

The Single Plan for Student Achievement

OAK PARK HIGH SCHOOL

56-73874-5630132
CDS Code

Date of this revision: JANUARY 17, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kevin Buchanan

Position: Principal

Telephone Number: 818.735.3312

Address: 899 North Kanan Road, Oak Park, CA. 91377

E-mail Address: kbuchanan@opusd.org

OAK PARK UNIFIED SCHOOL DISTRICT

The District Governing Board approved this revision of the SPSA on March 21, 2017.



SCHOOL VISION AND PROFILE

OAK PARK UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of Oak Park 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, and which includes academic achievement, personal growth, and social responsibility.

OAK PARK HIGH SCHOOL MISSION STATEMENT

The mission of the Oak Park Unified School District is to provide a relevant 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.

This statement reflects our belief that all students must have the opportunity to experience a quality comprehensive program to develop their maximum intellectual, social, emotional, and physical potential. We also believe that achieving our mission is the shared community responsibility of parents, students, and schools. We actively seek the participation of all our stakeholder groups to effect outcomes that exemplify attitudes of academic excellence, spirited involvement, and a desire to acknowledge and celebrate our successes. All of this would not be possible were it not for a dedicated, professionally skilled staff, a highly motivated student population, and a supportive and involved community.

OAK PARK UNIFIED SCHOOL DISTRICT PROFILE

As of January 2017, there are approximately 4,639 students in the Oak Park Unified School District. There are currently eight schools in the District: Oak Park Neighborhood Pre-school, Brookside, Oak Hills and Red Oak Elementary schools (grades K-5), Medea Creek Middle School (grades 6-8), Oak Park High School (grades 9-12 comprehensive), Oak View High School (grades 9-12 continuation), and Oak Park Independent School.

Student achievement at all levels is high and approximately 96% of the graduating seniors will attend college directly out of high school. Brookside, Oak Hills, Red Oak, Medea Creek and Oak Park High have all been named California Distinguished Schools. Brookside, Oak Hills, Medea Creek and Oak Park High have received national recognition as Blue Ribbon Schools. Oak View High has been recognized as a Model Continuation School. Oak Park High School and Medea Creek Middle School were recognized with the 2015 California Gold Ribbon Schools Award. In 2016, Newsweek Magazine's "America's Best Schools" Oak Park High School ranked 51st in the United States and 7th in California in its annual "America's Best Schools" edition.

Parents are very involved in the schools of Oak Park. Each school has a Parent/Teacher Organization (PTO), as well as an active School Site Council where parents participate in important decisions regarding their children's education and the school's programs.

Special Education services are available for K-12 students in the Resource Program and in Speech and Language. Since 2006, we have mainstreamed all of our students with special needs into college prep level general education classes.

Oak Park is a district with an enthusiastic teaching staff that is dedicated to excellence for all children. Current technology is a high priority and is available for student use at all levels.

Dr. Anthony Knight became superintendent of the Oak Park Unified School District as of July 1, 2004. Current members of the Board of Education are Mr. Drew Hazelton, Mr. Derek Ross, Ms. Denise Helfstein, Mrs. Barbara Laifman, and Mr. Allen Rosen

OAK PARK HIGH SCHOOL PROFILE

Oak Park High School is located in the suburb of Oak Park in East Ventura County and serves a community of predominately upper middle class families. The current high school campus was completed in 1981 and opened with a student population of 268 students in grades 9 through 11. The following year the high school graduated its first senior class with a total of 78 seniors. Since that time the high school has gradually grown to more than 1,540 students, and 350 students will graduate as the class of 2017. Less than 5% of the students at Oak Park High School are eligible for free and reduced lunch and our ELL population constitutes less than 2% of our student body.

Oak Park High School has recently completed extensive facilities modernization with funding from the Measure R facilities bond. Campus upgrades are too numerous to list here, but new classroom buildings have been added and all buildings have been modernized. (See appendix for a project list and map.) The main upgrades include an energy management system along with HVAC and new “cool roofs” throughout campus along with other energy-saving installations including solar panels, EV chargers, LED lighting, and drought-tolerant landscaping. Athletic facilities upgrades include a turf athletic field, a new running track, gym upgrades, boys and girl’s locker rooms, field house, and baseball and softball field improvements. Parking upgrades include resurfacing and re-striping. A surveillance system has been added that includes cameras throughout campus. The classrooms have been completely modernized. The multi-use building on the west-end of our campus, the Pavilion, serves as a home for our visual and performing arts classes and provides expanded food services add indoor lunch seating for our student body. A 10-classroom building, as well as six new re-locatable classrooms, was built to replace aging portables. Also, recently installed are the seven zero-net classrooms designed and made from recycled shipping containers. A joint-use agreement between OPUSD and a local soccer organization resulted in the donation of a synthetic turf field used for football, soccer, and lacrosse. The most recent work includes the refurbishment of the administration and student support building, the C-Building, which houses art, ceramics, woods, Spanish, and computer classrooms.

Over ninety-five percent of teachers are implementing 21st Century classrooms that include SmartBoards, iPads, Chromebooks, and laptop carts. The 2016 installation of a completely refurbished Foreign Language lab in the Oak Park library continues to enrich and supplement interactive language instruction. The ELA and science departments have implemented a one-to-one Chromebook programs with Chromebook carts in each teacher’s classroom. This has allowed the other device carts to be able to be shared among fewer teachers creating greater availability and access.

Oak Park High School meets the academic needs of students by offering a variety of programs including a broad range of Advanced Placement and honors courses, a performing arts program, Microsoft certification courses, an extensive number of other CTE courses, and a math intervention lab and support class. The needs of special education students are met through an inclusion model which includes directed study skills classes. Additionally, the school supports 42 athletic teams for boys and girls in twenty-one sports. We provide our students a voice in school governance through our Associated Student Body (ASB) Council, The Talon, and School Site Council. One of our students also represents our students as an elected member to our local board of education and the Oak Park Municipal Advisory Council (MAC). There are 67 different clubs and organizations on our campus. Our ASB organizes special events throughout the year including rallies, assemblies, dances, lunches, and other extra-curricular activities. We have an active ComedySportz improvisational troupe and a chapter of the International Thespian Society. Other competitive clubs include Academic Decathlon, Debate, Robotics, Rocket Club, and Mock Trial teams. Our beginning and advanced Peer Counseling programs support not only our high school students, but also local elementary and middle school students. Each year, our Advanced Peer Counselors organize and run an Awareness Week, promoting tolerance, diversity, and acceptance. Peer counselors provide emotional support for our students during difficult times and academic support through a peer-tutoring program. The peer counselors also work with our elementary schools to facilitate peer mediation groups among the elementary students. Since March 2008, OPHS has implemented the Safe School Ambassadors, a peer support and intervention program. The school day runs from 7:20 a.m. to 3:10 and has been structured to provide opportunities for students to

take up to eight classes and to receive an academic support period from individual teachers on a daily basis during Zero period or study hall.

Oak Park High School provides students with a rigorous and comprehensive academic program that effectively prepares them to enter the work world or continue their studies through post-secondary education. OPHS earned the 2013 California Distinguished School Award featuring Special Education and Student Support as our signature practices. In 2015, OPHS was recognized with the California Gold Ribbon Schools Award that featured our Foundations of Sciences courses and NGSS implementation as the signature practices. We have been consistently the highest academically performing school in Ventura County. Over 95% of all Oak Park graduates consistently attend either two or four-year college directly out of high school.

The teaching staff at Oak Park High School consists of seventy faculty members. All teachers are certificated to teach in their subject area and more than half of our staff has advanced degrees in the content areas that they teach. We currently have 5 FTE counselors for our 1,524 students and full-time classified College and Career Specialist.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

Oak Park High School's instruction is aligned to the new State Standards for Mathematics, Language Arts, and History/Social Science, and Technology. The OPHS Science department has transitioned to full implementation of the Next Generation Science Standards and made course revisions to the ninth grade curriculum to provide science standards and practices in life and physical science. Departmental alignment of assessments, pacing plans, and common rubrics along with the adoption of "One-to-One" Chromebooks is preparing students for the first field test of the new State Science Assessments. The process of implementation continues with professional development in Math, ELA, science, and technology. Teachers attended a series of daylong trainings offered by the Ventura County Office of Education (VCOE), as well as District provided instruction in all disciplines with subject specific trainings by specialists working with departments to facilitate the transition to the new State Standards. Materials and textbook adoption began with the designation of curriculum committees, which include site administrators, teachers from all levels, parents, school board members, and community members. Instructional materials selection and evaluation was facilitated by site and District administration and all subjects have completed the adoptions while additional supplemental materials are periodically reviewed to ensure that curricular materials are aligned with the new standards and implemented within and across grade levels. OPHS teachers meet regularly as departments and as subject matter teams, collaborating on assignments and instruction to ensure that all are aligned with content and performance standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

State adopted, standards-based instructional materials are in place in Math, Science, and History/Social Science. The English department has selected Chromebooks and developed a library of online literary resources in addition to the catalog of novels and texts it uses. Most academic teachers possess a class set of textbooks, and the students will also have a set to keep at home. Due to budget constraints, diligence is taken to ensure that students take care of and return their textbooks in good condition so they may be reused. With the onset of the new State Standards and Assessments OPHS is working with the OPUSD Curriculum Council to continue to acquire standards-aligned content area textbooks and supplemental materials.

3. Alignment of staff development to standards, assessed student performance and professional needs.

Oak Park Unified School District is composed of many talented teachers who possess expertise in a variety of areas. Each full-time teacher is required to do a total of 21 hours (7 hours x 3 days) of staff/ professional development each year. All hours are flexible, and are to be completed outside the regular school day. The District offers trainings and workshops on days just before the school year starts. These trainings are focused on one or more of the following areas: teaching strategies, classroom management, conflict resolution, academic content in the core curriculum, differentiation of instruction to meet the needs of every student, including special needs students, EL students, and GATE students, student literacy at all levels, including reading intervention and writing instruction and technology. The PFA supports requests for staff to attend conferences, which are focused through the lens of student achievement and professional development.

4. Services provided by the regular program to enable under-performing students to meet standards:

All students are encouraged to attend 7th Period Support. As part of the school day, teachers remain in their classrooms to provide students academic support with test prep, review, remediation, tutoring, reading or writing review, study groups, reinforcement, additional time per IEP or 504, or make-up assignments due to absences. Most students with IEP's have a Directed Study Skills class built in to their schedule with their case managers assisting them in academic as well as skill-based areas. Study halls have been added in recent years to allow students to use school time to complete and prepare homework and assignments. Peer Counselors are available to work with at-risk students on social/emotional issues. The 9th Grade Transition Program offers intense communication and counseling for freshmen from the spring of their 8th grade year. Student Study Team meetings are arranged by teachers, counselors, or parents to jointly problem solve when students are not achieving at an expected level. Counselors continually work with students to assist them in academic areas, as well as social, emotional, and post high school planning.

To address the needs of the students who enroll in math courses in Oak Park High School, considerable work has been accomplished in the past three years to implement math diagnostic testing and multiple measures to facilitate appropriate placement and intervention and to ensure compliance with SB 359, the California Math Placement Act of 2015. The PFA has generously provided the funding to use the UCLA Math Diagnostic Program for all incoming 9th and new upper grade students in late Spring and during the Summer preceding the fall semester. We also run an interactive computer-adaptive math skills lab to allow students to advance thorough the mathematics scope and sequence while remediating identified deficits. The recent addition of the Math Honor Society offers peer tutoring in math during lunch and after school.

We have increased student use of Naviance. This powerful system research tool that is available to all OPHS students and parents consists of several tools used for planning coursework, researching colleges, and exploring careers. These applications are used at our school to promote college and career readiness, and provide students with the framework to direct their own educational plan, establish long and short-term goals, and plan for post-secondary success. The website manages individual students as they move through the entire college planning, application, and decision process. Through Naviance, counselors and students can communicate about upcoming deadlines and important notices. Naviance allows a student to search for colleges, compare academic statistics, find scholarship opportunities, and research careers. In tenth grade, two of our English teachers have incorporated Naviance into their end of year research projects. This acts as an excellent introduction to the use of the Naviance program as well as transition to the eleventh-grade I-Search project. All students in our special education program are required to have a transition to adult life goal, which is facilitated through Naviance.

5. Services provided by categorical funds to enable under-performing students to meet standards:

The small amount of EIA funds is currently spent on funding one section of ELD support. In addition, the OPUSD recently purchased and installed Rosetta Stone software to assist EL students in their language development.

6. Use of state and local assessments to modify instruction and improve student achievement:

Regular assessment of students is an essential component to any successful instructional program. Instruction needs to be guided and adjusted based on meaningful information gained from thorough assessment of student performance. At Oak Park High School, CAASPP scores are reviewed and given to teachers in August to assess past student achievement and instructional efficacy, as well as to be used to inform course advisement and placement. Teachers are becoming familiar with new assessments and in several cases, have developed quarterly benchmark assessments, and subject matter teams are collaborating on common assessments. Having identified the essential standards for their courses, teachers measure and assess student achievement using the CAASPP, benchmark and common assessments as the basis for determining growth and achievement of students. The District has purchased the Educators Assessment Data Management System (EADMS) to collect, share, and analyze assessment results and some teachers have received training on how to create assessments using the system. This will continue as we enter the third year of the new State Assessments. In addition to the CAASPP assessments, we will continue to examine results from standardized tests including the AP exams, ACT, and SAT as well as course grades.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Approximately 60% of our staff at Oak Park High School is involved in working with low achieving students in the core academic areas. Since most of our students are placed in heterogeneous settings, our teachers work very well with addressing the academic needs of our low achieving students. Adjusting curriculum with accommodations and modifications is a routine expectation in working with our mainstreamed special education population. Increased heterogeneous grouping in the critical 9th grade transitional year was accomplished through the introduction of the *Foundations of Science* curriculum aligned with the Next Generation Science Standards.

8. Family, school, district, and community resources available to assist these students:

The OPHS PFA (Parent Faculty Association) is a strong and solid support to staff and students. Through its annual fundraising, the PFA supports teachers "wish list" items, and conference attendance for professional development. The PFA eNews is a weekly "blast" that is electronically sent home and is available on our web site. It contains information about school events, academic issues, resources for additional support, and district and community events. Ventura County and OPUSD share a joint use facility in the library located on the OPHS campus. The "Q Student Connect" and "Q Parent Connect" portals allow students and parents to review and monitor progress.

LA Pierce College and Moorpark College are also resources for students for remediation or acceleration opportunities. OPUSD Governing Board approved a proposal that allows the use of online courses for credit remediation in core subjects. SST meetings are scheduled as needed for students that are struggling and may be arranged by counselors, teachers or parents. Special education staff members are attentive to the needs of their students, and work closely with parents and general education teachers for content as well as any accommodations or modifications needed. Both special education and general education teachers serve on IEP teams, as do the student's counselors and an administrator.

9. School, district, and community barriers to improvements in student achievement:

Parents, teachers, counselors, administrators, and school board members, are working actively to address student achievement. While evidence indicates that most students are meeting the standards our attention will focus on students who are not meeting or exceeding the expected achievement standards. Full implementation of the new State Standards coupled with the onset of the next generation assessments will put additional pressure on our leadership and staff to develop instructional practices, evaluate resources, intergrate technology, and design more benchmark assessments to allow us to deliver effective instruction and accurately measure student achievement.

10. Limitations of the current program to enable under-performing students to meet standards:

As stated above, the boundaries of progress in this area are only imposed by the limitation of resources available for staff development, materials, and teacher collaboration time. Additional funding acquired through CTE Grants is providing supplies, teacher training and, curriculum development. Teachers, administrators, parents, and students are energized by our progress to date. We continue to implement the new State Standards and are using these resources to support our work.

Oak Park High School

Title I - School Parental Involvement Policy

PART I - GENERAL EXPECTATIONS

Oak Park High School agrees to implement the following statutory requirements:

- The school will distribute a School Parental Involvement Policy to parents of child participants, developed and approved by School Site Council.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the School Parental Involvement Policy as a component of its school-parent compact.
- The school agrees to be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART 2 - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Oak Park High School will take the following actions to involve parents in the ongoing joint development and agreement of its School Parental Involvement Policy and its Schoolwide plan, under section 1118(b) of the ESEA:

- Distribute the following materials to parents: Districtwide Parental Involvement Policy, and the School's Parental Involvement Policy.
- School Site Council will approve these documents each year.

2. Oak Park High School will take the following actions to distribute the School Parental Involvement Policy to parents of participating children and the local community:

- It is available on the OPHS website in the following locations:
 - Posted under the 'Parent' tab.
 - Also posted Under the "Our School "tab.
- It will be included in the online registration forms.
- Copies will be available in the OPHS Main Office
- At Back to School Night, copies will be available and the principal will encourage parents to find the policy on the school website.

3. Oak Park High School will update its School Parental Involvement Policy to meet the changing needs of parents and school:

- This document will be updated each year and included in the Single Site Plan.

PART 3 - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Oak Park High School administration and faculty believe that student achievement and well being is enhanced through the combined efforts of school staff and engaged parents. To that end, Oak Park High School welcomes and encourages parent participation and involvement. The 'Parent' tab on the OPHS website contains more detailed information on many of the following involvement opportunities.

Parent involvement at OPHS includes all of the following:

- Participation in student academic support:
 - Encourage students to
 - Advocate for themselves
 - Fully utilize 7th period support
 - Become aware of student support services and opportunities available:
 - Peer tutoring services available through the College & Career Center
 - College admissions mock testing
 - Become familiar with and regularly visit "Q Connection" online to view grades, attendance and assignments.
 - Learn how to assist your student in their use of Naviance, the online college preparation website customized for our Oak Park students. Parents are encouraged to become familiar with Naviance during their child's freshman year, as there are tools to utilize throughout one's high school career. Seminars on the use of Naviance are offered throughout the year in the College and Career Center.
 - Subscribe to the weekly OPHS e-News ("OPHS eNews Signup" link on homepage.)
- Parent committees of student participation activities:

<ul style="list-style-type: none">○ Athletic Boosters - Sports Teams○ OPPAA – Drama○ Camarata – Choir○ OPIMA - Instrumental	<ul style="list-style-type: none">○ College & Career Center○ Parent Committee (PFA)○ Become a member○ Attend the general meetings○ Hold a leadership position○ Lead a committee
--	--
- Volunteer opportunities organized through the PFA
 - Examples -
 - Textbook Distribution
 - Student Registration Week Assistance
 - PFA Committees - (numerous)
 - OPUSD District committees
- School Site Council – Five elected parent positions
 - All parents are welcome to attend the monthly meetings.
This policy has been created for all OPHS families. It is part of the Single Site Plan and is reviewed annually by the School Site Council.

PART V - ADOPTION

This policy was adopted by Oak Park High School Site Council on Jan. 17, 2017 and is effective for the 2016-17 school year.

OAK PARK HIGH SCHOOL

Summary of School Goals for Improving Student Achievement

Based on the findings in our 2016 WASC Focus on Learning Self-Study and subsequent Action Plan and Visiting Committee recommendations, along with the Single Plan for Student Achievement, and a review of standardized assessment data, the stakeholders have synthesized the needs expressed by all parties into the following goals. These areas are the major focus for school improvement for the WASC term of accreditation and will continue to guide the allocation of resources with regards to curriculum improvement, student achievement, and professional development. The WASC Action Plan and Single Plan for Student Achievement are evolving documents that are monitored and evaluated annually to address the ongoing and developing needs of the students and school community.

Goal # 1 - Develop a school-wide emphasis on practical applications within the curriculum

- Examine current curriculum to identify practical applications and skills that relate to career exploration and college majors for further studies in the field
- Continue to align and develop CTE Pathways throughout the curriculum
- Create options for sharing knowledge gained through conference and workshop attendance
- Develop career exploration events (i.e. Guest speakers, internships, externships)

Goal # 2 - Develop a school wide focus on understanding the causes of, and methods to alleviate, student stress

- 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)
- Communicate with parents regarding the negative impact of extended absences and tardiness
- Review Homework Guidelines with an emphasis on relevance, rigor, and load including summer homework
- Analyze student and teacher use of 7th period and its impact on student achievement
- Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT, CAASPP)

Goal # 3 – Increase Student Achievement on CAASPP Standardized Assessments

- Redesign testing schedule and the manner in which the testing is conducted to ensure that tests are taken over a longer period of time and in smaller groups to increase effective monitoring of individual students
- Communicate to students, teachers, and parents the importance of the State Assessments to our school, the students, and the community.
- Explore the potential for providing incentives for students who exceed and meet the standards

Form A: Planned Improvements

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: 1b. Continue our emphasis on differentiated instruction so that all of our students experience a challenging learning environment through depth, complexity, and real world applications.

SCHOOL GOAL: Develop a school-wide emphasis on practical applications within the curriculum that relate to career exploration and college majors for further studies in the field

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Curriculum Offerings WASC Survey Data CTE Pathways Data	The 2016 WASC Focus on Learning Report and work with VCOE and VC Innovates, along with perception surveys from students and parents found that career exploration experiences and courses that are sequenced and articulated to provide students with career-readiness need continued development	<ul style="list-style-type: none"> Increased courses and career-related experiences Increased students enrolled in CTE courses Increased CTE pathways <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> VC Innovates California Incentive Grant OPUSD Budget

TASK: Develop curriculum activities and courses aligned to college and career readiness

PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Examine current curriculum to identify practical applications and skills that relate to career exploration and college majors for further studies in the field	Leadership Administration CTE Liaisons	VC Innovates CA Incentive Grant PFA Conference Funding LCAP #1 B, C, G, J	New CTE course offerings by Spring 2017	Course Advisement Catalog Leadership Team
Create process for staff sharing conference and workshop learning outcomes	Leadership Administration	PFA Conference Fund VC Innovates Budget LCAP #1 C	Ongoing	Staff who attend conferences/workshops to report to Administration

PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Develop career exploration events (i.e. Guest speakers, internships, externships)	College & Career Technician CTE Coordinator	Naviance VC Innovates Budget LCAP #1 F, G	Fall 2017 Fall 2018	Leadership Team VC Innovates Director Administration
Continued development of CTE Pathways	Leadership Team CTE Coordinator	CPT Grant LCAP #1 C, F, G, J	Ongoing	Summary of development to Leadership annually in September

Goal 2:

LEA GOAL: 1j. Continue the district wide emphasis on wellness and balance, and the development of new strategies to reduce stress and a plan to monitor the ongoing impact. Innovate in the area of thought leadership on the subject and drive a common vision throughout all levels of the district.

SCHOOL GOAL: Develop a school wide focus on understanding the causes of, and methods to alleviate, student stress.

What data did you use to form this goal? 2016 WASC FOL Report Challenge Success Student Survey 2015 WASC Staff Survey 2015 Parent Survey 2016 California Healthy Kids Survey	What were the findings from the analysis of this data? The 2016 WASC Focus on Learning Report and through extensive work with Stanford University's Challenge Success along with CHKS and perception surveys from staff, students, and parents found that students are experiencing high degrees of school-related student stress and anxiety as manifested by poor sleep habits, academic dishonesty, and increased incidents of depression-related behaviors.	How will the school evaluate the progress of this goal? The development of research based policies and practices that are shown to alleviate school related stress and anxiety. Such as homework guidelines, academic honesty policies, calendaring, test alignments practices, and counseling support.
--	---	---

TASK: Alleviate student stress

PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Study the implications of student involvement with multiple extra curricular activities that have exceptional time requirements (i.e. Sports, ASB, Music, Drama, Acadeca, Debate, Mock Trial)	Counselors Administration Leadership	Student database Semester grades LCAP #2 H	Ongoing	Follow up and summary reports at the conclusion of each semester

Examine impact of lost instructional minutes to field trips and other school activities to develop policies that alleviate student stress.	Administration ASB Director Athletic Director(s)	Field Trip Attendance School and ASB Activities Calendar	May 2017	Summary reports at the conclusion of each semester
Communicate with parents regarding the impact of extended absences	Administration	PFA Communications from Principal LCAP #2 A, B	November January April	Extended absence report to Leadership at the conclusion of each semester
Review Homework Guidelines with an emphasis on relevance, rigor, and load including summer homework	Department Chairpersons	Staff Development	May 2017	Report to the Leadership May 2017 Follow up reports May of each year
Analyze student and teacher use of 7 th period and its impact on student achievement	Administration Leadership	Surveys LCAP #2 H	Spring 2017	Report results to Leadership Team May 2017
Explore expanding Instructional Support Services	Administration	Planning time Language Lab LCAP #2 H	Fall 2017	Progress Report to Leadership Team November 2017
Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT)	Principal Leadership	Email blast from Principal Newspaper articles LCAP #2 H	Ongoing	Copy of communications in Principal's Office

Goal 2:

LCAP GOAL 1: Support high academic achievement for all students

SCHOOL GOAL: Increase Student Achievement on CAASPP Standardized Assessments

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
201516 CAASPP Results 2015-16 AP Results 2015-16 Course Grades 2015-16 Course Enrollment 2015-16 SAT and ACT Results	CAASPP results in ELA and Math indicate that there is a disparity in student achievement when compared with other standardized exam results. Findings indicate that while many students achieve excellent results on the SAT, AP exams, and course grades, the CAASPP scores are showing that many of the same students are not meeting and exceeding the standards at commensurate levels.	Student performance on the 2017 CAASPP assessments, along with analysis of the other metrics that indicate student achievement

TASK: Improve testing administration and environment				
PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Redesign the manner in which testing is conducted to ensure that tests are taken over a longer period of time and in smaller groups to increase effective monitoring of individual students	Administration Leadership	Facilities Technology Staff LCAP #1 D	January to April	August 2017
TASK: Communicate of Importance of CAASPP to all stakeholders				
Use PFA and School communication tools and social media to share the need for concerted effort on CAASPP by students	Leadership Parents Teachers	PFA Board Staff Leadership	Spring 2017	August 2017
TASK: Explore the potential for providing incentives for students who exceed and meet the standards				
Work with staff to determine if a grade incentive for students who meet or exceed the State Standards is feasible	Leadership Teachers	Staff Leadership	Spring 2017	Spring2017

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, CTE)	\$149,350
Total amount of state categorical funds allocated to this school	\$ 149,350

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 ¹)	\$0
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to this school	\$149,350

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kevin Buchanan	X				
Randy McLelland			X		
Cathy Lory		X			
Jan Willis		X			
Zachary Borquez		X			
Jacqueline Hill				X	
Stacey Garfinkel				X	
Ken Neville				X	
Jeff Salzman				X	
Krishnan Ethirajan				X	
Joseph Goeken					X
Sean MacKinnon					X
Lexi Garfinkel					X
Beck Schlatter					X
Sarah Salzman					X
Numbers of members of each category	1	3	1	5	5

² At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☒ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the OPHS School Site Council at a public meeting on: 01/17/2017.

Attested:

Kevin Buchanan, Principal

Signature

Date

Sarah Salzman, SSC Chairperson

Signature

Date

I. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: Sample School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Sample Bylaws
- Appendix G: Use of Resources

Appendix H: Acronyms and Specialized Terms

- Appendix A: Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Appendix B: Chart of Requirements for *The Single Plan for Student Achievement*

REQUIREMENTS	Library Improvement BG	
	Pupil Retention Block Grant	
	School Safety Block Grant **	X
	Title V Innovative Programs	X
	Title IV, Safe & Drug-free Schools ^{1**}	X X
	Title III, English Learners	
	Title II, Improving Teacher Quality	X
	High Priority Schools	X X
	Immediate Intervention/USP	X X
	Title I, Program Improvement	X X
LEGAL CITATION	Title I, Schoolwide	X
	Title I Targeted Assistance	X
	EIA, State Compensatory Education	X
	Economic Impact Aid (EIA) English Learners	X
I. Involvement		
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054 EC 35294.1(b)(2)(C) 5CCR 3932 20 USC 7115(a)(1)(E) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(G)	X <

Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C)	X	X	X	X	X		X				X			
	EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)			X	X	X						X			
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)			X	X			X							
Distribute experienced teachers	EC 52055.620(d)							X							
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	EC52853	X	X	X	X	X						X			
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X		X			X	X			
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
VII. Teaching and Learning															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054						X								

[illegible]

2015 CAASPP - Grade 11	ELA	Math
Standard Exceeded	41%	26%
Standard Met	37%	31%
Standard Nearly Met	14%	24%
Standard Not Met	8%	19%

CAASPP ELA by Gender	Male	Female
Standard Exceeded	34%	48%
Standard Met	38%	35%
Standard Nearly Met	18%	11%
Standard Not Met	11%	5%

CAASPP Math by Gender	Male	Female
Standard Exceeded	28%	24%
Standard Met	27%	35%
Standard Nearly Met	24%	24%
Standard Not Met	21%	17%

CAASPP ELA by Ethnicity	White	Asian	Hispanic
Standard Exceeded	38%	66%	26%
Standard Met	38%	26%	35%
Standard Nearly Met	16%	6%	22%
Standard Not Met	9%	2%	17%

CAASPP Math by Ethnicity	White	Asian	Hispanic
Standard Exceeded	20%	66%	4%
Standard Met	33%	21%	26%
Standard Nearly Met	26%	11%	30%
Standard Not Met	21%	2%	39%

CAASPP SWD	ELA	Math
Standard Exceeded	14%	4%
Standard Met	5%	4%
Standard Nearly Met	41%	4%
Standard Not Met	41%	87%

CAASPP by Econ Disadv	ELA	Non Dis	Math	Non Dis
Standard Exceeded	41%	41%	9%	27%
Standard Met	32%	37%	41%	30%
Standard Nearly Met	23%	13%	27%	24%
Standard Not Met	5%	8%	23%	19%

Demographics		% of Tested
Males	170	48%
Females	187	52%
White	265	74%
Asian	53	15%
Hispanic	23	6%
Other	16	4%
SWD	23	6%
Econ Disadv	22	6%
Total Tested	357	

2015 CAASPP Results Grade 11

2016 CAASPP Grade 11	ELA	Math
Standard Exceeded	36%	31%
Standard Met	35%	36%
Standard Nearly Met	23%	23%
Standard Not Met	6%	10%

CAASPP ELA by Gender	Male	Female
Standard Exceeded	33%	39%
Standard Met	32%	39%
Standard Nearly Met	25%	20%
Standard Not Met	10%	2%

CAASPP Math by Gender	Male	Female
Standard Exceeded	32%	30%
Standard Met	35%	39%
Standard Nearly Met	24%	21%
Standard Not Met	10%	11%

CAASPP ELA by Ethnicity	White	Asian	Hispanic
Standard Exceeded	33%	58%	26%
Standard Met	37%	33%	26%
Standard Nearly Met	24%	9%	37%
Standard Not Met	7%	0%	11%

CAASPP Math by Ethnicity	White	Asian	Hispanic
Standard Exceeded	27%	64%	19%
Standard Met	41%	24%	15%
Standard Nearly Met	22%	7%	48%
Standard Not Met	11%	0%	19%

CAASPP SWD	ELA	Math
Standard Exceeded	29%	12%
Standard Met	53%	6%
Standard Nearly Met	18%	24%
Standard Not Met	0%	59%

CAASPP Econ Dis	ELA	Non Dis	Math	Non Dis
Standard Exceeded	12%	37%	6%	32%
Standard Met	53%	34%	44%	36%
Standard Nearly Met	29%	23%	38%	22%
Standard Not Met	6%	6%	13%	10%

Demographics		% of Tested
Males	189	55%
Females	150	46%
White	252	74%
Asian	45	13%
Hispanic	27	8%
Other	15	4%
SWD	17	5%
Econ Disadv	17	5%
Total Tested	339	

2016 CAASPP Results Grade 11

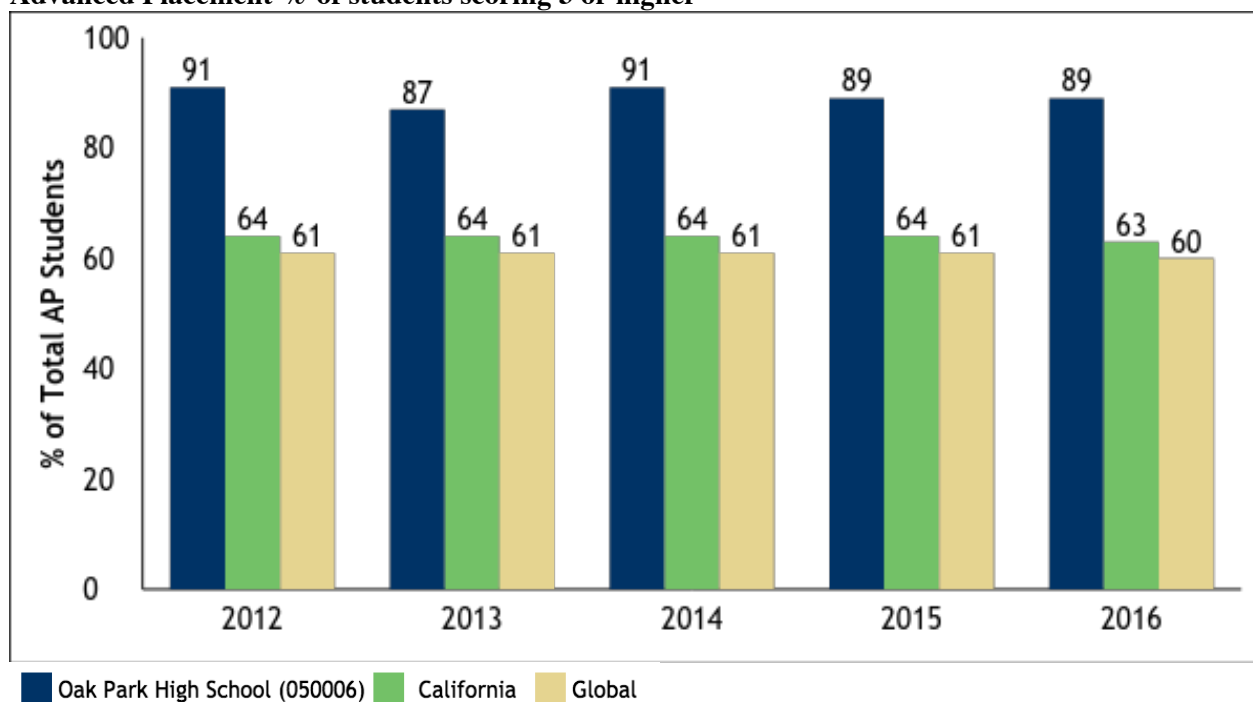
Students attending 2yr and 4yr Colleges



Class of 2016 Statistical Outcomes	Number	% of students
2 Yr College	118	32.4%
2 Yr College attendees Admitted to 4Yr Colleges	12	.36%
Average Unweighted GPA Class of 2016		3.321
Non-U.S. 4Yr College	3	.08%
US 4Yr College Attendance	235	64.56%
Total 4Yr College Attendance	238	65.38%
Total completed UC/CSU “a-g” requirements	320	87.9%
Total Admitted to 4Yr Colleges	252	69.23%
Total College Attendance (2Yr & 4Yr)	356	97.8%

Class	Students	Avg. Unweighted GPA	Avg. SAT	Avg. ACT	Total Apps Submitted	Apps per student	% Attend 4 Yr	% Acceptd 4 Yr	% Attend 2 Yr	Total College Attendance (2 & 4 Yr)	"a-g" courses completed
2016	364	3.321	1839	28	2502	6.9	65.4%	69.23%	32.4%	97.8%	87.9%
2015	362	3.256	1797	29	2457	6.8	64.9%	70.16%	30.1%	94.7%	85.9%
2014	334	3.251	1787	27	2071	6.2	63.7%	70.3%	33.8%	97.3%	83.2%
2013	321	3.260	1834	28	2193	6.8	64.2%	67.6%	31.8%	95.9%	81.6%
2012	301	3.238	1853	27	2116	7.0	62.7%	67.7%	31.1%	94.0%	77.0%
2011	290	3.166	1814	27	1711	5.9	59.7%	62.7%	34.1%	93.7%	80%
2010	305	3.136	1783	26	1598	5.2	56.4%	60.2%	38.7%	92.8%	80.4%
2009	298	3.143	1753	26	1223	4.1	57.9%	63.6%	37.6%	96.3%	81.8%

Advanced Placement % of students scoring 3 or higher



	2012	2013	2014	2015	2016
Oak Park High School (050006)					
Total AP Students	353	427	407	452	434
Number of Exams	760	854	824	996	914
AP Students with Scores 3+	322	373	372	401	385
% of Total AP Students with Scores 3+	91.2	87.4	91.4	88.7	88.7

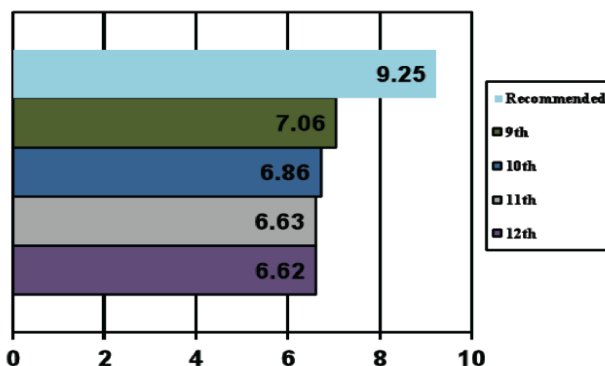
Survey Results -Sleep

Research recommends that adolescents get 9.25 to 9.5 hours of sleep per night in order to maintain health. On average, students reported getting about seven hours of sleep per night (minimum hours reported= 0 hours, maximum= 12 hours).



Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night

- 52% of students reported going to bed at 11:30 p.m. or later (range: 7:00pm– 5:00am)
- 73% reported that schoolwork often or always kept them from getting enough sleep.



Average Time Spent on Homework during School Week & Weekend

Students reported spending between 0 and 7 hours of school-assigned homework per weekday night

Table 3. Average Time (in hours) Spent on HW during School Week and Weekend

	9 th	10 th	11 th	12 th
Weekday school-assigned homework	2.92 (1.56)	3.31 (1.57)	3.25 (1.58)	2.70 (1.71)
Weekday NON-school-assigned homework	.67 (1.49)	.46 (.99)	.89 (1.34)	.60 (1.17)
Weekend school-assigned homework	2.73 (1.70)	3.41 (1.97)	3.1 (1.85)	2.62 (1.71)
Weekend NON-school-assigned homework	.80 (1.56)	.59 (1.28)	1.37 (1.82)	.76 (1.42)

*The numbers in parentheses are standard deviations

Students were asked how they felt about the amount of homework they had each night.

- 32% felt they had the “right” amount of homework.
- 66% reported they had “too much” homework.

Survey Results Student Stress & Academic Worries

- 81% of participants reported they were often or always stressed by schoolwork
- 72% reported that schoolwork often or always kept them from time with family or friends.
- 64% have felt forced to drop an activity because of the amount of schoolwork they have once in the past month.

- 43% reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 54% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than

Survey Results - Homework

Average time spent in hours on HW during week and weekend

(students reported spending between 0-7 hours per weekday night on school HW)

	9 th	10 th	11 th	12 th
Weekday School Assigned	2.92	3.31	3.25	2.70
Weekday Non School Assigned	.67	.46	.89	.60
Weekend School Assigned	2.73	3.41	3.10	2.62
Weekend Non School Assigned	.80	.59	1.37	.76

Oak Park High School Facility Upgrades

School Site Upgrades

- Added Baseball/Softball Bottle Filling Station
- Resurfaced Tennis Courts
- Added New Field House/Parking
- Resurfaced Track/Installed New Turf Field
- Solar Panels/Lunch Shelter
- Replaced & Expanded Parking Lot
- Bioswale
- Telescopic Seating
- Modernized C Building
- Replaced Main Gas Line
- Wood Column Repair
- New Net Zero Classrooms
- New Landscape/Pathway
- Modernized Admin Building
- Modernized E Bldg Science Labs
- Modernized Restrooms
- Replaced Relocatable Buildings
- Future Needs

Entire Site Upgrades:

- Cool & Metal Roofs
- HVAC Units
- Painted Exterior
- Carpet & Flooring
- Concrete Paths
- EV Charging Stations
- Programmable Thermostats
- Weather Trak Irrigation Controllers

Safety Upgrades:

- Fire Alarm System
- Door Locks
- PA System
- VOIP Phone System
- Security Cameras
- Exterior LED Lighting
- ADA Upgrades
- Added CO2 Sensors



899 Kanan Rd, Oak Park, CA 91377 818-735-3300



ENTIRE SITE UPGRADES	SAFETY UPGRADES
<ul style="list-style-type: none"> Cool & Metal Roofs HVAC Units Painted Exterior Carpet & Flooring Concrete Paths EV Charging Stations Programmable Thermostats Weather Trak Irrigation Controllers 	<ul style="list-style-type: none"> Fire Alarm System Door Locks PA System VOIP Phone System Security Cameras Exterior LED Lighting ADA Upgrades CO2 Sensors