



## **MIDTERM PROGRESS REPORT**

899 North Kanan Road

Oak Park, CA 91377

Oak Park Unified School District

March 13, 2013

Accrediting Commission for Schools  
Western Association of Schools and Colleges

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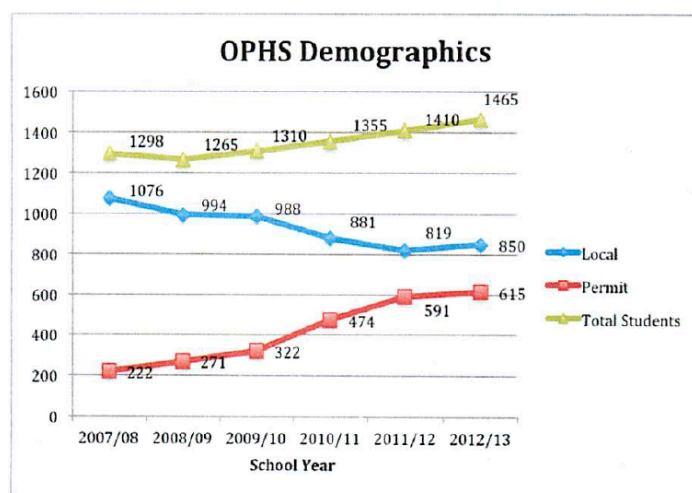
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## School Overview

Since the last WASC Self-study, Oak Park High School 's academic achievement has increased in all core areas. The API has increased from 895 in 2009 to 924 in 2013. Enrollment during that same period has increased from 1,310 to what we expect will be over 1,500 as we begin the 2013- 14 school year. As a result of both modernization and a technology bonds we have made significant facilities improvements along with extensive deployment of instructional technology including SmartBoards and fixed and portable computer labs.

Opened in 1979 and with its first senior class graduating in 1983, Oak Park High School (OPHS) is an open campus situated among the rolling hills and open spaces of Oak Park in a fairly secluded and semi-rural setting. With its strong academic focus and personalized environment, the school could easily be mistaken for a small private college preparatory academy and this is reflected by the high caliber of both teachers and students. Many families have moved to this relatively isolated suburban neighborhood located in Eastern Ventura County specifically for the District's fine schools.

Despite its reputation for academic rigor and excellence, the most distinguishing features of OPHS are its remarkable sense of community and its supportive and convivial atmosphere. Oak Park Unified School District is designated as a District of Choice and has a well-known policy of encouraging inter-district applications to counter declining resident enrollment and to maintain critical funding for comprehensive programs. Given that the high school's enrollment has increased by almost 200 students in the last four years, we have added elective courses, computer labs, study halls, sports teams, and clubs, along with other extra-curricular programs and activities. The high school enrollment is comprised of 40% of students who do not reside in Oak Park; however, most students have attended OPUSD's pre-K, elementary, and middle schools contributing to this strong sense of belonging and school pride. What is worth mentioning is that the non-resident students maintain the same high academic expectations and standards and matriculate into the same post secondary institutions as the resident students. There are no visible distinctions between out-of-district or resident families other than a zip code in the student information system. There is also an extraordinary trust and mutual respect among students and school personnel, and a strong belief that OPHS cannot simply be characterized by its API or AP scores, and that any description of the school must include a qualitative measure of its student support programs, caring environment, and community involvement.



## Oak Park High Enrollment

Our staff, including teachers, student support staff, and administrators demonstrate a proud and active stewardship of the school, which permeates and informs the leadership and site-based decision making process. This stewardship draws on the staff's collective experience, sense of tradition, and community sensitivity while continuously striving for improvement through self-reflection and Student Centered 21<sup>st</sup> Century prescience. OPHS Parents are actively involved in ensuring the academic and co-curricular success of their children and in supporting the school, which is a focal point of this tight-knit community. The many active booster organizations support athletics, art, drama, science, and facility and instructional improvement.

	Full-time Staff	Part-time Staff
Administrators	3	0
Classroom teachers	57	8
Counselors	5	0
Credentialed librarians	0	0
Nurses	0	0
Psychologists	1	1
Technology/media specialists or technicians	0	0
Paraprofessionals	6	10
Campus resource officers	0	0
Other staff (specify) <u>Classified Support</u>	4	6
<b>Total staff</b>	<b>76</b>	<b>25</b>

Serving 1465 students in grades 9-12, OPHS is the only comprehensive high school in the District. All of our 65 teachers are highly qualified to teach in their subject areas and over 60% have earned Masters or doctorate degrees. Our superior teachers no doubt contribute to our similarly superior test scores and student achievement. All students at this API 924 school engage in a rigorous college preparatory curriculum in which high academic standards and expectations are maintained. During the 2011-2012 school year, 99% of OPHS's 10th grade students passed the CAHSEE English Language Arts and mathematics tests. Test scores in the STAR program are also very high with significant across-the-board improvement over the last 4 years. OPHS is currently in its third year of a six-year WASC accreditation. Thirty five percent of OPHS's students, grades 10-12, took an AP exam in May, 2012 with an outstanding pass rate of 91%, and 55% of the class of 2012 graduated having passed at least one AP exam. The dropout rate over the last 5 years has remained less than 1%, and 98% of OPHS graduates go on to enroll in post-secondary institutions immediately after high school.

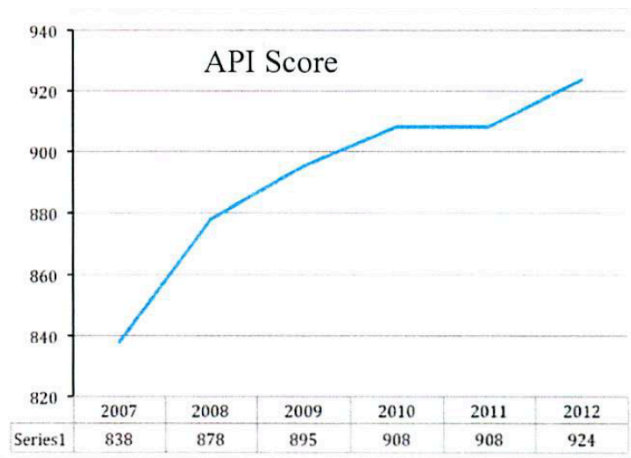
Ethnicity	%	Total Enroll
Hispanic or Latino of Any Race	5%	78
Asian, Not Hispanic	13%	187
Filipino, Not Hispanic	1%	12
African American, Not Hispanic	2%	25
White, not Hispanic	78%	1,148
Two or More Races, Not Hispanic	1%	11

Students at OPHS are remarkably well rounded, and value personal development as well as academic achievement. Our deep belief in the school's mission statement governs the structure of the school, the nature and scope of its programs, and the ways in which members of our staff interact with students on a daily basis. We continually strive to add value for each student in a global sense, intellectually, emotionally, socially, and physically.

Nearly 60% of the students take part in one or more athletic or extra-curricular program. A student survey in 2011 indicated a high degree of satisfaction with the school's ability to meet their academic needs and keep them involved in extra curricular activities. The master schedule, designed to reflect students' needs, the daily block schedule with its non-mandatory period of direct tutorial-style teacher support for all students, study halls, and the optional Zero period time for additional electives, reflect the school's strong focus on making every effort to accommodate the academic needs and preferences of all students.

OPHS is midway through a five-year building modernization with the most recent projects completed being the science labs, student restrooms, and student support building. We have also upgraded our athletic facility and through creative joint-use community partnerships, have installed a new synthetic turf field, upgraded gym, and outdoor basketball courts. Upcoming projects include the visual and technical arts

building and computer labs, boys and girls locker rooms, and the surveillance and outdoor lighting systems. The successful passage of a technology bond, has allowed us to equip 60% of our classrooms with Smart Board technology that requires extensive training and professional development by teachers to integrate the technology into instructional practice. Students also benefit from the school's use of Computers on Wheels (COWs) which are 5 class sets of wirelessly networked Mac iBooks that are used throughout campus in addition to three other computer labs including a drop-in Language Lab funded by a FLAP grant.

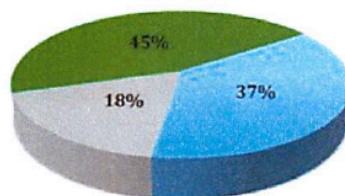


### ADVANCED PLACEMENT

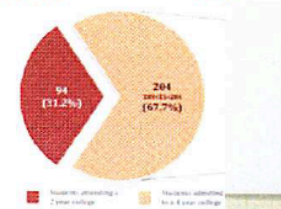
	2008	2009	2010	2011	2012
<b>Oak Park High School (050006)</b>					
Total AP Students	287	284	308	337	350
Number of Exams	643	567	657	681	756
AP Students with Scores 3+	245	233	283	308	319
% of Total AP Students with Scores 3+	85.4	82.0	91.9	91.4	91.1

### SAT CLASS OF 2012

Section	Middle 50%	Mean
Critical Reading	540 - 680	608
Math	560 - 670	623
Writing	560 - 700	624
<b>Total</b>	<b>1660 - 2040</b>	<b>1855</b>



Oak Park Students admitted to one or more UC campus  
 Oak Park Students attending a UC campus  
 Oak Park Students not admitted or attending a UC campus





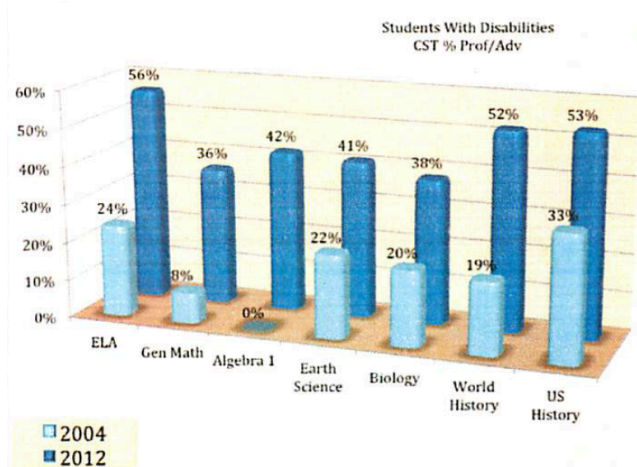
## Section II: Significant Developments

Academic achievement as measured by performance on the CSTs has improved steadily in all areas and dramatically in some areas. The action plan goals were embedded in the Single School Plan in the fall of 2010 immediately following the receipt of the school's 6-year WASC Accreditation status letter and have been updated to reflect the adjusted growth targets in the fall of 2011 and 2012. Current student academic performance is exceeding the growth targets originally set and these growth targets have been revised upward each fall based on the CST data from the Spring test administration. STAR data including CST, CAHSEE, and CAPFT along with Advanced Placement and SAT and College matriculation data are shared with faculty each fall, and disseminated to the leadership team, which consists of all the department chairs and site administration. These data are then analyzed and discussed by each department to inform instructional adjustments and best practices. Data are also shared and discussed at District leadership meetings and presented to the Governing Board with a District overview and specific school site detail. Several initiatives have been implemented to accomplish the goals of the WASC action plan including increased articulation with the feeder middle school, implementation of the UCLA Math Diagnostic tests to determine math readiness, review and revision of the prerequisites for advancement through the scope and sequence of the math instructional program, and a targeted strategic computer adaptive math intervention program staffed daily by one of our math teachers during Zero Period. These measures have had dramatic impact on not only our students' academic achievement in math, but more significantly we are managing to reduce the number of students enrolled in lower level math classes and increase the number of students who are advancing sooner more successfully into geometry and Algebra II. The percentage of students scoring proficient or advanced on the Algebra II CST has increased from 30% to an impressive 72%, a gain of 42% and with increased enrollment. These percentages actually represent greater numbers of students being successful.

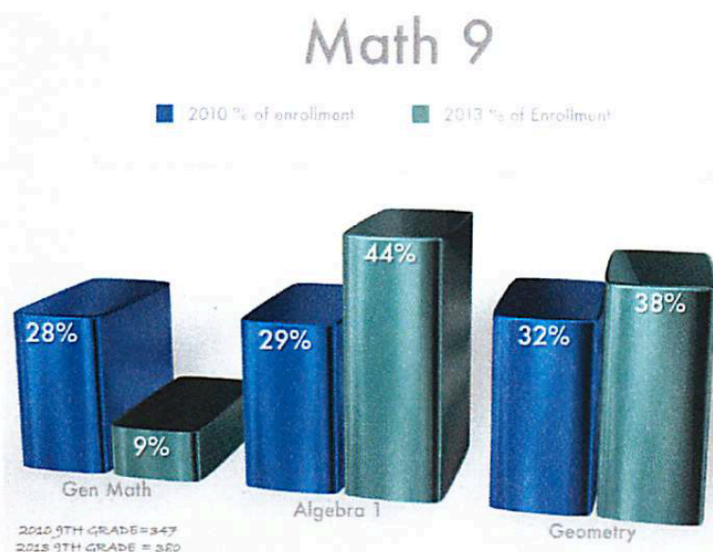
Commensurate, with our math gains we are also seeing increased achievement in our science classes such as chemistry, for which algebra II is a concurrent prerequisite. Both biology and chemistry have experienced growth in terms of achievement and enrollment. Our science teachers all received modernized science labs in the fall of 2011 and these labs were completely equipped with new instructional materials courtesy of our Parent Faculty Club.



In addition to CST scores, our Advanced Placement enrollment increases each year along with excellent student performance of the SAT and ACT. Our students continue to matriculate into highly selective colleges and universities upon graduation. The most significant gains made by any sub-group were by our Students with Learning disabilities and this is largely due to our commitment to the inclusion model for special education. All of our students with IEPs are enrolled in general education classes that satisfy the UC a-g requirements. Consequently, the SWD sub-group's API increased from 688 to 757 in one year, a big jump of 69 points. We recently were awarded the California Distinguished School award and our Special Education Inclusion Model was featured along with student support as signature practices for our application.



Referring briefly back to math, we piloted two computer adaptive Math intervention applications that would allow for students to take a formative assessment and then receive tailored instructional modules to reinforce concepts and provide level-appropriate math skills practice. The program we finally selected is Catch-Up math and students are offered the option of advancing in mathematics with lower prerequisites as long as they take the math diagnostic exam and enroll in Math Skills Lab during Zero period. This allows students to keep their elective course while concurrently reinforcing the skills acquisition and concept mastery of the foundational course. One of the pitfalls of math intervention programs is that students often have to sacrifice their elective class to get the additional support. Because the Math Skills Lab is conducted before first



This chart shows the increase in 9<sup>th</sup> grade Math enrollment as a % of the freshman class along with the decrease in General math enrollment

period, students are able to enroll in the Lab for a quarter at a time as they work at their own pace through the modules. The teacher sets the threshold for advancing to the next module, which is aligned with the prerequisite for the class they are in. For example, if the prerequisite for advancing to Geometry in 9<sup>th</sup> grade is a "B" in Algebra I in 8<sup>th</sup> grade, student may advance to Geometry with a lower grade as long as they also enroll in Math Skills Lab in Zero period.

Once the student has mastered all the Algebra modules to a competency of 80% or better, he or she may drop the Zero period without any impact to the academic or elective schedule. Additionally, students who are struggling at the quarter reporting periods are referred to Math Lab until the next reporting period or until their grades in the class improve. This way, the class has a revolving door of students who enter and leave throughout the year based upon their needs and performance.

An unexpected benefit is that because this is a web-based subscription service, we are able to offer it to students who wish to use it at home to practice math skills and keep their grades up. Some students remain in the zero period even after they have mastered the prerequisite content and use it to reinforce concepts in their current class. We are increasing the effectiveness of our identification and referral protocols and have expanded the use of the program to include computers in the Study Skills classes to allow Students with Disabilities access it during their Directed Studies period with their case managers. We have allocated a 0.2 FTE for a credentialed math teacher to provide the environment and the supervision. She also tracks student progress as students complete the instruction and signs them out once they have demonstrated content and skill mastery. Because of the very active implementation of all the math improvements, we have seen significant improvement in Algebra I, geometry, and Algebra II. It's only been 2 years, so we have yet to see the impact on higher math, but our hope and belief is that these initiatives will increase the number of students who graduate having successfully completed higher math and science courses.

What is especially noteworthy is that the percentages do not tell the whole story. We are increasing enrollment school-wide and enrolling students in higher math courses earlier while decreasing the percentage of students enrolled in remedial math or pre-algebra. These results when compared to three years ago must be viewed with an understanding that the percentages of students performing academically at proficient and advanced levels are compounded by overall higher enrollment numbers. Therefore, a greater percentage of a higher number of students are enrolled in Algebra I, Geometry, and Algebra II resulting in higher academic achievement than the simple percentages initially suggest.



Three of the main goals addressed in the WASC Action Plan and the Single Site Plan address specific achievement growth targets and are outlined here:

**SCHOOL GOAL # 1**

Raise the proficiency level of students taking the Algebra I, Geometry, Algebra II, Summative Math CSTs.

**SCHOOL GOAL # 2**

Raise the proficiency level of students taking the English Language Arts CST tests.

**SCHOOL GOAL # 3**

Raise the proficiency level of students taking the Science CSTs.

CST Percent Proficient & Advanced Covering Period of last WASC self-study and 3 year report				
	2004	2009	2012	Growth
ELA	80%	87%	91%	11%
Gen Math	42%	54%	57%	15%
Algebra 1	66%	66%	70%	4%
Geometry	70%	53%	69%	-1%
Algebra II	30%	36%	72%	42%
Summative	55%	66%	80%	25%
Earth Science	75%	83%	87%	12%
Biology	69%	80%	85%	16%
Chemistry	47%	63%	85%	38%

## Global Learning Goals

The Global Learning Goals for Oak Park High School have been developed with the idea that our primary role as educators is to create a learning environment where students become self-directed learners. In order to attain this goal, students must demonstrate a mastery of academic content, exhibit higher levels of thinking and show the ability to produce high quality work. In addition, students should display the individual and collective personal qualities that contribute to an effective learning community. The mission of Oak Park High School is to take students from where they are, add value to what they already know and build on what they are able to do.

As a result, Oak Park High School will prepare its graduates to be:

### **Academic Achievers who**

- Know (define, memorize, record, name, recognize) the content required to meet the academic standards
- Understand (discuss, relate, clarify, explain) the content required to meet the academic standards
- Demonstrate growth in meeting the academic standards

### **Critical Thinkers who**

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

### **Quality Producers who**

- Adhere to high quality standards in their academic and personal pursuits
- Utilize technology to complement their work
- Demonstrate creativity and original thinking
- Display connections between disciplines

### **Self-Directed Learners who**

- Set, pursue and accomplish realistic, yet challenging goals for themselves
- Exhibit self-motivation, self-discipline and self-evaluation
- Develop and apply effective personal learning strategies and work habits
- Overcome obstacles through the effective application of learned skills

### **School Community Contributors who**

- Demonstrate high personal standards of behavior
- Accept individual and group responsibility
- Display honesty and integrity
- Contribute time, energy and talent to improve the quality of life in the school

### **Section III: Ongoing School Improvement**

Oak Park Unified School District hired a new OPHS principal in the summer of 2010 and along with this leadership change, the OPHS leadership team began the implementation of the WASC school improvement Action Plan. The first order of business in the fall of 2010 was to align the OPHS Single School Plan with the goals as outlined in the WASC Action Plan. OPHS School Site Council accomplished this task and submitted the Site Plan to the Governing Board by January 15, 2011. Subsequent revisions were submitted to the OPUSD Governing Board in January of 2012 and 2013. OPHS site leadership also began the process of analyzing academic performance data to identify areas of academic need, and to determine the strategies, along with the human and fiscal resources needed to address the needs of underperforming students.

Thorough analysis of this data indicated that significant growth was required to address a large underperforming group of students in the lower levels of high school mathematics. The high school and middle school principals organized a series of articulation meetings between the Math departments of each school to work on addressing the scope and sequence of math instruction from middle to high school. Each math department chair developed a plan for revising course prerequisites, implementing diagnostic testing, and designing placement protocols for the large number of incoming out-of district students, and implementing targeted math interventions.

Concurrently throughout the year, a large District-wide Math Committee was formed that included elementary, middle and high school teachers to begin the planning for the Common Core Standards (CCS) and Smarter Balance Assessments (SBAC). This committee met monthly and focused on the design and roll out of District-wide and site specific CCS and SBAC professional development. This initiative that is ongoing addresses the need to refine our action plan as we prepare for the next generation of assessments and refine our curriculum and instructional delivery to meet the demands of the Common Core Standards.

Structurally, we have also altered the way we conduct school business as it relates to school improvement. We have flipped the role and purpose of staff, department, and leadership meetings to make the staff meeting the first body which addresses a pending school improvement issue. The issues are framed and discussed with the whole staff in terms of why this is currently under consideration, what are the constraints of factors that might inform a decision or action plan, and how departments are to engage in debate and discussion before making a recommendation to the leadership team. The leadership team then discusses all the department recommendations and attempts to reach consensus that will be then brought back to the staff for further discussion and dissemination. This is a profound change from the prior model where only issues previously vetted by leadership were brought to the Departments and then the staff as a whole. We feel that this contributes to increased transparency and engagement in the shared decision-making and site based leadership process.

## Section IV: School Wide Action Plan Progress

Site leadership, including School Site council have conducted introductory and exploratory professional developments to acquaint staff with the shift from CST and State Standards to the Smarter balanced and performance assessments as well as the inquiry-based and critical thinking elements addressed by the Common Core. As a District and as a school we are poised to spend the next year planning the full implementation of the Common Core in 2014-15. We have assembled a team of technology mentors to examine the feasibility of a one-to-one iPad deployment and are revising our District Technology plan to identify the resources and steps needed to have this in place at the secondary level by 2015-16.

Site Council also developed a new Parent Involvement Policy at OPHS to address Goal One and formalize the communication avenues and to ensure parent participation in student success. This policy was completed in 2012 and is revised annually before being disseminated at Back to School meetings and posted on the school website and 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 the 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:
  - Athletic Boosters- Sports Teams
  - OPPAA- Drama
  - Camarata - Choir
  - College & Career Center

- Parent Faculty Committee (PFC)
  - Become a member
  - Attend the general meetings
  - Hold a leadership position
  - Lead a committee
  - Read the monthly PFC Newsletter
- Volunteer opportunities organized through the PFC
  - Examples-
    - Textbook Distribution
    - Student Registration Week Assistance
    - PFC Committees - (numerous)
    - District wide committees
- School Site Council
  - 5 elected parent positions
  - All parents are welcome to attend the monthly meetings.

The OPHS School Site Council meets monthly to address school wide improvement. The site plan is revised and submitted to the Governing Board each January. The Site Council reviews the Action Plan, the Bylaws, the Student Handbook, and the School Safety Plan annually and is a very active and engaged body that extends its reach into all aspects of school leadership and parent communication and involvement.

Site council members including students, staff and parents reviewed this document during its May 2013 meeting prior to this report being submitted to the staff and Governing Board during the May 2013 meetings.



## **Section V: School Wide Action Plan Refinements**

Based on the findings in our 2009 WASC self-study and on the data gleaned from our 2009-2010 Single Plan for Achievement, the stakeholders of our high school have synthesized the needs expressed by all parties into the following goals. These three areas are the focus for school improvement and continue to guide the allocation of resources with regards to curriculum improvement and staff development. The Action Plan and Single Site Plan are works in progress and will be monitored and evaluated annually to meet the changing needs of the school. The WASC Action Plan will form the basis for the Single School Plan for Student Achievement but will be refined annually to address the Common Core Standards and Next Generation Smarter Balanced Assessments

### **Goal# 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 Goal1).

- Develop a system for reporting academic performance so that parents and counselors are well informed of a student's academic progress.
- Assemble an Effective Instructional Practices portfolio.
- Institute a process where teachers observe each other and provide constructive advice.
- Better inform Juniors and Seniors about post high school options, including options other than four-year colleges.
- Form a plan to close the performance gap between male and female students.
- Form a plan to move Language Arts, Mathematics, Science and Social Science students from basic to proficient.

### **Goal# 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.
- Develop the capacity to identify and implement effective personal interventions.
- Design a protocol that tracks the effectiveness of each intervention and communicates this information to staff.

### **Goal# 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 teamwork.
- Integrate knowledge and real world experiences such as job shadowing, apprenticeship, and volunteering, into the curriculum.
- Develop the capacity to design assessments that emphasize critical thought, quality, self-direction, and teamwork, and to disaggregate the results of student assessment in order to make continuous improvements.

## **Appendix**

2010 Single Plan for Student Learning

2011 Single Plan for Student Learning

2012 Single Plan for Student Learning

2013 Single Plan for Student Learning