School Night OPHS hosts a Back to School Night at the beginning of every school year to welcome parents and the community to our school, make them aware of programs, activities, and to allow parents to meet our teachers.</p> <p>“Q” Parent Connect and “Q” Student Connect Our student information provides parents and students with comprehensive real-time information about:</p> <ul style="list-style-type: none">• Enrollment status• Student Schedule• Course Requests• Attendance• Class Assignments• Grades• Transcript• GPA• Grad Requirements• Standardized Testing• Activities• Cafeteria account• Textbooks	<p>http://www.oakparkusd.org/Domain/162</p> <p>See Back to School Night documents in the chapter ‘E’ Focus Group Evidence Binder.</p> <p>Sample Student Connect screen in the chapter ‘E’ Focus Group Evidence Binder.</p>

<p>Weekly Bulletin Twice each week on Tuesday and Thursday a bulletin is read over the school's loudspeaker system, and it is also posted on the School website</p> <p>E-News Our PFA generates a weekly news bulletin via "Constant Contact" to all registered parents.</p> <p>School Newspaper OPHS has a Journalism class that generates both a monthly hard copy Newsletter "The Talon" as well as an online version that is updated in real time.</p> <p>College Newsletters The College and Career Center and the OPHS Counseling staff post a daily College Bulletin and a monthly College Newsletter online and via email blasts.</p> <p>All Call OPUSD subscribes to a sophisticated "all-call" system that allows us to send mass voice and email messages to the entire parent community as well as targeted messages to specific populations.</p> <p>School Marquee The school uses a high tech marquee at the front of the school to promote upcoming events</p> <p>Career research and Mentoring OPHS has several classes sponsored by the ROP program in our "Practical Skills" graduation requirement. We also use the Naviance Career Profiler program to help students research careers</p> <p>Athletic Training Classes Guest speakers within the medical field and business field are brought in. This allows for real life experience and examples. Students learn from a different perspective and see professions they are interested in and how they can get into such a field.</p>	<p>See Weekly Bulletin sample in the in the in the chapter 'E' Focus Group Evidence Binder. Also refer to our website at the following link: http://www.oakparkusd.org/Page/1284</p> <p>Sample eNews in the in the chapter 'E' Focus Group Evidence Binder. Also refer to our website at the following link: http://campaign.r20.constantcontact.com/render?ca=e7017d3a-810d-4eb8-b7c6-72c331476ff9&c=345dbc50-dea3-11e2-bf19-d4ae529cde13&ch=3460a280-dea3-11e2-bf19-d4ae529cde13</p> <p>Please refer to our website at the following link to view the School Newspaper: http://oakparktalon.org/</p> <p>Please refer to our website at the following links to view the our College Bulletins and Newsletters:</p> <ul style="list-style-type: none"> • http://www.oakparkusd.org/Page/7605 • http://www.oakparkusd.org/Page/1083 <p>Sample all-call email in the chapter 'E' Focus Group Evidence Binder.</p> <p>See the marquee on Kanan Road</p> <ul style="list-style-type: none"> • Financial/Business Math class. • Acting class • Woodworking class • Naviance samples in the Counseling Evidence binder
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<p>OPHS sponsors the following Community outreach and Parent Information events throughout the year:</p> <ul style="list-style-type: none"> • ASB Carnival • Big Sunday • College (see the list of College Information related programs we sponsor under the College and Career Center in section E3b) • California Standards (Common Core) • Community Emergency Preparedness Fair Agoura LDS Church • Chinese Cultural Night • Community Read (<i>Wonder</i> by RJ Palacio) • Discovery Center for Science and Technology • Drive in Movie Nights in conjunction with Simi Parks and Recreation • Eagle Scout Projects by local Boy Scout Troops • Environmental Education and Awareness Committee projects • Ideas 2 Impact Science Challenge with California State University Channel Islands • Lexus Solar Challenge OP Library Solar Installation • Santa comes to Agoura • Sustainable Art Showcase • Sustainability Faire <p>Local Control Funding Formula and Local Control Action Plan Local Control School Funding committee is a parent group that oversees new funding formula from state</p> <p>Parent Booster Organizations:</p> <ul style="list-style-type: none"> • (PFA) Parent Faculty Association • (ABC) Athletic Boosters Club • “Camarata” The Choir Parent Leadership group • (OPIMA) Oak Park Instrumental Music Association • (OPPAA) Oak Park Performing Arts Alliance • Friends of Oak Park Schools <p>(EDUCATIUS International) Hosting international students OPHS is an active participant in hosting international students from Brazil, Germany, Italy, Spain, Scandinavia, Vietnam, Korea, Taiwan, China and Thailand. We have an “International Students” class specifically for these students,</p>	<p>See the flyers for many of these events in in the chapter ‘E’ Focus Group Evidence Binder. Also please review the information posted at our District website at: http://www.oakparkusd.org/Domain/1</p> <p>And our School Newspaper, the Talon at: http://oakparktalon.org/2257/news/oak-park-hosts-first-community-book-club/</p> <p>For more detailed information please refer to the LCFF page on our district website at: http://www.oakparkusd.org/domain/908</p> <ul style="list-style-type: none"> • http://www.oakparkusd.org/site/Default.aspx?PageID=1288 • http://oakparkmusic.org/opima • http://www.oakparkusd.org/domain/273 • http://www.friendsofoakparkschools.org <p>Please see the following blog from one of this year’s Educatus students: http://my-yearincalifornia.blogspot.com/</p>
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<p>taught by Ms. Allison. As part of that class each International student maintains a “My year in California” blog,</p> <p>OPUSD GATE DAC (Gifted and Talented Education District Advisory Council) The purpose of Oak Park’s GATE program is to ensure that all students are able to grow and flourish and to set in place the cornerstones for a lifetime of learning and global citizenship. The program provides gifted learners with differentiated curriculum experiences including critical thinking, inquiry, problem solving, and creativity.</p> <p>The Special Education Advisory Committee (SEAC) SEAC provides a forum in which staff, administration, and parents of Oak Park Unified School District (OPUSD) can discuss issues and recommend action regarding special educational programs and services in OPUSD in order to:</p> <ul style="list-style-type: none"> • advise the OPUSD Board of Education regarding the present status and areas of needed improvement in special education; • investigate, address and propose recommendations for urgent issues that have arisen; and • educate and inform the public, the administration, the staff, and the Board of Education regarding the laws and best practices pertaining to special education. <p>California Standards Parent Information Sessions. A three part series of meetings that cover different topics related to the California Standards (Common Core). There are three daytime sessions and three evening session for Discovery Kindergarten through 12th grade.</p> <p>Joint Use Library Oak Park enjoys the benefits of a Joint Use library that is a shared facility with the Ventura County Library system. The pooled resources allows both the community and the school to benefit from enhanced library resources.</p>	<p>Please view the following link on our District Website regarding out GATE program: http://www.oakparkusd.org/site/Default.aspx?PageID=272</p> <p>Please view the following link on our District Website regarding out SEAC program: http://www.oakparkusd.org/domain/42</p> <p>Please view the following link on our District Website about our Common Core Parent information sessions http://www.oakparkusd.org/Page/8016</p> <p>For more information about our Joint Use Library go to: http://www.vencolibrary.org/locations/oakpark</p>
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Criterion E1b: Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: How effective is the school use of community resources to support students?

Findings	Evidence
<p>Oak Park High School is effective in utilizing community resources to support students, such as professional services, business partnerships, and speakers. There are many instances where OPHS has integrated community resources to support students</p> <p>English (I-Search) project In every Junior English class students participate in and where students must research a career, job shadow it and make a classroom presentation.</p> <p>Site Council Site Council is comprised of parents, students, and faculty. Site Council provides advisory input to school faculty and District Leadership.</p> <p>Oak Park Community Emergency Response Team. OPHS has a CERT class for students and also hosts evening and weekend training sessions for community members</p> <p>Friends of Oak Park Schools “Friends” is a parent association that actively raises money to support a range of programs in OPUSD such as:</p> <ul style="list-style-type: none">• The Rocket Team• The Science Specialist program• The Elementary School Art program• The Middle and High School Summer School programs• College Scholarships for OP Seniors <p>CSUN Engineering and Computer Courses These classes are taught by OPHS Instructor Erik Amerikaner, and students are able to earn college credit for them.</p>	<p>11th grade English course description in Counseling Evidence binder and the I-Search rubric in chapter ‘E’ Focus Group Evidence Binder.</p> <p>Please view our Site Council website at the following link: http://www.oakparkusd.org/domain/275</p> <p>CERT article for the ACORN newspaper can be viewed in in the chapter ‘E’ Focus Group Evidence Binder. Or you can view the article online at: http://www.theacorn.com/news/2015-10-08/Community/Oak_Park_CERT_classes_prepare_for_emergencies.html</p> <p>For more information about programs supported by the Friends of Oak Park Schools please refer to their website: http://www.friendsofoakparkschools.org/supported-programs/</p> <p>See flyers in chapter ‘E’ Focus Group Evidence Binder.</p>

<p>Mock Trial Our students participate with the County of Ventura Office of Education in a competitive Mock Trial program affiliated with the national Constitutional Rights Foundation. In this program the County Courts of Ventura commit their resources both physical (courtrooms) and personnel (judges) and the local bar association involves over 400 attorneys to help guide the students in learning about our constitution and court system. Attorneys within the school community volunteer hours of their time to work with the students. Even our local police have come to school to explain to the students the processes of evidence collection and preservation, and arson investigation and forensics as they applied to the facts of the Mock Trial cases.</p> <p>College and Career Center (CCC) The CCC has college admission representatives from local colleges and out of state universities visit the high school at 8am, the lunch and support period. More than 100 different schools visit including trade schools and representatives of the military. In the spring we take juniors and seniors on a field trip to Moorpark College. The CCC invites a local college representative to present information on general financial aid for college and to explain the FASFA application. Every year we coordinate with Agoura and Calabasas High Schools to invite over 30 professional presenters on 20 different college and career topics. Our “College Knowledge Night” event typically draws more than 800 parents and students.</p> <p>Through the CCC local businesses advertise job opportunities for OPHS students, the library, and charitable groups seek out our student as volunteers. Many community organizations also offer college scholarships to our students.</p>	<p>For more information please review the Mock Trial website at: http://www.oakparkusd.org/Page/1463</p> <p>Please review the resources posted on our CCC website: http://www.oakparkusd.org/page/1079</p> <p>Please review our “Community Service, Leadership and Volunteer Opportunities web page at the following link: http://www.oakparkusd.org/page/914</p>
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E2. SCHOOL ENVIRONMENT CRITERION

Criterion E2a: Safe, Clean, and Orderly Environment

Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings	Evidence
<p>Oak Park High School has established policies for a safe, clean, and orderly environment. Policies are communicated through the student handbook and are online at the school's website. Both the student and the parent(s) sign a document from the handbook to acknowledge receipt of the protocol and confirmation to abide by these clearly stated policies. Classroom teachers, campus supervisors and the administration enforce these policies. Students receive disciplinary action if policies are not adhered to.</p> <p>Each classroom is provided with an Emergency Supplies Box, safety binder, fire extinguisher, and fire alarm. There are also emergency totes, distributed throughout the campus. The OPHS PFC updates and replenishes the emergency supplies on a scheduled rotation.</p> <p>Automated External Defibrillators (AEDs) OPHS has 3 AEDs on campus 1 in the main office, 1 in the gym, and 1 on the football field. AED equipment is checked regularly. All campus supervisors and Athletic Team coaches have been trained on their use.</p> <p>Fire Extinguishers Each classroom is equipped with a fire extinguisher that is checked regularly by the Fire Department along with the safety of our buildings.</p> <p>Emergency Preparedness Fire alarms have been upgraded and include strobes to alert deaf students and faculty. Multiple drills are held throughout the year in order to be prepared for a disaster:</p> <ul style="list-style-type: none"> • Emergency evacuation • Active Shooter on campus • Great California Shakeout. Staff is trained and assigned duties in case of an emergency (i.e. Search and Rescue, 	<p>Student Handbook & Administrative video:</p> <ul style="list-style-type: none"> • http://www.oakparkusd.org/cms/lib5/CA01000794/Centricity/Domain/248/Student_Handbook%202015-2016%20Final.pdf • https://www.youtube.com/watch?v=esxchd_oVQI&list=PLW9qPtQzOrDq7PHSnA4j0cDCBVOsfnzin&index=2 <p>Photos in the chapter 'E' Focus Group Evidence Binder.</p> <p>Photos in the in the chapter 'E' Focus Group Evidence Binder.</p> <p>Assistant Principal, Jason Meskis maintains the emergency preparedness records for the school.</p>

<p>triage). The site's safety committee reviews procedures and updates as needed.</p> <ul style="list-style-type: none"> • Every teacher is issued a red emergency procedures binder. <p>Clean Aesthetically Pleasing Campus OPHS is committed to a clean, energy efficient campus. Since our last WASC visit significant upgrades have taken place which include:</p> <ul style="list-style-type: none"> • Drought resistant landscaping • Shade structure with solar panels • Green classrooms built from recycled cargo containers, that are powered by solar panels <p>Custodial Service To keep the campus clean we have four full time custodians: 1 from 7am-3:30pm 2 from 11am-7:30pm 1 from 2:30pm-11:00pm We are also looking to hire a 5th in the near future. Their duties include classroom and cafeteria trash picked up daily, and vacuuming every other day. In addition, floors are mopped, cleaned, buffed, stripped and waxed. Bathrooms are cleaned and restocked with supplies. During the summer break a thorough cleaning is done; classroom carpets are shampooed, windows are cleaned, as well as whiteboards and desks. Staff instructs students to be clean and respectful of the classroom/campus environment. Students who owe discipline hours are frequently assigned trash pickup.</p> <p>Boy Scout Eagle projects Several Eagle Scout projects have contributed to the beauty of our campus and recycling.</p> <p>Campus Supervision OPHS has six campus supervisors who work 3.75 hours each day in overlapping rotations. During their time on campus their duties include: close monitoring of students, especially during lunch and nutrition, parking lot safety, traffic control and enforcement of school policies. One example might be, if students do not clean up after themselves at lunch, campus supervisors may assign Campus Clean-up duty in lieu of detention. Campus supervisors are a vital part to keeping our campus safe, clean and orderly.</p> <p>Drug Dog Searches OPHS has random drug dog searches that have been very effective at keeping drugs and other</p>	<p>Pictures on our Home Page photo scroll, and the District brochure. http://www.oakparkusd.org/Domain/162</p> <p>Photos in the in the chapter 'E' Focus Group Evidence Binder.</p>
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<p>contraband off campus. The service is paid for by our PFA.</p> <p>Visitor ID badge system OPHS has added a Visitor ID system that requires all visitors to scan their driver's license and they receive a badge to be affixed to their clothing. They are also photographed as they enter the office.</p> <p>Camera system Since our last WASC visit OPHS has installed 36 cameras throughout the campus. These cameras have been instrumental in identifying thefts, traffic infractions, graffiti, vandalism and students engaged in bullying.</p> <p>Internet Procedures and filters OPUSD has "Technology and Social Media Use" policies for all faculty and students. OPUSD also has robust internet filters for both faculty and students.</p> <p>Hydration stations In an effort to become even more environmentally conscious, OPUSD no longer sells water in plastic bottles. Instead we have installed 6 Hydration stations throughout the campus.</p> <p>Kanan Shuttle As a joint venture between OPUSD (OPUSD contributes \$50,000) and Ventura County to mitigate traffic on Kanan Road, on Monday, August 5, 2013 the County of Ventura began sponsoring a shuttle on Kanan Road in Oak Park. This service is currently free and operates from about 6:40 am to 6:30 pm Monday through Friday except major holidays from Roadside Drive in Agoura Hills along Kanan Road up to Lindero Canyon. The Kanan Shuttle serves Oak Park High School, Medea Creek Middle School and the residential areas near Kanan Road. The vehicles have bicycle racks and are accessible to people with disabilities.</p>	<p>Photos in the in the chapter 'E' Focus Group Evidence Binder.</p> <p>Photos in the chapter 'E' Focus Group Evidence Binder.</p> <p>Technology a Social Media USE policy copies in the chapter 'E' Focus Group Evidence Binder</p> <p>For more information about the Kanan Shuttle please refer to: http://www.kananshuttle.com/</p>
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Criterion E2b: High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Evidence
<p>Oak Park High School effectively demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.</p> <p>7th period support One of the most beneficial programs at Oak Park High School that fosters high expectations and concern for students is 7th period support. Support Period is offered from 2:25pm to 3:10pm daily and is held in the specific teacher's room. Teachers are available in their classrooms to offer both structured and individualized assistance to their students. Activities include test review, both before and after examinations, study skills, enrichment activities, individual assistance, group work and opportunities to make up missed assignments or tests. Teachers will keep students informed during regular class periods about their offerings during Student Support Period. Students may also use this time to speak with their counselor regarding scheduling, personal, and any other needs. The Math Honors Society and Peer Tutoring Club also offer their services free of charge during 7th period.</p> <p>Peer Counseling and Awareness Week Approximately 150 students at OPHS are active in our two Peer Counseling Programs, affording tremendous exposure and respect from the school and community. At the core of our philosophy are regular weekly meetings where training and bonding occur, creating a safe and trusting environment where students can explore and express topics that are integral to their development. It is from this place that auxiliary outreach programs are envisioned, organized and implemented – all student driven.</p> <p>Advanced Peer Counseling has been dedicated for over 28 years in providing support for students in need. A mentally safe environment for OPHS is promoted. OPHS staff is aware of various concerns that often arise in teenagers, encouraging students to prevent and cope with issues. As the students mature, positive growth is directed. Awareness Week helps educate students about respect, acceptance of others, and a sense of belief in one's own ability is instilled. Advanced Peer Counselors (Adv. PCs) are ADL (Anti-Defamation League) trained to help others.</p>	<p>Sample 7th period sign-in sheets can be found in the chapter 'E' Focus Group Evidence Binder.</p> <p>Please review the resources at our Peer Counseling website at the following link: http://www.oakparkusd.org/Page/966</p>

<p>The diversity on our campus is celebrated and all are welcomed to create an environment of inclusion, not exclusion. There is a belief in the ability of positive peer empowerment so that all students can succeed in their high school life. Advanced Peer Counselors are trained to mediate conflicts and disputes between students in order to arrive at a compromise or solution, preventing further confrontations.</p> <p>The Life Skills Retreat program OPHS is one of three public schools in the country that offer a retreat program. The OPHS Life Skills Retreat is exclusively for Seniors. It is a voluntary four-day experience in which approximately 80% of our seniors attend a four-day overnight field trip in Malibu, California. They are unaware of what will take place except for some knowledge from friends who have gone in the past. The retreat is designed to help students gain a better understanding of the importance of friends and family in their lives, and to help them become more responsible well-rounded human beings in general. The retreat allows the students to explore themselves in a stress-free environment and build bonds with friends which can last a lifetime.</p> <p>Safe School Ambassadors (SSA) SSA is an Anti-Bullying/Harassment program that was brought to the school in February of 2007. It is a licensed program sponsored by Community Matters. Whereas Peer Counseling is an “outside-in” program i.e. very visible to all students, with numerous public presentations. SSA is an “inside-out” program where the student ambassadors work confidentially within their own peer groups to instigate changes for good, and improvement of the school climate. We currently have over 100 Safe School Ambassadors on our campus.</p> <p>Race to Nowhere In 2011 we screened the movie “Race to Nowhere” for our faculty and students. We also convened a community showing with a panel of teachers and administrators from OPUSD and LVUSD to discuss the ramifications of students pursuing rigorous curriculum in a “race” to seek admission to the most highly selective universities in the country.</p> <p>Challenge Success In 2014 OPHS was invited to participate in a Stanford Graduate School study called “Challenge Success.” The study seeks to understand the common experiences of other high performing high schools as it relates to students being overscheduled, their level of stress and its effect on their emotional well-being. The study also makes recommendations to schools in terms of their school calendar and homework policies. As a result of the recommendations of the study OPHS has undergone a review of our homework practices, and OPUSD adopted a</p>	<p>For more information and pictures of the Life Skills Retreat please review the resources at our website at the following link: http://www.oakparkusd.org/Page/1498</p> <p>For more details about the Retreat please talk to OPHS Teachers Dr. Jeff Appell, and Ann Pettit.</p> <p>For more information about SSA, pictures and for links to SSA student produced vides please review the resources at our website at the following link: http://www.oakparkusd.org/page/1180</p> <p>See handout from the event in our chapter ‘E’ Focus Group Evidence Binder.</p> <p>See handouts from Challenge Success in the chapter ‘E’ Focus Group Evidence Binder.</p>
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<p>new district-wide homework policy as well as a new school calendar where the first semester ends in December. This gives students a true vacation without having to return after the two week break to finals as in the past.</p>	
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Criterion E2c: Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

Findings	Evidence
<p>The Oak Park High School teachers exhibit a high degree of professionalism. Teachers will meet with other teachers teaching the same grade level to discuss students at risk. Department meetings are valuable forums for discussion and exchange of ideas. The faculty also has a Professional Buyback passport. Each faculty member has to complete 21 hours of professional development. Teachers can choose to get these hours outside of school or on the school's "buy back days."</p> <p>School Board Moral Imperatives Each year Oak Park Unified School District uses a collaborative and cyclical process to establish its "Moral Imperatives/Goals" for the year. In the spring we evaluate our progress on the previous year's goals and suggest new goals that need to be added. This is done with feedback from the staff and site councils at each of the schools and suggestions from the District Leadership Team and the Board of Education. The draft of these goals then goes to the Board for final approval. The Moral Imperatives guide the work of the district for the year. Some have a district focus and others have a site focus. The goals and the process used to formulate them ensure that all of us are working in concert toward the same ends.</p> <p>Mentors for new teachers New teachers to OPHS are assigned a "mentor" teacher to assist them in their first year on the job</p> <p>Teachers post homework Homework and deadlines are posted in class, online in many teacher websites, and now in "Google Classroom."</p> <p>Teachers return emails and phone calls within 48 hours. The standard expectation for all teachers is that they will return parent phone calls and emails within 48 hours.</p>	<p>Buy Back day passports, example in Appendix</p> <p>To view the School Board's Moral Imperatives please refer to the District website at the following link: http://www.oakparkusd.org/domain/7</p>

E3. PERSONAL AND ACADEMIC SUPPORT CRITERION

Criterion E3a: Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings	Evidence
<p>Oak Park High School offers ample service, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance. (SST) Student Success Team meetings in which staff, parents and students collectively work out a plan to improve a given student's academic performance.</p> <p>All students are considered potentially at-risk because a single event may cause a successful, well-adjusted student to suddenly become an at-risk student.</p> <p>The Healthy Kids survey is also analyzed to determine healthy student behaviors. If unhealthy behavior is determined, OPUSD addresses the concerns.</p> <p>Ventura County Behavioral Health Services (VCBH) OPHS works closely with therapists from VCBH to assist students (and families) with serious emotional issues</p> <p>District Nurse and Health Clerk OPUSD employs a fulltime Nurse and at OPHS a fulltime Health Clerk to assist students with health related issues. They also advise faculty on how to work with students who have health issues.</p> <p>Suicide and Crisis Assessment protocols OPUSD's Counselors and District Pupil Personnel Services staff developed forms and protocols for dealing with high risk, potentially self-injurious students.</p> <p>Expanded counseling options Additional Counseling services are available through Jewish Family Services, as well as a list of "Community Mental Health referral services" developed by OPUSD's Counselors and District Pupil Personnel Services.</p>	<p>These protocols can be found in the Counseling Department Home Group Evidence binder.</p> <p>"Community Mental Health Resources" document can be found in the Counseling Department Home Group Evidence binder.</p>

<p>Student Alerts When a student is in crisis the OPHS Counselors issue a “Student Alert” to all faculty who work with that student. This helps sensitize everyone who comes in contact with that student to what they are dealing with in their personal life.</p> <p>Student Success Teams (SST) These meetings are a critical starting point to involving all of the stake holders in evaluating a student’s success. Whether it be poor academic performance, suspected learning disabilities, or social emotional issues the SST is a forum for parents, students, counselor and teachers to discuss strategies for helping the student.</p>	<p>Sample Alerts can be found in the Counseling Department Home Group Evidence binder.</p> <p>Please see SST protocols and samples in the Counseling Department Home Group Evidence binder.</p>
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Criterion E3b: Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Findings	Evidence
<p>Freshman Counselor The role of the Freshman Counselor is to assist students in the transition to high school with an emphasis in academics, social/emotional and college and career counseling. The Freshman Counselor provides the following services:</p> <ul style="list-style-type: none">• Student Study Team meetings• Parent/teacher conferences• Student/teacher conferences• 9th grade informational meetings• Future Freshman Night• 9th grade orientation• New student orientations/informational meetings• 9th grade teacher meetings• Academic at-risk counseling• 4 year plans• College and career counseling• Social emotional counseling• Crisis counseling	<p>See Freshman Advisement materials in the Counseling Home Group Evidence binder. Also refer to our Freshman Advisement website at: http://www.oakparkusd.org/page/877 As well as our Freshman Counselor's website at: http://www.oakparkusd.org/page/2232</p>
<p>OPHS Counseling Staff OPHS recently added a 5th Counselor. They are assigned as follows:</p> <ul style="list-style-type: none">• Freshman Counselor- Janet Svoboda <p>Grade 10-12 Counselors</p> <ul style="list-style-type: none">• (A-Fh) Julie Heeney• (Fi-Mb) Suzie Stasiefski• (Mc-Pd, Educatius and 504 students) Jenny Charrett• (Pe-Z) Randy McLelland <p>Students are monitored at least every five weeks through the D/F list. Student Alerts are sent out to teachers when a student has an emotional or social issue, which is affecting his/her well-being and or academics. Students on the D/F list are monitored. Counselors, teachers, and parents</p>	<p>For more information about the OPHS Counseling program please review the resources at our website at the following link: http://www.oakparkusd.org/page/1174</p> <p>Also, please review the program documents we have compiled in the Counseling Department Home Group Evidence binder.</p>

<p>often communicate and if necessary a Student Study Team meeting may be implemented. The vast use of email and “Q” by our staff and parents make communication to all parties effective and easy. Referrals are made to Oak View (alternative high school) and Oak Park Independent School (home/ independent school) if appropriate. GATE students’ grades and progress are monitored to make certain they are reaching their potential. Counselor intervention follows if they are not progressing as expected. If a student is having difficulty which requires intervention for the purpose of: implementing helpful strategies, exploring causes of academic failure or decline, addressing social or personal issues and interventions, an initial Student Study Team meeting is set up by the students’ counselor. Counselors and the school psychologist may refer students and families to outside resources including tutors, therapists, and educational psychologists.</p> <p>Naviance We employ Naviance across all grade levels to assist students with the following tools: Career Interest Profiles Career Profiler Assessment and Career Research College Representative visits are promoted via Naviance email Personality Assessments Learning Style Inventories 4 year Course planning and Course Selection College research and college application processing</p> <p>College and Career Center OPHS employs a fulltime College and Career Technician who coordinates a wide range of activities throughout the school year for both parents and students. A sampling of those activities is below: Junior and Senior College Advisement Parent Nights Financial Aid Night Mini college fair Job postings and community service volunteer opportunities College Knowledge Night Naviance Workshops Moorpark College Field trips College Admission Representative Visits Scholarship workshops for Seniors College application case studies workshop NCAA workshop for college-bound athletes CSU and UC College application workshops</p>	<p>Please refer to the following links related to Naviance on our website:</p> <ul style="list-style-type: none"> • http://www.oakparkusd.org/site/Default.aspx?PageID=1089 • http://www.oakparkusd.org/Page/6273 • http://www.oakparkusd.org/Page/6128 <p>For more information about the services offered by our College and Career Center please refer to our website at the following link: http://www.oakparkusd.org/page/1079</p>
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Criterion E3c: Support and Intervention Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Evidence
<p>Oak Park High School offers a variety of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options that allow access to and progress in the rigorous standards-based curriculum.</p> <p>7th Period Support All students have access to individualized support from teachers during 7th period. During 7th period, support teachers may differentiate instruction by scaffolding projects, distributing graphic organizers, and breaking down information into manageable chunks for students. Evidence of support can be found on student sign-in sheets submitted to the office secretary, at the end of each month. During 7th period, time is provided for students to review the tests to analyze why they are missing questions and how they can study more effectively. The students are tutored on test taking strategies and study strategies. The results of assessments are analyzed for areas of student weakness and then the teachers analyze how those areas can be more effectively taught in future classes. Tests are provided in larger print for students to work on who are more comfortable with larger print. In some cases students are allowed to write on the tests and are instructed on how they should use this approach to improve their performance on tests. College Admission representatives are available to meet students without loss of class time.</p> <p>Teacher individualization Teachers each have their own personal style as to how they personalize and individualize teaching to help their students. During the initial presentation of a concept, some teachers walk around the room while students answer questions and check for understanding. If a student is having trouble, teachers will stop and help the student through the concept. In preparation for quizzes and tests, students are given practice quizzes and tests. As they go through the practice, they come up to the teacher's desk for help either during class or 7th period, where the concept will be reviewed and the student talked through the solution.</p>	<p>Evidence of teacher collaboration with these systems of personal support can be found through documentation such as e-mail, referrals, SST meeting notes and signed 504 plans and IEPs.</p>

<p>504, Student Study Team (SST) and Special Education IEP meetings Some of our students have been diagnosed with some kind of processing difficulty, and at these meeting faculty attempts to develop individualized strategies for these students. Special Education Case Managers follow the IEP process, and the 504 Counselor manages the 504 process. Each Counselor oversees SST's for their respective case load.</p> <p>Master schedule individualization Over time, we have built more opportunities for students to personalize their schedules. They can select early morning "0" period classes, Study Halls after lunch, or even Free periods for Juniors and Seniors who are making adequate academic progress towards graduation. We have even begun offering 8th period classes for some.</p> <p>Independent Projects We now allow students to propose an Independent Project for school credit.</p>	<p>504 and SST procedures and protocols can be found in the Counseling Department Home Group Evidence Binder. IEP information can be found in the Special Education Home Group Binder.</p> <p>Scheduling information can be found in the Counseling Department Home Group Evidence Binder.</p> <p>The Independent Project description can be found in our Course Selection Guide in the Counseling Department Home Group Evidence binder. An example of a project is included in the Counseling Department Home Group Evidence Binder.</p>
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Criterion E3d: Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under- performing or struggling students and the interventions to address these identified student learning needs.

Findings	Evidence
<p>Oak Park High School ensures that support services and related activities have a direct relationship to student involvement and in learning.</p> <p>Math Honor Society and Peer Tutoring Club These two programs allow Oak Park High School students an opportunity to be tutored by another high school student, or to become a tutor for high school students as well as students from the surrounding elementary schools and middle school. We advertise the program at the elementary schools, middle school and high school. These Tutor Club tutors, work for community service hours, while the Math Honor Society students receive elective credit.</p> <p>Math Skills Lab This quarter-long Zero period class is for students who need to reinforce concepts not mastered in Algebra I, Geometry, Algebra II, or have not yet passed the CAHSEE. It can also be taken by students enrolled in higher-level math classes to ensure that they have necessary skills to be successful in those classes. Students take online quizzes that diagnose learning gaps using an online program They are prescribed review topics that are explained by video tutorials, written lessons, animations, games and guided practice problems.</p> <p>ELL program Oak Park High School employs a teacher for our students that do not meet proficiency in English. The students receive one period of support in lieu of an elective. The ELL specialist communicates with the teachers and counselors to insure student success.</p>	<p>See flyer for these programs in the in the chapter 'E' Focus Group Evidence Binder.</p>

<p>Department of Rehabilitation Liaison The Department of Rehabilitation (DOR) assists Californians with disabilities to obtain and retain employment and maximize their equality and ability to live independently in their communities. DOR services include:</p> <ul style="list-style-type: none"> • Career assessment and counseling • Job search and interview skills • Independent living skills • Career education and training • Assistive technology <p>Oak Park High School collaborates with a certified rehabilitation counselor through the Thousand Oaks office, by assisting with referrals, organizing meetings, and providing follow-up information for prospective clients. In addition, the counselor offers an informational presentation for parents at the beginning of the school year, during Back-to-School Night.</p> <p>WorkAbility WorkAbility is a nationally recognized school-to-work program that provides comprehensive career assessment and guidance, job development training, worksite training/employment opportunities and job placement support for high school youth with disabilities who are making the transition from school to work, independent living and post-secondary education or training. WorkAbility is a valued component of the California Department of Education’s workforce development system as it strives to meet the needs of all students. Oak Park High School has a dedicated WorkAbility Counselor who works with students on campus. In addition, the counselor offers an informational presentation for parents at the beginning of the school year, during Back-to-School Night.</p> <p>Youth Leadership Forum for Students with Disabilities YLF is an annual five day leadership program that provides information and resources about employment, education, independence and</p>	
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<p>assistive technology. In addition, students have the opportunity to interact with students their own age and staff with various disabilities to develop long lasting friendships. YLF is held in Sacramento. Students will get to stay in the dorms on campus at California State University, Sacramento. Oak Park High School Special Education teachers nominate students in the 11th and 12th grades to participate in this program.</p> <p>Moorpark College Field Trips for SpEd students</p> <p>Each spring, the Special Education Department sponsors a field trip to Moorpark College's ACCESS Program. ACCESS (Accessibility Coordination Center and Educational Support Services) coordinates services and accommodations required by eligible students to insure that full accessibility to the campus and curriculum is achieved. Many of our students take advantage of the opportunities for them to continue their education beyond high school.</p> <p>Special Education</p> <p>Directed Studies/Study Skills classes for 504/IEP students</p> <p>Professional development opportunities for instructional aides (district and SELPA). SELPA procedures are strictly followed by all SpEd faculty.</p>	
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Criterion E3e: Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

Findings	Evidence
<p>Oak Park High School offers a number of ways for students to have access to curriculum. If students are not able to access a particular class that is relevant to their long-term goals we have allowed them to pursue it on the outside – just not in lieu of taking an Oak Park High School class. The Counselors work together with administration on the development of the Master Schedule to insure that classes are accessible to the majority of our students. Counselors work with students to remedy CSU/UC ineligibility. Repeating courses either at the high school or enrolling in the appropriate community college course is an important team effort.</p> <p>Course Advisement Process at OPHS The course advisement process is extensive at our school, and includes the following events and activities: February: during Open House Counselors meet with parents of next year's 10th, 11th and 12th graders in separate meetings to go over all relevant course advisement and some college information for the next school year. February: Counselors go into every class and give class advisement presentations to all students. February: Students work on updating their 4 year plans and then submit their course requests into Naviance After Spring Break counselors meet individually with each student to double check the courses they selected for next year, check prerequisites, progress towards graduation, and answer any questions they may have.</p>	<p>See Course Advisement materials in the Counseling Home Group Evidence binder. Also refer to our Course Advisement website at: http://www.oakparkusd.org/Page/870</p> <p>Naviance 4-year planning and course submission instructions at our website: http://www.oakparkusd.org/Page/6273</p>

<p>Friends of Oak Park Summer School Program Friends of Oak Park Schools took over the administration of the OPUSD Middle School and High School Summer School program in 2010, after the district determined that they were losing too much money by offering it. Students are able to take OPHS classes, taught by OPHS teachers for both remedial and acceleration credit in this summer program.</p> <p>Senior Probationary Graduation Contract Students who are short 5 credits may still walk at graduation and make the required credits during the summer.</p> <p>Alternative Education (OPIS and OVHS) Oak Park Unified offers High School students two alternative education options:</p> <ol style="list-style-type: none"> 1. Oak Park Independent School 2. Oak View High School (continuation high school) <p>OPHS Counselors work with students and their families on referrals to these programs when circumstances warrant.</p>	<p>See Summer School advisement materials in the Counseling Home Group Evidence binder. Also, please refer to the Friends of Oak Park website at: http://www.friendsofoakparkschools.org/</p> <p>Sample Senior contract in the Counseling Department Home Group Evidence binder.</p> <p>OPIS website: http://www.oakparkusd.org/Page/332 Oak View website: http://www.oakparkusd.org/Domain/630</p>
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Criterion E3f: Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. How effective are these efforts?

Findings	Evidence
<p>At OPHS, there are many opportunities for students to participate in co-curricular activities, such as sports, drama, and clubs as well as other school programs such as the aforementioned Safe School Ambassadors and Peer Counseling; all of these activities are supported by staff, driven by students, and are directly linked to the academic standards.</p> <p>Athletics Program Approximately 50% of students participate in sports at OPHS. Oak Park fields 21 sports with approximately 800 students participating.</p> <p>The “Oak Park High School Code of Ethics.” All of those participants are expected to sign and follow the “Oak Park High School Code of Ethics.” Language in the contract shows a direct relationship to the goals stated in the school wide learner outcomes, which includes emphasis on maintaining academic achievement, behaving respectfully, having integrity and good judgment, performing with character in the face of challenge, and having a responsible and positive relationship with the community. All participants involved in sports are must sign and are expected to adhere to this code of ethics.</p> <p>Performing Arts Students who are involved in the Performing Arts co-curricular activities, such as dance, drama, choir and band are expected to display skills, which link their activities to the college- and career-readiness standards, and the school wide learner outcomes. Students are involved from the ground up in the development of dramatic, instrumental and choral presentations, including</p>	<p>Please view links to our Activities at the following page on our website: http://www.oakparkusd.org/Page/865</p> <p>Sport participation numbers: FALL 255 total (boys 136 girls 119) WINTER 192 total (boys 106 girls 86) SPRING 375 total (boys 265 girls 110)</p> <p>Our Code of Ethics can be found in the OPHS Student Handbook at: http://www.oakparkusd.org/cms/lib5/CA01000794/Centricity/Domain/248/Student_Handbook%202015-2016%20Final.pdf</p>

<p>deciding what to produce, production, involvement in rehearsal and presenting their work to the community</p> <p>Choir The OP Choirs participate in multiple choral concerts and competitions (including performances at Disneyland and Carnegie Hall).</p> <p>Instrumental Music The Instrumental Music program has exploded since our last WASC visit. In addition to Concert Band, Jazz Band and Wind Ensemble Honors we now have a fully functioning Marching Band.</p> <p>Theater and Stagecraft In addition to the Acting class we offer during the day, our Drama program puts on 4-5 highly professional productions per year. The Student Stage crew builds the sets, and coordinates all of the sound, and lighting for each production.</p> <p>Campus Clubs OPHS currently sponsors 75 clubs. Most clubs are developed by students, as well as led and run by them. Students set the meeting dates, plan the activities, develop their agenda and show the leadership needed to follow their plans to fruition. Many of these clubs not only link co-curricular activities to academic standards, but also link classroom learning to Careers. Clubs also serve as an important link between OPHS and the Oak Park community. Diverse offerings such as Rocket Club, Photography, Key Club, Future Business Leaders of America, National Alliance for Mental Illness, Gay Straight Alliance and other religious and political clubs give students many ways to contribute to the health and vibrancy of the student body, as well as enriching the students' personal learning experience. Most full-time staff members sponsor clubs and help to facilitate this process for students.</p> <p>Journalism Class and School Newspaper (The Talon) OPHS has both a Journalism class as well as publishing both a monthly newspaper and a state-of-the-art online news service.</p> <p>Associated Student Body Government (ASB) OPHS has an active student government that provides real leadership opportunities to our students. They are involved in school governance, planning school rallies, dances, and a wide range of other activities.</p>	<p>For more information about the OPHS Choir program and their performances please view their website: http://www.oakparkusd.org/Page/1591</p> <p>For more information about our Instrumental music program please go to their website at: http://oakparkmusic.org/</p> <p>For more information about our Drama program please go to our OPPAA website at: http://www.oakparkusd.org/domain/273</p> <p>For more information on our Campus Clubs please refer to our website at: http://www.oakparkusd.org/site/Default.aspx?PageID=7877</p> <p>To view "The Talon" online please go to: http://oakparktalon.org/</p> <p>For more information about ASB please view their website at: http://www.oakparkusd.org/site/Default.aspx?PageID=903</p>
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ACS WASC Category E: School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary:

The culture of Oak Park High School is that of a school that is academically rigorous, but also cares about the social/emotional needs of its students. Through programs such as 7th Period Support, the Life Skills Retreat, Peer Counseling and Safe School Ambassadors we actively work to provide a culture that challenges students academically, inspires their creativity and provides extensive emotional support. We have an experienced, caring faculty that goes out of its way to provide students with all of the assistance (both academic and emotional) to be successful. The number and diversity of clubs and other co-curricular activities available at OPHS is exceptional, and most of our students take advantage of these opportunities. Students originate most co-curricular activities, and as a result they are student centered, and student led. Additionally, the parents in our community, the OPUSD School Board, District office and staff support the mission and philosophy of our school.

Category E Areas of Strength:

1. OPHS is very invested in cutting edge technology with 54 Smartboards classrooms, and student access to 100 PCs, 56 iMacs, 86 Macbooks, 283 iPads, and 152 Chromebooks. Our school is also in the process of implementing Google Classroom across all subject areas.
2. High tech electronic communication devices, including website, e-mails, “Q” connection, and Naviance.
3. 7th Period Support is a critical component to our school’s success. It allows students of every type to receive individualized support for their learning.
4. Our Freshman Transition Program (FTP) has provided focused attention on the critical transition from middle school into high school that is unique for public schools. OPHS offers many curricular/co-curricular opportunities to the student body, and many students take advantage of these opportunities. It also provides for a very effective New Student Orientation to high school.
5. The OPHS campus has been expanded over three decades via a range of voter approved bond measures and parcel tax initiatives. Nonetheless, we have not

resorted to turning our school into a “bungalow city” as happens so frequently at public schools. Genuine thought, and care has gone into the design of all expansion projects. As a result, OPHS is a safe, aesthetically beautiful campus that is a draw to parents and students from other districts. They see an orderly environment with strong academic standards that is conducive to learning and growth.

Category E Areas of Growth:

1. While all teachers utilize “Q” Connection to post grades at the assigned grade reporting periods, not all teachers use it to full capacity - which includes not posting all assignments/test scores in real-time.
2. With all the data now available to us, we need to continue to improve in our ability to interpret that data and use it to inform the decisions we make.

CHAPTER V
SCHOOLWIDE ACTION PLAN

#1 Develop a schoolwide emphasis on the practical application of all parts of the curriculum.

Rationale: To enable student understanding of the usefulness and application of all components of their education.

Growth Target: A student body more dedicated to learning because they understand that acquiring specific knowledge enables them to solve real problems that impact their lives.

TASK: Update current curriculum and incorporate real world applications within lessons.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Modify all current curriculum to emphasize practical applications within the presentation of each new skill	Department Chairperson Administration Superintendent	Staff Development days Department Release days Current resources/materials LCAP #1 B, C, G, J	Partial implementation as developed Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016
Modify all current curriculum to make direct ties to its application to jobs and careers	Department Chairperson Administration Superintendent	Staff Development days Department Release days Current resources/materials CPT Grant LCAP #1 B, C, F, G, J	Partial implementation as developed Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016

PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Adjust curriculum to allow time for practical applications and career emphasis	Department Chairperson Administration Superintendent	Staff Development days Current resources/materials LCAP #1 B, C, G, J	Partial implementation as developed Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016 Presentation to the Board of Education, Spring 2017
Articulate with middle school teachers in job alike sessions to ensure smooth transition for students	High School and Middle School Department Chairpersons Administration Superintendent	Staff Development days Current resources/materials LCAP #1 B, C, G	Fall 2016	Joint presentation to the Board of Education, Spring 2017
Continue to modify curriculum as it aligns with California Standards and Frameworks and other adoptions	Department Chairpersons Administration Superintendent	Department meetings Current resources/materials Training Workshops LCAP #1 B, C	Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018	Progress Report to Leadership Team November 2016 March 2017 November 2017 March 2018 November 2018

PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Create options for sharing knowledge gained through conference and workshop attendance	Department Chairpersons Administration Superintendent	Time and Money to attend conferences LCAP #1 C	ongoing	All staff members who attend outside conferences/workshops will verbally report on their experience to their departments and in writing to Administration within one week of their return The Department Chairperson and Administration will jointly report on the value of the conference/workshop to the Leadership Team within one month of the participant's return

TASK: Broaden the student understanding of the world of work				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Develop career exploration events (i.e. Guest speakers, internships, externships)	Administration	CPT Grant	Fall 2016	Chairperson in place and initial planning completed June 2016 Evaluation of event and suggestions for change presented to Administration February 2017 and annually thereafter
	College & Career Center Technician	CTE Funding	Fall 2017	
	CTE Coordinator	VCI Industry Sector Liaisons	Fall 2018	
	Leadership	LCAP #1 F, G		
Administer and publish career aptitude survey to all 9 th and 11 th graders. Incorporate results into curriculum.	Administration	Naviance Survey results	Fall 2016	Summary of survey results Spring 2017 Spring 2018 Spring 2019 Distribution of individual student interest profiles
	Counseling	LCAP #1 F, I	Fall 2017	
			Fall 2018	
Continued development of CTE Pathways	Leadership Team	CPT Grant	Ongoing	Summary of development to Leadership annually in September
	CTE Coordinator	Planning Time		
	Superintendent	LCAP #1 C, F, G, J		

#2 Develop a schoolwide focus on understanding the causes of, and methods to alleviate, student stress.

Rationale: Students need a better understanding of the intellectual obligations and the time commitment required by their school and extra curricular choices.

Growth Target: A student body able to make healthy choices incorporating appropriate academic rigor, extra curricular activities, and family responsibilities.

TASK: Alleviate student stress				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Investigate the success of students who carry 7 or 8 classes	Counselors Administration	Student database Semester grades LCAP #2 H	Initial report to Leadership October 2016 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Investigate the success of students placed in classes where they do not meet the stated criteria for entrance	Counselors Administration	Student database Semester grades LCAP #2 H	Initial report to Leadership February 2017 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS

Study the implications of student involvement with more than one extra curricular activity with exceptional time requirements (i.e. Sports, ASB, Marching Band, Drama, Academic Decathlon, Mock Trial)	Counselors	Student database Semester grades Counselor knowledge LCAP #2 H	Initial report to Leadership February 2016 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Form a committee to conduct a study about lost instructional minutes due to field trips and other school activities with policies to alleviate student stress.	Administration Athletic Director(s) ASB Director	Field Trip attendance sheets School Activity Calendar	Initial report to Leadership February 2017 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Communicate with parents regarding the impact of extended absences	Administration	Email blast from Principal PFA communications from Principal LCAP #2 A, B	August November January April	Extended absence report to Leadership at the conclusion of each semester

PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Investigate a grade level calendar, to consider no more than 2 assessments are scheduled on one day	Administration Leadership Team	Grade Level Calendar inservice LCAP #2 H	Full implementation by Fall 2016	Grade Level Calendars on file in Principal's Office
Review Homework Guidelines	Department Chairpersons	Staff Development day Consistent workload for same class given by different teachers LCAP #2 H	April 2016 Annual review April of each year	Report to the Leadership Team May 2016 Follow up reports May of each year
Analyze 7 th period usage and effectiveness with data regarding student attendance, time usage.	Administration Department Chairs	Surveys LCAP #2 H	Spring 2016	Report results to Leadership Team March 2016
Explore expanding Instructional Support Services	Administration	Planning time Writing Center Language Lab Funding for teacher supervision LCAP #2 H	Fall 2016	Progress Report to Leadership Team November 2016 Annually

PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT)	Principal	Email blast from Principal PFA communications from Principal Newspaper articles LCAP #2 H	ongoing	Copy of communications in Principal's Office
Reevaluate Summer Work assignments.	Leadership Team	Planning Time LCAP #2 H	Spring 2016 Annual Review each Spring	Report to Leadership Team each spring.
Design a process for the implementation of Student Support Groups (i.e. Grief, Eating Disorders, Divorce)	Counselors Administration	Planning Time LCAP #1 C, F, G LCAP #2 C, F, H	Spring 2016	Report to Leadership April 2016.

#3 Develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate stakeholder input.

Rationale: Students will benefit from timely, well thought out, transparent decisions that have been thoroughly vetted by all of the school's stakeholders.

Growth Target: A streamlined decision making process.

TASK: Clarify the responsibilities of each administrative position				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Define the responsibilities of each administrative position with respect to decision making process.	Administration	Meeting time	Initial completion and publication by August 2016	Publication of Responsibilities
			Review and revise each March	Revision of Responsibilities

TASK: Clarify Department Chair processes and responsibilities				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Define the process for determining Department Chairs	Current department Chairs Administration	Meeting time	Completed by August 2016	Process announced in August of 2016
Update and publish the responsibilities and term of the Department Chair	Current department Chairs Administration	Meeting time	Completed by August 2016	Responsibilities and term announced in August of 2016
Study best practices in similar schools regarding Department Chair position	Administration	Planning time	August 2016	Report to Leadership August 2016
Investigate assigning all department chairs a simultaneous planning period (period 1 or 2).	Administration	Planning time	May 2016	Progress announced in May 2016
Evaluate the compensation and time commitment expectations for department chairs.	Administration Human Resources Current department chairs	Meeting Time with DO	May 2016	Progress announced in May 2016

TASK: Clarify the processes and responsibilities of each classified position				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Produce a Classified Handbook defining responsibilities for each job	Classified WASC Committee Administration Human Resources	Meeting time and writing time	Initial completion and publication by August 2016 Review and Revise each March	Publication of Handbook Revision of Handbook

TASK: Develop a schoolwide formal meeting protocol so that all participants can be informed prior to the gathering and therefore be more effective participants.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
A meeting agenda and appropriate attachments will be sent to the participants at least 2 school days prior to the meeting	Meeting Chair Meeting secretary	Time	Agenda sent two school days prior to the scheduled meeting	A better informed constituency and business completed in a timely manner
Items brought up during the meeting that need further study will be added to the next scheduled meetings' agenda	Meeting secretary	Time	Included in the agenda sent two school days prior to the meeting	A better informed constituency and business completed in a timely manner

TASK: Develop a peer mentoring program for new teachers and teachers who are new to the school.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Develop a new teacher handbook that incorporates frequently asked questions and procedures	Department Chairs Administration	Meeting time LCAP #1 A	Initial completion and publication by August 2016 Review and revise each March based on feedback from new teachers and ease of use	Use beginning in August 2016 for all newly hired teachers
Conduct quarterly New Teacher Meetings to address concerns and procedures	Administration	Meeting Time LCAP #1 A, C	Spring 2016	Report to Leadership each quarter.
Develop a new teacher Paired Program to assist in school acclimation	Department Chairs Administration	Meeting time	Partners assigned prior to the opening of school each year and as needed during the year	Use beginning in August 2016 for all newly hired teachers

TASK: Develop a universally used process for decision-making that informs and encourages input from all stakeholders.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Investigate the creation and responsibilities of a Schoolwide Executive Committee to advise the principal on schoolwide policies.	Administration	Planning Time	Spring 2016	Report to Leadership and Staff August 2016
A proposed change will be carried by its author to all stakeholders groups for discussion.	Leadership Team	Time to research and draft the Process	<p>Formal development of the procedure will be completed by December 2016</p> <p>Procedure will be revisited and modified as needed beginning December 2018 and every other December thereafter</p>	<p>An official printed process will be available to all stakeholders by December 1, 2016</p> <p>Modifications to the process will be considered and formalized via the process every other December</p>

OAK PARK HIGH SCHOOL WASC SELF-STUDY TIMELINE

Fall 2014: Revisions and updates to Mission Statement and Schoolwide Learner Outcomes are completed by the staff through department meetings.

October 2014: Parent Survey is made available on school website. School Site Council reviews and advises on the Mission Statement and Schoolwide Learner Outcomes.

November 2014: Staff Survey is made available on school website. Must be completed by December.

January 2015: Mission Statement and Schoolwide Learner Outcomes are finalized and published. Single School Plan includes the goal of completing the WASC Self-Study.

February 2015: Student Survey is administered to students during the school day by iPad.

May 2015: Chairpersons appointed. Focus and Home Group membership was discussed.

June/July 2015: Focus and Home Groups were finalized. Preliminary drafts of Chapter 1 and 2 were began. Compilation and preliminary analysis of school profile data is accomplished. Survey results were analyzed.

August 2015: Staff reviewed preliminary school profile data. Staff observations were conducted. WASC Chairpersons conducted interviews with department chairs. Early drafts of Chapter 1 and Chapter 2 are written. Instructions for gathering evidence of student work, curriculum development, assessments, and other important documents are provided to the staff.

September 2015: Continued writing and editing of Chapters 1 and 2. Focus and Home groups meet to begin work on Chapter 4. Assessment of the entire school program is discussed through Focus and Home Groups. Critical Needs are discussed within these groups during their meetings.

October 2015: Writing of Chapter 4 continues with input from Home Group representatives. Additional test results (CAASP, EAP, CAHSEE) were included in Chapter 1.

November 2015: Chapters 1 and 2 are completed. Writing of Chapter 3 is started with input from Focus Home Groups regarding Critical Needs. Chapter 4 is being written within the Focus Groups with input from all stakeholders including classified, parents and students. Preliminary input is submitted by Focus Groups to the chairperson. By the end of the month, the Critical Needs are finalized and the Chapter 5 Action Plan is drafted.

December 2015: Chapter 3 is completed. Chapter 5 Action Plan is reviewed and discussed by the WASC Leadership Team, administration, and district personnel. Alignment with the LCAP and the district's Moral Imperatives is reviewed. Chapter 4 is submitted to chairperson for editing.

January 2015: Final editing is finished including the addition of the Appendix, Introduction and Preface. Evidence continues to be gathered and organized in preparation for the WASC Visiting Committee.

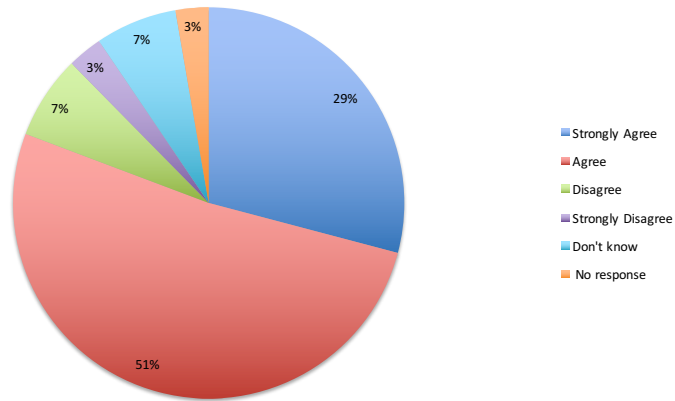
Question

Student Survey 2015

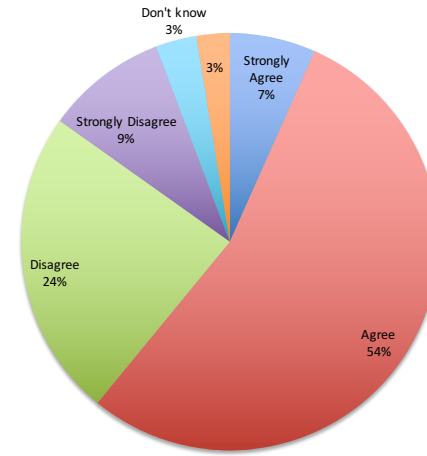
- 1 I am in the ____ Grade.
- 2 I know and understand the school's mission statement
- 3 I know and understand the Schoolwide Learner Outcomes.
- 4 Classes that I need to complete my four-year plan for high school are readily available.
- 5 In general, the classes I am taking are interesting to me.
- 6 In general, the classes I am taking are challenging for me.
- 7 The school is doing a good job of preparing me for life after high school
- 8 Please comment on the school's strengths and areas of need related to the above questions
I am usually able to recognize standards and learning objectives being addressed in a specific
- 9 lesson/assignment.
- 10 Concepts and information in class are covered at an appropriate pace.
- 11 Teachers often incorporate career opportunities as part of their lessons.
- 12 The classes and schedule are flexible enough to meet my academic goals.
- 13 I regularly utilize the counseling office for needs other than schedule changes.
Teachers take into account a student's strengths and weaknesses when assigning homework, projects
- 14 and/or tests.
- 15 Please comment on the school's strengths and areas of need related to the above questions
- 16 Lessons from one class can be applied in other classes.
- 17 I clearly understand what I am expected to know and be able to do in order to graduate.
- 18 There are adequate extra-curricular activities available to me.
- 19 My teachers generally use the entire class period effectively.
- 20 Please comment on the school's strengths and areas of need related to the above questions
- 21 The school, my parents and I have opportunities to talk about my progress in school and my future.
- 22 Oak Park High School offers opportunities to participate in community activities.
- 23 I regularly attend support time
- 24 Lesson objectives for assignments are clearly understood in my classes.
- 25 Please comment on the school's strengths and areas of need related to the above questions
Overall, my teachers use a variety of instructional resources (i.e., textbooks, video, computer, audio,
- 26 Internet, etc.) to present academic content.
Generally, my teachers provide regular feedback on assignments and tests so I am aware of how I am
- 27 progressing in class.
- 28 In general, my teachers return papers and grades in a timely manner.
- 29 Teachers give me an opportunity to assess my own work.
- 30 Teachers communicate what I need to do in order to be successful on assignments.
- 31 Teachers value student feedback on lessons.
- 32 Please comment on the school's strengths and areas of need related to the above questions
- 33 There is adequate technology on campus to meet my academic needs.
- 34 The teachers at Oak Park High School demonstrate that they care about their students.
- 35 My teachers effectively communicate their subject matter to students.
- 36 I regularly use computers and the Internet to complete assignments.
- 37 Assignments, tests, & projects that are assigned realistically reflect what I have been taught.
- 38 My classes are giving me a good opportunity to work collaboratively with other students.
- 39 Working together with other students is helpful to my learning.
- 40 Please comment on the school's strengths and areas of need related to the above questions
- 41 My homework assignments are directly related to my classroom activities.
- 42 My parents and/or I regularly access "Q" to check my school progress.
- 43 I have used the library, outdoor basketball cage or the tennis courts on occasion.

- 44 I am comfortable talking with my teachers to resolve a problem.
- 45 Please comment on the school's strengths and areas of need related to the above questions
- 46 I am comfortable talking with my counselor to resolve a problem.
- 47 I am comfortable talking with an administrator to resolve a problem.
- 48 I find the Oak Park High School office staff helpful and respectful to me.
- 49 I find the Oak Park High School teachers are helpful and respectful to me.
- 50 Oak Park High School students are respectful towards administrators, faculty and staff.
- 51 Oak Park High School is a safe place to attend school.
- 52 Restrooms are clean and well maintained.
- 53 Eating areas are clean and well maintained.
- 54 Please comment on the school's strengths and areas of need related to the above questions
- 55 Oak Park High School encourages an understanding of diverse opinions, values and cultures.
- 56 My counselor is available to assist me with any academic needs.
- 57 Teachers and students consistently respect the time set aside for the reading of the bulletin.
- 58 Extra curricular activities leave enough time to adequately complete academic assignments.
- 59 I know where to go and who to speak to if I have a personal or health issues.
- 60 Please comment on the school's strengths and areas of need related to the above questions

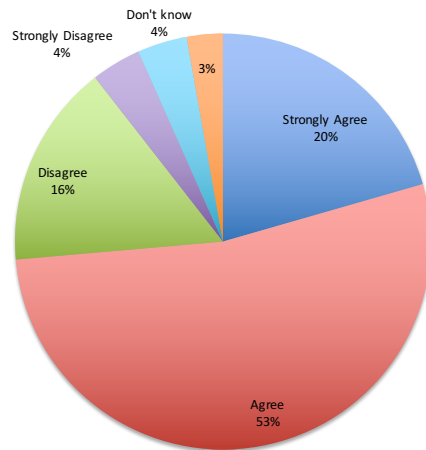
Classes that I Need to Complete my 4 year plan are readily available.



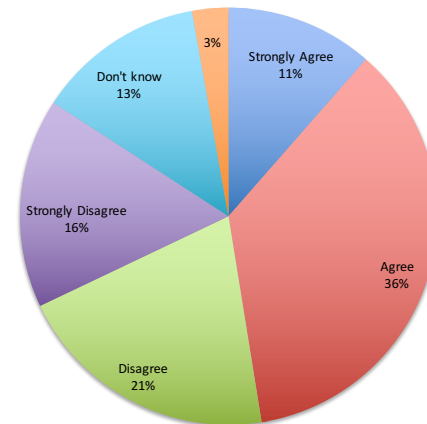
Classes are Intersting



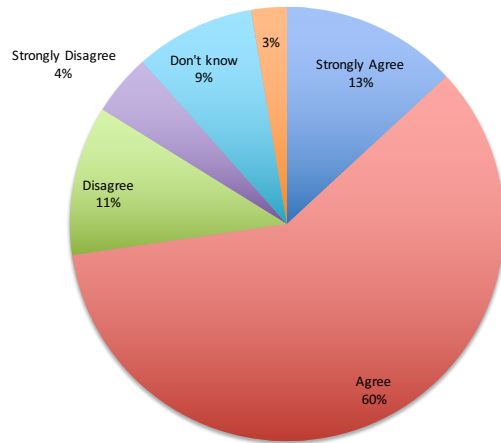
Classes are challenging



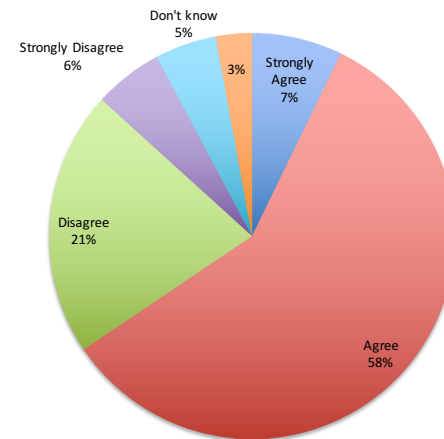
Good job of Preparing for Life



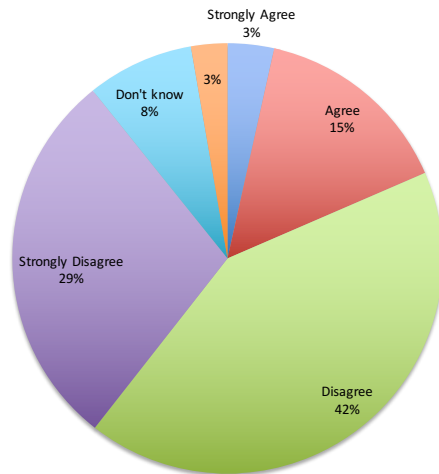
Recognize Standards in lessons



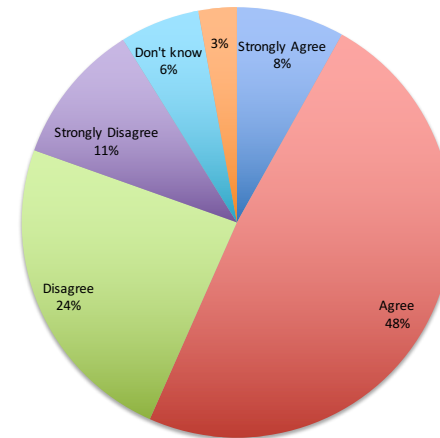
Concepts and Information in Class are Covered at Appropriate Pace



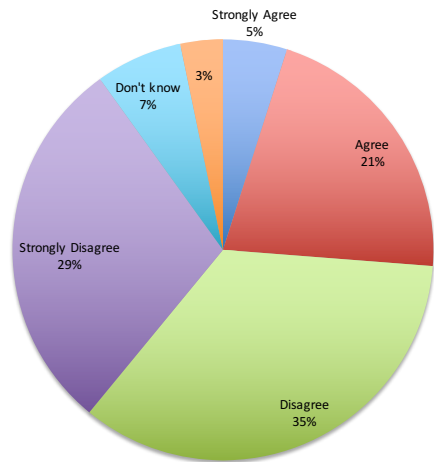
Incorporate Career Opportunities in Lessons



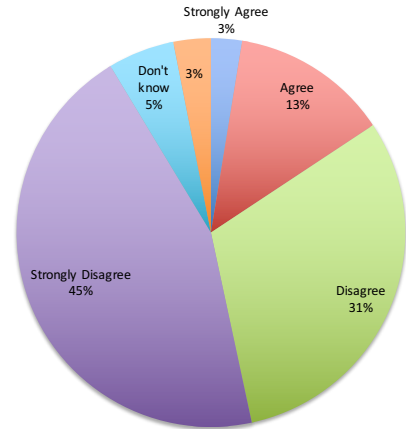
Schedule Flexible to meet Goals



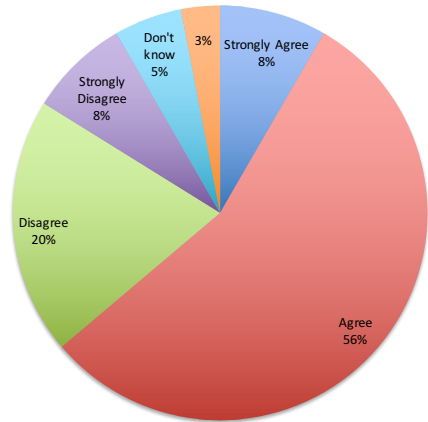
Counseling Office for Puposes Other than Scheduling Changes



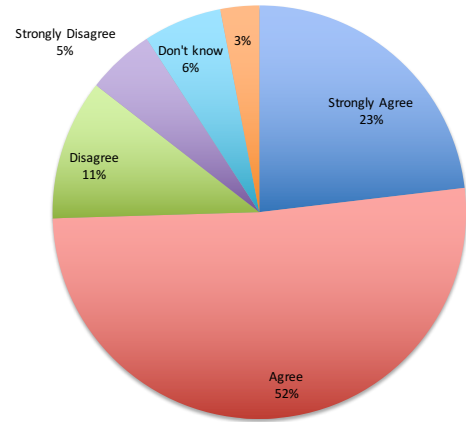
Teachers take into Account Student's Strengths and Weaknesses



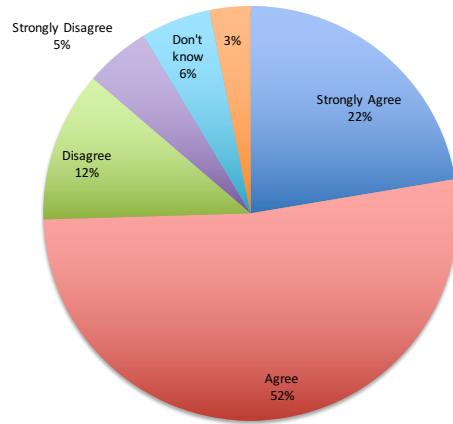
Lessons applied in Other Classes



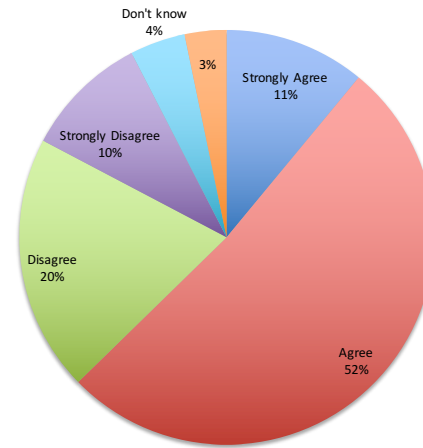
Understand what I need to Graduate



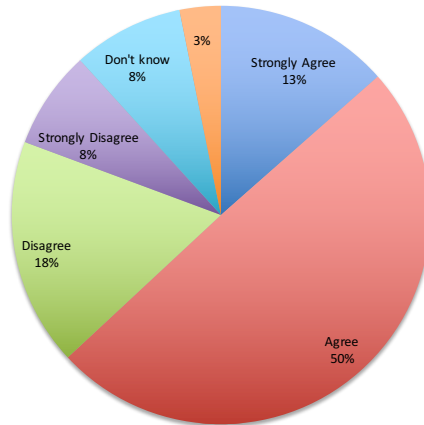
Adequate Extra-Curricular Activities



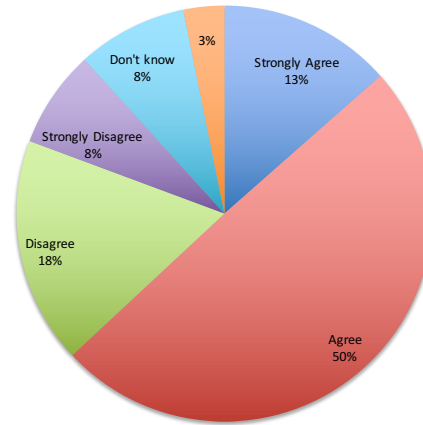
Class Period effectively Used



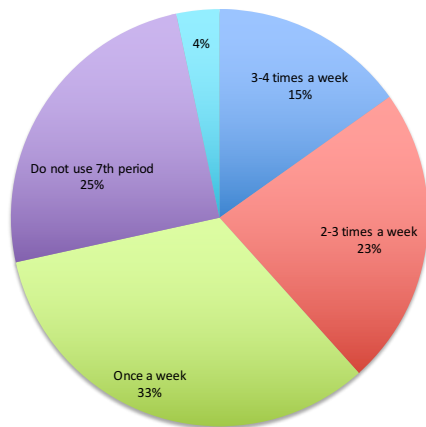
School, Parents, Student talk about Progress



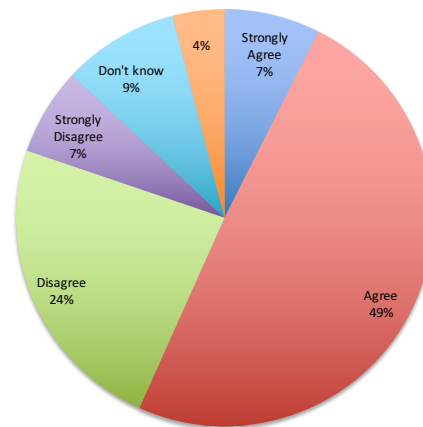
School, Parents, Student talk about Progress



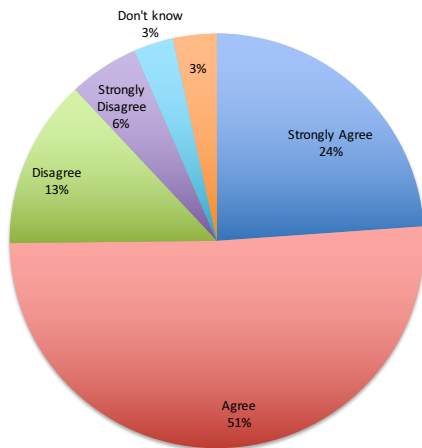
I regularly Attend Support Time



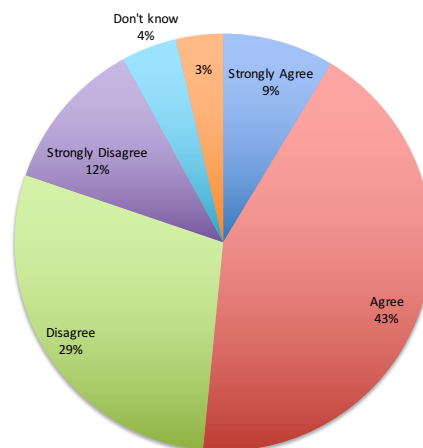
Lesson Objectives understood for Assignments



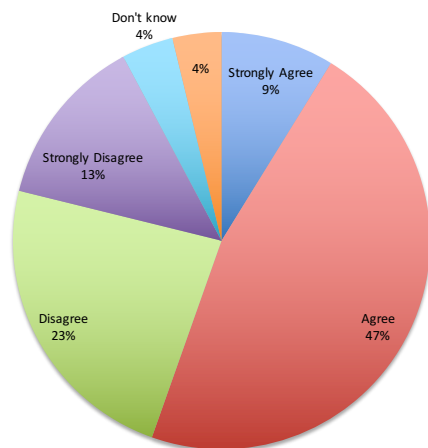
Variety of Instructional Resources



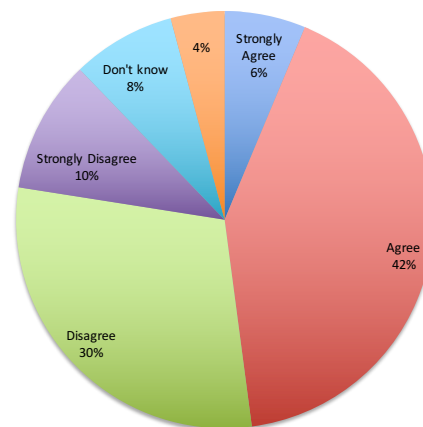
Teachers Provide Regular Feedback



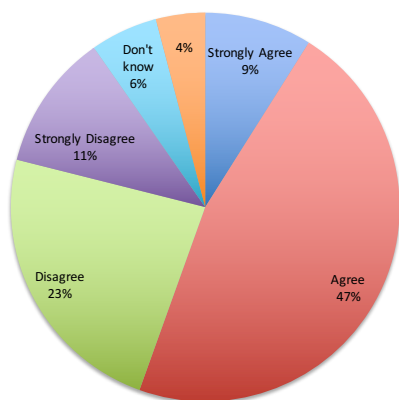
Teachers Return Papers in a Timely Manner



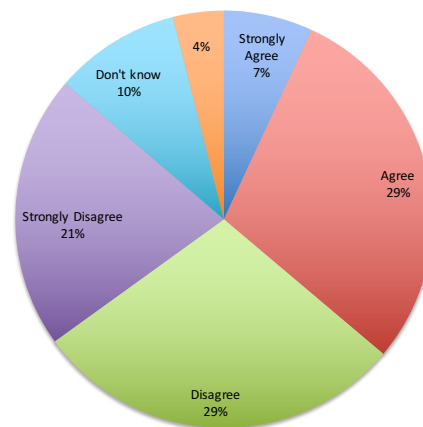
Opportunity to Assess Own Work



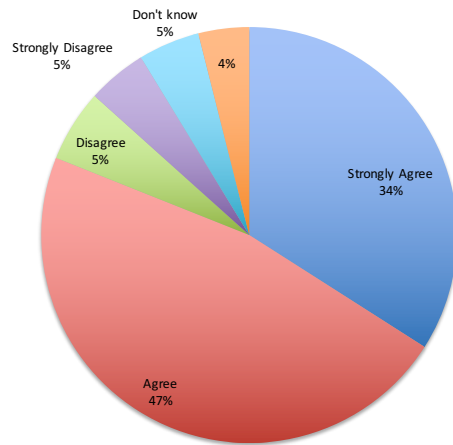
Teachers Communicate What I need to be successful on Assignments



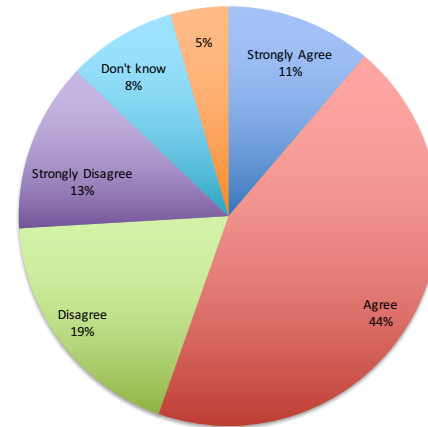
Teachers Value Student Feedback



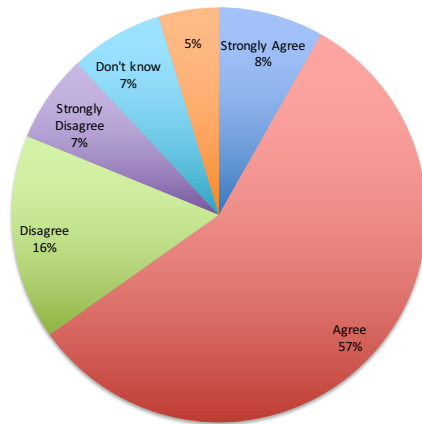
Adequate Technology to meet Academic Needs



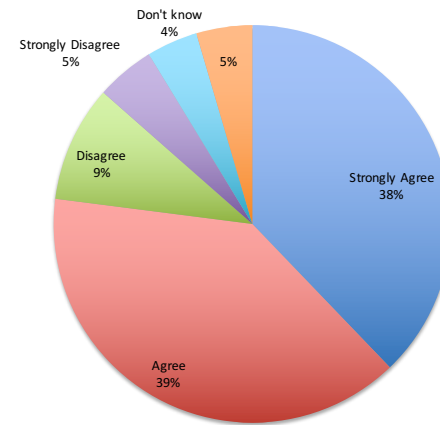
Teachers Demonstrate they Care



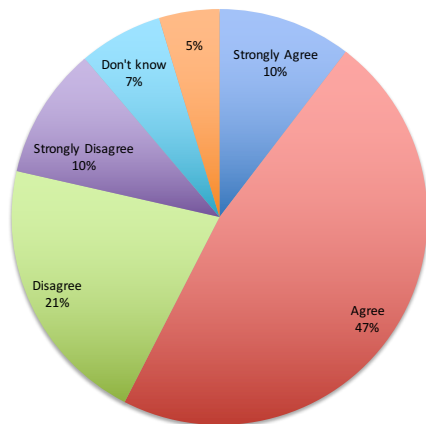
Teachers Effectively Communicate Subject Matter



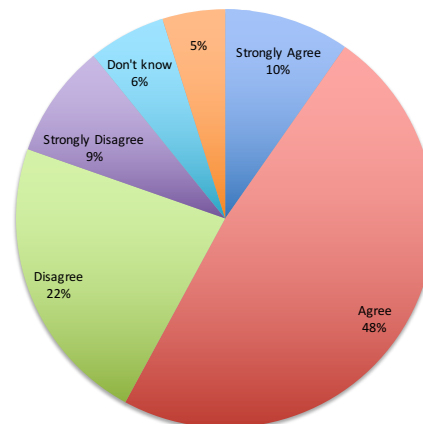
Regular use of Technology for Assignments



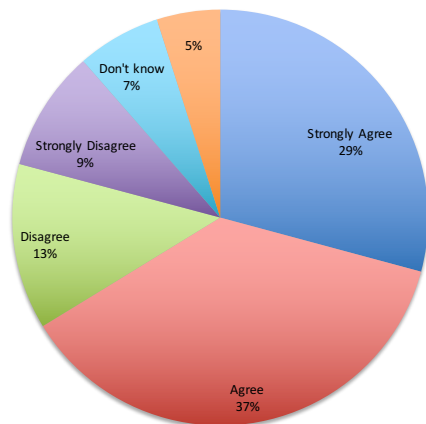
Assignments Reflect What Has Been Taught



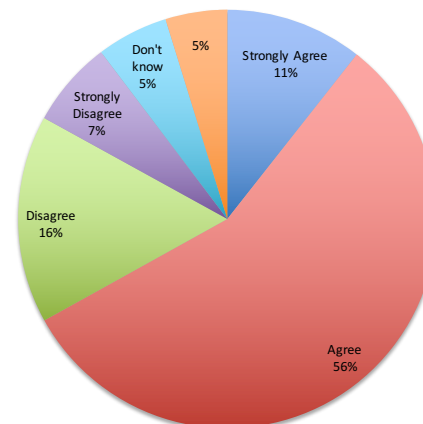
Opportunity to Work Collaboratively



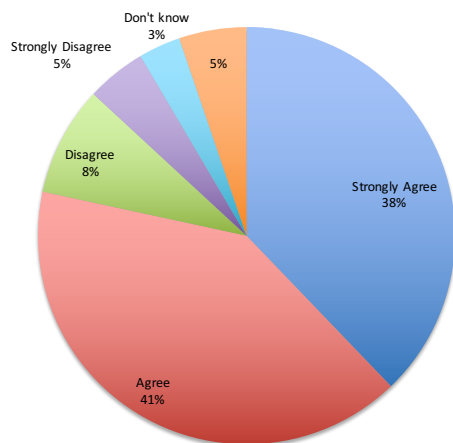
Working with Others is Helpful



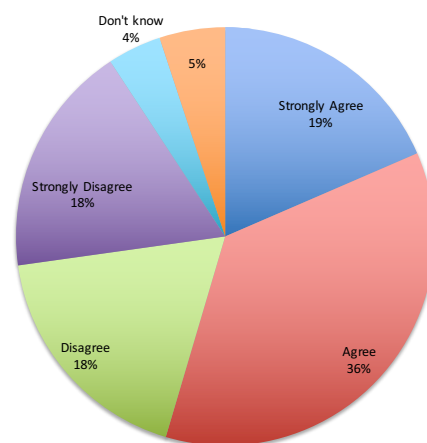
Homework is Related to Classroom Activities



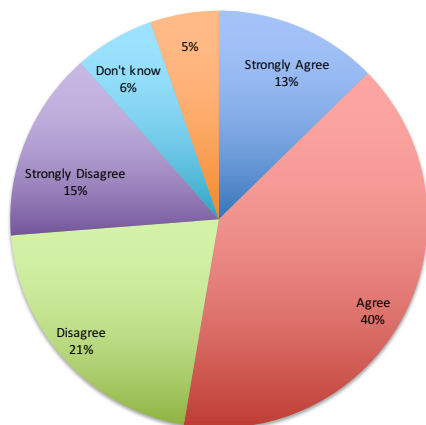
My Parents and/or I Check Q for Progress



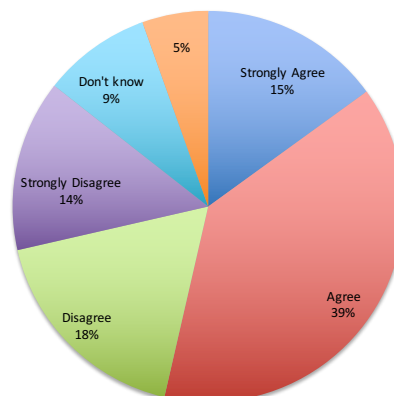
Use of Library, Basketball Courts or Tennis Courts



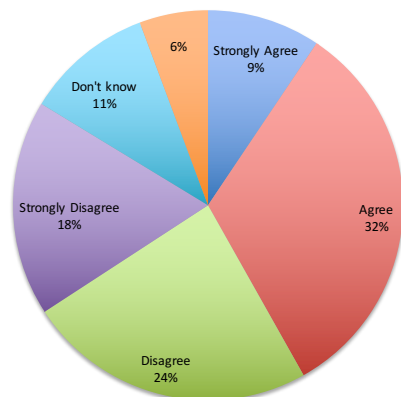
I am Comfortable Talking to a Teacher to Resolve a Problem



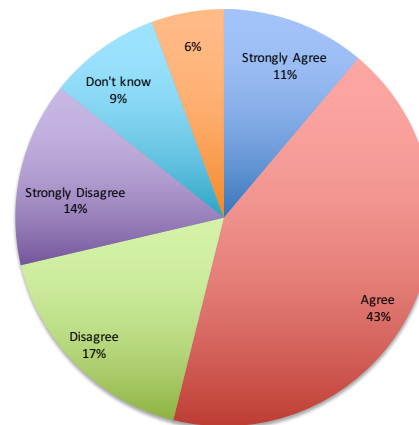
I am Comfortable Talking with my Counselor to Resolve a Problem



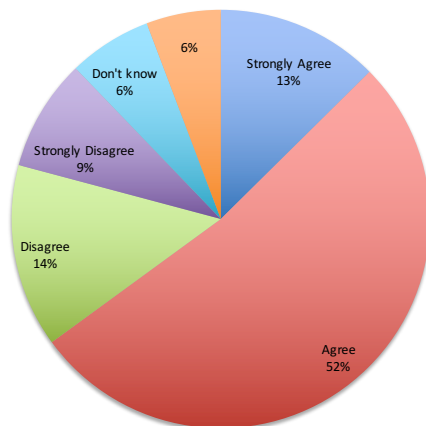
I am Comfortable Talking to an Administrator to Resolve a Problem



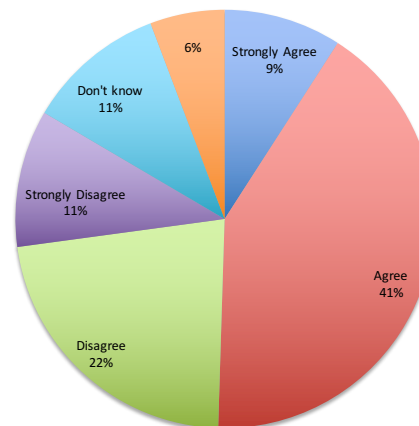
Office Staff helpful and Respectful



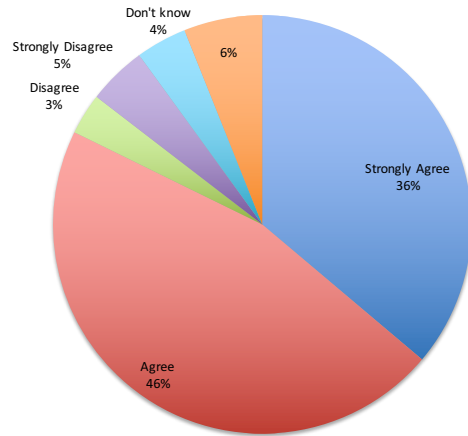
Teachers are Helpful and Respectful



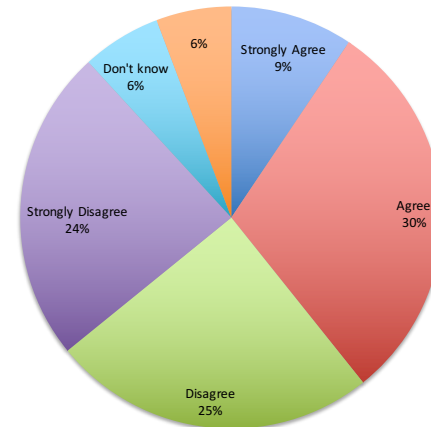
Students are Respectful towards Staff



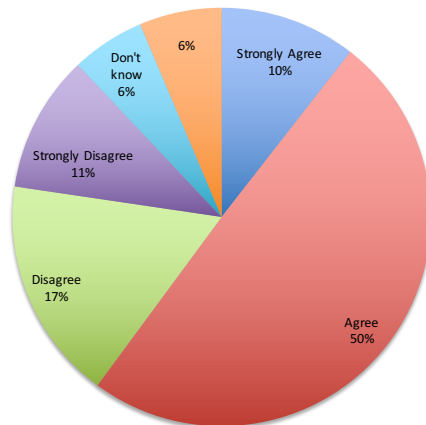
Safe Place to Attend School



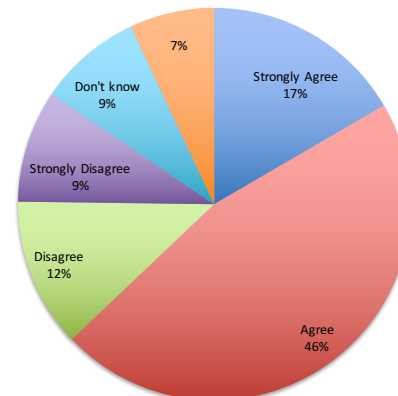
Restrooms are Clean and Well Maintained



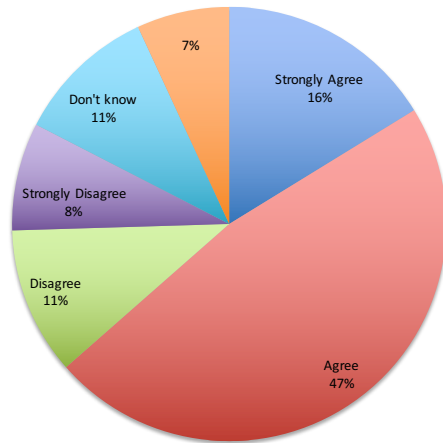
Eating Areas are Clean and Well Maintained



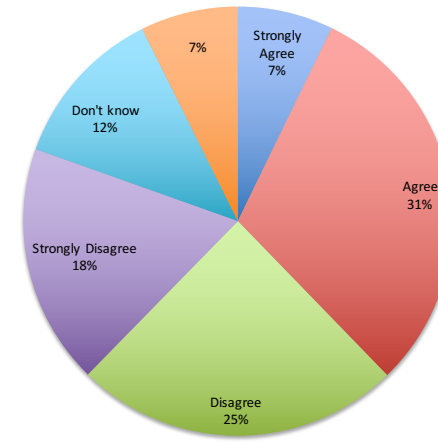
OPHS Encourages an Understanding of Diverse Opinions, Values and Cultures



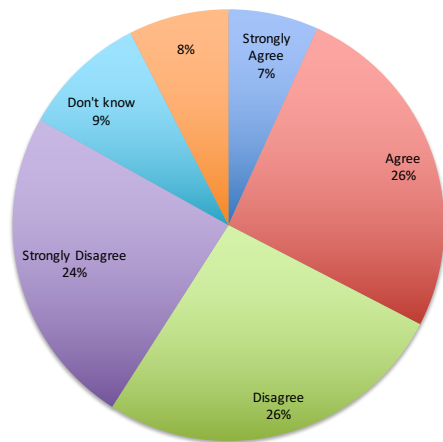
My Counselor is Available to Assist with my Academic Needs



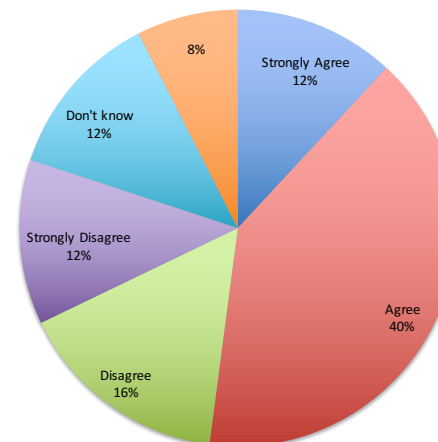
Time is Set Aside for the Bulletin



Extra-Curriculars Leave Enough Time for Academics



I know where to go with a personal or health issue.



Parent Survey 2014

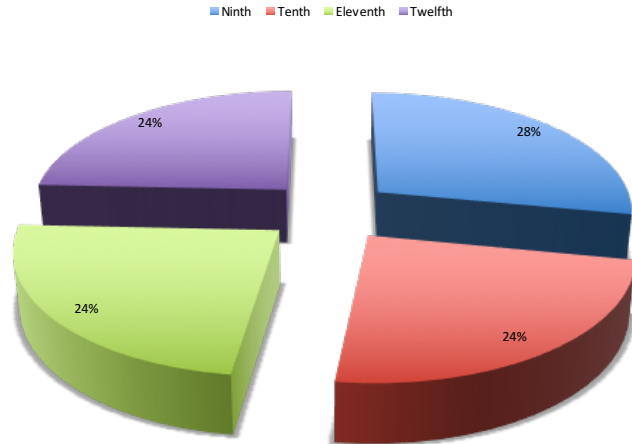
Date Started

Date Completed

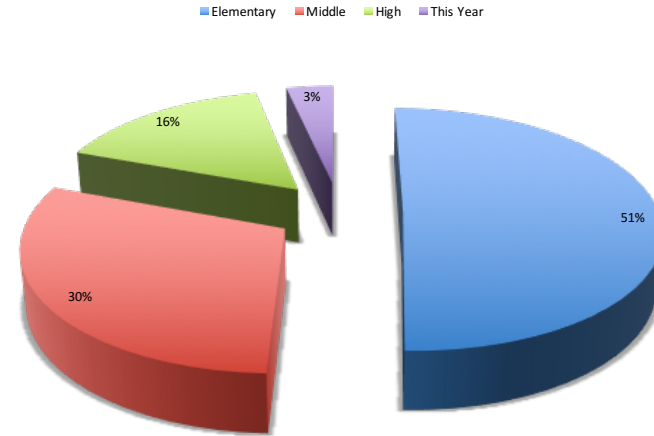
IP Address

1. My Child is in the ____ Grade. (If more than one child, select the grade level of your oldest child in high school)
2. My child began attending school in Oak Park Unified School District in
3. What is your home zip code?
4. The school's Mission Statement and Schoolwide Learner Outcomes are consistently demonstrated at OPHS
5. The instructional leaders (administrators, teachers and coaches) are well qualified.
6. My child finds the classes he/she is taking are challenging.
7. The school resources (funding, facilities and personnel) are used effectively.
8. My child finds the classes he/she is taking are relevant to his/her post-secondary goals.
9. My child is receiving a good preparation for college.
10. Please comment on the school's strengths and areas of need related to the above questions
11. There is an adequate number and variety of co-curricular activities for my child.
12. There is a sufficient variety of classes offered and times available to meet my child's academic goals.
13. The school offers opportunities for my child to gain real world" experiences through job shadowing apprenticeships and volunteering.
14. I am involved in the development and monitoring of my child's four-year plan.
15. My child finds the classes he/she is taking are interesting.
16. Homework is useful and relevant to the learning goals of the class.
17. Please comment on the school's strengths and areas of need related to the above questions
18. The pace of instruction is appropriate.
19. Teachers use a variety of strategies and resources (technology, projects and experiences beyond the textbook and classroom) that engage my child and help him/her think at a higher level.
20. My child's teachers are knowledgeable in their subject matter and communicate it effectively.
21. My child's teachers are enthusiastic and supportive.
22. Please comment on the school's strengths and areas of need related to the above questions
23. The school staff (administrators, teachers, counselors, office staff and coaches) is helpful and respectful to me and my child.
24. The time required for co-curricular activities leave enough time to adequately complete academic assignments.
25. My child finds the 7th period support time valuable and is able to get help when he/she needs it.
26. My child understands what he/she needs to study in order to do well on quizzes and tests.
27. Please comment on the school's strengths and areas of need related to the above questions
28. Assignments, tests and projects reflect what is taught in class.
29. My child's academic work load is reasonable.
30. Teachers set high expectations for performance.
31. Teachers provide regular feedback on assignments and tests so that you and your child know how he/she is doing in class and what he/she needs to do to improve.
32. The grades that my child receives accurately reflect what he/she has learned and can do.
33. I am encouraged to be involved in my child's education, both at home and on campus.
34. Please comment on the school's strengths and areas of need related to the above questions
35. My child feels safe on campus and is free from bullying, harassment or discrimination.
36. Restrooms, eating areas and classrooms are clean and well maintained.
37. The school staff is friendly, approachable, professionally competent, and committed to the success of my child.
38. I feel comfortable talking with school staff and resolving issues that concern my child.
39. My child feels comfortable and content attending OPHS.
40. The instructional program meets my child's needs
41. The co-curricular program meets my child's needs.
42. Please comment on the school's strengths and areas of need related to the above questions
43. Academic expectations are too high for my child.
44. There are not enough electives and/or advanced classes offered to meet my child's needs
45. My child would be more successful in school if he/she had access to more academic and/or personal support services.
46. The school facilities need to be better maintained and/or updated
47. Please comment on the school's strengths and areas of need related to the above questions

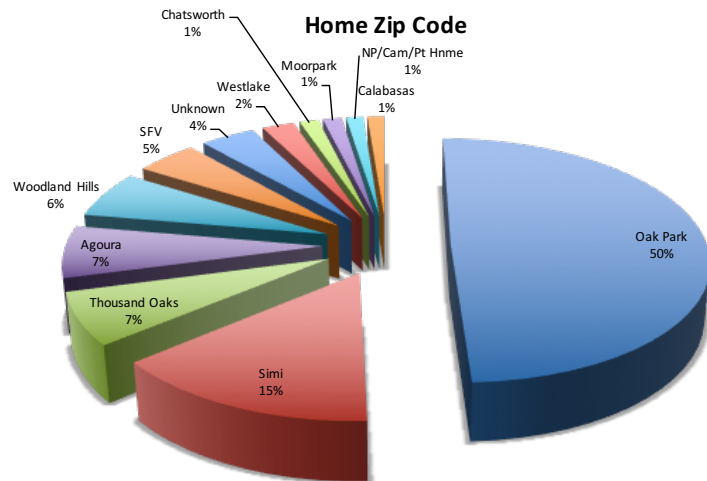
Grade of Oldest Child at OPHS



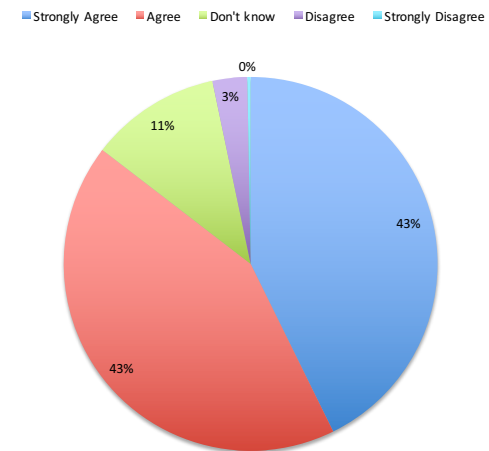
Child Began Attending OPUSD



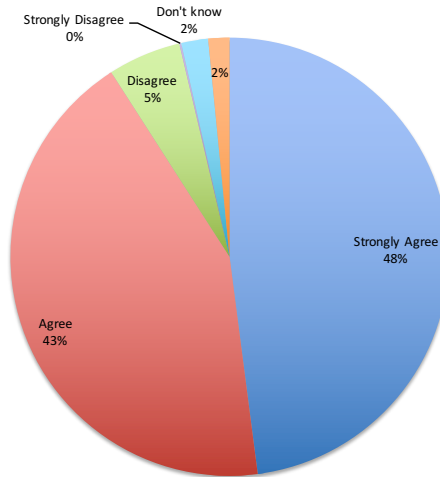
Home Zip Code



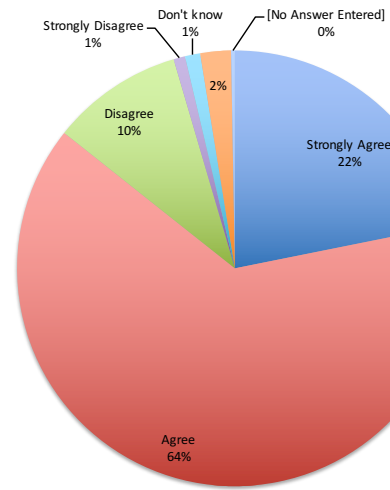
The school's Mission Statement and Schoolwide Learner Outcomes are consistently demonstrated at OPHS



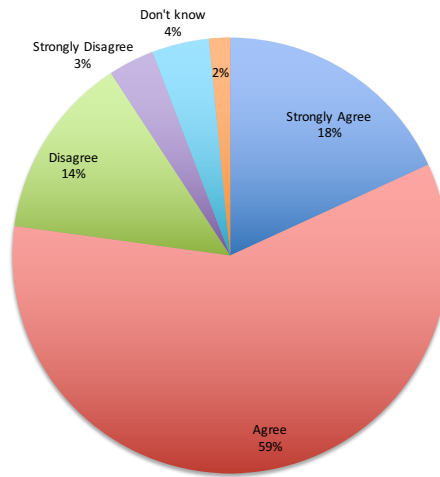
Involved in 4-year Plan



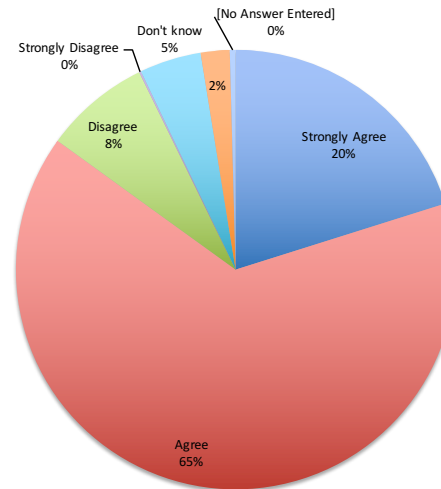
Classes are Interesting



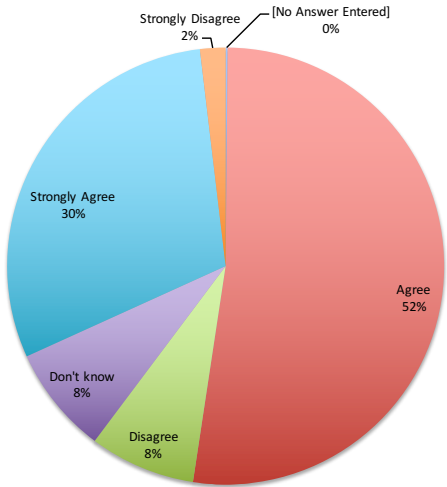
Homework is Useful and Relevant



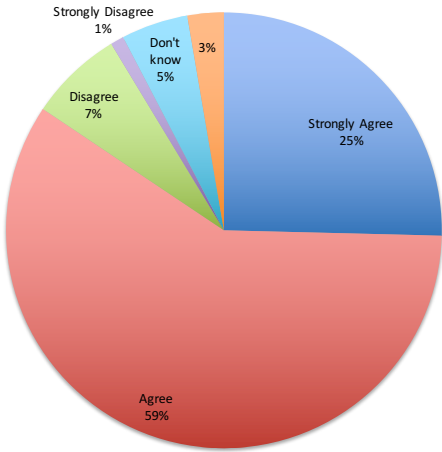
Pace of instruction is Appropriate



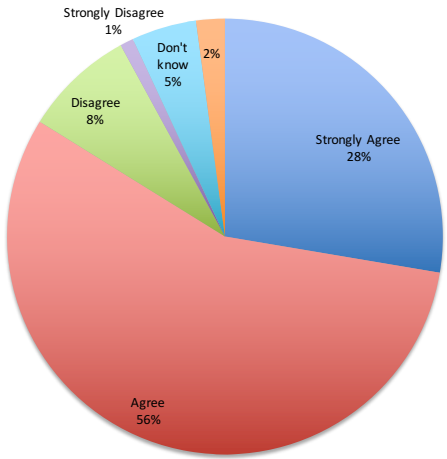
Variety of Strategies and Resources



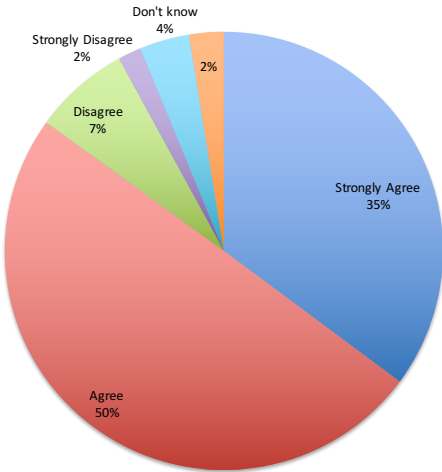
Teachers are Knowledgeable and Communicate Effectively



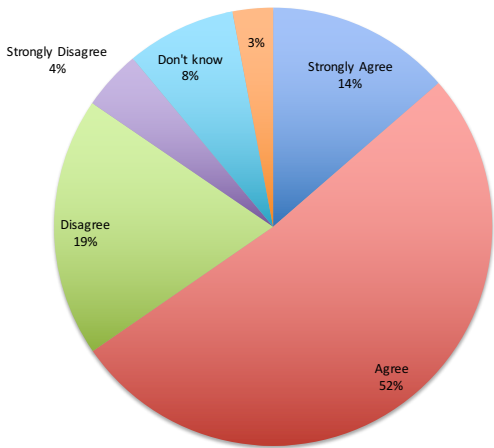
Teachers are Enthusiastic and Supportive



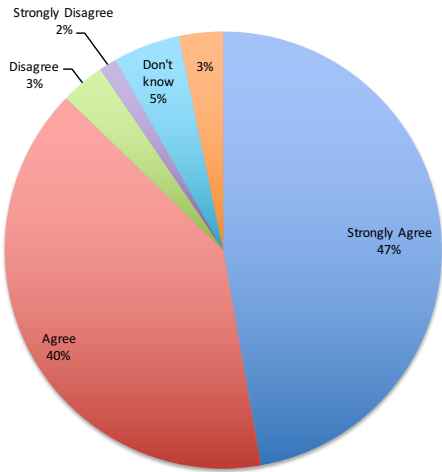
Staff is Helpful and Respectful



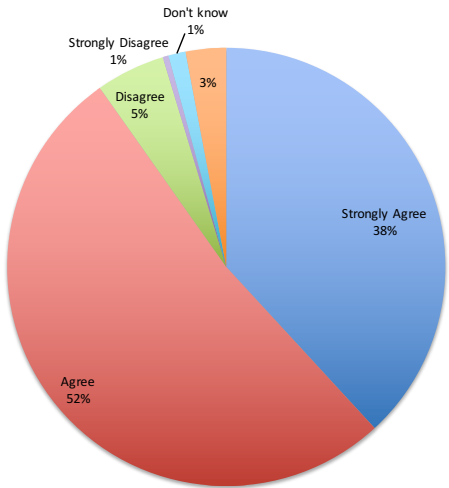
Enough Time for Academic Assignments



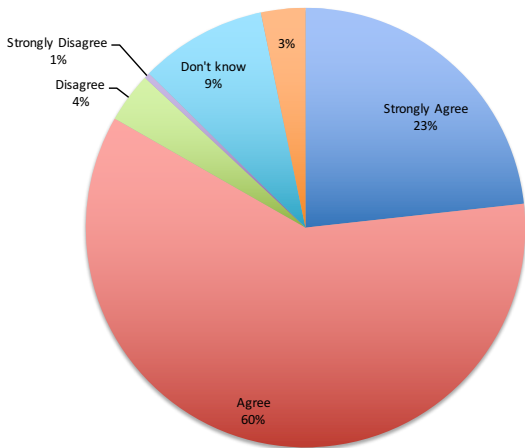
7th period Valuable



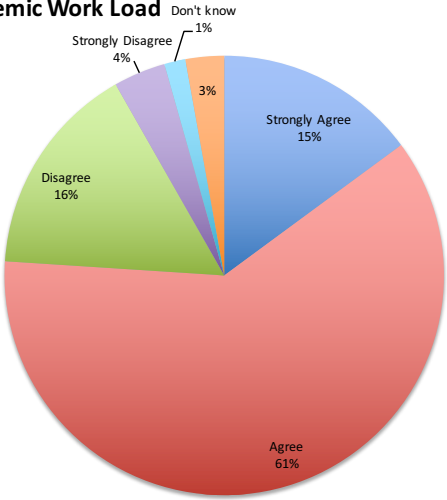
My Child Understands What to Study for Tests



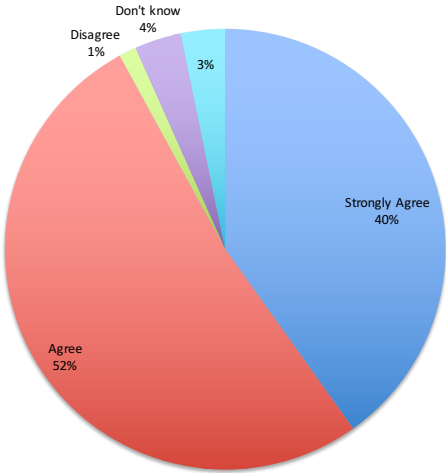
Assessments Reflect What is Taught



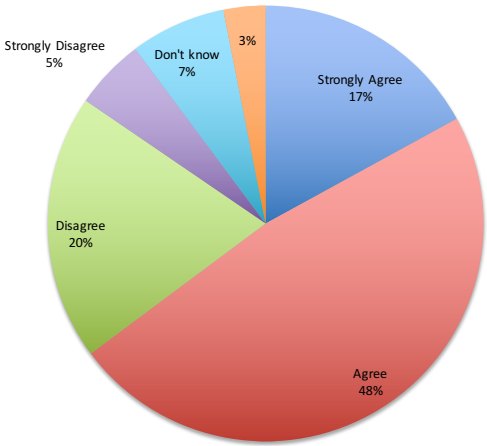
Academic Work Load



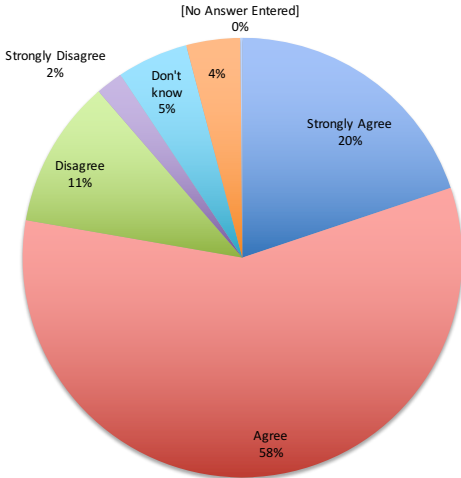
Teachers Set High Expectations



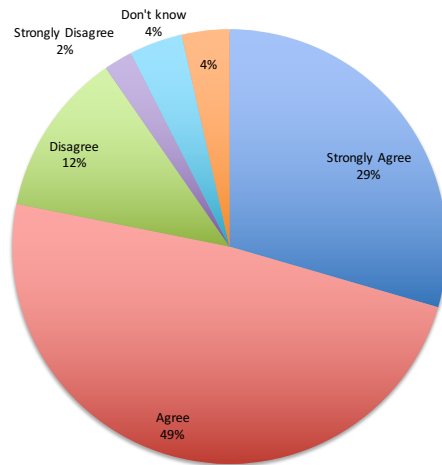
Teachers Provide Regular Feedback



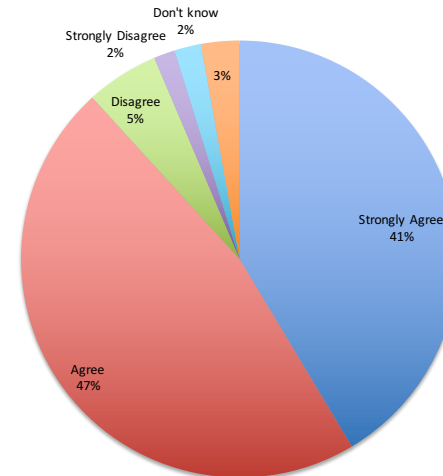
Grades Reflect What the Student has Learned



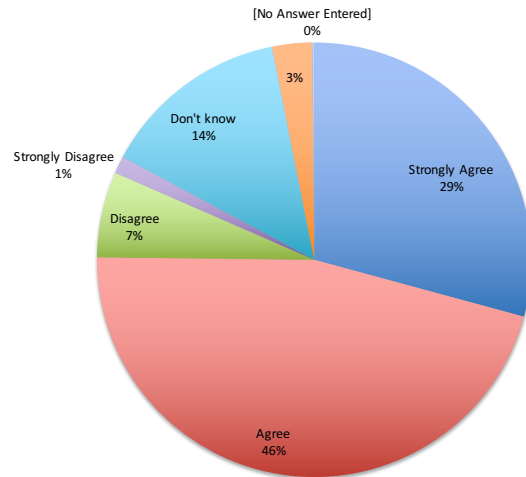
Parents are Encouraged to be Involved



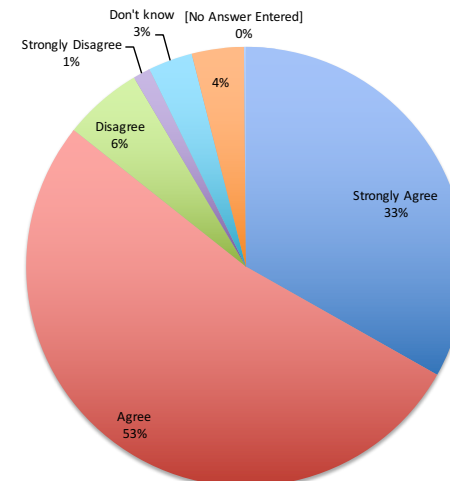
Child feels Safe



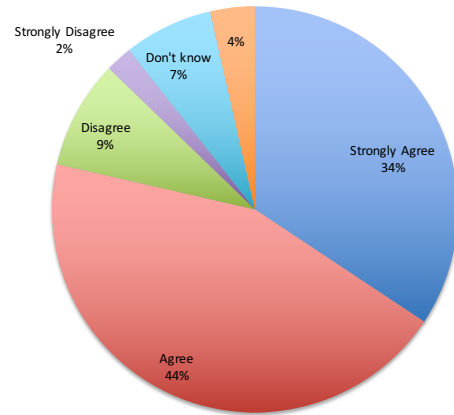
Cleanliness



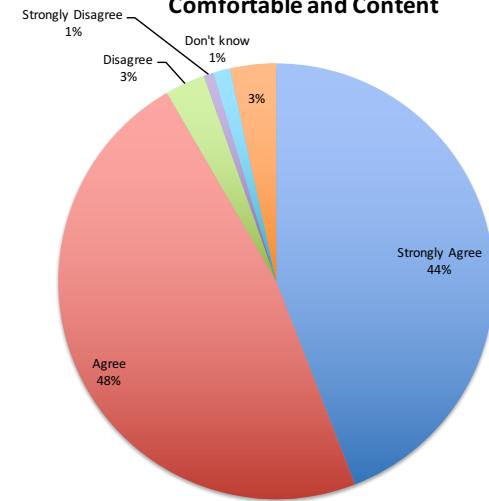
Staff is Friendly



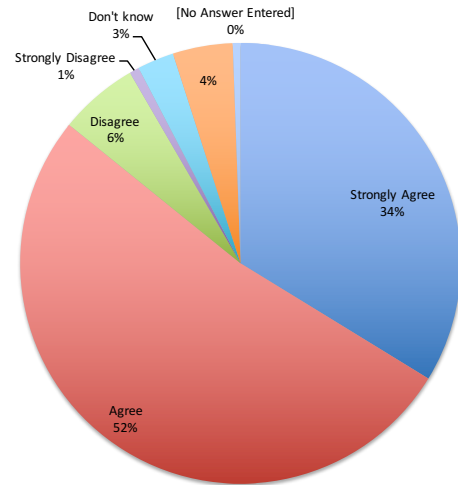
I feel Comfortable Talking with Staff about Issues that Concern My Child



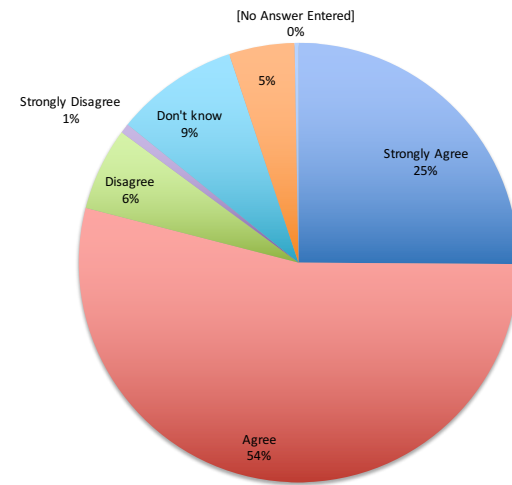
Comfortable and Content



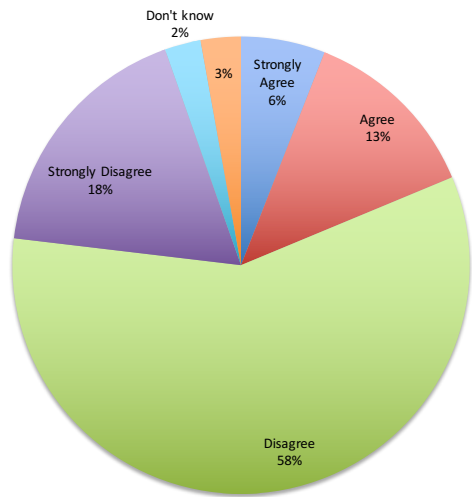
Meets the Needs



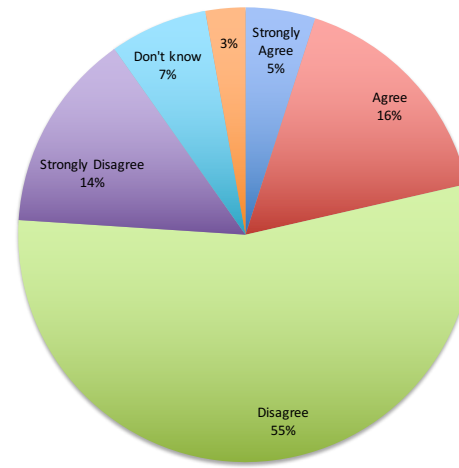
Co-curricular Meets Needs



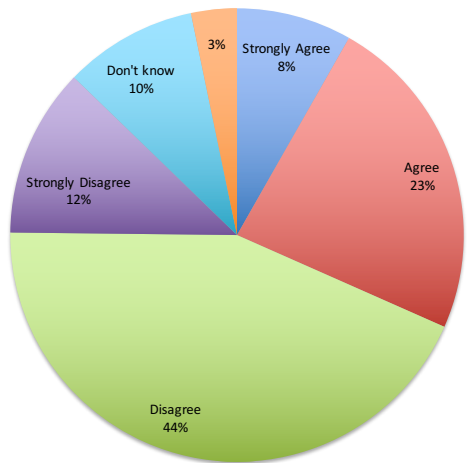
Academic Expectations are too High



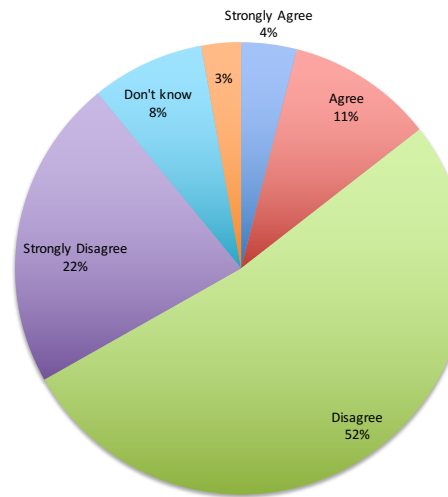
Not Enough Electives/Advance Classes



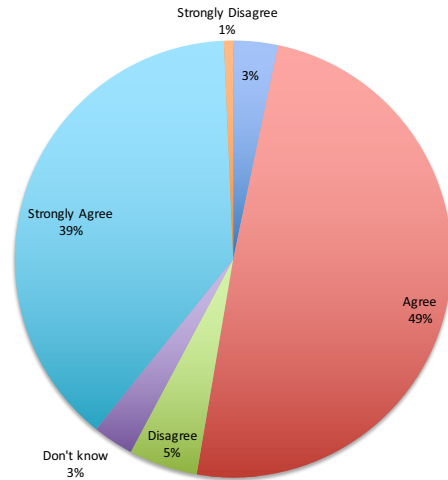
More Support Services



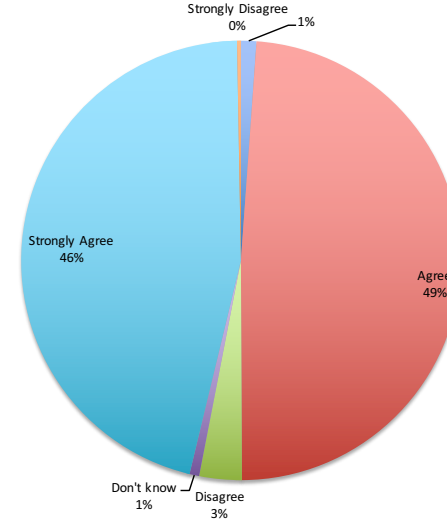
Better Maintenance



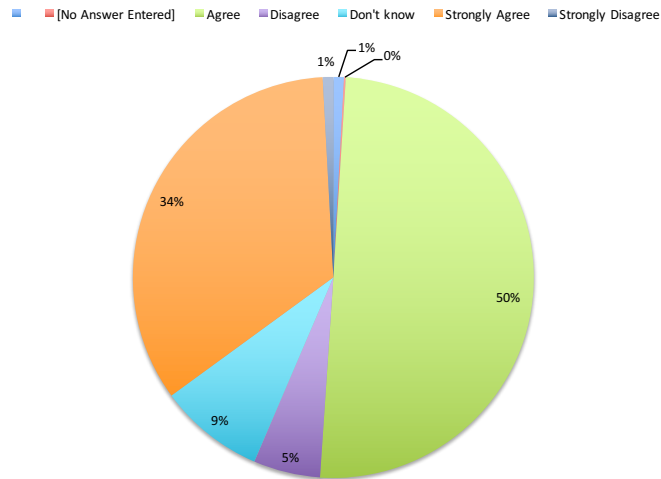
Qualified Instructional Leaders



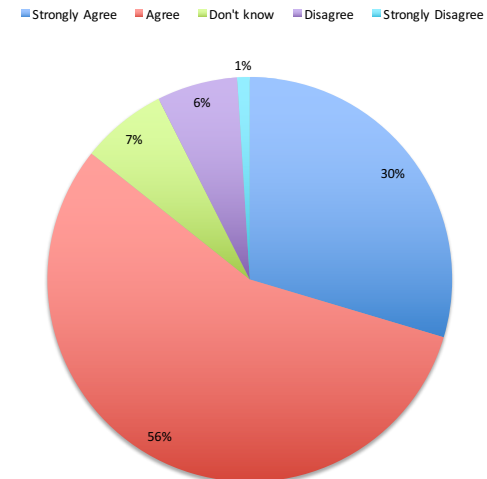
Challenging Classes



Resources Used Effectively

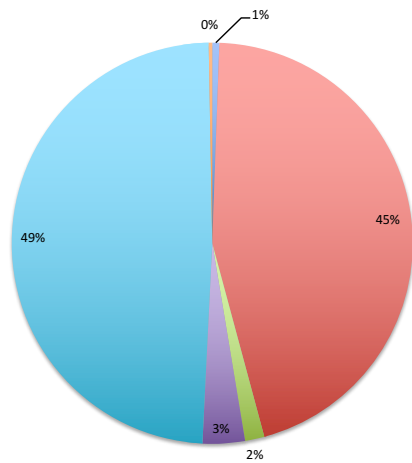


Classes are Relevant to Post-Secondary Goals

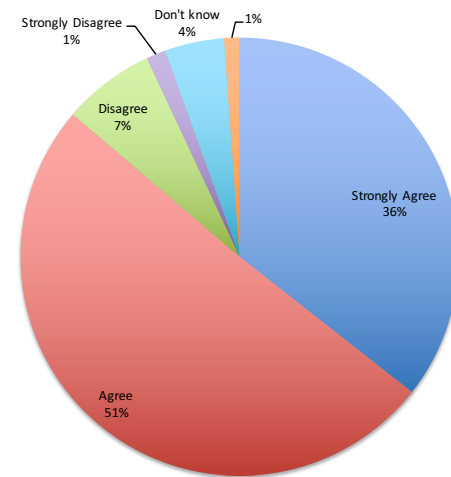


Receiving Good Preparation for College

Agree Disagree Don't know Strongly Agree Strongly Disagree

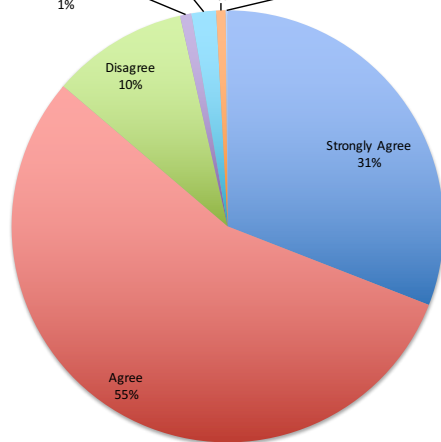


Variety of Co-curricular Activities



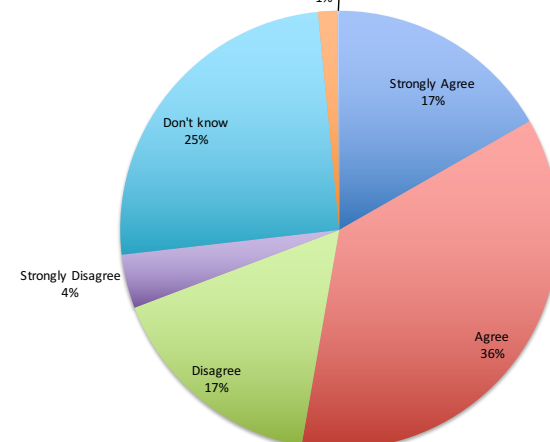
Variety of Classes and Times

Strongly Disagree Don't know Strongly Agree [No Answer Entered]



OPHS offers "real world" Experiences

Strongly Agree Don't know Strongly Disagree [No Answer Entered]



OAK PARK HIGH SCHOOL 2015-16 MASTER SCHEDULE – PAGE 1 – 2nd Semester

Teacher	Period 0 7:20-8:20	Period 1 8:30-10:05	Period 2 8:30-10:05	Period 3 10:25-12:05	Period 4 10:25-12:05	Period 5 12:50-2:25	Period 6 12:50-2:25
Allison H-3		Children's Lit(H2)	ENGLISH III	ENGLISH III	JOURNALISM	<u>Intrnatial Stu Intro</u>	ENGLISH III
Amerikaner C-4	Off Sftwr Off Sftwr	IT ESSENTIALS	Compu Prog Compu Prog	AP COMPUTR SCIENCE A	AP COMPUTR SCIENCE A	Study Hall Study Hall	Off Sftwr Robotics
Anderson H-1	MOCK TRIAL Period 8			US HISTORY	US HISTORY AP	US HISTORY	US HISTORY AP
Appell G-7	<u>Life Skills</u>	<u>Life Skills</u> AP Psych	<u>Life Skills</u> Life Skills	<u>Life Skills</u>	<u>AP Psych</u> AP Psych		<u>AP Psych</u> Life Skills
Atkins Gym		PE BEG & ADV DANCE		PE BEG & ADV DANCE	PE 9	PE BEG & ADV DANCE	
Barnett C-3	MATH SKILLS LAB						
Billingsley Gym	PE9	Tm Spt/Wgt Trn Tm Spt/Wgt Trn		AD PE9	Tm Spt/Wgt Trn Tm Spt/Wgt Trn	PE9	
Borjorquez C-8	ART DRW PAINT I/II	ART DRW PAINT I/II	ART DRW PAINT I/II	ADV DRAWING/ PAINTING III/IV	ADV ART III/IV AP STUDIO DRAWING	ART DRW PAINT I/II	
Bolyog C-11		SPANISH II	SPANISH II	SPANISH II	SPANISH II		SPANISH II
Boone C-2			SPANISH I	SPANISH I	SPANISH I	SPANISH II	SPANISH II
Borquez B-2	JAZZ BAND	WIND ENSEMBLE	WIND ENSEMBLE				Adv Band- March P 8
Bovard H-5		FRENCH I	FRENCH III			FRENCH II	FRENCH AP
Bowman H-6		ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I
Bray i-7		AMERICAN SIGN I		AMERICAN SIGN II	AMERICAN SIGN II	AMERICAN SIGN I	AMERICAN SIGN III
Bregar F-4		FINITE MATH	FINITE MATH	MATH ANALYSIS	FINITE MATH		
Chevalier E. E-4		ANATOMY & PHYSIOLOGY	Found of Sci L Found of Sci L	ANATOMY & PHYSIOLOGY	Found of Sci L Found of Sci L	Found of Sci L Found of Sci L	Found of Sci L Found of Sci L
Chevalier T. B-3	<u>Economics</u>	US HISTORY AP	US HISTORY AP	<u>Economics</u> Economics	<u>Economics</u> Economics		<u>Economics</u> Government
Cissell B-1			ASB Prep GOVERNMENT	ASB GOVERNMENT	CHAMBER CHOIR	CHAMBER CHOIR	VOCAL ENSEMBLE
Cook G-3	<u>Economics</u> Economics	AP Macroecon	<u>Economics</u>		AP Macroecon	<u>Economics</u>	Study Hall
Creason G-8		US HISTORY H	<u>World History</u>	US HISTORY	WORLD HISTORY	US HISTORY H	WORLD HISTORY
Custodio H-13		STUDY SKILLS 12		STUDY SKILLS OPIS	GEOMETRY i-5	STUDY SKILLS 12	STUDY SKILLS 12
Dakin F-5	ALBEBRA II	ALBEBRA II	ALGEBRA IB 9	ALGEBRA II	ALGEBRA IB 9		ALGEBRA IB 9
D'Ascoli Library		ELL LAB					
Deck H-12		STUDY SKILLS 11	STUDY SKILLS 11	STUDY SKILLS 11	STUDY SKILLS 11	STUDY SKILLS	Science F-1 or English H-3
Enoch H-7	THEATER ACTING/STAGE CRAFT Pd8	ENGLISH IV H	<u>Madnss & ID</u> Myth to SciFi	<u>Myth to SciFi</u> Madnss & ID		<u>Myth to SciFi</u> Madnss & ID	<u>Madnss & ID</u> Myth to SciFi
Foster F-1	CHEMISTRY		CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY	FUND OF SCIENCE
Fowler H-9		<u>Children's Lit</u>	ENGLISH II H	<u>Children's Lit</u>	ENGLISH II H	<u>Children's Lit</u> Children's Lit	ENGLISH II H
Fullmer C-9		3D DESIGN	3D DESIGN	3D DESIGN		AP STUDIO ART & 3D DESIGN	3D DESIGN
Galbreath F-3		Wld Geography Wld Geography	Psychology Wld Geography	Wld Geography Wld Geography	Wld Geography Wld Geography	Wld Geography Wld Geography	<u>Wld Geography</u>
Gorji i-4		ALGEBRA IA	ALGEBRA IA	GEOMETRY		ALGEBRA II	GEOMETRY
Gross H-14		SPORTS LIT G-2	TESTING	STUDY SKILLS 12	CHEMISTRY F-1		STUDY SKILLS 12
Hall G-1	<u>AP Gvmt & Poli</u> Government	<u>Government</u> Government	<u>AP Gvmt & Poli</u> Government	<u>Government</u> Government	<u>AP Gvmt & Poli</u> Government	<u>AP Gvmt & Poli</u>	
Hankins H-3/H-2		ENGLISH II H-3		ENGLISH II H-3		ENGLISH II H-2	
Hazlewood i-6		ALGEBRA II	GEOMETRY		ALGEBRA II	GEOMETRY	GEOMETRY 9
Henderson F-6/i-5	GEOMETRY	GEOMETRY	GEOMETRY 9		GEOMETRY i-5		
Herberg G-6		AP ENGLISH LIT & COMP	AP ENGLISH LIT & COMP		ENGLISH III	ENGLISH III	AP ENGLISH LIT & COMP
Hung H-2	CHINESE I & II	CHINESE II & III	CHINESE III H	CHINESE II & III			CHINESE AP

YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. *Revise 1/11/16*

OAK PARK HIGH SCHOOL 2015-16 MASTER SCHEDULE – Page 2 – 2nd Semester

Teacher	Period 0 7:20-8:20	Period 1 8:30-10:05	Period 2 8:30-10:05	Period 3 10:25-12:05	Period 4 10:25-12:05	Period 5 12:50-2:25	Period 6 12:50-2:25
Hunt B-4		Theatre A Acting Theatre A Acting					Theatre A Acting Theatre A Acting
Johnson H-15		Algebra IA i-4 or Testing	TESTING	STUDY SKILLS 9	STUDY SKILLS 9	STUDY SKILLS 9	STUDY SKILLS 9
Jones F-8	INTRO TO ENGINEERING	PHYSICS	PHYSICS 2 AP	PHYSICS	PHYSICS 1 AP		PHYSICS 1 AP
Kawakatsu F-2		CHEMISTRY	ENVIRONMTL SCIENCE AP	Found of Sci P Found of Sci P	ENVIRONMTL SCIENCE AP	Found of Sci P Found of Sci P	
Kenny G-9	FOOTBALL	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY		
Kinberg G-2		Mod Amer Lit Mod Amer Lit	ENGLISH II	Film as Lit Speech	ENGLISH II	Baseball Baseball	
Labnow E-5		Found of Sci P Found of Sci L	Found of Sci P Found of Sci P	Found of Sci PL Found of Sci L	Found of Sci P Found of Sci P	Found of Sci P Found of Sci P	Found of Sci P Found of Sci P
Lac i-2		GEOMETRY 9	ALGEBRA II	GEOMETRY 9	ALGEBRA II w/TRIG H	ALGEBRA II	ALGEBRA II
Lavanchy C-5		SPANISH IV H & AP	SPANISH III H	SPANISH IV H & AP	SPANISH III H		SPANISH III H
Litten E-2	BIOLOGY H	BIOLOGY AP	BIOLOGY H	BIOLOGY AP	BIOLOGY H	FOUND OF SCI L	
Lory F-6				AP CALCULUS BC	MATH ANALYSIS	MATH ANALYSIS	MATH ANALYSIS
Meyer G-4		WORLD HISTORY	World History	Sociology Life Skill	Life Skills Soc of Am Pop	Life Skills Life Skills	WORLD HISTORY
Micek i-5	STATISTICS CP & AP	STATISTICS CP & AP	STATISTICS CP & AP	STATISTICS CP & AP			
Midiri i-1	ACA DECA & MATH H SOC Pd 8		ALGEBRA II	MATH ANALYSIS H	CALCULUS AB AP	CALCULUS AB AP	
Miller H-3/H-4		ENGLISH II H-4	ENGLISH I		ENGLISH II	ENGLISH I	ENGLISH II
Oswaks H-11		ALGEBRA IA		ALGEBRA IB	FUNCTIONAL SKILLS	STUDY SKILLS 9 & 10	STUDY SKILLS 9 & 10
Pasqua B-4/F-4	Athletic Train 2		Athletic Trian 1 Athletic Train 3		Athletic Train 1		Study Hall F-4 Study Hall F-4
Paulson C-1	Architecture I/II	Wood/Cbt MkgI/ II Architecture I/II	Wood/Cbt MkgI/ II	Wood/Cbt MkgI/ II Wood/Cbt MkgI/ II	Wood/Cbt MkgI/ II Wood/Cbt MkgI/ II	Architecture I/II Wood/Cbt MkgI/ II	
Peluce C-3		Web Design	Intro Dig Photo Intro Dig Photo	Web Design Web Design	COMPUTER GRAPHICS I/II	STUDIO ART 2D DESIGN AP	ANIMATION I/II & ADV
Peters R-17		US HISTORY	US HISTORY	WORLD HISTORY	US HISTORY	WORLD HISTORY	Study Hall Wld Geography
Pettit Gym		ATHLETIC DIRECTOR	PE 9	PE 9	PE 9 Title 9	ATHLETIC DIRECTOR	
Pryor R-16		Health Health	Health Health	Health Health	Health Health	Health	Health
Rohlf's G-5		ENGLISH III	ENGLISH I	ENGLISH III	ENGLISH I	ENGLISH I	Yearbook Yearbook
Schultheis H-8		AP ENG LG / COMP & ENG III H	AP ENG LG / COMP & ENG III H	AP ENG LG / COMP & ENG III H		AP ENG LG / COMP & ENG III H	AP ENG LG / COMP & ENG III H
Shaw Gym			PE 10	PE 10	PE 9	Basketball Basketball	PE 9
Sloan E-1		CHEMISTRY H	CHEMISTRY AP	CHEMISTRY H	CHEMISTRY AP	CHEMISTRY	CHEMISTRY
Stutz E-3			BIOLOGY I	BIOLOGY	BIOLOGY I	BIOLOGY I	BIOLOGY I
Van Slooten C-10		SPANISH I	SPANISH III	SPANISH I		SPANISH III	SPANISH III
Villalpando H-16		ALGEBRA IB i-3	STUDY SKILLS	STUDY SKILLS	TESTING	STUDY SKILLS	STUDY SKILLS
Willis H-10		ENGLISH II H	Women's Lit	ENGLISH I	Women's Lit	ENGLISH II H	ENGLISH I
Winkler i-3	Financial Math	ALGEBRA IB	ALGEBRA IB	ALGEBRA IB 9	ALGEBRA I	ALGEBRA IB 9	Financial Math

YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. Revise 1/11/16

AP Approved Course List/Teachers

2015-2016

AP Biology - L Winnie Litten

AP Calculus AB - Robin S Midiri

AP Calculus BC - Catherine Lory

AP Chemistry - David Sloan

AP Chinese Language and Culture - Sherry Hung

AP Computer Science A - Erik Amerikaner

AP English Language and Composition - Kathleen J Schultheis

AP English Literature and Composition - Roland Herberg

AP Environmental Science - Yukako Kawakatsu

AP French Language and Culture - Maryannick Bovard

AP Macroeconomics - Donald R Cook & Kevin E Smith

AP Physics 1 - Ken Jones

AP Physics 2 - Ken Jones

AP Psychology - Jeff Appell

AP Spanish Language and Culture - Cynthia Lavanchy

AP Statistics - Matt Micek

AP Studio Art: 2-D Design - Tony Peluce

AP Studio Art: 3-D Design - Liz Blum

AP Studio Art: Drawing - Anna Lovejoy

AP U.S. Government and Politics - A Hall

AP United States History - Dr Victor Anderson & Timothy Chevalier

UC A-G Approved Course List

History / Social Science ("a") 2 years required

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP European History (AP)	European History AP	World History / Cultures / Historical Geography	AP	
AP Government and Politics United States (AP)	Government AP	Civics / American Government	AP	Semester
AP United States History (AP)	US History (AP)	U.S. History	AP	
Government	Government	Civics / American Government		Semester
U.S. History	U.S. History	U.S. History		
U.S. History (H)	U.S. History (H)	U.S. History	Honors	
World Geography	Geography	World History / Cultures / Historical Geography		Semester
World History	WORLD HISTORY	World History / Cultures / Historical Geography		

English ("b") 4 years required

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition (AP)	English III (AP)	English	AP	
AP English Literature and Composition (AP)	English IV AP	English	AP	
California Literature	CA Literature	English		Semester
Children's Literature of the Fantastic	Children's Lit	English		Semester
Cinematic Graphic Texts	Cinematic Graphic Texts	English		Semester
English I (CP)	English I (CP)	English		
English II (CP)	English II (CP)	English		
English II Honors	English II Honors	English		
English III (CP)	English III (CP)	English		
English III (H)	English III (H)	English	Honors	
English IV	English IV A English IV B	English		
English IV (H)	English IV (H)	English		
English IV Honors	English IV Honors	English	Honors	
Madness and Identity in Literature	Mad & Ident in Lit	English		Semester
Modern American Literature: The Literary Study of Sports and Culture	American Literature	English		Semester

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Mythology to Science Fiction	Myth to Sci Fi	English		Semester
Shakespeare-Comedy & Tragedy	Shakespeare-Comedy & Tragedy	English		Semester
Women's Literature	Women Lit	English		Semester

Mathematics ("c") 3 years required, 4 years recommended

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra 1A	Algebra IA	Algebra I		
Algebra I	ALGEBRA I	Algebra I		
Algebra IB (CP)	Algebra IB Algebra IB 9 (CP)	Algebra I		
Algebra II	ALGEBRA II	Algebra II		
Algebra II w/Trigonometry (H)	Alg II w/Trig H Algebra II H	Algebra II		
AP Calculus AB (AP)	Calculus AP	Calculus	AP	
AP Calculus BC (AP)	Calculus BC AP	Calculus	AP	
AP Statistics (AP)	Statistics AP	Statistics	AP	
Finite Math (CP)	Finite Math (CP)	Advanced Mathematics		
Geometry	GEOMETRY Geometry (CP) Geometry 9 (CP)	Geometry		
Math Analysis	MATH ANALYSIS	Advanced Mathematics		
Math Analysis w/calculus (H)	Math Analysis H Math Analysis w/Calc H Pre-Calculus	Calculus		
Math Analysis with Calculus Honors	Math Analy w/Calculus H	Calculus	Honors	
Statistics CP	Statistics CP	Statistics		

Laboratory Science ("d") 2 years required, 3 years recommended

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Anatomy and Physiology (CP)	Anatomy/Physiology (CP)	Biology / Life Sciences		
AP Biology (AP)	Biology AP	Biology / Life Sciences	AP	
AP Chemistry (AP)	Chemistry AP	Chemistry	AP	
AP Environmental Science (AP)	Environmental Science AP	Interdisciplinary Sciences	AP	
AP Physics 1 (AP)	AP Physics 1	Physics	AP	
AP Physics 2 (AP)	/AP Physics 2	Physics	AP	

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
	AP Physics 2			
Biology	BIOLOGY CP	Biology / Life Sciences		
	BIOLOGY I			
Biology (H)	Biology (H)	Biology / Life Sciences		
Chemistry	CHEMISTRY	Chemistry		
Chemistry (H)	Chemistry (H)	Chemistry	Honors	
Physics	PHYSICS	Physics		
Physics (H)	Physics (H)	Physics	Honors	

Language Other than English ("e") 2 years required, 3 years recommended

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Sign Language I	ASL I	LOTE Level 1		
American Sign Language II	ASL II	LOTE Level 2		
AP Chinese Language and Culture (AP)	Chinese IV AP	LOTE Level 4+	AP	
AP French Language and Culture (AP)	French IV AP	LOTE Level 4+	AP	
AP Spanish Language and Culture (AP)	AP Spanish Language Spanish IV AP Spanish V AP	LOTE Level 4+	AP	
Chinese I CP	Chinese I CP	LOTE Level 1		
Chinese II CP	Chinese II CP	LOTE Level 2		
Chinese III (CP)	Chinese III CP	LOTE Level 3		
Chinese III Honors	Chinese III H	LOTE Level 3	Honors	
French I	FRENCH I	LOTE Level 1		
French II	FRENCH II	LOTE Level 2		
French III	FRENCH III	LOTE Level 3		
French III Honors	French III Honors	LOTE Level 3		
French IV	French IV	LOTE Level 4+		
Spanish I	SPANISH I	LOTE Level 1		
Spanish II	SPANISH II	LOTE Level 2		
Spanish III	SPANISH III	LOTE Level 3		
Spanish III H	Spanish III H	LOTE Level 3	Honors	
Spanish IV Honors	Spanish IV H	LOTE Level 4+		

Visual & Performing Arts ("f") 1 year required

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Adv. Animation (CP)	Adv. Animation (CP)	Visual Arts		
Adv. Dance	Adv. Dance	Dance		
Advanced Band (Fall: Marching Band/Wind Band, Spring: Jazz, Percussion and Other Mixed Ensembles)	Adv Band Fall/Spring	Music		
AP Music Theory (AP)	AP Music	Music	AP	
AP Studio Art: 2-D Design (AP)	Advanced Graphics AP Studio Art: 2-D Design	Visual Arts	AP	
AP Studio Art: 3-D Design (AP)	Advanced 3D-Design AP Art 3D	Visual Arts	AP	
AP Studio Art: Drawing (AP)	Art AP	Visual Arts	AP	
Art: 3-D Design I/II	Art: 3-D Design	Visual Arts		
Art: Drawing and Painting I/II	Art: Draw and Paint	Visual Arts		
Art: Drawing and Painting III/IV	Art: Drawing and Painting III/IV	Visual Arts		
Chamber Choir	Adv. Vocal Ensemble Chamber Choir	Music		
Computer Animation I/II	Animtn I/II	Visual Arts		
Computer Graphics I/II	Comp. Graphics	Visual Arts		
Concert Band	Band	Music		
Concert Choir	Concert Choir Intro to Choir (CP) Vocal Production (CP)	Music		
Design: A Visual Experience	Design Design I/II CP	Visual Arts		
Jazz Band	Jazz Band	Music		
Theater A: Acting	Theater A: Acting	Theater		
Theater E-Video Production I/II	Video Production I/II	Visual Arts		
Vivace/Adv. Women's Choir	Vivace/Adv. Women's Choir	Music		
Wind Ensemble	Wind Ensemble	Music		
Wind Ensemble Honors	Wind Ensemble Honors	Music	Honors	

College-Preparatory Elective ("g") 1 year required

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
<u>AP Computer Science A (AP)</u>	AP Computer Science A	Mathematics - Computer Science	AP	
<u>AP Macroeconomics (AP)</u>	Economics (AP)	History / Social Science	AP	Semester
<u>AP Psychology (AP)</u>	Psychology (AP)	History / Social Science	AP	
<u>Creative Writing I</u>	Creative Writing I Creative Writing I/II	English		Semester
<u>Economics (CP)</u>	Economics (CP)	History / Social Science		Semester
<u>Film as Literature</u>	Film as Literature	English		Semester
<u>Film as Literature II: The Sequel</u>	Film as Lit. II	English		Semester
	Experimental Science (CP)			
<u>Foundations of Science (CP)</u>	Foundations of Science (CP) Global Science (CP)	Laboratory Science – Physical Sciences		
	Foundations of Science (H)			
<u>Foundations of Science (H)</u>	Global Science (H) Global Science H Intro to AP Science	Laboratory Science – Physical Sciences		
<u>Introduction to Engineering Design (PLTW) (PLTW)</u>	Introduction to Engineering	Interdisciplinary		
<u>Journalism</u>	Journalism	English		
<u>Poetry</u>	POETRY	English		Semester
<u>Psychology</u>	Psychology	History / Social Science		Semester
<u>Sociology</u>	Sociology	History / Social Science		Semester
<u>Sociology of American Pop Music (CP)</u>	Soc. of Am Pop Music (CP)	History / Social Science		Semester



Distinguished School: 2009, 2013

2013-14 School Quality Snapshot

Oak Park High

Oak Park Unified

899 Kanan Rd., Oak Park, CA 91377

Grades Offered: 9 - 12

Enrollment: 1,518

Charter: No

Title I Funded: No

CDS Code: 56-73874-5630132

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?

The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- ☐ English-language Arts (ELA)
- ☐ Mathematics
- ☐ Science

How will the CAASPP system benefit California?

It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?

The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?

The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?

The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?

Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ca/>

California's Academic Performance Index (API)

2013 Growth API	916
Growth from Prior to Current Year	-13
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	10
2013 Growth API Similar Schools Rank	8

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian	Yes	1
Filipino		--
Hispanic or Latino		--
Native Hawaiian or Pacific Islander		--
White	Yes	-18
Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged		--
Students with Disabilities		--

Green = Student group met target

Red = Student group did not meet target

-- = Student group is not numerically significant

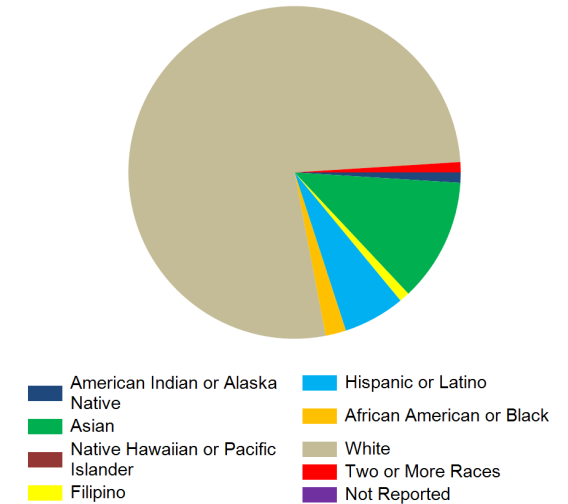
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

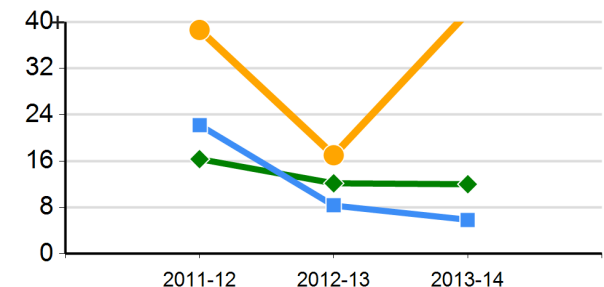
2013-14 Enrollment by Race/Ethnicity



2013-14 Subgroup Enrollment

English Learners	2%
Socioeconomically Disadvantaged	5%
Students with Disabilities	7%

Percentage of Students Redesignated to Fluent-English Proficient





Distinguished School: 2009, 2013

2013-14 School Quality Snapshot

Oak Park High

Oak Park Unified

899 Kanan Rd., Oak Park, CA 91377

Grades Offered: 9 - 12

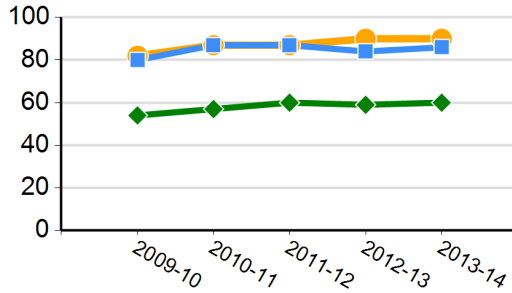
Enrollment: 1,518

Charter: No

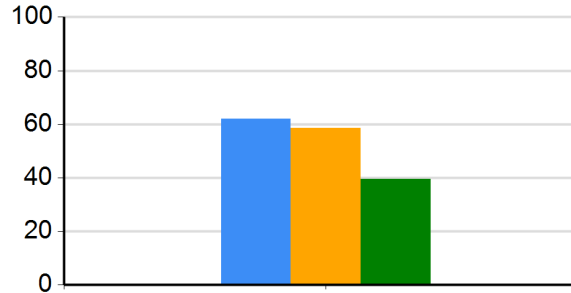
Title I Funded: No

CDS Code: 56-73874-5630132

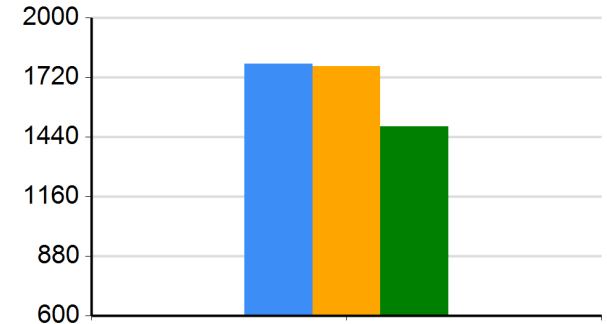
CST Science Results
(percent proficient and above)



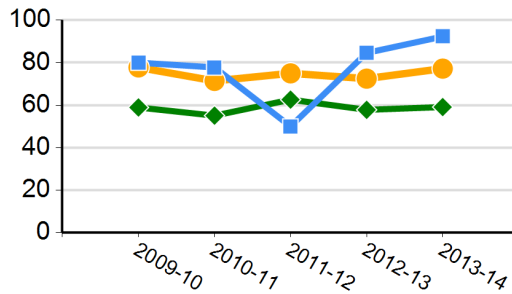
Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



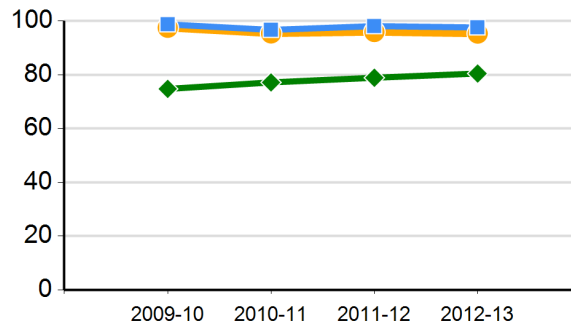
2012-13 Average SAT Score



Percentage of English Learners Making Progress in Learning English



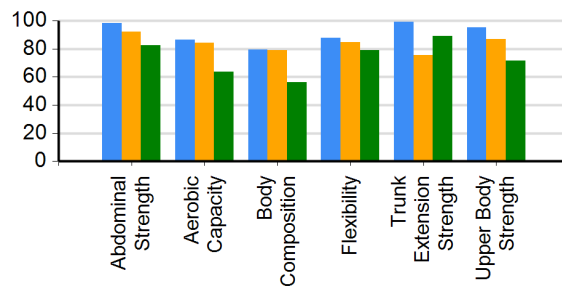
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2012-13



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

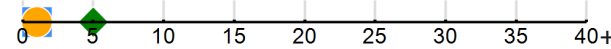


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

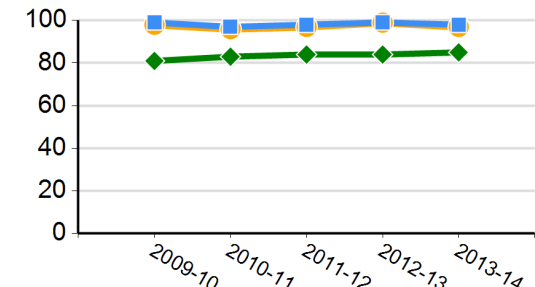
* Only four years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate



Oak Park High School

**A California Distinguished School
A National Blue Ribbon School**

899 North Kanan Road, Oak Park, CA 91377
(818) 735-3312 CDS: 56 73874 5630132

Grades Nine through Twelve

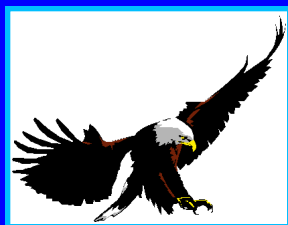
Kevin Buchanan, Principal

Bryan Martin, Assistant Principal

Jason Meskis, Assistant Principal

kbuchanan@oakparkusd.org

2013-2014 School Accountability Report Card



Oak Park Unified School District

5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

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Superintendent
aknight@oakparkusd.org

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Assistant Superintendent
Business & Administrative Services

Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources



2014-15 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

www.oakparkusd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

At Oak Park High School, we are very proud to be a part of a supportive community with our students and parents, as well as our partners in the middle and elementary schools. The faculty and staff at OPHS strive to create an environment where students fulfill their academic potential and have opportunities to participate in co-curricular and extracurricular activities. A National Blue Ribbon School and named a 2013 California Distinguished School Oak Park High School's graduation requirements are the most rigorous of any school, public or private in Ventura county. Over the past five years, 82% of our students successfully pursued a college prep track. 94% of the class of 2013 is attending college (at either two or four year schools). Furthermore, 37% of the class of 2013 received offers of admission to one or more campuses of the University of California and 77% of students met the University of California a-g requirements. Our students are challenged to achieve at high levels in their academic pursuits and are prepared to pursue their post-secondary opportunities at the most highly-selective colleges in the nation. Advanced Placement classes are offered in all academic areas, foreign languages and fine arts. We offer a distinctive, supportive, and modern learning environment and nearly 75% of our classrooms are equipped with Smart-Boards where our trained teachers integrate cutting-edge technology with core academic subjects. Our foreign language offerings include Spanish, French, and Chinese, and American Sign Language. Oak Park has many options in the fine arts with choral and instrumental music, theater, drawing, painting, sculpture, architecture, animation, and graphic design.

With over thirty clubs and twenty competitive co-curricular and athletic teams, Oak Park students have ample opportunities to acquire leadership skills and help shape and inspire the school community. Oak Park students lead by example by volunteering on service projects through their club affiliations throughout the community.

Oak Park students develop critical thinking skills and the ability to analyze, synthesize and evaluate ideas and information. They learn the importance of developing their talents with the prerequisite knowledge needed to make quality life decisions. Our teachers and staff understand how important it is to build positive relationships with students to help them develop as independent learners and thinkers. Our efforts are rewarded by outstanding student success by all measures.

Mission Statement

The mission statement of Oak Park High School is to ensure a high-quality educational experience, which will develop the intellectual, personal, social, and cultural foundation of all students and instill in them a desire to achieve excellence.

Community & School Profile (School Year 2014-15)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast.

The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school. In 2013-14, the Oak Park Unified School District educated 4,669 kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and federal levels for outstanding achievement.

Oak Park High School has earned the California Distinguished School award and the National Blue Ribbon School award. The school has also been named an Honor Roll School by California Business Community for High School Academic Achievement. No other school recognition program in California uses hard data such as individual school and student subgroup performance data based on the California Standards Tests and the California High School Exit Exam, to evaluate school academic performance. During the 2013-14 school year, 1518 students were enrolled in grades nine through twelve at Oak Park High School.

Enrollment and Attendance (School Year 2013-14)

Regular attendance at Oak Park High School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
9th	389	389	396
10th	368	386	393
11th	347	357	381
12th	306	333	348

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group

2013-14

	Percentage
African American	1.6%
American Indian	0.6%
Asian	12.5%
Filipino	0.9%
Hispanic or Latino	6.1%
Pacific Islander	0.1%
White	77.2%
Two or More	1.1%
None Reported	-
English Learners	1.6%
Socioeconomically Disadvantaged	5.1%
Students with Disabilities	7.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.5%	2.5%
District	76.3%	23.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	76.3%	23.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	65	63	62	190
Without Full Credentials	0	0	0	0
Working Outside Subject	0	1	0	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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Oak Park Unified School District held a Public Hearing on September 16, 2014 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2014.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	McDougal Littell	2001	Yes	0.0%
9th	Health	N/A	2002	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2006	Yes	0.0%
9th-12th	History/Social Science	N/A	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-11th	Reading/ Language Arts	Prentice Hall	1989	Yes	0.0%
10th	Science	Glencoe	2007	Yes	0.0%
9th	Science	Holt	2007	Yes	0.0%
11th	Science	Houghton Mifflin	2007	Yes	0.0%
12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/56738745630132Textbooks_1.pdf

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities (School Year 2014-15)

Oak Park High School, built in 1981, provides a safe, clean environment for students, staff and volunteers. The school sits on 48 acres. School facilities include an Activities/Performing Arts building, a gymnasium, recently refurbished athletic facilities, a multipurpose room, a film presentation room, and two computer labs. The facility strongly supports teaching and learning through its ample classroom and recreation space and a staff resource room. Recent remodeling includes the following: stadium seating added to the performing arts Pavilion; the student and staff parking lots have been enlarged, modernized, and landscaped and six bungalow classrooms have been completely replaced and the area around them landscaped. The gymnasium has received a new "cool" roof and an HVAC system. In the summer of 2011 a new synthetic athletic field was installed and the gym was upgraded with new wall pads and flooring.

Cleaning Process

Three full-time and one part-time custodians ensure classrooms, restrooms and campus grounds are kept clean, safe and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The following chart displays the results of the most recent school facilities inspection information.

School Facility Conditions				
Date of Last Inspection: 09/26/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	87	84	89	87	90	91	87	90	91

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	91
School	89
Males	89
Females	89
African American/Black	*
American Indian	*
Asian	100
Filipino	*
Hispanic	85
Pacific Islander	*
White	88
Socioeconomically Disadvantaged	84
Students with Disabilities	50
Migrant Education	*
Two or More Races	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	87	90	88	86	89	88	54	56	55
Mathematics	63	69	62	77	78	76	49	50	50
History/Social Science	86	84	83	83	80	79	48	49	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

Career Technical Education Participation (School Year 2013-14)

It is the goal of Oak Park High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to our students to ensure work-readiness skills. The table displays information about student participation in Oak Park High School's Career Technical Education (CTE) programs.

Work Force Preparation (School Year 2013-14)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are exposed to a broad array of career opportunities. The Bridges program facilitates selection of a career path based on individual interests, goals, strengths, and abilities. Oak Park High School offers a variety of career-path related classes and activities, including a performing arts academy, technology hardware and software certification, career days, and the school's career center. Portfolios to help students look for and find a job are built as part of the Life Skills class all students are required to take for graduation.

The assistant principal of Oak Park High School is the primary contact for Oak Park Unified School Districts' Career Technical Committee. The Work Experience Education course reinforces to students that the school's curriculum is relevant to career requirements and responsibilities, and allows students to analyze career opportunities and requirements compared to personal expectations. The Regional Occupation Program (ROP), offered through the Ventura County Office of Education, provides extended off-campus job training for all eleventh and twelfth grade students in the District. The table lists the ROP and CTE courses offered through Oak Park High School.

API School Results			
	2011	2012	2013
Statewide	10	10	10
Similar Schools	8	9	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	1	16	-13
Asian			
Actual API Change	-	-	1
White			
Actual API Change	1	18	-18

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Athletic Training		Links athletics and academics.		
Office Technology	OPHS / Ventura County ROP	Links basic computer skills with the knowledge of how to work in an office.	Our career preparation courses teach to a variety of learning styles. Additionally, the curricula address a wide range of student interests.	These courses are evaluated through both project-based assessments and standardized exams.
Cabinet Making		Links basic geometry and mathematics to woodworking skills.		
ROP Beginning Architecture				
ROP Computer Application				
ROP Advanced Video Production	OPHS			
ROP Advanced Architecture				
ROP Work Experience				
Accounting 1A	Accounting 1B			

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. *Due to the small number of students tested, scores are not available.*

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	91	89	56	91	90	57	93	91	56
Mathematics	88	84	58	91	88	60	90	87	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	9	16	75	13	39	48
District						
All Students	7	15	78	10	38	52
School						
Male	7	19	74	9	43	48
Female	7	11	82	12	33	55
Asian	2	2	96	2	8	90
Hispanic or Latino	19	12	69	19	52	30
White	7	16	77	11	43	46
Socioeconomically Disadvantaged	11	17	72	17	39	44
Students with Disabilities	50	28	22	57	30	13

Physical Fitness (School Year 2013-14)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.3%	17.6%	70.1%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

C. Engagement

State Priority: Parental Involvement

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

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

Community & Parent Involvement (School Year 2014-15)

Parents and community members are very supportive of the educational program at Oak Park High School. Parents and the community participate in School Site Council, Parent/Faculty Club, Athletic and Performing Arts Boosters.

Oak Park High School enjoys many partnerships in the community and generous donations. These partnerships include the Friends of Oak Park, Simi Valley Park and Recreation, Friends of Oak Park Foundation, and the Ventura County Sheriff's Department.

Contact Information

Parents who wish to participate in Oak Park High School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (818) 735-3312.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

College Preparation

Oak Park High School is a highly competitive college preparatory high school. The school offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum. The school's college night includes representatives from area community colleges as well as the University of California and California State University systems, and several private universities. Counselors meet with students and parents throughout the year to develop plans for post-secondary education.

Students at Oak Park High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester.

The rigorous curriculum and active support for students have been highly successful at Oak Park High School. Most Oak Park High School students move on to a two or four year college.

Dropout & Graduation Rates (Four-Year Cohort Rate)

In order to reduce the rate of student dropouts, Oak Park High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak Park High School and Oak Park Unified School District offer the following interventions: Student Study Team (SST), ROP Programs, academic support periods, and intervention classes. Students also have the option to enroll in Oak Park Independent School or Oak View High School. The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	2.3%	1.3%	-
Graduation Rate	96.7%	98.1%	100.0%

Completion of High School Graduation Requirements - Class of 2013

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2012-13 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table displays the percent of students who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs.compared> to similar schools.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	91	89	56	91	90	57	93	91	56
Mathematics	88	84	58	91	88	60	90	87	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	9	16	75	13	39	48
All Students School	7	15	78	10	38	52
Male	7	19	74	9	43	48
Female	7	11	82	12	33	55
Asian	2	2	96	2	8	90
Hispanic or Latino	19	12	69	19	52	30
White	7	16	77	11	43	46
Socioeconomically Disadvantaged	11	17	72	17	39	44
Students with Disabilities	50	28	22	57	30	13

Safe School Plan (School Year 2014-15)

The safety of students and staff is a primary concern of Oak Park High School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, be respectful of the learning process and minimize classroom disruptions. During lunch, breaks and before and after school, campus supervisors and administrators monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code and discipline policies.

School staff evaluates the plan annually in the fall and updates the plan as needed. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The suspensions and expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	27	27	31	68	93	71
Suspension Rate	1.9%	1.8%	2.0%	1.6%	2.1%	1.5%
Expulsions	0	0	0	0	1	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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.

Adequate Yearly Progress (School Year 2013-14)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	No		N/A	
Made AYP Overall				
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	N/A	N/A
Percent Proficient	Yes	No	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	Yes		N/A	

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	
Year in PI (2014-15)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area												
English	29	27	27	3	11	13	28	17	16	11	28	29
Mathematics	28	26	24	6	13	19	28	25	25	10	18	17
Science	29	27	26	3	11	10	19	15	22	14	23	20
Social Science	31	28	29	2	9	8	17	19	18	14	22	26

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Oak Park High School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Oak Park High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. Oak Park High School offers a range of Advanced Placement and Honors courses for its GATE and accelerated students, in addition to an extensive visual and performing arts program.

Oak Park High School offers assistance and specialized instruction to students with special needs. The school offers all students a daily academic support period, which can be used to work with teachers on a one-on-one or small-group basis. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) for two periods each day. Instructional aides are available to provide additional support to English learners in core subject areas. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	4	4.0
Psychologist	1	1.0
Special Education Teacher	7	7.0
Speech/Language/Hearing Specialist	1	0.5

Advanced Placement Classes (School Year 2013-14)

Oak Park High School offers advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams may qualify for college credit at most of the nation's colleges. The table illustrates the number of AP courses offered at Oak Park High School during the 2013-14 school year, by subject.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	3
Computer Science	1
English	2
Foreign Language	3
Mathematics	3
Music	-
Science	5
Social Science	4
Totals	21
Percent of Students in AP Courses	27.2%

District Expenditures (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,664
From Supplemental/Restricted Sources	\$1,168
From Basic/Unrestricted Sources	\$6,496
District	
From Basic/Unrestricted Sources	\$1,384
Percentage of Variation between School & District	369.4%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	38.5%

District Revenue Sources (Fiscal Year 2013-14)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$42,259	\$38,920
Mid-Range Teachers	\$66,833	\$59,803
Highest Teachers	\$90,245	\$78,096
Elementary School Principals	\$105,095	\$95,836
Middle School Principals	\$106,760	\$99,849
High School Principals	\$113,497	\$107,599
Superintendent	\$173,277	\$151,912
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	37.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2012-13 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$73,556
District	\$71,382
Percentage of Variation	3%
School & State	
All Unified School Districts	\$63,037
Percentage of Variation	16.7%



SIF Completed**District:** Oak Park Unified**School:** Oak Park High**CDS Code:** 56738745630132**Section A. Full-Time Equivalent of Classified Staff**

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.84	0.00	7.59
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00	0.00	6.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	2.47	0.00	2.41	1.00	0.00	0.00	0.00	0.00	0.47	0.00	7.84	0.00	14.19

Section B. Kindergarten Program Type

Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True
Transitional Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True

Section C. Truancy (2014-15)

Number of truant students	285
Explanation of zero truants	

Section D. Educational Calendar

Traditional		True
Year-round	Single-track	
	Multitrack	
Single-track or multitrack only, the year-round calendar type	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	
School start date		08/11/2015
School end date		05/27/2016

Section E. Parental Exception Waiver from English-Language Classrooms

Number of waivers requested	0
Number of waivers granted	0

S04

Four Year Personal Learning Plan – Oak Park High School

(Revised 3/11/2015)

Student Name: _____ Class of _____ Date _____
 Last First

Path for High School Graduation

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
Summer School prior to grade 9	English II CP or H	English III CP, H or AP	English IV AP, H or 2 CP Seminars
1. _____ 2. _____	World History or Euro AP	U.S. History CP, H or AP	Government CP or AP
English I CP	(Math)	(Math)	Economics CP or AP
World Geography CP	(Science) Biology CP, H or AP	(Science) Fundamentals of Science,	Life Skills
Health	P.E. II or athletic team(s).	Chemistry CP, H or AP	Science, Electives, and/or grad
Physical Ed I	List team(s) below	Electives and/or grad requirements:	requirements:
(Math)	/	1. _____	1. _____
(Science) Foundations of Science	Electives and/or grad requirements:	2. _____	2. _____
CP or H (see course description)	1. _____	3. _____	3. _____
Electives and/or grad requirements:	2. _____	4. _____	4. _____
1. _____	3. _____	5. _____	5. _____
2. _____	Summer School prior to grade 11	Summer School prior to grade 12	6. _____
Summer School prior to grade 10	1. _____ 2. _____	1. _____ 2. _____	7. _____
1. _____ 2. _____			

Recommended College Preparatory Path for UC, CSU or Private Colleges & Universities

9th Grade	10 th Grade	11th Grade	Grade Twelve
English I	English II CP/H	English III, CP/H/AP	Two English IV CP Seminars or
Health & Geography	World History or Euro. History AP	US History CP/H/AP	English IV H or AP
Algebra 1A, Algebra 1,1B or Geometry	Algebra 1B, Geometry, or Algebra II	Geometry, Algebra II, Finite Math, Math	Govt CP/AP Econ CP/AP
Foundations of Science CP/H	CP/H	Analysis CP/H or Calculus (AB) AP	Algebra II, Finite Math CP, Statistics CP/AP,
Foreign language I/II or elective	Biology CP/H/AP	Chemistry CP/H/AP or Fund of Science	AP Calculus AB or BC
	Foreign Language I/ II/III or CP elective	Foreign Language II/III/IV CP/H	Anatomy & Physiology or Chem CP/H/ AP
		or CP elective	or Env Science AP or Physics CP/H/AP
			Foreign Language IV/V AP or
			CP elective

Graduation Requirements

English (40) ☐ ☐ ☐ ☐ ☐ ☐

Social Sciences (35) ☐ ☐ ☐ ☐ ☐ ☐

Math (30) ☐ ☐ ☐ ☐ ☐ ☐

Physical Education (20) ☐ ☐ ☐ ☐

Foundations of Science (10) ☐ ☐

Life Science - Biology (10) ☐ ☐

Physical Science - Chemistry or Fundamentals of Science (10) ☐ ☐

Visual & Performing Arts (10) ☐ ☐

Technology (5) ☐

Practical Skills (5) ☐

Health (5) ☐

Life Skills (5) ☐

General Electives (55 credits) ☐

CAHSEE High School Exit Exam ☐

College Admissions Testing

PSAT _____ Date _____

SAT ____ (CR) ____ (M) ____ (W)

Date _____

SAT ____ (CR) ____ (M) ____ (W)

Date _____

ACT ____ (E) ____ (M) ____ (R) ____

(SR) _____

____ (Composite) ____ (W) Date _____

ACT ____ (E) ____ (M) ____ (R) ____

(SR) _____

____ (Composite) ____ (W) Date _____

SAT SubjectTest _____

Score _____ Date _____

SAT Subject Test _____

Score _____ Date _____

SAT Subject Test _____

Score _____ Date _____

UC/CSU “a-g” Requirements

(a) History/Social Science (20) ☐ ☐ ☐ ☐

(b) English (40) ☐ ☐ ☐ ☐ ☐ ☐

(c) Mathematics (30) ☐ ☐ ☐ ☐ ☐ ☐

(The minimum Math level students must complete is Algebra II to be considered UC/CSU eligible).

(d) Laboratory Science (20) ☐ ☐ ☐ ☐

(Two years required, three or more recommended. Must include two of the three fundamental disciplines of Biology, Chemistry and Physics) FYI - Global Science, Global Science Honors, Experimental Science & Intro to AP Science are all subject “g” electives.

(e) Foreign Language (20) ☐ ☐ ☐ ☐

(Two years required, three or more recommended).

(f) Visual/Performing Arts (VPA) (10) ☐ ☐

(Students must complete a single yearlong approved VPA course from a single discipline.

(g) CP Electives (10) ☐ ☐

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed in the "a-f" categories

Notes:

(Q) = Quarter Class (2.5 credits)

(S) = Semester Class (5 credits)

(Y) = Yearlong Class (10 credits)

Please refer to the OPHS Course Selection Guide on the OPHS Website, or the Course Catalog in Naviance for full course descriptions, prerequisites, and grade level restrictions.

ENGLISH

(Y) English I CP (*EN-ENG1CP*)

(Y) English II CP (*EN-ENG2CP*)

(Y) English II Honors (*EN-ENG2H*)

(Y) English III CP (*EN-ENG3CP*)

(Y) English III Honors (*EN-ENG3H*)

(Y) AP English Language & Composition

(aka English III AP) (*EN-ENG3AP*)

(Y) AP English Literature & Composition

(aka English IV AP) (*EN-ENG4AP*)

(Y) English IV Honors (*EN-ENG4H*)

(S) Madness & Identity CP (*EN-SRMAD*)

(S) Modern American Lit CP: Sports & Culture

(*EN-SRSPORT*)

(S) Mythology to Science-Fiction CP

(*EN-SRMYTH*)

(S) Children's Literature CP (*EN-SRCHILD*)

(S) Women's Literature CP (*EN-SRWOM*)

FOREIGN LANGUAGE (LOTE)

Language Other Than English

(Y) ASL 1 CP (*FL-ASL1*)

(Y) ASL 2 CP (*FL-ASL2*)

(Y) ASL 3 (*FL-ASL3*)

(Y) Chinese I CP (*FL-CHIN1CP*)

(Y) Chinese II CP (*FL-CHIN2CP*)

(Y) Chinese III CP (*FL-CHIN3CP*)

(Y) AP Chinese IV (*FL-CHIN4AP*)

(Y) French I CP (*FL-FRENCH1*)

(Y) French II CP (*FL-FRENCH2*)

(Y) French III CP (*FL-FRENCH3*)

(Y) French IV CP (*FL-FRENCH4*)

(Y) AP French IV (*FL-FREN4AP*)

(Y) Spanish I CP (*FL-SPAN1*)

(Y) Spanish II CP (*FL-SPAN2*)

(Y) Spanish III CP (*FL-SPAN3*)

(Y) Spanish III Honors (*FL-SPAN3H*)

(Y) Spanish IV Honors (*FL-SPAN4*)

(Y) AP Spanish V (*FL-SPAN4AP*)

GENERAL ELECTIVES

(Y) ASB Government (*GE-ASBGOVT*)

(S) Academic Decath (*GE-ACADEC*)

(S) Creative Writing CP (*GE-CRWRT*)

(Y) ELL Lab (*GE-ELLAB*)

(S) Film As Lit I CP (*GE-FLMLIT1*)

(S) Film As Lit II CP (*GE-FLMLIT2*)

(S) Fitness for Life (*GE-FITLIFE*)

GENERAL ELECTIVES (continued)

(Y) Mock Trial (*GE-MOCKTRL*)

(S) Poetry CP (*GE-POETRY*)

(S) Psychology CP (*SOC-PSYCH*)

(S) AP Psychology (*SOC-PSYCAP*)

(S) Sociology CP (*SOC-SOCIO*)

(S) Sociology of American Pop Music CP

(S) School Service (*SCHOOLSV*)

Note: Seniors only. 10 credits maximum

(S) Study Hall–Fall/Spring

(*STUDYHALL-1or2*)

Note: No credit is granted for Study Hall

(S) Study Skills (*STSKL*) *Note: Students must*

have an active IEP to be in Study Skills

HEALTH & LIFE SKILLS

(S) Health (*HLS-HEALTH*)

(S) Life Skills (*HLS-LIFESK*)

HISTORY/SOCIAL STUDIES

(S) Economics CP (*SOC-ECON*)

(S) AP Macroeconomics (*SOC-ECONAP*)

(S) Government CP (*SOC-GOVT*)

(S) AP US Govt & Politics (*SOC-GOVTAP*)

(Y) US History CP (*SOC-USH*)

(Y) US History Honors (*SOC-USHH*)

(Y) AP US History (*SOC-USHAP*)

(Y) World History CP (*SOC-WH*)

(S) World Geog CP (*SOC-WLDGEO*)

MATHEMATICS

(Y) *Algebra IA (Year) (*M-ALGIAYR*)

(Y) *Algebra IB CP (*M-ALGI1BYR*)

**Note: Algebra 1A & 1B count as 1 year of CP level Math upon completion of 1B with a "C" or higher grade for college admission purposes.*

(Y) Algebra I CP (*M-ALG1*)

(Y) Geometry CP (*M-GEOMETRY*)

(Y) Algebra II CP (*M-ALG2*)

(Y) Alg II with Trig (H) (*M-ALG2TRIG*)

(S) Intro to Personal Finance/Business Math

(*M-FINANCE*)

(Y) Finite Math CP (*M-FINITE*)

(Y) Statistics CP (*M-STATCP*)

(Y) AP Statistics (*M-STATAP*)

(Y) Math Analysis CP (*M-ANALYSIS*)

(Y) Math Analysis with Calculus (H)

(*M-PRECALC*)

(Q) Math Skills Lab (*M-MATHSKLS*)

Zero Period only

(Y) AP Calculus A/B (*M-CALCAP*)

(Y) AP Calculus B/C (*M-CALCBC*)

PHYSICAL EDUCATION

(S) PE 10 Fall (*PE-10FALL*)

(S) PE 10 Spring (*PE-10SPR*)

(S) PE 9 Fall (*PE-9FALL*)

(S) PE 9 Spring (*PE-9SPR*)

(S) P.E. Dance (*PE-DANCE* or *PE-DANCES*)

(Y) Baseball Team (Year) class (*PE-BASEB*)

(Y) Basketball Team (Year) Class (*PE-BASKET*)

(Y) Football Team (Year) Class (0 PE-FOOT)

(S) Softball Team (Spring) (*PE-SOFTBL*)

(S) Team Sports (*PE-TEAM*)

PHYSICAL EDUCATION (continued)

(S) Weight Training (*PE-WGTTRN*)

(S) Advanced Band (Marching Band)

(*VPA-BANDADV*) *8th Period Fall only*

*PRACTICAL SKILLS

**Note: Students who have already met the*

Technology requirement may take a 2nd

Computer class to fulfill their Practical Skills requirement

(S) Architecture I-IV (*PS-BEGARCH*)

Note: Instructor permission for II, III, IV

(S) Athletic Training 1 (*PS-ROPATH*)

(S) Athletic Training 2 (*0-ROPATH2*)

(S) Athletic Training 3 (*PS-ROPATH3*)

(S) Intro to Personal Finance/Business Math

(*M-FINANCE*)

(S) Intro to Digital Photography

(*PS-DIGPHOT*)

(Y) Introduction to Engineering

(*GE-INTROENG*) *Zero Period only*

(S or Y) Journalism Newspaper CP

(*PS-JOURNAL*)

(S or Y) Journalism III/IV- Multimedia Broadcast

(*PS-JOURN34* or *PS-JOURN44*)

S) Speech (*PS-SPEECH*)

(Q)Stagecraft (*PS-ROPSTCR*)

Note: Students must be selected to be a member of the Stage Crew for a production to receive credit.

(S) Wood I/II (*PS-WOOD1*)

(S or Y) Work Experience ROP (at Agoura High

School) (*PS-ROPWKEX*)

(S or Y) Yearbook (*PS-YEARBK* or

PSYARBKA)

SCIENCE

(Y) Anatomy & Physiology CP (*SCI-ANPH*)

(Y) Biology I CP (*SCI-BIO*)

(Y) Biology I Honors (*SCI-BIO1H*)

(Y) AP Biology (*SCI-BIOAP*)

(Y) Chemistry CP (*SCI-CHEM*)

(Y) AP Chemistry (*SCI-CHEMAP*)

(Y) Chemistry Honors (*SCI-CHEMH*)

(Y) AP Environmental Science (*SCI-ENVAP*)

(Y) Fundamentals of Science (*SCI-FUND*)

(Y) Foundations of Science CP (*SCI-GLOBAL*)

(Y) AP Physics 1 (*SCI-PHYAP1*)

(Y) AP Physics 2 (*SCI-PHYAP2*)

(Y) Physics CP (*SCI-PHYSIC*)

*TECHNOLOGY

**Note: Students who have already met the*

Technology requirement may take a 2nd

Computer class to fulfill Practical Skill

(Y) AP Computer Science A (*CL-APCOM*)

(S) Office Software (*CL-COMPAPP*)

(S) Computer Programming (*CL-COMPPRO*)

(Y) Introduction to Engineering

(*GE-INTROENG*) *Zero Period only*

(Y) IT Essentials-CISCO Academy

(*CL-ITESSEN*)

(S) Robotics (*CL-ROBOT*)

(S) Web Design (*CL-MULTMED*)

VISUAL & PERFORMING ARTS

(Q) *Acting: Theater A CP (*8-THETRA*)

Note: This is an after-school option where students must audition and be selected for a part to receive the 2.5 credits.

(Y) *Acting: Theater A CP (*VPA-THETRA*)

Note: Students may also select this as a yearlong class during the regular school day.

(Y) Art: Drawing & Painting I/II CP

(*VPA-DRPT12*)

(Y) Adv Drawing & Painting III/IV CP

(*VPA-ADDP12*)

(Y) AP Studio Art (aka Drawing & Painting)

(*VPA-ARTAP*)

(Y) Art: 3-D Design I/II CP (aka Ceramics)

(*VPA-3D1-2*)

(Y) Advanced 3-D Design

(aka Advanced Ceramics) (*VPA-AD3D12*)

(Y) AP Ceramics (aka AP Studio Art: 3D Design)

(*VPA-AD3D12*)

(Y) Dance II CP (Advanced Dance)

(*VPA-DANCE2*)

(Y) Computer Animation I/II CP

(*VPA-ANMI-2*)

(Y) Advanced Animation III/IV CP

(*VPA-ADAN34*)

(Y) Advanced Animation 5/6 (*VPA-ANIM56*)

(Y) Comptr Graphics I/II CP (*VPA-COMGRP*)

(Y) AP Computer Graphics

(aka AP 2D-Design) (*VPA-GRAPAP*)

(S) ADVANCED BAND (Marching Band)

(*VPA-BANDADV*) *8th Period Fall only*

(S) ADVANCED BAND (Drumline, Color

Guard, Jazz) (*VPA-ADVBN*)

8th Period Spring only

(Y) Wind Ensemble CP (*VPA-CNCBND*)

(Y) Wind Ensemble Honors (*VPA-WIND*)

Note: By audition only

(Y) Jazz Band (*VPA-JAZBND*)

Note: By audition only

(Y) Vocal Ensemble CP (*VPA-VOCPRO*)

(Y) Advanced Choir: Chamber Choir CP

(*VPA-ADVOC*)

OPHS MISSION STATEMENT

The mission of Oak Park High School is to provide a world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and cultural foundations necessary for students to reach their individual potential.

TYPE OF SCHOOL

Oak Park High School is a public high school, grades 9-12. The course offerings are primarily college preparatory in nature qualifying students for entrance to the UC/CSU/private college systems. Over the years OPHS has received recognition as a *National Blue Ribbon School*, a *California Distinguished School*, a *California Gold Ribbon School*, a *Green Ribbon School* and this year we were ranked #120 in the nation by "Newsweek's Top High Schools", and #18 in California.

ACADEMIC PERFORMANCE INDEX

Oak Park High School earned the highest API score 916 (3yr Avg.), of any comprehensive public high school in Ventura County.

ACCREDITATION

Oak Park High School is fully accredited by the Western Association of Schools and Colleges (WASC). The most recent accreditation was for a 6-year term through 2016.

LOCATION

Oak Park is located in Ventura County, California between the San Fernando and Conejo Valleys. It is a suburban residential community of upper/middle class income families.

GRADUATES

Oak Park's first graduating class of 78 culminated in June 1983. The school graduated a class of 362 in 2015 with 373 anticipated for 2015. Our graduation rate was 99.7% in both 2014 and 2015.

CURRENT ENROLLMENT: 1,550

Seniors	373	Juniors	365
Sophomores	406	Freshmen	406

LENGTH OF SCHOOL YEAR

August 11, 2015 to May 27, 2016

GRADING SYSTEM

Given that colleges essentially ignore high school weighted grades, and focus more on the overall rigor of a student's program, the OPHS faculty believes that weighted grade points should not be a deciding factor in a student's course selection process. We always encourage students to take the most rigorous courses they are capable of in the subjects where they have both demonstrated ability and passion. Effective with the class of 2010 Oak Park High School no longer assigned weighted grades for any courses. The OPHS GPA is calculated using the following grade points for all classes:

Letter grades are given numerical values as follows:

A= 4.0, B = 3.0, C= 2.0, D = 1.0,

F = 0.0, NM = No Mark, P = Pass,

I = Incomplete, W = Withdraw.

Honors courses are noted on the transcript with an "H." Advanced Placement classes are noted on the transcript with an "AP."

+ - notations are for information only, and are not included in the OPHS GPA calculation.

CLASS RANK

It should be noted that Oak Park is a highly competitive "National Blue Ribbon" College Preparatory High School. Our graduation requirements are the most rigorous of any school (public or private) in Ventura County. 85.9% of our students successfully pursue a

college preparatory program (i.e. UC 'a-g' curriculum). The class of 2015 had a median unweighted grade point average of 3.256, and the top 15% carried a 3.75 or higher unweighted grade point average. We believe that when taken out of their local context, both numerical and percentile rankings are unfair, and do not give an accurate representation of the accomplishments of our students. The bottom line is that our graduates are extremely well prepared for success in college.

SCHOOL SCHEDULE

The Oak Park High School year includes two semesters of eighteen weeks. The school day is divided into 3 classes of approximately 95 minutes each on the block schedule with the option of a 0 period class of 60 minutes that meets daily. Periods 1, 3, and 5 meet one day and periods 2, 4 and 6 meet on the alternate day. A 7th period academic support time is offered daily at the end of the school day providing access for all students to our faculty members.

HIGH SCHOOL EXIT EXAMINATION

The California High School Exit Examination (CAHSEE) has been aligned with California's academically rigorous content standards and will test all potential high school graduates in language arts and mathematics. In 2015, ninety-nine percent of the students who took the CAHSEE passed the math section and 98% passed the language arts sections of the exam.

COLLEGE ATTENDANCE RATES

Students graduating from Oak Park High School have a high rate of college admission and attendance. 97.47% of the class of 2015 is attending college (at either 4 or 2 year schools). 70.16% received offers of admission from 4 year schools, and 64.9% of our seniors accepted offers and are now attending 4 yr. schools. 30.1% are now attending 2yr. Schools.

SAT Statistics

Average SAT scores for 2015 (2400 point scale)

	1818	
	Middle 50%	Average
Critical Reading	530 - 670	602
Math	530 - 690	608
Writing	540 - 680	609
Total	1630 - 2030	1818

ACT Statistics

Average ACT scores for 2015

	27.4	
	Middle 50%	Average
English	25 - 34	27.8
Math	26 - 32	27.3
Reading	25 - 33	27.4
Science Reasoning	24 - 33	26.8
Composite	25 - 32	27.4

AP EXAMINATIONS

The results of our AP examinations for 2015 showed that 452 of our students in grades 10-12 took at least one AP exam. 401 of those students earned a passing score (i.e. scores of 3, 4 or 5) for a pass rate of was 88.7%. The first opportunity that students have to take an AP class at Oak Park High School is during the 10th grade year. All students may apply for AP classes and are provided the opportunity to succeed in these classes as long as they can show that they have mastered previous material that prepares them for the class and have a strong work ethic.

SPECIAL INTEREST PROGRAMS

Programs are offered in Advanced Placement (21 courses); Honors (9 courses); 2 high school courses for community college credit, Special Education and the Regional Occupational Program (ROP).

FACULTY

70 faculty, all of whom hold a B.A. or B.S. degree and teaching credentials in their field of teaching. Over half of the faculty has earned masters or doctorate degrees.

GRADUATION REQUIREMENTS

Credits required for graduation: 240

English (40) – English I, II, III, two Senior Seminars

History/Social Science (35) – World

Geography, World History, U.S. History,

Government, Economics

Science (30) – Global Science, Biology, Chemistry

Math (30) – Algebra and Geometry required

Physical Education (20) – 9th grade required

Visual and Performing Arts (10)

Practical Skills (5)

Health (5)

Computer course (5)

Senior Life Skills (5)

General Electives (55)

ACADEMIC RECOGNITION PROGRAMS

California Scholarship Federation (CSF)

National Honor Society (NHS)

Gold Honor Roll – 3.75 or above unweighted GPA per semester

Eagle Honor Roll – 3.5 to 3.74 unweighted GPA per semester

Honors at Graduation

Oak Park High School uses a "Cum Laude with Honors" recognition program for its most accomplished seniors. For the purpose of calculating the qualifying grade point averages, all classes posted on the OPHS transcript will be included, up to and including the third quarter of the students' senior year. The categories for distinction under the "Cum Laude with Honors" graduation recognition program are:

- **Summa Cum Laude** - meaning "with the highest praise" is the highest recognition awarded at graduation. To graduate summa cum laude, a student must achieve a 3.90 or higher grade point average on an unweighted 4.00 scale.

- **Magna Cum Laude** – meaning "with great praise" is the second highest recognition awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.70 – 3.89 grade point average on an unweighted 4.00 scale.

- **Cum Laude** – meaning "with praise" is the third recognition awarded at graduation. To qualify for cum laude, a student must achieve a 3.50 – 3.69 grade point average on an unweighted 4.00 scale.

The "with Honors" Designations:

The following Honors distinctions will be added based on the number of Honors & AP semesters a student will have completed through the end of their Senior Year:

Honors recognition # Semesters of Honors/AP courses required for Honors recognition

with "Highest Honors" 16+

with "High Honors" 11-15.5

with "Honors" 6–10.5

with "Distinction" .5 – 5.5

Notes:

- Must have a minimum 3.5 unweighted GPA to qualify for any of the "With Honors" levels of recognition.
- Honors course semesters count as .5, and AP semesters will count as 1

OPHS 2015-2016 Course of Study

BUSINESS & COMPUTER EDUCATION

Computer Applications/Microsoft Office Software (5)
Computer Programming (5)
IT Essentials (Cisco Academy) (10)
Robotics (5)
Small Business E-Commerce (5)
Web Design (5)
* AP Computer Science A (10)

ENGLISH

*English I CP (10)
*English II CP (10)
*English II Honors (10)
*English III CP (10)
*English III Honors (10)
*AP Language & Composition (10)
*English IV Honors (10)
*AP Literature & Composition (10)
*Children's Literature CP (5)
*Creative Writing CP (5)
*Film as Literature I CP (5 each)
*Journalism CP (5 or 10)
*Madness and Identity CP (5)
*Modern American Literature CP (5)
*Mythology to Science Fiction CP (5)
Speech (5)
*Women's Literature CP

MODERN LANGUAGE

*American Sign Language I, II, III CP (10)
*Chinese I, II, III, CP & AP Chinese Language & Culture (10 each)
*French I, II, III, IV CP & AP French Language & Culture (10 each)
*Spanish I, II, III CP, III Honors, IV Honors, AP Spanish Language & Culture (10 each)

INDUSTRIAL ARTS

Beginning & Advanced Architecture (5 each)
Intro to Digital Photography (5)
Stagecraft (10)
Woodworking I, II (5 each)

MATHEMATICS

*Algebra IA CP (10)
*Algebra 1B CP (10)
*Algebra I CP (10)
*Geometry CP (10)
*Algebra II CP (10)
*Algebra II with Trigonometry Honors (10)
Financial Math (5)
*Math Analysis CP (10)
*Math Analysis with Calculus Honors (10)
*Finite Math CP (10)
*AP Calculus (A/B) (10)
*AP Calculus (B/C) (10)
*AP Statistics (10)
*Statistics CP (10)

PHYSICAL EDUCATION

Physical Education 9, 10 (10 each)
Dance (10)
Athletic Training/Sports Medicine I, II, III (5 each)
Team Sports/Weight Training (5)
Health (5)

SCIENCE

*Global Science CP (10)
*Global Science Honors (10)

SCIENCE (cont.)

*Experimental Science CP (5)
*Intro to AP Science Honors (5)
Intro to Engineering (10)
*Anatomy & Physiology (10)
*Biology I (10)
*Biology Honors (10)
*AP Biology (10)
*Chemistry CP (10)
*Chemistry Honors (10)
*AP Chemistry (10)
*AP Environmental Science (10)
Fundamentals of Science (10)
*Physics CP (10)
*AP Physics 1 (10)
*AP Physics 2 (10)

SOCIAL SCIENCE

*World Geography (CP) (5)
*World History CP (10)
*U.S. History CP (10)
*U.S. History Honors (10)
*AP U.S. History (10)
*AP European History (10)
*Government CP (5)
*AP Government & Politics (5)
*Economics CP (5)
*AP Macroeconomics (5)
*Psychology CP (5)
*Psychology AP (5)
*Sociology CP (5)
*Sociology of American Popular Music CP (5)

VISUAL & PERFORMING ARTS

*Art - Drawing and Painting I/II CP (10)
*Art - 3-D Design CP (10)
*Art - Advanced Drawing and Painting CP (10)
*AP Studio Art: Drawing (10)
*AP Studio Art: 2D Design (10)
*AP Studio Art: 3D Design (10)
*Computer Animation I/II CP (10)
*Advanced Computer Animation III/IV CP (10)
*Computer Graphics I/II CP (10)
*Advanced Dance CP (10)
*Concert Band CP (10)
*Jazz Band CP (10)
Marching Band (5)
*Wind Ensemble CP (10)
*Wind Ensemble Honors (10)
*Theatre A: Acting CP (10)
*Vocal Ensemble CP (10)
*Advanced Chamber Choir CP (10)

NON-DEPARTMENTAL COURSES

Academic Decathlon (5)
Driver Education (2.5)
(ASB) Associated Student Government (10)
Life Skills (5)
Mock Trial (10)
(ROP) Regional Occupational Program Work Experience (10)
School Service/TA/Office Aid (5)
Yearbook (5 or 10)

Students taking AP & Honors Courses may be limited to selection of electives, as AP & Honors sections are limited.

* = U C Approved College Preparatory Level Course

OAK PARK HIGH SCHOOL



**A National Blue Ribbon School
A California Distinguished School
A California Gold Ribbon School
A USDOE Green Ribbon School**

2015-2016 SCHOOL PROFILE

**899 North Kanan Road
Oak Park, California 91377
818-735-3300
Fax 818-707-7970
www.oakparkusd.org/ophs/**

**CEEB Code: 050006
CDS Code: 56 73874 5630132**

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Oak Park High School Block Calendar 2015-16

Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Friday
August (August 11 – First day)	10 WASC No School	11 – First Day 1 – 3 – 5	12 0 – 2 – 4 – 6	13 0 – 1 – 3 – 5	14 0 – 2 – 4 – 6
	17 WL – 1 – 3 – 5	18 0 – 2 – 4 – 6	19 0 – 1 – 3 – 5	20 0 – 2 – 4 – 6	21 0 – 1 – 3 – 5
	24 FG – 2 – 4 – 6	25 0 – 1 – 3 – 5	26 0 – 2 – 4 – 6	27 0 – 1 – 3 – 5	28 0 – 2 – 4 – 6
September (9/11–Progress Rpt.)	31 HG – 1 – 3 – 5	1 0 – 2 – 4 – 6	2 0 – 1 – 3 – 5	3 0 – 2 – 4 – 6	4 0 – 1 – 3 – 5
	7 No School	8 0 – 2 – 4 – 6	9 0 – 1 – 3 – 5	10 0 – 2 – 4 – 6	11 0 – 1 – 3 – 5
	14 No School	15 0 – 2 – 4 – 6	16 0 – 1 – 3 – 5	17 0 – 2 – 4 – 6	18 0 – 1 – 3 – 5
	21 FG – 2 – 4 – 6	22 0 – 1 – 3 – 5	23 No School	24 0 – 2 – 4 – 6	25 0 – 1 – 3 – 5
	28 HG – 2 – 4 – 6	29 0 – 1 – 3 – 5	30 0 – 2 – 4 – 6	1 0 – 1 – 3 – 5	2 0 – 2 – 4 – 6
October (10/16– Quarter 1)	5 FG – 1 – 3 – 5	6 0 – 2 – 4 – 6	7 0 – 1 – 3 – 5	8 0 – 2 – 4 – 6	9 0 – 1 – 3 – 5
	12 HG – 2 – 4 – 6	13 0 – 1 – 3 – 5	14 0 – 2 – 4 – 6	15 0 – 1 – 3 – 5	16 0 – 2 – 4 – 6
	19 FG – 1 – 3 – 5	20 0 – 2 – 4 – 6	21 0 – 1 – 3 – 5	22 0 – 2 – 4 – 6	23 0 – 1 – 3 – 5
	26 WL – 2 – 4 – 6	27 0 – 1 – 3 – 5	28 0 – 2 – 4 – 6	29 0 – 1 – 3 – 5	30 0 – 2 – 4 – 6
November (11/13 – Progress Rpt.)	2 FG – 1 – 3 – 5	3 0 – 2 – 4 – 6	4 0 – 1 – 3 – 5	5 0 – 2 – 4 – 6	6 0 – 1 – 3 – 5
	9 HG – 2 – 4 – 6	10 0 – 1 – 3 – 5	11 No School	12 0 – 2 – 4 – 6	13 0 – 1 – 3 – 5
	16 FG – 2 – 4 – 6	17 0 – 1 – 3 – 5	18 0 – 2 – 4 – 6	19 0 – 1 – 3 – 5	20 0 – 2 – 4 – 6
	23 No School	24 No School 5	25 No School	26 No School	27 No School
December (12/18 – End Sem. 1)	30 M – 1 – 3 – 5	1 0 – 2 – 4 – 6	2 0 – 1 – 3 – 5	3 0 – 2 – 4 – 6	4 0 – 1 – 3 – 5
	7 WL – 2 – 4 – 6	8 0 – 1 – 3 – 5	9 0 – 2 – 4 – 6	10 0 – 1 – 3 – 5	11 ZERO FINALS 0 – 2 – 4 – 6
	14 S – 1 – 3 – 5	15 ZERO FINALS 0 – 2 – 4 – 6	16 - FINALS Per 1 & 2	17 - FINALS Per 3 & 4	18 - FINALS Per 5 & 6
	21 No School	22 No School	23 No School	24 No School	25 No School
	28 No School	29 No School	30 No School	31 No School	1 No School

Meeting Legend – Staff and WASC Leadership Only

WL – WASC Leadership; **FG** – Focus Group; **HG** – Home Group;

L – Leadership; **D** – Department; **S** – Staff; **M** – Other Meeting as Needed;

Oak Park High School Block Calendar 2015-16

Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Friday
January	4 Pupil Free	5 1 - 6	6 0 - 1 - 3 - 5	7 0 - 2 - 4 - 6	8 0 - 1 - 3 - 5
	11 WL - 2 - 4 - 6	12 0 - 1 - 3 - 5	13 0 - 2 - 4 - 6	14 0 - 1 - 3 - 5	15 0 - 2 - 4 - 6
	18 No School	19 0 - 1 - 3 - 5	20 0 - 2 - 4 - 6	21 0 - 1 - 3 - 5	22 0 - 2 - 4 - 6
	25 S - 1 - 3 - 5	26 0 - 2 - 4 - 6	27 0 - 1 - 3 - 5	28 0 - 2 - 4 - 6	29 0 - 1 - 3 - 5
February (2/5 - Progress Rpt.)	1 M - 2 - 4 - 6	2 0 - 1 - 3 - 5	3 0 - 2 - 4 - 6	4 0 - 1 - 3 - 5	5 0 - 2 - 4 - 6
	8 V - 1 - 3 - 5	9 0 - 2 - 4 - 6	10 0 - 1 - 3 - 5	11 0 - 2 - 4 - 6	12 No School
	15 No School	16 0 - 1 - 3 - 5	17 0 - 2 - 4 - 6	18 0 - 1 - 3 - 5	19 0 - 2 - 4 - 6
	22 S - 1 - 3 - 5	23 0 - 2 - 4 - 6	24 0 - 1 - 3 - 5	25 0 - 2 - 4 - 6	26 0 - 1 - 3 - 5
March (3/11 - Quarter 3)	29 D - 2 - 4 - 6	1 0 - 1 - 3 - 5	2 0 - 2 - 4 - 6	3 Min. Day 0 - 1 - 3 - 5	4 Min. Day 0 - 2 - 4 - 6
	7 L - 1 - 3 - 5	8 0 - 2 - 4 - 6	9 0 - 1 - 3 - 5	10 0 - 2 - 4 - 6	11 0 - 1 - 3 - 5
	14 M - 2 - 4 - 6	15 0 - 1 - 3 - 5	16 0 - 2 - 4 - 6	17 0 - 1 - 3 - 5	18 0 - 2 - 4 - 6
	21 S - 1 - 3 - 5	22 0 - 2 - 4 - 6	23 0 - 1 - 3 - 5	24 0 - 2 - 4 - 6	25 No School
	28 No School	29 No School	30 No School	31 No School	1 No School
April (4/22 - Quarter 3)	4 D - 1 - 3 - 5	5 0 - 2 - 4 - 6	6 0 - 1 - 3 - 5	7 0 - 2 - 4 - 6	8 0 - 1 - 3 - 5
	11 L - 2 - 4 - 6	12 0-1-3-5 CAASPP Gr-11	13 0-2-4-6 CAASPP Gr-11	14 0-1-3-5 CAASPP/Make up	15 0-2-4-6 CAASPP/Make up
	18 M - 1 - 3 - 5	19 0 - 2 - 4 - 6	20 0 - 1 - 3 - 5	21 0 - 2 - 4 - 6	22 0 - 1 - 3 - 5
	25 S - 2 - 4 - 6	26 0 - 1 - 3 - 5	27 0 - 2 - 4 - 6	28 0 - 1 - 3 - 5	29 0 - 2 - 4 - 6
May (5/27 - End Sem. 2)	2-Chem/ ES/ Psych D - 1 - 3 - 5	3- Calc/Chinese 0 - 2 - 4 - 6	4-English Lit./Phys 1 0 - 1 - 3 - 5	5- Comp Sci/Span Lang/Phys 2 0 - 2 - 4 - 6	6- US Hist/ Euro 0 - 1 - 3 - 5
	9 - Bio L - 2 - 4 - 6	10- Gov/ French 0 - 1 - 3 - 5	11-Eng. L./Stats 0 - 2 - 4 - 6	12- Econ Min. Day 0 - 1 - 3 - 5	13 Min. Day 0 - 2 - 4 - 6
	16 S - 1 - 3 - 5	17 0 - 2 - 4 - 6	18 - SR FINALS 0 - 1 - 3 - 5	19 - SR FINALS 0 - 2 - 4 - 6	20 - ZERO FINALS 0 - 1 - 3 - 5
	23 M - 2 - 4 - 6	24 - ZERO FINALS 0 - 6	25 - FINALS 1 - 2	26 - FINALS 3 - 4	27 - FINALS 5 - 6

Rev 7/2015 KB/BDM

Meeting Legend - Staff and WASC Leadership Only

WL - WASC Leadership; **FG** - Focus Group; **HG** - Home Group;

L - Leadership; **D** - Department; **S** - Staff; **M** - Other Meeting as Needed;

OAK PARK HIGH SCHOOL BELL SCHEDULES

Regular Schedule (Tuesday – Friday)

Period	Time	Minutes
Period 0	7:20 to 8:20	60
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 10:05	95
Nutrition	10:05 to 10:15	10
Passing	10:15 to 10:25	10
Block 2 (3/4)	10:25 to 12:05	100
Lunch	12:05 to 12:40	35
Passing	12:40 to 12:50	10
Block 3 (5/6)	12:50 to 2:25	95
Support (7)	2:25 to 3:10	45

Monday / Late Start Schedule

Period	Time	Minutes
Meeting	7:30 to 8:20	50
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 10:05	95
Nutrition	10:05 to 10:15	10
Passing	10:15 to 10:25	10
Block 2 (3/4)	10:25 to 12:05	100
Lunch	12:05 to 12:40	35
Passing	12:40 to 12:50	10
Block 3 (5/6)	12:50 to 2:25	95
Support (7)	2:25 to 3:10	45

Minimum Day/Final Schedule

Period	Time	Minutes
Period 0	7:30 to 8:20	50
Passing	8:20 to 8:30	10
Block 1	8:30 to 10:10	100
Nutrition	10:10 to 10:20	10
Passing	10:20 to 10:30	10
Block 2	10:30 to 12:10	100

Minimum Day Block Bell Schedule

Period	Time	Minutes
Period 0	7:30 to 8:20	50
Passing	8:20 to 8:30	10
Block 1	8:30 to 9:30	60
Nutrition	9:30 to 9:40	10
Passing	9:40 to 9:50	10
Block 2	9:50 to 10:50	60
Passing	10:50 to 11:00	10
Block 3	11:00 to 12:00	60

Activity Schedule 20 minutes

Period	Time	Minutes
Period 0	7:20 to 8:20	60
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 10:00	90
Nutrition	10:00 to 10:10	10
Passing	10:10 to 10:20	10
Activity (Block 2)	10:20 to 10:40	20
Block 2 (3/4)	10:40 to 12:10	90
Lunch	12:10 to 12:45	35
Passing	12:45 to 12:55	10
Block 3 (5/6)	12:55 to 2:25	90
Support (7)	2:25 to 3:10	45

Assembly Schedule 45 minutes

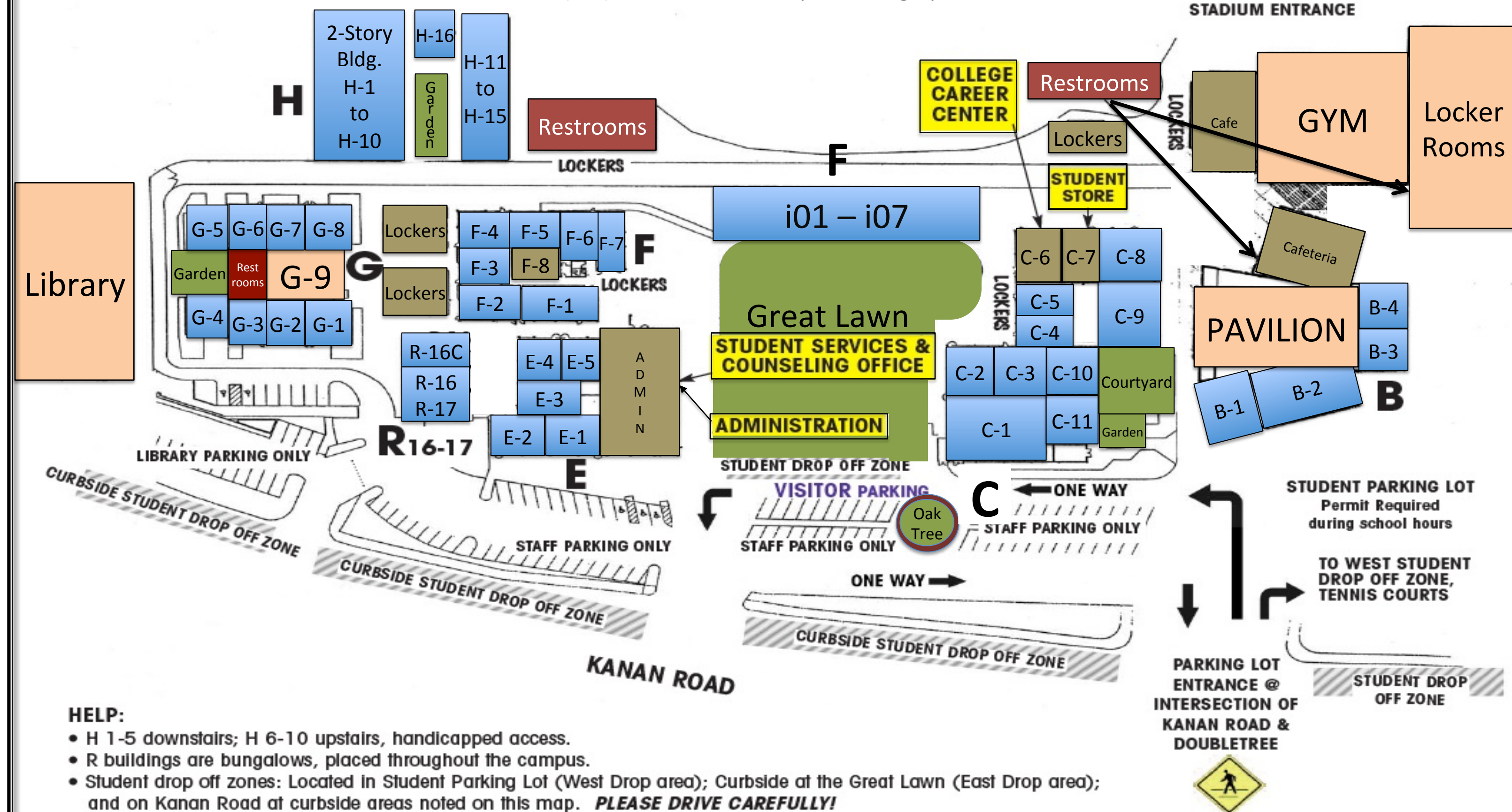
Period	Time	Minutes
Period 0	7:20 to 8:20	60
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 9:50	80
Nutrition	9:50 to 10:00	10
Passing	10:00 to 10:10	10
Block 2 (3/4)	10:10 to 11:35	85
Assembly	11:35 to 12:20	45
Lunch	12:20 to 12:55	35
Passing	12:55 to 1:05	10
Block 3 (5/6)	1:05 to 2:25	80
Support (7)	2:25 to 3:10	45

All Periods (0-6)

Period	Time	Minutes
Period 0	7:20 – 8:20	60
Period 1	8:30 – 9:12	42
Period 2	9:22 – 10:04	42
Nutrition	10:04 – 10:14	10
Period 3	10:24 – 11:14	50
Period 4	11:24 – 12:06	42
Lunch	12:06 – 12:41	35
Period 5	12:51 – 1:33	42
Period 6	1:43– 2:25	42
Support (7)	2:25 to 3:10	45

Oak Park High School

899 N. Kanan Road Oak Park, CA 91377
(818) 735 -3300 www.oakparkusd.org/ophs



Oak Park Unified School District

July 2015 - June 2016 – Student/Teacher Calendar

July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 - Independence Day

January 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 – Winter Break
4 – Secondary Prep Day (Secondary Students out of School/Elementary Students In School)
18 - Martin Luther King Day
18 days

August 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6 – K-12 Staff Development Day (Optional Buy Back Day)
7 – K-12 Staff Development Day (Optional Buy Back Day)
10 – Teacher Prep Day
11 – First Day of School
15 Days

February 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

12 – K-12 Staff Development Day (Optional Buy Back Day)
15 – Washington's Birthday
19 Days

September 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 - Labor Day
14 – Local Holiday
23 – Local Holiday
19 Days

March 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

25 – Local Holiday
28-31 – Spring Break
18 Days

October 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26 - Elementary Prep Day (Elementary Students Out of School – Secondary Students In School)
21 Days

April 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 – Spring Break
20 Days

November 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 - Veterans Day
23-25 – Local Holiday
26 - Thanksgiving Day
27 – Local Holiday
16 Days

May 2016

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27 – Last Day of School
30 - Memorial Day
20 Days = 95 Days

December 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 – 31 Winter Break
14 Days = 85 Days

June 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Denotes School Holiday

Denotes Beginning and Ending of School

Denotes Prep Day for Teachers (Some Students In School/Some Student Not In School)

Board Approved 10-21-14
Amended and Board Approved 5-19-15

2015-2016 Club List and Advisor
Updated as of October 29, 2015

1. 3-D Printing - Paulson
2. American Heart Association – Mrs. Chevalier
3. American Sign Language – Bray
4. Anime Club – Peluce
5. Around the Horn Baseball Club - Kinberg
6. Athletes for Community – Dakin
7. Awareness is Power – Pryor
8. Badminton Club – Boone
9. Ballet for all Kids - Atkins
10. Broadcast – Fowler
11. Chess - Meyer
12. Chinese – Hung
13. Computer Science - Dakin
14. Cyber Patriot - Amerikaner
15. Debate - Pryor
16. Drama - Enoch
17. Equestrian - Stutz
18. Fantasy Sports - Kinberg
19. Fellowship of Christian Students – Boone
20. French – Bovard
21. FBLA – Winkler
22. Future Meds – Sloan
23. Gay Straight Alliance – Anderson
24. Gift of Vision – Bray
25. Girls Beach Volleyball – Bloom
26. GirlUp – Galbreath
27. Green – Kawakatsu
28. Green Bag – Mrs. Chevalier
29. Haute Fashion – Hunt
30. HOSA – Stutz
31. I-Research - Lavanchy
32. Improv – Willis
33. Indian – Van Slooten
34. Interact – Bowman
35. International Thespian Society – Enoch
36. Intricate Lyricism and Poetry
37. Jew Crew – Van Slooten
38. JSA – Schultheis
39. Key - Creason
40. KIVA – Lac
41. Magic – Kinberg
42. Math – Lac
43. Model United Nations – Herberg

44. NAMI – Willis
45. National Honor Society – Hunt
46. One to Another – Boone
47. Our Future – Pryor
48. PPAW – Kenney
49. Peer Counseling – Bojorquez (Lovejoy)
50. Peer Tutoring – Hawkins
51. Philanthropy – Van Slooten
52. Pokemon – Pryor
53. Record – Allison
54. Red Cross – Gorji
55. Robotics - Amerikaner
56. Rocket – Knight
57. Science Olympiad – Labnow
58. Solar Cup – Van Slooten
59. SPAE – Knight
60. Spanish - Bolyog
61. Society of Future Aspirers – Villapando
62. Strings – Cissell
63. Super Smash Bros. – Van Slooten
64. Support a Smile – Hung
65. Supporting Your Military – Paulson
66. Talon – Allison
67. Technology Students Association – Kawakatsu
68. Teen CERT – Pasqua
69. Teens Against Toxins – Kawakatsu
70. Ukulele – Pryor
71. UNICEF – Gorji
72. Unlock the World – Paulson
73. Video Game – Peluce
74. You've Been Served – Mr. Chevalier
75. Young Investors Society – Lac
76. Young Social Activists – Miller

Introduction:

LEA: OAK PARK UNIFIED SCHOOL DISTRICT

Contact : Leslie Heilbron, Assistant Superintendent, Human Resources,

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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none">Email sent to all community stakeholders inviting participation in District LCAP development.January 20, 2015, LCAP presentation at School Board/Stakeholder meeting.On March 12, 2015, the first meeting of the District's LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions Oak Park Teachers Association (OPTA), Oak Park Classified Association (OPCA), parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. 2014-15 Goals were reviewed and updated with current data analysis. Work accomplished included a draft of 2015-16, 2016-17, and 2017-18 preliminary goals. A student survey was	<p>Continue to respond to prior year survey results concentrating on the top five priorities: (1) Authentic Learning; (2) Differentiation; (3) STEAM (Science, Technology, Engineering, and Math); (4) Technology; (5) Project Based Learning. Discussed a student survey which will be developed and administered in spring of 2015-16. Goals for 2015-16 are:</p> <ol style="list-style-type: none">1). Common Core Implementation2). Student Health, Safety, and Well Being3). Support and Intervention4). Facilities that Support Learning

<p>discussed and the committee asked administration to develop and administer a student survey.</p> <ul style="list-style-type: none"> • Student survey will be administered in the spring during the Smarter Balanced assessments. (Dates tentatively set for week of May 4-8, 2015) • May 13, 2015 second LCAP Committee meeting – review of draft goals for 2017-18; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 19, 2015; Superintendent provides responses within 7 days. • Draft LCAP report made available at School Board/Stakeholder meeting on May 19, 2015. • Public hearing for LCAP at board meeting on June 2, 2015. • LCAP adoption at board meeting on June 16, 2015. 	
<p>Annual Update:</p> <ul style="list-style-type: none"> • Email sent to all community stakeholders inviting participation in District LCAP development. • On April 10, 2014, the first meeting of the District’s LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions OPTA, OPCA, parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. Work accomplished included a draft of preliminary goals, and development of a survey to be sent to all community stakeholders. • Survey posted on district website April 14-27, all call-email was sent to stakeholders inviting survey response; 757 responses were received. • April 29 Second LCAP Committee meeting – review of survey results; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 30, 2014; Superintendent provides responses within 7 days. • Public hearing for LCAP at board meeting on June 3, 2014. • LCAP adoption at board meeting on June 17, 2014 	<p>Annual Update:</p> <p>Survey results from 757 respondents found the top five priorities as: (1) Authentic Learning; (2) Differentiation; (3) STEM (Science, Technology, Engineering, and Math); (4) Technology; (5) Project Based Learning. Among respondents with Elementary-age children, the top five priorities were the same, with STEM and Differentiation trading places as number two and three. Respondents with Middle School-age children selected the same top five priorities as the overall respondents. Those respondents with High School-age children listed the same top four priorities as the overall respondents. However, their number five priority was Counseling. Community members with no children in school responded with the same top four priorities, but listed Well Being as their number five choice.</p> <p>Once the survey results and the committee input was quantified, four District goals were developed:</p> <ol style="list-style-type: none"> 1). Common Core Implementation 2). Student Health, Safety, and Well Being 3). Support and Intervention 4). Facilities that Support Learning <p>As a result of looking at the outcome data for 2014, the four goals have been maintained.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL 1: Common Core State Standards (CCSS) Support teachers in the full implementation of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)		Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Identified Need : 1A Rate teachers are assigned and credentialed appropriately for students they teach 1B Student access to standards-aligned instructional materials 1C Implementation of CCSS for all students, including English Learners (EL) 1D Performance on standardized tests 1E Score on Academic Performance Index (API) 1F Share of students that are college and career ready 1G Share of students that pass Advanced Placement exams with 3 or higher 1H Share of students determined prepared for college by the Early Assessment Program (EAP) 1I Teacher and student surveys 1J CCSS implementation for unduplicated students			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	1A Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5% 1B Textbook adoption (math, language arts, history/social science, world languages) to support CCSS implementation 1C Professional Development to support CCSS implementation; continue implementation of Next Generation Science Standards (NGSS) 1D Technology to align with Smarter Balance testing requirements; Typing Boot Camp 1E API NOT APPLICABLE 1F Increase percentage of high school graduates with UC/CSU required courses from 83.2% to 84% 1G Increase the percentage of students that pass Advanced Placement exams with 3 or higher by 5% 1H Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)			

1I Smaller class sizes for Discovery Kindergarten through Grade 1 (DK-1); and additional Instructional Aides to support authentic learning and differentiated instruction

1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1A <ul style="list-style-type: none"> Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
Goal 1B <ul style="list-style-type: none"> Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> Elementary School - math and English language arts Middle School - history/social science and world languages High School - lower level math, history/social science, and world languages 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Elementary (\$130,000 Textbooks, General Fund); Middle School (\$75,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund)
Goal 1C <ul style="list-style-type: none"> Provide professional development <ul style="list-style-type: none"> Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum Continue to implement the Critical Thinking Institute/ UCLA training to support the District's goals of authentic learning, differentiation and project-based learning Continue Teacher on Special Assignment (TOSA) in Science Provide NGSS training to all staff and administrators Parent CCSS training 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Provide professional development on CCSS-aligned instruction and curriculum (\$115,000 Travel & Conference, General Fund) Continue

			Critical Thinking Institute/UCLA training (\$55,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$20,000 General Fund)
Goal 1D • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Purchase additional Chrome Books and iPads for student access • Typing Boot Camp • Continue to have Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning • Develop and pilot District tech standards using pull-out staff • Develop new student and staff Acceptable Use Policies (AUP) for technology 	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• Purchase additional Chrome Books and iPads for student access (\$70,000 Materials & Supplies, General Fund) • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teacher on Special Assignment

			(TOSA) in Technology (\$90,200 Salaries & Benefits, General Fund) • Pilot District tech standards (\$24,000 Salaries & Benefits, General Fund)
Goal 1E • API not available	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• API not available
Goal 1F • Extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings • Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study • Add career and technical education pathways programs (Ventura County Innovates [VCI], Verdugo Ventura Valley Pathways Initiative [VVVPI]) 	Oak Park Independent School, Oak View High School, and Oak Park High School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) • Continued 7 th period support for all students (\$0) • Continue additional sections in middle, high, and alternative high schools

			(\$115,500 General Fund) • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, VVPI, LCFF CTE)
Goal 1G • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 13 Tech Lites 	Oak Park Independent School and Oak Park High School	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	• Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7 th period support for all students (\$0) • Cross-department meetings for planning and implementation of STEAM and other related curriculum

			(\$2,500 Salaries & Benefits, General Fund) • Continue to provide 13 Tech Lites (\$24,000 Salaries & Benefits, General Fund)
Goal 1H • Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$0)
Goal 1I • Survey a sample of District students to prioritize educational goals and District spending plan; District staff was surveyed in 2014-15, will not be surveyed in 2015-16, and will be surveyed again in 2016-17	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$0)
Goal 1J • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • Provide literacy instructional assistants (\$144,700

<p>intervention practices</p> <ul style="list-style-type: none"> For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 			<p>Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I)</p> <ul style="list-style-type: none"> VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5%</p> <p><u>1B</u> Textbook adoption (math, language arts, history/social science, world languages, and health) to support CCSS implementation</p> <p><u>1C</u> Professional Development to support CCSS implementation; continue implementation of Next Generation Science Standards (NGSS)</p> <p><u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp</p> <p><u>1E</u> NOT APPLICABLE</p> <p><u>1F</u> Increase percentage of high school graduates with UC/CSU required courses from 84% to 84.5%</p> <p><u>1G</u> Maintain current level of 88%</p> <p><u>1H</u> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)</p> <p><u>1I</u> Smaller class sizes for Discovery Kindergarten through Grade 2 (DK-2); and additional Instructional Aides to support authentic learning and differentiated instruction</p> <p><u>1J</u> Intervention for students and professional development for staff</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Goal 1A</p> <ul style="list-style-type: none"> Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned Williams Act review 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 1B</p> <ul style="list-style-type: none"> Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> Elementary School – math, history/social science, and English language arts Middle School - history/social science, science, and world languages High School – science, history/social science, and world languages 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Elementary (\$130,000 Textbooks, General Fund); Middle School (\$75,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund)
<p>Goal 1C</p> <ul style="list-style-type: none"> Provide professional development <ul style="list-style-type: none"> Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum Continue to implement the Critical Thinking Institute/UCLA training to support the District’s goals of authentic learning, differentiation and project-based learning Continue Teacher on Special Assignment (TOSA) in Science Provide NGSS training to all staff and administrators Parent CCSS training 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Provide professional development on CCSS-aligned instruction and curriculum (\$115,000 Travel & Conference, General Fund) Continue Critical Thinking Institute/UCLA training (\$55,000)

			Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$20,000 General Fund)
Goal 1D • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Purchase additional Chrome Books and iPads for student access • Typing Boot Camp • Continue to have Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning • Implement District K-12 tech standards 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Purchase additional Chrome Books and iPads for student access (\$70,000 Materials & Supplies, General Fund) • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teacher on Special Assignment (TOSA) in Technology (\$90,200 Salaries & Benefits,

			General Fund) • Pilot District tech standards (\$24,000 Salaries & Benefits, General Fund)
Goal 1E • API not available	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• (\$0)
Goal 1F • Extended learning time • Maintain increased course offerings before school (zero period) • Continue to offer 7 th period support in all courses for all students • Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings • Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study • Add career and technical education pathways programs (Ventura County Innovates [VCI], Verdugo Ventura Valley Pathways Initiative [VVVPI])	Oak Park Independent School, Oak View High School, and Oak Park High School	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) • Continued 7 th period support for all students (\$0) • Continue additional sections in middle, high, and alternative high schools (\$115,500 General Fund) • Add career and technical education

			pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, VVVP, LCFF CTE)
<p>Goal 1G</p> <ul style="list-style-type: none"> Maintain extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Continue teacher release time <ul style="list-style-type: none"> Cross-department meetings for planning and implementation of STEAM and other related curriculum Increase use of technology in core course offerings <ul style="list-style-type: none"> Continue to provide 13 Tech Lites 	Oak Park Independent School and Oak Park High School	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Continue course offerings before school (zero period) (Included with Goal 1F above) Continue to offer 7th period support for all students (\$0) Cross-department meetings for planning and implementation of STEAM and other related curriculum (\$2,500 Salaries & Benefits, General Fund)

			<ul style="list-style-type: none"> Continue to provide 13 Tech Lites (\$24,000 Salaries & Benefits, General Fund)
Goal 1H <ul style="list-style-type: none"> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP) 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
Goal 1I <ul style="list-style-type: none"> Survey all District certificated employees and community members to prioritize educational goals and District spending plan; District students were surveyed in 2015-16, will not be surveyed in 2016-17 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
Goal 1J <ul style="list-style-type: none"> For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention 	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund,

practices			LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5% <u>1B</u> Textbook adoption (math, social science, world languages, language arts, health and science) to support CCSS implementation <u>1C</u> Professional Development to support CCSS implementation; implementation of Next Generation Science Standards (NGSS) <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp <u>1E</u> NOT APPLICABLE <u>1F</u> Maintain percentage of high school graduates with UC/CSU required courses at 84.5% <u>1G</u> Maintain current level of 88% <u>1H</u> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP) <u>1I</u> Smaller class sizes for Discovery Kindergarten through Grade 3 (DK-3); and additional Instructional Aides to support authentic learning and differentiated instruction <u>1J</u> Intervention for students and professional development for staff		
	Actions/Services	Scope of Service	Budgeted Expenditures

<p>Goal 1A</p> <ul style="list-style-type: none"> Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned Williams Act review 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 1B</p> <ul style="list-style-type: none"> Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> Elementary School – math, history/social science, and English language arts Middle School - history/social science, science, and world languages High School – science, history/social science, and world languages 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Elementary (\$130,000 Textbooks, General Fund); Middle School (\$75,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund)
<p>Goal 1C</p> <ul style="list-style-type: none"> Provide professional development <ul style="list-style-type: none"> Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum Continue to implement the Critical Thinking Institute/ UCLA training to support the District’s goals of authentic learning, differentiation and project-based learning Continue Teacher on Special Assignment (TOSA) in Science Provide NGSS training to all staff and administrators Parent CCSS training 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Provide professional development on CCSS-aligned instruction and curriculum (\$115,000 Travel & Conference, General Fund) Continue Critical Thinking Institute/UCLA training (\$55,000

			Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$20,000 General Fund)
Goal 1D • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Purchase additional Chrome Books and iPads for student access • Typing Boot Camp • Continue to have Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning • Implement District K-12 tech standards 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Purchase additional Chrome Books and iPads for student access (\$70,000 Materials & Supplies, General Fund) • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teacher on Special Assignment (TOSA) in Technology (\$90,200 Salaries & Benefits,

			General Fund) • Pilot District tech standards (\$24,000 Salaries & Benefits, General Fund)
Goal 1E • API not available	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• (\$0)
Goal 1F • Extended learning time • Maintain increased course offerings before school (zero period) • Continue to offer 7 th period support in all courses for all students • Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings • Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study • Add career and technical education pathways programs (Ventura County Innovates [VCI], Verdugo Ventura Valley Pathways Initiative [VVVPI])	Oak Park Independent School, Oak View High School, and Oak Park High School	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) • Continued 7 th period support for all students (\$0) • Continue additional sections in middle, high, and alternative high schools (\$115,500 General Fund) • Add career and technical education

			pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, VVVP, LCFF CTE)
<p>Goal 1G</p> <ul style="list-style-type: none"> Maintain extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Continue teacher release time <ul style="list-style-type: none"> Cross-department meetings for planning and implementation of STEAM and other related curriculum Increase use of technology in core course offerings <ul style="list-style-type: none"> Continue to provide 13 Tech Lites 	Oak Park Independent School and Oak Park High School	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Continue course offerings before school (zero period) (Included with Goal 1F above) Continue to offer 7th period support for all students (\$0) Cross-department meetings for planning and implementation of STEAM and other related curriculum (\$2,500 Salaries & Benefits, General Fund)

			<ul style="list-style-type: none"> Continue to provide 13 Tech Lites (\$24,000 Salaries & Benefits, General Fund)
Goal 1H <ul style="list-style-type: none"> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP) 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> (\$0)
Goal 1I <ul style="list-style-type: none"> Survey a sample of District students to prioritize educational goals and District spending plan; District staff and community were surveyed in 2016-17, will not be surveyed in 2017-18 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> (\$0)
Goal 1J <ul style="list-style-type: none"> For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention 	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund,

practices			<p>LCFF Supplemental Grant and Restricted Title I)</p> <ul style="list-style-type: none"> • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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GOAL:	Goal 2: Student Health, Safety, & Well Being Support and Improve the Health, Safety, & Well Being of All Students Support School Sustainability, Healthy Learning Environments, and Environmental Literacy for All Students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_ X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Ensure Student Health, Safety, & Well Being		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism <u>2B</u> Reduce truancy rates by 0.5% from 17.6% to 17.1% <u>2C</u> Maintain high school graduation rate of 98.7% <u>2D</u> Maintain low student suspension rate of 1.5% or less <u>2E</u> Maintain historically low student expulsion rate of 0% <u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% <u>2G</u> improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs <u>2I</u> Student health, safety, and well being of unduplicated students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 2A • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance	LEA-wide	<u>X</u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• (\$0)
Goal 2B • SART holds meetings with the student and parent to express the importance of attendance and punctuality	LEA-wide	<u>X</u> ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• (\$0)

<p>Goal 2C</p> <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
<p>Goal 2D</p> <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2E</p> <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2F</p> <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Addition of District Nurse stipend Additional Child Nutrition staff 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund)

			<ul style="list-style-type: none"> • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
<p>Goal 2G</p> <ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Addition of outdoor classrooms, OPNS & BES 	Elementary School Sites	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) • Phase 2 outdoor

<p>Goal 2H</p> <ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • TOSA for nutrition and sustainability 	<p>LEA-wide</p>	<div></div> <hr/> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>classrooms (\$150,000 Capital Outlay, General Fund)</p> <ul style="list-style-type: none"> • TOSA for nutrition/ sustainability (\$100,000 Salaries & Benefits, General Fund)
<p>Goal 2I</p> <ul style="list-style-type: none"> • For low income pupils: Partner with parents to support their children’s education through collaborative connections, referrals, and parent education • For English learners: Address the specific communication and support needs for families of English learners • For foster youth: Appoint senior staff member as liaison to work with students and their families. 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Participation in Advisory Groups (\$0), County programs and parent support groups through elementary counselor (\$1,500 Materials & Supplies, LCFF Supplemental Grant). • District Interpreter services (\$2,000 Salaries & Benefits, LCFF Supplemental Grant)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 2A Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism
- 2B Reduce truancy rates by 0.5% from 17.1% to 16.6%
- 2C Maintain high school graduation rate of 98.7%
- 2D Maintain low student suspension rate of 1.5% or less
- 2E Maintain historically low student expulsion rate of 0%
- 2F Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1%
- 2G improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support
- 2H Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs
- 2I Student health, safety, and well being of unduplicated students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 2A <ul style="list-style-type: none"> Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
Goal 2B <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
Goal 2C <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)

<p>Goal 2D</p> <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2E</p> <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2F</p> <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Addition of District Nurse stipend Additional Child Nutrition staff 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) Continue Peer Counselor program (\$6,000 Salaries& Benefits, General Fund) Director of Student Nutrition and Wellness

			(\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
Goal 2G • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Music and art sections will be added at the high school and middle school	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) • Additional music and art sections (\$25,000 Materials & Supplies, General Fund)
Goal 2H • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	• Introduction of instruction and instructional materials into science and language arts (\$25,000,

<ul style="list-style-type: none"> Sustain the EEAC support established at each of OPUSD school with parents, teachers, and students 			Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)
<p>Goal 2I</p> <ul style="list-style-type: none"> For low income pupils: Partner with parents to support their children’s education through collaborative connections, referrals, and parent education For English learners: Address the specific communication and support needs for families of English learners For foster youth: Appoint senior staff member as liaison to work with students and their families. 	LEA-wide	<p><u> </u> ALL</p> <hr/> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Participation in Advisory Groups (\$0), County programs and parent support groups through elementary counselor (\$1,500 Materials & Supplies, LCFF Supplemental Grant). District Interpreter services (\$2,000 Salaries & Benefits, LCFF Supplemental Grant)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 2A Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism
- 2B Reduce truancy rates by 0.5% from 16.6% to 16.1%
- 2C Maintain high school graduation rate of 98.7%
- 2D Maintain low student suspension rate of 1.5% or less
- 2E Maintain historically low student expulsion rate of 0%
- 2F Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1%
- 2G improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support
- 2H Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs
- 2I Student health, safety, and well being of unduplicated students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 2A <ul style="list-style-type: none"> Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
Goal 2B <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
Goal 2C <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)

<p>Goal 2D</p> <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2E</p> <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$0)
<p>Goal 2F</p> <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Addition of District Nurse stipend Additional Child Nutrition staff 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) Continue Peer Counselor program (\$6,000 Salaries& Benefits, General Fund) Director of Student Nutrition and Wellness

			(\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
Goal 2G • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Music and art sections will be added at the high school and middle school	LEA-wide	<u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	• Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) • Additional music and art sections (\$25,000 Materials & Supplies, General Fund)
Goal 2H • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff	LEA-wide	<u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	• Introduction of instruction and instructional materials into science and language arts (\$25,000,

<ul style="list-style-type: none"> Sustain the Environmental Education and Awareness Committee (EEAC) support established at each of OPUSD school with parents, teachers, and students 			Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)
<p>Goal 2I</p> <ul style="list-style-type: none"> For low income pupils: Partner with parents to support their children's education through collaborative connections, referrals, and parent education For English learners: Address the specific communication and support needs for families of English learners For foster youth: Appoint senior staff member as liaison to work with students and their families. 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Participation in Advisory Groups (\$0), County programs and parent support groups through elementary counselor (\$1,500 Materials & Supplies, LCFF Supplemental Grant). District Interpreter services (\$2,000 Salaries & Benefits, LCFF Supplemental Grant)

GOAL:	GOAL 3: Support and intervention for all students Provide programs and opportunities that ensure the needs of all students are met	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	3A Efforts to seek parent input 3B Promotion of parental participation 3C Share of English Learners (ELs) that become English proficient at 70% 3D English Learner reclassification rate at 31% 3E Middle school dropout rates is zero 3F High school dropout rates is 1.6% 3G Student access and enrollment in all required areas of study 3H Other indicators of student performance in required areas of study. May include performance on other exams; DIBLES, SRI, end-of-course assessments	
Goal Applies to:	Schools: <input type="text" value="All"/> Applicable Pupil Subgroups: <input type="text" value="All"/>	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	3A LCAP survey priorities to focus on student educational goals 3B Continue LCAP Committee meetings and input from diversified parent groups 3C Maintain percentage of ELs that become English proficient at 70% 3D Maintain percentage of ELs that become reclassified at 31% 3E Maintain rate of 0% 3F Maintain historical low percentage of high school dropout rate of 1.6% 3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study, especially for unduplicated students 3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments 3I Intervention for low income, English learners, and foster youth	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Goal 3A • Survey all District students to prioritize educational goals and District spending plan	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		Budgeted Expenditures
		• \$0

<p>Goal 3B</p> <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> \$0
<p>Goal 3C</p> <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
<p>Goal 3D</p> <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
<p>Goal 3E</p> <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
<p>Goal 3F</p> <ul style="list-style-type: none"> Add additional secondary counselor to develop individual action plans for students at risk 	Oak Park High School, Oak View High School, Oak Park Independent School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$104,000 Salaries & Benefits, General Fund)

<p>Goal 3G</p> <ul style="list-style-type: none"> Implement second year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-1 Continue addition of .1 FTE teacher for Math intervention at Medea Creek Middle School Maintain GATE programs Provide additional technology integration and support 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Additional Technology TOSA (\$100,000 Salaries & Benefits, General Fund)
<p>Goal 3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking Institute, gifted and talented education programs to ensure the needs of all students are met 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>Goal 3I</p> <ul style="list-style-type: none"> Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$110,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p><u>3A</u> LCAP survey priorities to focus on student educational goals</p> <p><u>3B</u> Continue LCAP Committee meetings and input from diversified parent groups</p> <p><u>3C</u> Maintain percentage of ELs that become English proficient at 70%</p> <p><u>3D</u> Maintain percentage of ELs that become reclassified at 31%</p> <p><u>3E</u> Maintain rate of 0%</p> <p><u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6%</p> <p><u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study, especially for unduplicated students</p> <p><u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments</p> <p><u>3I</u> Intervention for low income, English learners, and foster youth</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 3A • Survey community and staff to prioritize educational goals and District spending plan	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0
Goal 3B • Implement plan to involve parents in various advisor committees	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0
Goal 3C • Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
Goal 3D • Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$6,000 Salaries & Benefits, General Fund)
Goal 3E • Maintain additional counselor and clerical support of high-risk students	Medea Creek Middle School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$118,000 Salaries & Benefits, General Fund)

<p>Goal 3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
<p>Goal 3G</p> <ul style="list-style-type: none"> Implement third year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-2 Continue addition of .1 FTE teacher for Math intervention at Medea Creek Middle School Maintain GATE programs Maintain additional technology integration and support 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Technology TOSA (\$100,000 Salaries & Benefits, General Fund)
<p>Goal 3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking Institute, gifted and talented education programs to ensure the needs of all students are met 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>Goal 3I</p> <ul style="list-style-type: none"> Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$110,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 3A LCAP survey priorities to focus on student educational goals
- 3B Continue LCAP Committee meetings and input from diversified parent groups
- 3C Maintain percentage of ELs that become English proficient at 70%
- 3D Maintain percentage of ELs that become reclassified at 31%
- 3E Maintain rate of 0%
- 3F Maintain historical low percentage of high school dropout rate of 1.6%
- 3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study, especially for unduplicated students
- 3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments
- 3I Intervention for low income, English learners, and foster youth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 3A <ul style="list-style-type: none"> Survey all District students to prioritize educational goals and District spending plan 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
Goal 3B <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
Goal 3C <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)

<p>Goal 3D</p> <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
<p>Goal 3E</p> <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
<p>Goal 3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	Oak Park High School, Oak View High School, Oak Park Independent School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
<p>Goal 3G</p> <ul style="list-style-type: none"> Implement fourth year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-3 Continue addition of .1 FTE teacher for Math intervention at Medea Creek Middle School Maintain GATE programs Maintain additional technology integration and support 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Technology TOSA (\$100,000 Salaries & Benefits, General Fund)
<p>Goal 3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking Institute, gifted and talented education programs to ensure the needs of all students are met 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund

<p>Goal 3I</p> <ul style="list-style-type: none"> Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$110,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)
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GOAL:	GOAL 4: Facilities that support learning and student health, safety, and wellbeing Provide a high quality learning environment and well-maintained facilities	Related State and/or Local Priorities: 1x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need:	4A Facilities in good repair 4B Facility Inspection Tool (FIT), Facility Master Plan		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	4A Maintain the increased level of daily cleaning and routine and deferred maintenance 4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 4A <ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Increase staff development/training sessions from 3 to 4 for custodial staff pertaining to cleaning, safety, and effectiveness Re-establish and fund Deferred Maintenance program 	LEA Wide	X ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R bond fund) Four training sessions for custodial staff (\$17,500 Salaries & Benefits, General Fund) Increase Deferred Maintenance

			Fund (\$350,000 transfer General Fund/ Deferred Maintenance Fund)
<p>Goal 4B</p> <ul style="list-style-type: none"> Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan <ul style="list-style-type: none"> Districtwide – Exterior light replacement BES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures OHES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures ROES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement OVHS - HVAC replacement, interior painting and carpet replacement Convene broad-based Committee to develop comprehensive needs assessment and implementation plan in the areas of facilities, technology, student safety, energy conservation and environmental concerns 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Perform Master Plan facilities projects (\$1,829,355 Other Operating, Building & Site Improvement Measure R Bond Fund) Elementary shade structures (\$400,000 Other Operating, Building & Site Improvement Measure R, Donations, General Fund) Needs assessment plan – consultants, etc. (\$40,000 Professional Services, Measure R, Proposition 39, General Fund)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	4A Maintain the increased level of daily cleaning and routine and deferred maintenance 4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 4A <ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Increase staff development/training sessions from 4 to 5 for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness Develop 5-year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available 	LEA Wide	X ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R bond fund) Five training sessions for custodial staff (\$20,000 Salaries & Benefits, General Fund) Increase Deferred Maintenance Fund (one half of 1%, transfer General Fund/ Deferred Maintenance Fund)

<p>Goal 4B</p> <ul style="list-style-type: none"> Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan <ul style="list-style-type: none"> Districtwide – Exterior light replacement BES - roof replacement, HVAC replacement, interior painting and carpet replacement OHES - roof replacement, HVAC replacement, interior painting and carpet replacement ROES - roof replacement, HVAC replacement, interior painting and carpet replacement MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement OVHS - HVAC replacement, interior painting and carpet replacement Implement selected facilities, technology, student safety, energy conservation and environmental needs identified by Oak Park Needs Assessment Committee in Board-approved plan 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Perform Master Plan facilities projects (\$2,245,410 Other Operating, Building & Site Improvement Measure R Bond Fund) Needs assessment plan implementation (\$200,000 Other Operating, Building & Site Improvement Measure R, Proposition 39, General Fund)
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>4A Maintain the increased level of daily cleaning and routine and deferred maintenance</p> <p>4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal 4A</p> <ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Maintain 5 staff development/training sessions for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness Update the 5-year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services (\$410,000 Salaries &

			Benefits, General Fund, Measure R bond fund) • Five training sessions for custodial staff (\$20,000 Salaries & Benefits, General Fund) • Increase Deferred Maintenance Fund (one half of 1%, transfer General Fund/ Deferred Maintenance Fund)
Goal 4B • Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan <ul style="list-style-type: none"> Districtwide – Exterior light replacement BES - roof replacement, HVAC replacement, interior painting and carpet replacement OHES - roof replacement, HVAC replacement, interior painting and carpet replacement ROES - roof replacement, HVAC replacement, interior painting and carpet replacement MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement OVHS - HVAC replacement, interior painting and carpet replacement • Implement selected facilities, technology, student safety, energy conservation and environmental needs identified by	LEA Wide	<u>X</u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	• Perform Master Plan facilities projects (\$688,600 Other Operating, Building & Site Improvement Measure R Bond Fund) • Non Measure R Projects (\$500,000 Other Operating, Building & Site Improvement General Fund) • Needs

Oak Park Needs Assessment Committee in Board-approved plan			assessment plan implementation (\$200,000 Other Operating, Building & Site Improvement Measure R, Proposition 39, General Fund)
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: Common Core State Standards (CCSS) Support teachers in the full implementation of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)		Related State and/or Local Priorities: 1X__ 2X__ 3__ 4X__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<p>1A Improve the percentage of teachers appropriately credentialed and assigned by .5%</p> <p>1B Textbook adoption (math, language arts) to support CCSS implementation</p> <p>1C Professional Development to support CCSS implementation; begin implementation of Next Generation Science standards</p> <p>1D Technology to align with Smarter Balance testing requirements; Typing Boot Camp</p> <p>1E API NOT APPLICABLE</p> <p>1F Increase percentage of high school graduates with UC/CSU required courses from 82.0% to 83.2%</p> <p>1G Maintain current level of 88% of students who pass Advanced Placement exams with 3 or higher</p> <p>1H Increase percentage of students determined ready for college by the Early Assessment Program from 45% to 47% in ELA, and from 21% to 25% in Math</p> <p>1I Teacher surveys: smaller class sizes for Discovery Kindergarten (Transitional Kindergarten) and Kindergarten (DK-K); and additional Instructional Aides to support authentic learning and differentiated instruction</p>		<p>Actual Annual Measurable Outcomes:</p> <p>1A Improved percentage of teachers appropriately credentialed and assigned by 4.2%, from 74.7% to 78.9%</p> <p>1B Adopted one-year math adoption DK-5, purchased language arts bridge materials for DK-5, piloted new math series for middle school grades 6-8, purchased high school upper level mathematics materials grades 9-12 in support of CCSS implementation</p> <p>1C Two cohorts (46 teachers) attended 10-day Critical Thinking Institute/UCLA training; every district teacher received professional development to support CCSS implementation (5 days for elementary teachers, 2 days for middle school and high school teachers); implementation of Next Generation Science Standards (NGSS) began with the Science Teacher-on-Special Assignment providing two trainings at each elementary school site; a two-day Full Option Science System (FOSS) training was provided to 3 teachers from each elementary school site; in August 2015 all elementary school teachers will receive training in the use of science notebooks; all school site administrators and 20 teachers attended various state NGSS roll out trainings; in August 2015, 6 teachers will attend the Columbia Reading & Writing Institute</p> <p>1D Technology was used to align with Smarter Balance testing requirements; 268 additional Chrome Books were purchased for student access; Typing Boot Camp was provided at all three elementary sites for the full school year; a Technology Teacher on Special Assignment was hired in 2014-15 to enhance the District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning</p> <p>1E API NOT APPLICABLE</p> <p>1F Increased percentage of high school graduates with UC/CSU required courses from 82.0% to 83.2%</p> <p>1G Share of students who pass Advanced Placement exams with 3</p>

			<p>or higher is 83%</p> <p><u>1H</u> Oak Park students did not take the Early Assessment Program exam 2014</p> <p><u>1I</u> Teacher surveys: we reduced class sizes for Discovery Kindergarten (Transitional Kindergarten) and Kindergarten (DK-K) from 28 to 24; and 1 additional Instructional Aide to support authentic learning and differentiated instruction for each DK class, and 1 Instructional Aide/Art Specialist at Oak Hills Elementary</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Goal 1A</p> <ul style="list-style-type: none"> Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned Williams Act review 	<ul style="list-style-type: none"> HR audits teacher and course assignments (\$0) HR increase staffing by 0.1 FTE (\$4,260 General Fund) Ensure all Special Education teachers have appropriate Autism certification (\$2,200 General Fund) 	<p>Goal 1A</p> <ul style="list-style-type: none"> Human Resources (HR) conducted audit to ensure teachers are appropriately credentialed and assigned Conducted annual Williams Act review 	<ul style="list-style-type: none"> HR audits teacher and course assignments (\$0) HR increase to Support Services Coordinator staffing by 0.1 FTE (\$5,900 Salaries & Benefits, General Fund) Ensure all Special Education teachers have appropriate Autism certification (\$1,100 Travel & Conference General Fund)
Scope of service:	LEA-wide	Scope of service:	LEA-wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Goal 1B • Purchase textbooks and instructional materials	<ul style="list-style-type: none"> • Adopt CCSS-aligned Elementary math adoption (\$65,000 General Fund, Restricted Lottery) • Pilot CCSS-aligned Middle School math materials (\$0) • Adopt CCSS-aligned upper level High School math materials in Finite Math, Calculus, Math Analysis and Statistics (\$100,000 General Fund, Restricted Lottery) • Pilot CCSS-aligned lower division High School math materials (\$0) • Maintain CCSS-aligned Elementary 	Goal 1B • Purchased textbooks and instructional materials	<ul style="list-style-type: none"> • Purchase/pilot of Houghton Mifflin “Go Math” CCSS-aligned Elementary math materials (\$80,600 Textbooks, General Fund, Restricted Lottery) • Piloted Houghton Mifflin CCSS-aligned Middle School math materials (\$0) • Adopted CCSS-aligned upper level High School math materials in Finite Math, Calculus, Math Analysis and Statistics (\$123,000 Textbooks, General Fund) • Piloted CCSS-aligned lower division High School math

	<p>English/ language arts bridge materials (in second year) (\$40,000 General Fund, Restricted Lottery)</p> <ul style="list-style-type: none"> • Pilot CCSS-aligned Middle School English/ language arts materials (\$0) • Pilot CCSS-aligned High School English/ language Arts materials (\$0) • Add Teacher on Special Assignment (TOSA) in Science to enhance District-wide science program and to support the District's goals of authentic learning, differentiation and project-based learning (\$92,000 Friends of Oak Park Ed Foundation) 		<p>materials (\$0)</p> <ul style="list-style-type: none"> • Maintained CCSS-aligned Elementary English/language arts bridge materials (in second year) (\$40,000 Materials & Supplies, General Fund) • Did not pilot CCSS-aligned Middle School English/ language arts materials (\$0) • Did not pilot CCSS-aligned High School English/ language Arts materials (\$0) • Hired TOSA for Science (\$100,000, Salaries & Benefits, General Fund, Friends of Oak Park Ed Foundation donation)
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Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 1C • Provide professional development		<ul style="list-style-type: none"> • Provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum (\$106,766 General Fund) • Continue to implement the Critical Thinking Institute/UCLA training to support the District's goals of authentic learning, differentiation and project-based learning (\$55,000 General Fund) 	Goal 1C <ul style="list-style-type: none"> • Provided professional development: Ventura County Office of Education (VCOE) CCSS and NGSS training, FOSS science training, California Association for the Gifted (CAG) conference, Columbia Reading and Writing Institute, UCLA Critical Thinking Institute • Maintained Teacher on Special Assignment (TOSA) in Science • Provided parent training in CCSS 		<ul style="list-style-type: none"> • Provided professional development to teachers, instructional assistants, administrators, and parents on CCSS-aligned instruction and curriculum (\$100,000 Professional Development, General Fund, LCFF Supplemental, Restricted CCSS) • Continued implementation of the UCLA Critical Thinking Institute (\$40,506 Professional Services, General Fund) • Science TOSA (\$100,000 Salary)

			& Benefits, General Fund (Friends of Oak Park Education Foundation donation)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 1D • Align District Technology with Smarter Balanced Assessment requirements	<ul style="list-style-type: none"> • Purchase additional Chrome Books and iPads for student access (\$26,625 General Fund) • Typing Boot Camp (\$4,500 General Fund) • Add Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, 	Goal 1D • Aligned District Technology with Smarter Balanced Assessment requirements	<ul style="list-style-type: none"> • Purchased additional Chrome Books and iPads for student access (\$101,000 Materials & Supplies, General Fund, Restricted General Fund CCSS) • Provided Typing Boot Camp (\$3,500 Professional Services, General Fund) • Added Teacher on Special Assignment (TOSA) in Technology (\$90,000 Salaries)

		differentiation and project-based learning (\$90,000 General Fund)			& Benefits, Restricted General Fund CCSS)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Goal 1E • API not available		API not available	Goal 1E • API not available		API not available
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Goal 1F • Extended learning time • Increase and improve Science, Technology, Engineering, Mathematics (STEM) High School course offerings		• Increase course offerings before school (zero period) (\$20,500 General Fund) • Continue to offer 7 th period support in all courses for all students (\$0)	Goal 1F • Extended learning time by increasing course offerings before school (zero period): honors biology at OPHS; math intervention at MCMS • Increased and improved Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings		• Increased course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) • Continued to offer 7 th period support in all courses for all students (\$0)

		<ul style="list-style-type: none"> Additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study (\$107,000 General Fund) 			<ul style="list-style-type: none"> Added additional sections in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study (\$115,000 Salaries & Benefits, General Fund)
Scope of service:	Oak Park Independent School, Oak View High School, and Oak Park High School		Scope of service:	Oak Park Independent School, Oak View High School, and Oak Park High School	
X ALL			X ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Goal 1G <ul style="list-style-type: none"> Extended learning time Teacher release time Increase use of technology in core course offerings 		<ul style="list-style-type: none"> Increase course offerings before school (zero period) (\$20,500 General Fund) Continue to offer 7th period support in all courses for all 	Goal 1G <ul style="list-style-type: none"> Extended learning time by increasing course offerings before school (zero period): honors biology at OPHS Teacher release time for math and science departments at MCMS, OPIS, OVHS, and OPHS, each meeting twice Increased use of technology in core course offerings 		<ul style="list-style-type: none"> Increased course offerings before school (zero period) (\$20,500, Salaries & Benefits, General Fund) Continued 7th period support in all courses for all students (\$0)

		students (\$0) <ul style="list-style-type: none">• Cross-department meetings for planning and implementation of STEM and other related curriculum (\$5,000 General Fund)• Tech Lites – Teacher leaders to facilitate the successful transition and implementation of CCSS and technology (\$18,000 General Fund)			<ul style="list-style-type: none">• Held cross-department meetings for planning and implementation of STEAM and other related curriculum (\$5,000, Salaries & Benefits, General Fund)• Provided Tech Lites to facilitate the successful transition and implementation of CCSS and technology (\$18,000, Salaries & Benefits, General Fund)
Scope of service:	Oak Park Independent School and Oak Park High School		Scope of service:	Oak Park Independent School and Oak Park High School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Goal 1H <ul style="list-style-type: none">• No longer administering the Early Assessment Program		No longer administering this assessment	Goal 1H <ul style="list-style-type: none">• No longer administering the Early Assessment Program		No longer administering this assessment

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 1l • Survey all District certificated employees to prioritize educational goals and District spending plan.		Survey sent in spring of 2014 and results helped to inform LCAP goals and priorities (\$0)	Goal 1l • Surveyed all District certificated employees to prioritize educational goals and District spending plan.		Survey sent in spring of 2014 and results helped to inform LCAP goals and priorities (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 1 • For low income pupils: Provide small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Provide literacy instruction to K-5 students during the school day using research-based intervention practices • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS • For foster youth: Provide small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Provide literacy instruction to K-5 students		• Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade level standards (\$77,900 Title I, LCRR Supplemental Grant) • Provide literacy instructional	Goal 1 • For low income pupils: Provided small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Provided literacy instruction to K-5 students during the school day using research-based intervention practices • For English learners: Ensured best practices for teaching English Language Development by providing training and support to staff • District provided professional development to staff and administrators in strategies for the implementation of EL CCSS • For foster youth: Provided small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Provided literacy instruction to K-5 students		• Provided math intervention instructional assistants (\$91,400, Salary & Benefits, General Fund LCFF Supplemental, Restricted Title I) • Provided literacy instructional assistants (\$144,700, Salary & Benefits,

<p>during the school day using research-based intervention practices</p>	<p>assistants to support a literacy intervention program to assist students in meeting grade level standards (\$129,122 LCFF Supplemental Grant)</p> <ul style="list-style-type: none"> • VCOE training for EL Aides that addresses English Language development, instructional strategies, and behavioral supports (\$2,000 LCFF Supplemental Grant) • Provide professional development opportunities through VCOE for the implementation of EL CCSS (\$10,000) • Provide math intervention instructional assistants to support a math intervention program to assist students in meeting grade 	<p>during the school day using research-based intervention practices</p>	<p>General Fund LCFF Supplemental, Restricted Title I)</p> <ul style="list-style-type: none"> • VCOE training for EL Aides (\$1,275 Salary & Benefits, General Fund LCFF Supplemental Grant) • Provided professional development opportunities through VCOE for the implementation of EL CCSS (Included with Goal 1C above) • Provided math intervention instructional assistants to support a math intervention program (Included with low income, Goal 1 above) • Provided literacy instructional assistants to support a literacy intervention program (Included with
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	<p>level standards (Included with low income, Goal 1 above)</p> <ul style="list-style-type: none"> • Provide literacy instructional assistants to support a literacy intervention program to assist students in meeting grade level standards (Included with low income, Goal 1 above) • Encourage participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through elementary counselor (\$0) • Establish District Interpreter services for IEP meetings and to provide service during district-wide parent meetings (\$2,000 LCFF Supplemental Grant) 		<p>low income, Goal 1 above)</p> <ul style="list-style-type: none"> • Encouraged participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through elementary counselor (\$2,000 Materials & Supplies, General Fund) • Established District Interpreter services for IEP meetings and to provide service during district-wide parent meetings; no services required in 2014-15 (\$0 Salary & Benefits, General Fund LCFF Supplemental Grant)
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Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Expenditures for Salary and Benefits across all Goals changed from the 2014-15 LCAP original plan to the estimated actual expenditures due to a negotiated salary increase. • Goal 1B elementary textbooks were more expensive than originally budgeted, with the “Go Math” program originally planned for \$65,000 but the actual expense becoming \$80,000. Upper level math materials and textbooks were originally budgeted at \$100,000 but are now estimated at \$123,000. • Goal 1C professional development was estimated at \$161,766 but actual costs are \$140,500. • Goal 1D technology purchases of Chrome Books and iPads started at an estimated \$26,625. The successful project was expanded to purchases of \$101,000. • There are other changes both up and down, but what has been learned is that developing goals and committing them to an action plan helps guide decisions throughout the year. Programs and progress are reviewed throughout the year and help the planning process for the next three years. • To reinforce District efforts to raise the percentage of students who pass the AP exams with 3 or higher, the District will hire an intervention counselor. 			

Original GOAL from prior year LCAP:	GOAL 2: Student Health, Safety, & Well Being Support and Improve the health, safety, & wellbeing of all students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_ <u>X</u> 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	2A Move toward historical attendance ratio of 97% 2B Reduce truancy rates by 1.9% from 14.9% to 13% 2C Maintain high school graduation rate of 95.9% 2D Maintain historically low student suspension rate of 1.8% 2E Maintain historically low student expulsion rate of 0% 2F Improved S&HKS percentage of students in grades 7, 9, and 11 feeling connected to school by 2% at the following levels: middle school from 72% to 74%; high school from 62% to 64%; and alternative high school from 67% to 69%; 2G improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support	Actual Annual Measurable Outcomes: 2A Moved toward historical attendance ratio of 97% increasing from 96.16% to 96.57% 2B Truancy rates increased by 2.7% from 14.9% to 17.6% 2C High school graduation rate increased by 2.8%, from 95.9% to 98.7% 2D Student suspension rate decreased by .3%, from 1.8% to 1.5% 2E Maintained historically low student expulsion rate of 0% 2F S&HKS percentage of students feeling connected to school: middle school increased 4%; high school decreased by 10%; alternative high school increased 3% 2G improved percentage of students scoring 6 out of 6 on the physical fitness test by 19.9% in grade 5 (+19.9%), by 1.4% in grade 7, and by 6.3% in grade 9; Improved student access to music, arts, physical education and sports, health services, and nutritional support
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	
Goal 2A • Reinstate School Attendance Review Team (SART), a District-wide effort to improve attendance	• Reinstate SART (\$0)	Goal 2A • Reinstated School Attendance Review Team (SART), a District-wide effort to improve attendance
Scope of service:	LEA-wide	Scope of service:
<u>X</u> ALL		<u>X</u> ALL
OR:		OR:
		Estimated Actual Annual Expenditures
		• Reinstate SART (\$0)

___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Goal 2B <ul style="list-style-type: none">SART holds meetings with the student and parent to express the importance of attendance and punctuality		<ul style="list-style-type: none">Continued contact with at-risk students and families (\$0)	Goal 2B <ul style="list-style-type: none">SART held meetings with the student and parent to express the importance of attendance and punctuality		<ul style="list-style-type: none">Continued contact with at-risk students and families (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Goal 2C <ul style="list-style-type: none">Support all students in meeting their academic and social/emotional needs		<ul style="list-style-type: none">Addition of 1.0 FTE secondary counselor (\$103,362 General Fund)Additional course offerings as discussed above (Goal 1F)	Goal 2C <ul style="list-style-type: none">Support all students in meeting their academic and social/emotional needs		<ul style="list-style-type: none">Addition of 1.0 FTE secondary counselor (\$108,000 Salary & Benefits, General Fund)Additional course offerings as discussed above (Goal 1F)
Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School		Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Goal 2D <ul style="list-style-type: none">Maintain historically low suspension rate of 1.8%		• Maintain historically low suspension rate (\$0)	Goal 2D <ul style="list-style-type: none">Student suspension rate decreased by .3%, from 1.8% to 1.5%		• Maintained historically low suspension rate (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Goal 2E <ul style="list-style-type: none">Maintain historically low expulsion rate of 0%		• Maintain historically low expulsion rate (\$0)	Goal 2E <ul style="list-style-type: none">Maintained historically low student expulsion rate of 0%		• Maintained historically low expulsion rate (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Goal 2F <ul style="list-style-type: none">Addition of two part-time aides to assist secondary counselorsSafe School AmbassadorsPeer CounselorsAddition of a Director of Student Nutrition and Wellness		• Addition of clerical support for counselors (\$29,808 General Fund) • Continue Safe School Ambassadors program (\$6,000 General Fund) • Continue Peer	Goal 2F <ul style="list-style-type: none">Added two part-time aides to assist secondary counselorsContinued Safe School Ambassadors programContinued Peer Counselors programAdded a Director of Student Nutrition and Wellness		• Addition of clerical support for counselors at MCMS and OPHS (\$27,000 Salary & Benefits, General Fund) • Continued Safe School Ambassadors program (\$6,000 Salary &

		Counselor program (\$6,000 General Fund) <ul style="list-style-type: none">• Addition of a full-time Director of Student Nutrition and Wellness to conform with the District’s school wellness policy (\$95,900 Cafeteria Fund)			Benefits, General Fund) <ul style="list-style-type: none">• Continue Peer Counselor program (\$6,000 Salary & Benefits, General Fund)• Added a full-time Director of Student Nutrition and Wellness (\$97,000 Salary & Benefits Cafeteria Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Goal 2G <ul style="list-style-type: none">• Addition of 3 elementary PE teachers and 3 part-time aides to assist the PE coaches• Addition of playground equipment		• Enhance the physical education program at each elementary site with the addition of a full-time credentialed PE teacher and 1 part-time instructional assistant	Goal 2G <ul style="list-style-type: none">• Added 3 elementary PE teachers and 3 part-time aides to assist the PE coaches• Architect was engaged for play area design and defined, safety fencing installed; addition of playground equipment scheduled for 2015-16		<ul style="list-style-type: none">• Hired 3 full-time credentialed PE teachers and 3 part-time instructional assistant (\$236,000 Salary & Benefits, General Fund)• Phase 1 elementary playground equipment (\$40,000 Capital

		(\$314,382 General Fund) <ul style="list-style-type: none">Potential additional playground equipment to support District goals of health and wellness for all students (\$125,000)		Outlay, Unrestricted General Fund)
Scope of service:	Elementary School Sites		Scope of service:	Elementary School Sites
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 2 <ul style="list-style-type: none">For low income pupils: Partner with parents to support their children’s education through collaborative connections, referrals, and parent educationFor English learners: Address the specific communication and support needs for families of English learnersFor foster youth: Appoint senior staff member as liaison to work with students and their families.		•Encourage participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through elementary counselor (\$0) Establish District Interpreter services for IEP meetings and to provide service during district-	Goal 2 <ul style="list-style-type: none">For low income pupils: Partnered with parents to support their children’s education through collaborative connections, referrals, and parent educationFor English learners: Addressed the specific communication and support needs for families of English learnersFor foster youth: Appointed Assistant Superintendent as liaison to work with students and their families; partnered with parents to support their children’s education through collaborative connections, referrals, and parent education	<ul style="list-style-type: none">Encouraged participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through elementary counselor (\$2,000 Materials & Supplies, Unrestricted General Fund)Established District

		wide parent meetings (\$2,000 LCFF Supplemental Grant) • Provide education and outreach services (\$0) • Meet with students and families quarterly (\$0) • Students will receive selected services for foster youth from county agencies (\$0)			Interpreter services for IEP meetings and to provide service during district-wide parent meetings (\$0 Salary & Benefits, General Fund LCFF Supplemental Grant) • Provided education and outreach services (\$0) • Met with students and families quarterly (\$0) • Student received selected services for foster youth from county agencies (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ ALL			__ ALL		
OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Expenditures for Salary and Benefits across all Goals changed from the 2014-15 LCAP original plan to the estimated actual expenditures due to a negotiated salary increase.
- Goal 2G addition of playground equipment is underway and is now planned in phases. The original budget estimate for the total project was \$125,000. Phase 1 planning with the architect is underway with design costs and safety fencing expenses estimated at \$40,000 for the current year. Phase 2 will begin in 2015-16.
- Student safety and well-being are at the core of all the district's programs and are key in the planning process for the next three years and beyond.
- High school graduation rate exceeded 2014-15 goal due to the increased counseling support at Oak View alternative high school

Original GOAL from prior year LCAP:	GOAL 3: Support and intervention for all students Provide programs and opportunities that ensure the needs of all students are met		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7_X 8X COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools:	ALL		
		Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<u>3A</u> LCAP survey to focus on parent and community educational priorities <u>3B</u> Formation of LCAP Committee including representation from diversified parent groups <u>3C</u> Maintain percentage of ELs that become English proficient at 70% <u>3D</u> Maintain percentage of ELs that become reclassified at 31% <u>3E</u> Maintain middle school drop out rate of 0% <u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6% <u>3G</u> Additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study <u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments		Actual Annual Measurable Outcomes:	<u>3A</u> Provided LCAP survey to focus on parent and community educational priorities (refer to Section 1: Stakeholder Engagement above) <u>3B</u> Formed LCAP Committee including representation from diversified parent groups (refer to Section 1: Stakeholder Engagement above) <u>3C</u> Increased the percentage of ELs that became English proficient by 7%, growing from 70% to 77% <u>3D</u> Maintained percentage of ELs that become reclassified at 31% <u>3E</u> Maintained middle school drop out rate of 0% <u>3F</u> Slight rise of 0.3% over historical low percentage of high school dropout rate, increasing to 1.9% <u>3G</u> Increased course offerings before school (zero period): honors biology at OPHS; math intervention at MCMS <u>3H</u> Maintained high level of student performance on the following exams: Dynamic Indicator of Basic Early Literacy Skills (DIBELS) from 90% to 91% of students at low risk; Scholastic Reading Inventory (SRI) maintained current level of 93% of students reading at or above grade level	
	LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Goal 3A • Survey all District parents to prioritize educational goals and District spending plan.		• Survey sent in spring of 2014 and results	Goal 3A • Surveyed all District parents to prioritize educational goals and District spending plan (refer to Section 1: Stakeholder		• Survey was completed in spring of 2014

		helped to inform LCAP goals and priorities (\$0)	Engagement)	and results helped to inform LCAP goals and priorities (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 3B • Identify parent advisor committee volunteers to fairly represent the entire student population		• Develop an action plan to determine methods to be used to involve parents in various advisor committees (\$0)	Goal 3B • No action taken in 2014-15	• No action taken in 2014-15 (\$0)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 3C • Provide an instructional assistant to each school site to address the academic and social needs of English Learners		• Maintain current staffing level and service provided to English Learners (\$77,900 General Fund)	Goal 3C • Provided an instructional assistant to each school site to address the academic and social needs of English Learners	• Maintained current staffing level and service provided to English Learners (Included in Goal 1 above (\$77,900 Salary &

					Benefits, Restricted General Fund))
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 3D <ul style="list-style-type: none">Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments		<ul style="list-style-type: none">Provide six temporary aides to assist EL instructional assistants in the administration of the CELDT (\$6,000 General Fund)	Goal 3D <ul style="list-style-type: none">Provided additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments		<ul style="list-style-type: none">Provided six temporary aides to assist EL instructional assistants in the administration of the CELDT (\$6,000 Salary & Benefits, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 3E <ul style="list-style-type: none">Ensure regular, individual contact with high-risk students by increasing staffing and access to supports and intervention		<ul style="list-style-type: none">Addition of one full time counselor and one part-time clerical assistant (see Goal 2C above)	Goal 3E <ul style="list-style-type: none">Ensured regular, individual contact with high-risk students by increasing staffing and access to supports and intervention		<ul style="list-style-type: none">Added 1.0 FTE secondary counselor (Included in Goal 2C above (\$108,000 Salary & Benefits,

				General Fund)) and one part-time clerical assistant (Included in Goal 2F above (\$13,500 Salary & Benefits, General Fund))
Scope of service:	Medea Creek Middle School		Scope of service:	Medea Creek Middle School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 3F • Identify factors contributing to student dropout; investigate and develop an individual action plan for each student	• Identify factors contributing to student dropout working with existing staff at secondary level		Goal 3F • Identified factors contributing to student dropout; investigated and developed individual action plans for each student	• Identified factors contributing to student dropout working with existing staff and added counselor at secondary level (Included with Goal 2C above (\$108,000 Salary & Benefits, General Fund))
Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School		Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Goal 3G <ul style="list-style-type: none"> Implement multiyear plan to reduce K-3 class size to 24:1 Math intervention at Medea Creek Middle School (MCMS) 		<ul style="list-style-type: none"> Implement multiyear plan to reduce K-3 class size to 24:1 beginning with Discovery Kindergarten-Kindergarten (DK-K) (\$180,000 General Fund) Addition of 0.1 FTE math teacher for intervention program at MCMS (\$9,000 General Fund) 	Goal 3G <ul style="list-style-type: none"> Implemented multiyear plan to reduce K-3 class size to 24:1, beginning with Grades DK and K Expanded the math intervention program at Medea Creek Middle School (MCMS) 		<ul style="list-style-type: none"> Implemented multiyear plan to reduce K-3 class size to 24:1 (\$180,000 Salary & Benefits, General Fund) Added 0.1 FTE math teacher for intervention program at MCMS (\$9,000 Salary & Benefits, General Fund)
Scope of service:	Brookside Elementary, Oak Hills Elementary, Red Oak Elementary, and Medea Creek Middle School		Scope of service:	Brookside Elementary, Oak Hills Elementary, Red Oak Elementary, and Medea Creek Middle School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Goal 3H <ul style="list-style-type: none"> Provide programs and opportunities that ensure the needs of all students are met through authentic learning experiences, project-based learning and differentiated Instruction 		<ul style="list-style-type: none"> Provide programs and opportunities, including teachers on special assignment for technology and science, Critical Thinking 	Goal 3H <ul style="list-style-type: none"> Provided programs and opportunities that ensure the needs of all students are met through authentic learning experiences, project-based learning and differentiated Instruction 		<ul style="list-style-type: none"> Provided programs and opportunities, including teachers on special assignment for technology and science, Critical Thinking

		Institute, Gifted and Talented Education programs, to ensure the needs of all students are met (In addition to program costs accounted for in prior goals, additional \$20,000 General Fund)			Institute, Gifted and Talented Education programs (In addition to program costs accounted for in prior goals, additional \$20,000 Travel & Conference, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 3 • For low income pupils, English learners and Foster Youth: Provide increased mental health services and support		• Addition of 0.5 FTE Behaviorist and 0.5 FTE Psychologist (\$109,140 LCFF Supplemental Grant)	Goal 3 • Provided increased mental health services and support for low income pupils, English learners and Foster Youth:		• Addition of 0.5 FTE Behaviorist and 0.5 FTE Psychologist (\$109,000 Salary & Benefits, General Fund LCFF Supplemental Grant)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR:			OR:		

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Expenditures for Salary and Benefits across all Goals changed from the 2014-15 LCAP original plan to the estimated actual expenditures due to a negotiated salary increase. Goal 3B was to develop an action plan to determine methods to involve parents in various advisor committees. No action was taken in 2014-15 due to other time constraints. This will be moved to 2015-16 for action. Comparative data was not available last year for all metrics. Now that there is data available, we will be able to build upon it as plans are made and implemented over the next few years. 		

Original GOAL from prior year LCAP:	Goal 4 Facilities that support learning and student health, safety, and well being Provide a high quality learning environment and well-maintained facilities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	4A Increased daily cleaning and routine and deferred maintenance 4B Continue renovation and facility modernization and improvement projects as specified in the OPUSD Facility Master Plan		Actual Annual Measurable Outcomes:	4A Maintained daily cleaning at 2013-14 level; increased routine and deferred maintenance through overtime of existing staff and use of Measure R bond funds 4B Continued renovation and facility modernization and improvement projects as specified in the OPUSD Facility Master Plan
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
Goal 4A <ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained school campuses 		<ul style="list-style-type: none"> Provide three training sessions for custodial staff pertaining to cleaning, safety, and 	Goal 4A <ul style="list-style-type: none"> Planned increase staffing in custodial, grounds and maintenance services deferred to 2015-16 due to budgetary restraints 	
			Estimated Actual Annual Expenditures <ul style="list-style-type: none"> Increased routine and deferred maintenance through overtime of existing staff (\$60,000 Salary & Benefits, 	

		effectiveness (\$15,000 from General Fund)			General Fund, Measure R bond fund) • Provided three training sessions for custodial staff pertaining to cleaning, safety, and effectiveness (\$15,000 Salary & Benefits, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 4B • Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan		•Perform Master Plan facilities projects including OPHS classroom replacement, BES building 100 modernization; OPHS gymnasium modernization, security camera system, LED exterior lighting upgrade, VOIP telephone system, upgraded bell and public	Goal 4B • Performed repairs, renovations, and modernization of facilities at all sites as outlined in the board-approved Facilities Master Plan		• Performed Master Plan facilities projects including OPHS classroom replacement, BES building 100 modernization; OPHS gymnasium modernization, security camera system, VOIP telephone system, upgraded bell and public address system,

		address system, miscellaneous deferred maintenance work (\$8,918,328 Measure R Bond Fund) •Placement of five relocatable classrooms for OPIS on DO/OVHS site (\$500,000 General Fund)			miscellaneous deferred maintenance work (\$6,740,000 Site Improvement, Measure R Bond Fund) • Placement of five relocatable classrooms for OPIS on DO/OVHS site (\$455.000 Site Improvement, Unrestricted General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none">• Expenditures for Salary and Benefits across all Goals changed from the 2014-15 LCAP original plan to the estimated actual expenditures due to a negotiated salary increase.• Goal 4A Planned increase staffing in custodial, grounds and maintenance services was deferred to 2015-16 due to budgetary restraints. Existing staff increased routine and deferred maintenance through overtime.• Measure R projects continue, with difference in budget and actual due to work schedule changes, and other timing differences.• Needs assessment committee will be forming to update district priorities as plans are made for the next few years.			

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 310,000
Oak Park USD has less than 9% unduplicated students who are low income, foster youth, and English learner pupils. We will receive \$310,000 for the supplemental and concentration grant funding. The cost of these additional services to our unduplicated students will be supported by the supplemental dollars and in far larger measure by the Unrestricted General Fund. Each child is a valued member of the student community and his or her success is a top priority. Because there is not a concentration of these students at any one school, based on Education Theory for serving low income, English Learners and foster youth, the District provides Literacy aides, EL aides, Math aides at all sites to give additional instructional support to these students as needed. Support fluctuates on a site-by-site basis determined by the level of actual needs as identified by test scores, teacher input and other data.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.00	%
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The minimum proportionality percentage for Oak Park Unified School District is 1%. Increased English Language aides, professional development in English Language Development and small group math instruction. In addition, will identify a Foster Youth Liaison and will provide additional training to serve eligible students and secure services for the appropriate sub groups. We have found that this is the most effective use of funds, and is evidenced by the District's long history of high test scores and college-ready achievement among all its students, regardless of economic, foster, or English learner status.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or

die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Balances through June

Fiscal Year 2015/16

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Optional 0AP0 - AP Exams						
1140	Certificated Salaries Substitu	3,267.00	3,267.00			3,267.00
3101	STRS Certificated Positions	351.00	351.00			351.00
3301	OASDI Certificated Positions	47.00	47.00			47.00
3501	State Unemployment Benefits Ce	2.00	2.00			2.00
3601	Workers Compensation Certifica	75.00	75.00			75.00
4100	Approved Textbooks and Core Cu	2,290.00	2,290.00			2,290.00
4330	Other Materials and Supplies N	78,507.00	78,507.00	125.24	374.76	78,007.00
5200	Travel and Conference	1,877.00	1,877.00		57.50	1,819.50
Total for Optional 0AP0 and Expense accounts		86,416.00	86,416.00	125.24	432.26	85,858.50

Optional 0ATH - Athletics

1140	Certificated Salaries Substitu		1,044.00		2,173.50	1,129.50-
1160	Certificated Salaries Stipends	89,854.00	71,412.00	10,750.00	19,250.00	41,412.00
2120	Coaches and Walk-on Coaches		19,763.00		22,700.00	2,937.00-
3101	STRS Certificated Positions	9,641.00	7,732.00	1,153.50	2,193.86	4,384.64
3301	OASDI Certificated Positions	1,303.00	1,072.00	155.90	324.29	591.81
3302	OASDI Classified Positions		1,316.00		1,736.55	420.55-
3501	State Unemployment Benefits Ce	45.00	36.00	5.40	10.70	19.90
3502	State Unemployment Benefits Cl		9.00		11.35	2.35-
3601	Workers Compensation Certifica	2,061.00	1,716.00	213.09	424.59	1,078.32
3602	Workers Compensation Classifie		341.00		449.91	108.91-
4320	Athletics Materials and Suppli	88.00	88.00		3,010.74	2,922.74-
Total for Optional 0ATH and Expense accounts		102,992.00	104,529.00	12,277.89	52,285.49	39,965.62

Optional 0HS0 - OakParkHi

1140	Certificated Salaries Substitu	212.00	212.00			212.00
1160	Certificated Salaries Stipends	8,900.00	8,900.00			8,900.00
3101	STRS Certificated Positions	978.00	978.00			978.00
3301	OASDI Certificated Positions	132.00	132.00			132.00
3501	State Unemployment Benefits Ce	5.00	5.00			5.00
3601	Workers Compensation Certifica	209.00	209.00			209.00
4100	Approved Textbooks and Core Cu	4,631.00	4,631.00			4,631.00
4330	Other Materials and Supplies N	75,507.00	75,507.00	11,305.30	36,402.16	27,799.54
4410	Equipment New Non-Capitalized	2,500.00	2,500.00			2,500.00
5200	Travel and Conference	2,715.00	2,715.00			2,715.00

Selection Filtered by User Permissions, (Org = 623, Online/Offline = N, Fiscal Year = 2016, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, SACS? = N, Fund = 010, Object = 1-7, Location = 013, Mgmt Code = 140, Page Break? = N, Obj Digits = 0)

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Balances through June

Fiscal Year 2015/16

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Optional 0HS0 - OakParkHi (continued)						
5600	Rents, Leases, and Repairs	9,164.00	9,164.00			9,164.00
5820	Other Operating Expense	10,145.00	10,145.00		3,798.23	6,346.77
Total for Optional 0HS0 and Expense accounts		115,098.00	115,098.00	11,305.30	40,200.39	63,592.31
Optional 0PPA - OPPA						
4330	Other Materials and Supplies N	3,513.00	3,513.00	1,500.00		2,013.00
4410	Equipment New Non-Capitalized	1,549.00	1,549.00			1,549.00
Total for Optional 0PPA and Expense accounts		5,062.00	5,062.00	1,500.00	.00	3,562.00
Optional ALOC - ALOC SITE						
1160	Certificated Salaries Stipends	21,580.00	21,580.00	3,000.00	7,837.50	10,742.50
2120	Coaches and Walk-on Coaches		393.00			393.00
3101	STRS Certificated Positions	2,316.00	2,316.00	321.86	667.92	1,326.22
3301	OASDI Certificated Positions	313.00	313.00	43.51	212.74	56.75
3401	Health Benefits Certificated P				304.11	304.11-
3501	State Unemployment Benefits Ce	11.00	11.00	1.51	3.93	5.56
3601	Workers Compensation Certifica	495.00	492.00	59.40	155.28	277.32
Total for Optional ALOC and Expense accounts		24,715.00	25,105.00	3,426.28	9,181.48	12,497.24
Optional DISC - DISCRETNRY						
1140	Certificated Salaries Substitu		58.00		2,334.50	2,276.50-
1160	Certificated Salaries Stipends		7,600.00			7,600.00
2900	Classified Salaries Other	2,119.00	2,975.00	1,225.44	1,750.80	1.24-
3101	STRS Certificated Positions		822.00		154.24	667.76
3201	PERS Certificated Positions				4.09	4.09-
3202	PERS Classified Positions	251.00	266.00	145.20	120.96	.16-
3301	OASDI Certificated Positions		111.00		68.07	42.93
3302	OASDI Classified Positions	153.00	220.00	89.78	130.83	.61-
3402	Health Benefits Classified Pos	636.00	695.00	350.50	344.02	.48
3501	State Unemployment Benefits Ce		4.00		1.19	2.81
3502	State Unemployment Benefits Cl	1.00	1.00	.60	.90	.50-
3601	Workers Compensation Certifica		152.00		46.26	105.74
3602	Workers Compensation Classifie	49.00	59.00	24.30	35.87	1.17-
4200	Other Books and Reference Mate	211.00	211.00			211.00
4330	Other Materials and Supplies N	51,424.00	54,031.00	24,032.10	17,889.18	12,109.72

*Selection Filtered by User Permissions, (Org = 623, Online/Offline = N, Fiscal Year = 2016, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, SACS? = N, Fund = 010, Object = 1-7, Location = 013, Mgmt Code = 140, Page Break? = N, Obj Digits = 0)

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Balances through June

Fiscal Year 2015/16

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Optional DISC - DISCRETNRY (continued)						
4410	Equipment New Non-Capitalized	2,230.00	2,230.00			2,230.00
5200	Travel and Conference	1,364.00	1,364.00		80.50	1,283.50
5300	Dues and Memberships	394.00	394.00			394.00
5600	Rents, Leases, and Repairs	9,827.00	17,327.00	7,512.97	9,119.18	694.85
5820	Other Operating Expense	5,435.00	11,935.00	9,665.25	7,055.23	4,785.48
5900	Telephone and Communications	5,934.00	7,934.00		7,444.37	489.63
Total for Optional DISC and Expense accounts		80,028.00	108,389.00	43,046.14	46,580.19	18,762.67

Optional LOTT - LOTTERY

4200	Other Books and Reference Mate	200.00	200.00			200.00
4330	Other Materials and Supplies N	13,011.00	13,011.00	3,808.28	1,914.58	7,288.14
4410	Equipment New Non-Capitalized	90.00	90.00			90.00
5200	Travel and Conference	525.00	525.00		180.82	344.18
5300	Dues and Memberships	356.00	356.00			356.00
5600	Rents, Leases, and Repairs	8,768.00	8,768.00	1,180.00	1,000.00	6,588.00
5820	Other Operating Expense	1,385.00	1,385.00			1,385.00
5900	Telephone and Communications	3,025.00	3,457.00		2,520.99	936.01
Total for Optional LOTT and Expense accounts		27,360.00	27,792.00	4,988.28	5,616.39	17,187.33

Optional PFCD - PFC DONATN

1140	Certificated Salaries Substitu	2,472.00	2,472.00		1,380.00	1,092.00
1160	Certificated Salaries Stipends			150.00	150.00	300.00
3101	STRS Certificated Positions	265.00	265.00	16.10	151.84	97.06
3301	OASDI Certificated Positions	36.00	36.00	2.18	29.32	4.50
3501	State Unemployment Benefits Ce	1.00	1.00	.08	.77	.15
3601	Workers Compensation Certifica	57.00	57.00	2.97	30.33	23.70
4330	Other Materials and Supplies N	12,046.00	12,046.00		8,409.47	3,636.53
4410	Equipment New Non-Capitalized	2,500.00	2,500.00			2,500.00
5200	Travel and Conference	6,350.00	6,350.00	500.00	4,136.57	1,713.43
5820	Other Operating Expense	8,927.00	8,927.00	16,199.80	5,416.10	12,688.90
6150	ARCHITECT/ENGINEERING SERVICES	1,188.00	1,188.00			1,188.00
6500	Equipment Replacement \$5000+			72,747.00		72,747.00
Total for Optional PFCD and Expense accounts		33,842.00	33,842.00	89,618.13	19,704.40	75,480.53

Optional PSAT - PSAT Exams

Selection	Filtered by User Permissions, (Org = 623, Online/Offline = N, Fiscal Year = 2016, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, SACS? = N, Fund = 010, Object = 1-7, Location = 013, Mgmt Code = 140, Page Break? = N, Obj Digits = 0)	ESCAPE	ONLINE
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Balances through June						Fiscal Year 2015/16
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Optional PSAT - PSAT Exams						
1160	Certificated Salaries Stipends		80.00		80.00	
2900	Classified Salaries Other		250.00		250.00	
3202	PERS Classified Positions		30.00		18.76	11.24
3301	OASDI Certificated Positions		6.00		6.12	.12-
3302	OASDI Classified Positions		19.00		19.13	.13-
3501	State Unemployment Benefits Ce				.04	.04-
3502	State Unemployment Benefits Cl				.13	.13-
3601	Workers Compensation Certifica		2.00		1.59	.41
3602	Workers Compensation Classifie		5.00		4.96	.04
4330	Other Materials and Supplies N	3,738.00	3,738.00		219.61	3,518.39
Total for Optional PSAT and Expense accounts		3,738.00	4,130.00	.00	600.34	3,529.66
Optional SCNC - Science OPHS						
4330	Other Materials and Supplies N	6,225.00	6,225.00	304.92	732.89	5,187.19
Total for Optional SCNC and Expense accounts		6,225.00	6,225.00	304.92	732.89	5,187.19
Optional TRNS - Transcript Don						
4330	Other Materials and Supplies N		5,279.00		5,278.79	.21
4410	Equipment New Non-Capitalized		7,393.00	2,897.63	4,495.00	.37
5200	Travel and Conference	333.00	333.00		319.98	13.02
5820	Other Operating Expense		392.00		391.73	.27
Total for Optional TRNS and Expense accounts		333.00	13,397.00	2,897.63	10,485.50	13.87
Optional WASC - WASC Expense						
1140	Certificated Salaries Substitu				460.00	460.00-
1160	Certificated Salaries Stipends		115.00		115.00	
2900	Classified Salaries Other		1,657.00		1,820.27	163.27-
3101	STRS Certificated Positions		12.00		49.36	37.36-
3202	PERS Classified Positions		143.00		162.23	19.23-
3301	OASDI Certificated Positions		2.00		15.48	13.48-
3302	OASDI Classified Positions		117.00		139.26	22.26-
3501	State Unemployment Benefits Ce				.30	.30-
3502	State Unemployment Benefits Cl		1.00		.91	.09
3601	Workers Compensation Certifica		2.00		11.40	9.40-
3602	Workers Compensation Classifie		33.00		36.10	3.10-
Selection Filtered by User Permissions, (Org = 623, Online/Offline = N, Fiscal Year = 2016, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, SACS? = N, Fund = 010, Object = 1-7, Location = 013, Mgmt Code = 140, Page Break? = N, Obj Digits = 0)						

Balances through June					Fiscal Year 2015/16	
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Optional WASC - WASC Expense (continued)						
4330	Other Materials and Supplies N		1,368.00		33.00	1,335.00
5820	Other Operating Expense		550.00		550.00	
Total for Optional WASC and Expense accounts		.00	4,000.00	.00	3,393.31	606.69
Total for Org 623 - Oak Park Unified School District		485,809.00	533,985.00	169,489.81	189,212.64	175,282.55

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$ N/A
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 0
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ N/A
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ N/A
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ N/A
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ Centralized
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ N/A
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ Centralized
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ N/A
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ Centralized
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$0
Total amount of state categorical funds allocated to this school	\$ 0

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ N/A
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ N/A
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ N/A
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ N/A
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ N/A
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ Centralized
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ N/A
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ N/A
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ Centralized
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ Centralized
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ N/A
<input type="checkbox"/> Other Federal Funds (FLAP Chinese Grant ¹³)	\$0
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to this school	\$0

¹³ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

OPHS Common Terms and Abbreviations

LETTERS	SPELLED OUT	DEFINITION
7th Period		Support time for students
8th Period		Extra Class, after 3:10 in the afternoon
ABC	Athletic Booster Club	
ADL	Anti-Defamation League	
Adv. PC	Advanced Peer Counselor (Counseling)	
AED	Automated External Defibrillator	
AMO	Annual Measurable Objectives	
AP	Advanced Placement	
APES	AP Environmental Science	
API	Academic Performance Index	
ASB	Associated Student Body	
ASL	American Sign Language	
AYP	Adequate Yearly Progress	
Bozeman Science videos		Video series used in science courses
BTSA	Beginning Teacher Support and Assessment	
CAASPP	California Assessment of Student Performance and Progress	
CAHSEE	California High School Exit Exam	
CBEDS	California Basic Educational Data	
CCC	College and Career Center	
CELDT	California English Language Development Test	
CERT	Critical Emergency Response Team	
CHKS	California Healthy Kids Survey	
CIF	California Interscholastic Federation	
CISCO		Computer Brand
COWS	COMPUTERS ON WHEELS	
CPFT	California Physical Fitness Test	
CST	California Standards Test	
CTI	Critical Thinking Institute	
CUE	Computer Using Educators	
Decades Project		Social Studies project in 11th grade
Digital SLR camera	Single Lense Reflex	
DOC	District of Choice	
E News	Electronic News	Online newspaper
EADMS	Educators Assessment Data Management System	
EAP	Early Assessment Program	
Edpuzzle		Website/App connecting internet content to educator assessment
EDUCATIUS International		Organization running international student program
ELA	English language Arts	
ELL	English Language Learner	
FAFSA	Free Application for Federal Student Aid	
FBLA	Future Business Leaders of America	
FLAP	Foreign Language Assistant Program	
FOS	Foundations of Science	
FOS-L	FOS Life	

OPHS Common Terms and Abbreviations

FOS-P	FOS Physical	
Friends	Friends of Oak Park Schools	
FTE	Full Time Employment	
GATE DAC	Gifted and Talented Education District Advisory Committee	
Glogster		Website to create interactive multimedia presentations
GMOs	Genetically Modified Organisms	
Google Apps		Suite of Google Applications
Google Classrooom		Paperless learning platform for presenting, distributing and assessing lessons
Google Docs		Web based word processing program accessible from any computer
Google Drive		Application to create/share/manage documents
Google Sheets		Web based spreadsheet application
GPA	Grade Point Average	
GSN	Group Shared Notes	
HIFI		Social Studies project about a historical figure
HOSA	Health Occupations Students of America	
HW	Homework	
I Notebook		Project about a career/job shadow
IEP	Individual Education Plan	
iSearch		Job shadow project
IXL software		Practice software for various subjects
Java		Computer language
JEA Advisor	Journalism Education Association	
JSA	Junior Statesmen of America	
Kahoot		Collection of questions on specific topics created by teachers
Khan Academy		Instructional series on topics from various subjects
LCAP	Local Control Accountability Program	
LEA	Local Education Agency	
MCMS	Medea Creek Middle School	
MLA	Modern Language Association	
monster test		Social Studies unit test
Moral Imperatives		SCHOOL BOARD GOALS
MUN	Model United Nations	
Naviance		College data/admissions website
NCLB	No Child Left Behind	
NGSS	Next Generation Science Standards	
OPHS	Oak Park High School	
OPIS	Oak Park Independent School	Oak Park Independent School
OPUSD	Oak Park Unified School District	
OVHS	Oak View High School	District continuation school
Oyez		Compilation of legal decisions and arguments
PFA	Parent Faculty Association	
Prezi		Presentation software
PLTW	Project Lead The Way	Organization providing and supporting STEM programs
Q		Common name used to describe the grading system teachers use.
Quizlet App		Free website providing learning resources for students
Remind		Website to connect teachers, students and parents
ROP	Regional Occupational Program	
SAI Directed Studies clas	Specialized Academic Instruction	Program to support students with academic needs and other services
SARC	School Accountability Report Card	

OPHS Common Terms and Abbreviations

SAT	Scholastic Aptitude Test	
School Watch		Quarterly community newsletter sent by OPUSD
SEAC	Special Education Advisory Committee	
SELPA	Special Education Local Plan Areas	
Smartboard		Electronic whiteboard using notebook presentation software
Snapchat		application to create/share photos
Solar Cup		Competition to build a solar powered boat
SSA	Safe School Ambassadors	
SSC	School Site Council	
SST	Student Study Team	
STAR	State Testing and Reporting	
STEM	Science, Technology, Engineering and Math	
UC/CSU	University of California/California State University	
VC	Ventura County	
VCBH	Ventura County Behavioral Health services	
WASC	Western Association of Schools and Colleges	
YIS	Young Investors Society	
Zero Period		Class offered Tuesday through Friday 7:30 to 8:15