

Oak Park Preparatory Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Annie Cervenka

📍 Principal, Oak Park Preparatory Academy

About Our School

Annie Cervenka has been the principal at Oak Park Prep since 2012-13. She began her career as a Teach for America Corps member, where she taught science at a local charter school in Los Angeles that was on the brink of closing. With a strong team of teachers, parents, administrators and students, they were able to transform this failing school into one of the top middle schools in Los Angeles.

Similarly, Oak Park Prep has experienced a great deal of success in its first few years, and Principal Cervenka is confident the students and teachers will continue to build on that foundation to create the best middle school in Sacramento. Principal Cervenka strongly believes that every facet of a school must come together to create a great school. Students, teachers, administrators, parents and the community must put the students first, dedicating and believing 100% in their achievement.

Contact

Oak Park Preparatory Academy
2315 34th St.
Sacramento, CA 95817-1211

Phone: 916-649-7880
E-mail: acervenka@oakparkprep.org

About This School

Contact Information (School Year 2016-17)

Throughout this document "district" data references Sacramento City Unified School District, NOT St. HOPE Public Schools as a whole.

District Contact Information (School Year 2016-17)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jose Banda
E-mail Address	superintendent@scusd.edu
Web Site	http://www.scusd.edu

School Contact Information (School Year 2016-17)	
School Name	Oak Park Preparatory Academy
Street	2315 34th St.
City, State, Zip	Sacramento, Ca, 95817-1211
Phone Number	916-649-7880
Principal	Annie Cervenka
E-mail Address	acervenka@oakparkprep.org
Web Site	www.oakparkprep.org
County-District-School (CDS) Code	34674390125591

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Oak Park Preparatory Academy

Oak Park Preparatory Academy ("Oak Park Prep" or "OPPA") is a public, high performing, college preparatory, independent charter school operated by St. HOPE Public Schools ("SHPS"), authorized by the Sacramento City Unified School District Board of Education ("SCUSD" or the "District") for three-year charter term in October 2011, and renewed for a five-year charter term in February 2015. The Charter School is currently in its fifth year of operation and serves students in grades 7-8.

OPPA serves a traditionally underserved population of students who, on average, have struggled to achieve at high levels and who have often been denied the choice of a high quality public education. SHPS, in collaboration with the District as its authorizing partner, have established OPPA as a school that provides an excellent academic program.

Mission

Oak Park Prep shares the same mission as all schools within SHPS: To graduate self-motivated, industrious, and critically thinking leaders who are prepared to attend a four-year college, committed to serving others and passionate about life-long learning. However, Oak Park Prep's mission breaks down the mission and vision of SHPS to target the population of students at the time they will be attending OPPA. This mission is to educate students in grades seven and eight to excel in a rigorous high school, succeed at a four year university and lead in their chosen profession.

Vision

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in who we are and how we act.

We are...

Hard workers

Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak

Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

Disciplined leaders

The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.

Accountable stakeholders

Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.

Achievement-oriented professionals

Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.

Continuously improving scholars

The phrase "good enough" does not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

We act with...

Preparedness

We come to school with lesson plans and homework completed. We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.

Respect

All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.

Engagement

When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.

Professionalism

We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

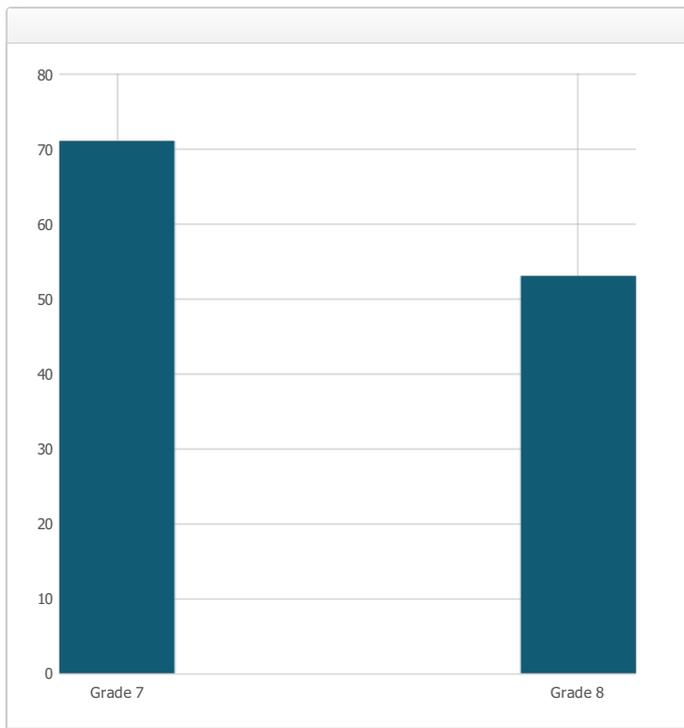
In Conclusion...

Because of who we are and how we act, we are also GAP CLOSERS and GAME CHANGERS. We work tirelessly, relentlessly, and with unconditional optimism to produce exemplary academic outcomes for our students and close the achievement gap in our community.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	71
Grade 8	53
Total Enrollment	124



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	57.3 %
American Indian or Alaska Native	0.0 %
Asian	4.0 %
Filipino	1.6 %
Hispanic or Latino	25.0 %
Native Hawaiian or Pacific Islander	0.8 %
White	4.0 %
Two or More Races	7.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.1 %
English Learners	10.5 %
Students with Disabilities	14.5 %
Foster Youth	1.6 %

Last updated: 1/17/2017

A. Conditions of Learning

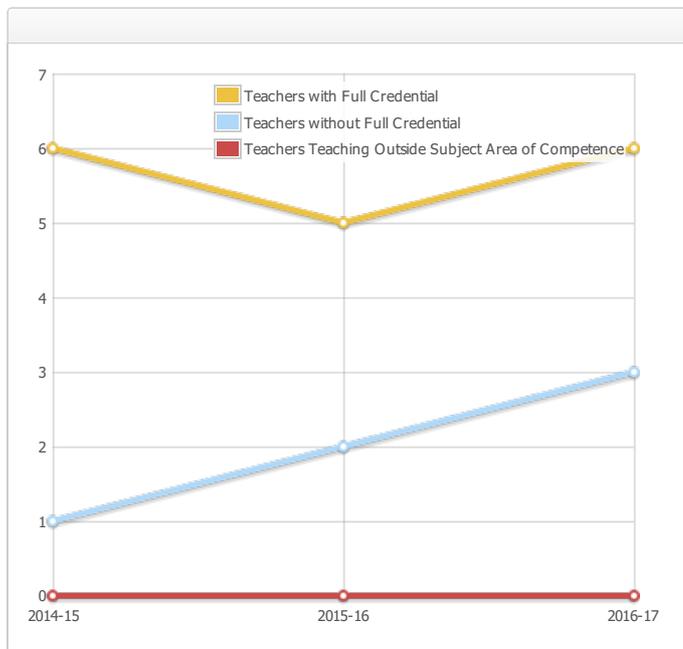
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

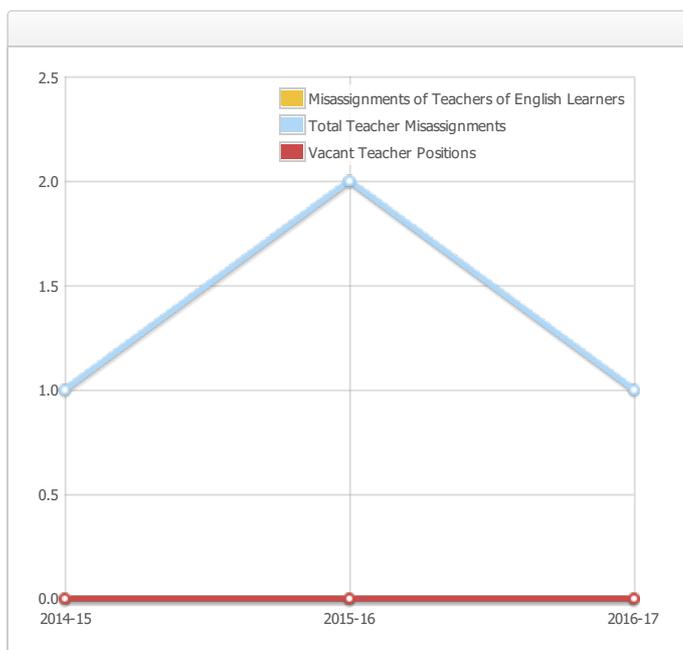
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	5	6	
Without Full Credential	1	2	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	2	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	84.0%	16.0%
High-Poverty Schools in District	83.0%	17.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	In the transition to common core state standards, Oak Park Prep now utilizes teacher created and online materials.	No	0.0 %
Mathematics	In the transition to common core state standards, Oak Park Prep now utilizes teacher created and online materials.	No	0.0 %
Science	In the transition to common core state standards, Oak Park Prep now utilizes teacher created and online materials.	No	0.0 %
History-Social Science	In the transition to common core state standards, Oak Park Prep now utilizes teacher created and online materials.	No	0.0 %
Foreign Language	Oak Park Prep utilizes teacher created and online materials.	No	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

Oak Park Prep shares a campus with Sacramento Charter High School and St. HOPE Public School 7 (Middle).

A Facilities Inspection was performed in January of 2017. Overall, the facility is in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- Other minor repairs

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	35.0%	35.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	34.0%	28.0%	30.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	67	100.0%	34.3%
Male	37	37	100.0%	21.6%
Female	30	30	100.0%	50.0%
Black or African American	32	32	100.0%	18.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.0%	29.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	50	100.0%	36.7%
Male	26	26	100.0%	26.9%
Female	24	24	100.0%	47.8%
Black or African American	34	34	100.0%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	35.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	67	100.0%	28.4%
Male	37	37	100.0%	21.6%
Female	30	30	100.0%	36.7%
Black or African American	32	32	100.0%	18.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.0%	24.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	50	100.0%	42.0%
Male	26	26	100.0%	38.5%
Female	24	24	100.0%	45.8%
Black or African American	34	34	100.0%	41.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	38.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	96.0%	77.0%	64.0%	53.0%	47.0%	47.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	50	50	100.0%	64.0%
Male	26	26	100.0%	76.9%
Female	24	24	100.0%	50.0%
Black or African American	34	34	100.0%	67.7%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	12	12	100.0%	58.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	59.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4%	20.9%	10.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Oak Park Prep established a School Site Council in 2016-17, that continues to meet throughout the school year to address specific Title I/NCLB/ESSA issues and requirements. OPPA administers a family survey twice a year to elicit family input on current program satisfaction, and ideas for improvement. OPPA also hosts a family event every quarter to provide opportunities for families to collaborate on campus.

St. HOPE Public Schools has developed a written Parental Involvement Policy that is available to all parents. The Policy outlines the importance of parental involvement at all levels of education, how information is disseminated to parents regarding the school's and their child's performance, and how parents can become involved in their children's education. The Parental Involvement Policy is available in the Oak Park Prep front office or may be printed from the Oak Park Prep website.

State Priority: Pupil Engagement

Last updated: 1/17/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

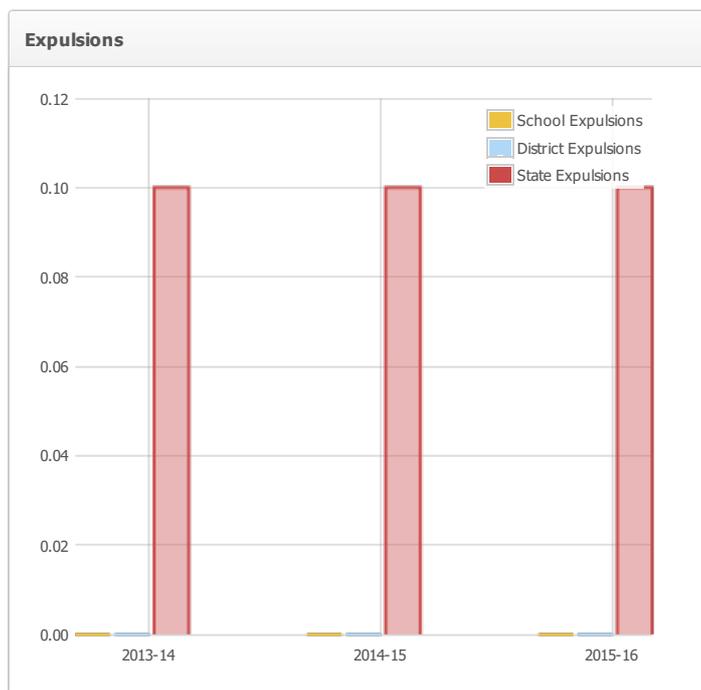
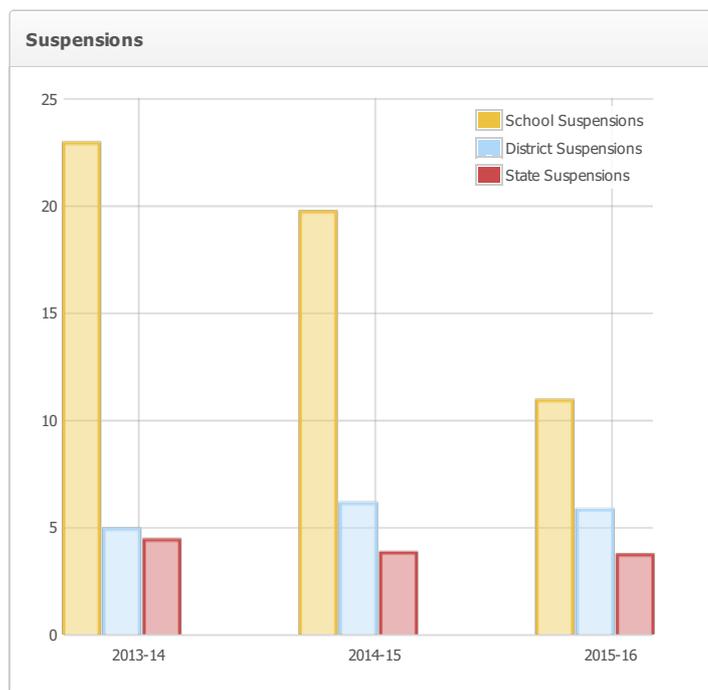
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	22.9	19.7	10.9	4.9	6.1	5.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Oak Park Prep has established a comprehensive Emergency Preparedness Plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan is reviewed each year by the security department. Oak Park Prep will also be working on a comprehensive School Safety Plan during 16-17 for the 17-18 school year.

Additionally, Oak Park Prep has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior as identified in the handbook
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Last updated: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	52
Percent of Schools Currently in Program Improvement	N/A	76.5%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Average class size data was provided by the state in 13-14 and 14-15, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation.

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	0	14	0	27.0	0	10	0	25.0	1	4	0
Mathematics	31.0	0	8	0	27.0	0	10	0	24.8	1	4	0
Science	31.0	0	4	0	27.0	0	5	0	24.8	1	4	0
Social Science	31.0	0	4	0	27.0	0	5	0	24.8	1	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9822.0	\$2909.0	\$6913.0	\$45871.0
District	N/A	N/A	--	\$67009.0
Percent Difference – School Site and District	--	--	--	46.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	65.3%

Note: Cells with N/A values do not require data.

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

Math Intervention Blocks

Purpose:

To give students the tools and confidence they need to adopt a growth mindset, and the individualized instruction to make significant progress on foundational math skills.

Structure:

Math intervention at Oak Park Prep will take place four days a week for at least 40 minutes each day. Intervention class will be a rotation based model. All students will rotate through a small group focused on foundational skills with a Teacher or Instructional Aide, work independently on an adaptive, computer-based program, and work in cooperative groups to complete higher-level problems (i.e. constructed response and performance task problems). Students will be broken into groups of 4- 6 based on their current level and areas of need, and groupings will be changed as needed (1 - 2 times per quarter, and at the end of each quarter).

ELA Intervention Blocks

Purpose:

In order for students to make significant academic progress in ELA foundational skills to be prepared for the rigors of the California Common Core State Standards, they need to interact with an intervention program that includes dedicated time, resources, strategies, professional development and coaching.

- Students need regularly scheduled opportunities to make meaning of instructional-level texts which happens during Guided Reading.
- Guided Reading provides teachers with the opportunity to address the needs of students at their instructional level through targeted instruction and conferencing.
- Students need opportunities to apply reading skills to texts at their independent reading level, which happens during independent reading through an online reading platform (e.g. Lightsail or Achieve 3000).

Through a vision of excellence for intervention, OPPA seeks to develop teachers through a year-long professional development plan of intervention strategies, support teachers using coaching on intervention planning and execution, and use strategic data analysis for intervention data. This Intervention Vision will result in OPPA scholars increasing their foundational ELA skills by the end of the 2016-17 school year to support significant progress toward meeting or exceeding the California CCSS.

Structure:

ELA Intervention uses a rotation model of small-group, teacher-led instruction through Guided Reading and structured independent reading time through an online platform. "Guided Reading provides teachers with the unique opportunity to coach all students at their instructional level in order to support them in flexibly using strategies to make meaning of new texts" (Fountas & Pinnell, Guided Reading: Good First Teaching for All Children, 1996). "During in-class rotations or as part of reading intervention, students are able to read numerous texts on their instructional level while receiving coaching to meet them directly in their zone of proximal development (ZPD). Guided Reading is taught in small groups (usually 1-6 students) to provide teachers the chance to confer and coach while giving students more opportunities for discussion and feedback. In order to continually support students' reading growth, groups are flexible and change frequently throughout the year, based on ongoing reading assessment results" captured through an online intervention/reading platform (KIPP, Guided Reading Concept Paper).

Guided Reading:

"Guided Reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency" (Fountas & Pinnell, Guiding Readers and Writers, 2001). The grouping schedule can be revised to offer more opportunities for intervention-level groups to meet more frequently with the teacher depending on student need.

Students will receive Guided Reading instruction for at least 40 minutes per week (for students reading at/above grade level) up to 80 minutes per week (for students reading far below grade level) in groups no larger than six students.

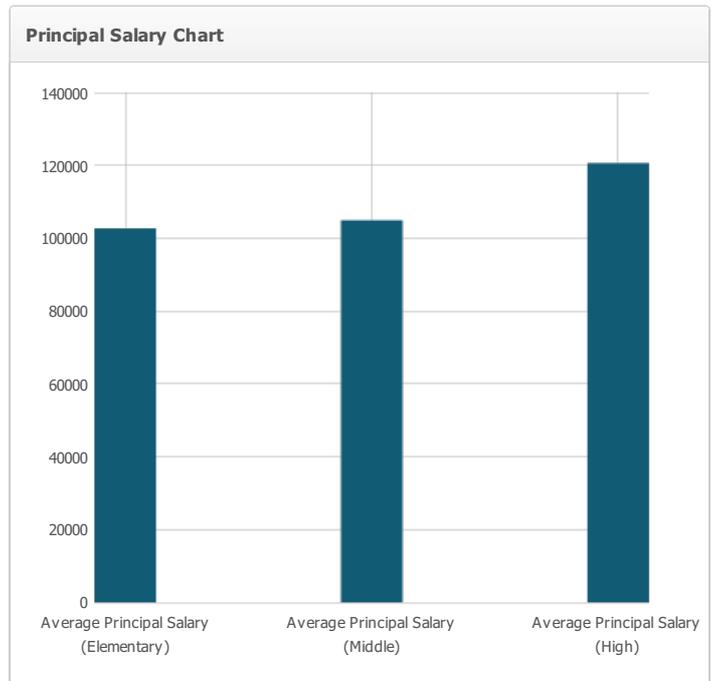
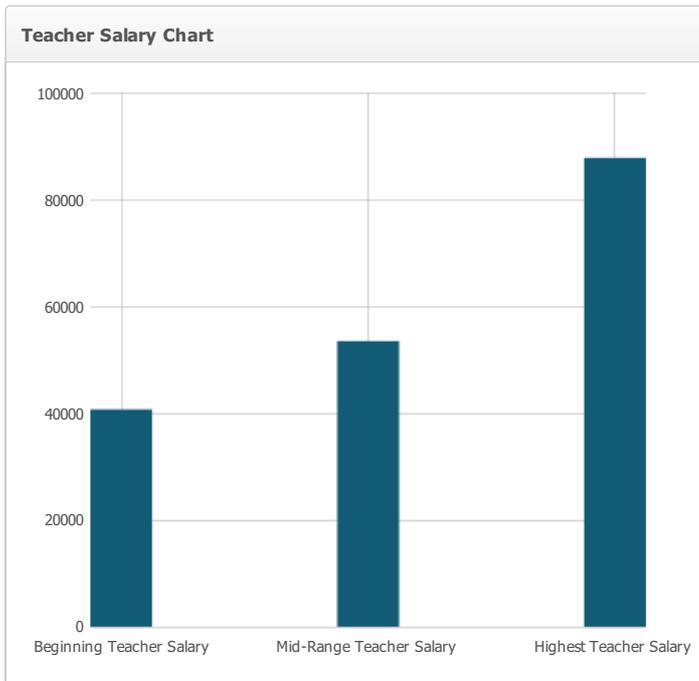
Students will practice at their independent reading level using an online platform for at least 80 minutes per week.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,683	\$45,092
Mid-Range Teacher Salary	\$53,467	\$71,627
Highest Teacher Salary	\$87,749	\$93,288
Average Principal Salary (Elementary)	\$102,681	\$115,631
Average Principal Salary (Middle)	\$104,918	\$120,915
Average Principal Salary (High)	\$120,601	\$132,029
Superintendent Salary	\$290,000	\$249,537
Percent of Budget for Teacher Salaries	31.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/2017

Professional Development

Oak Park Prep operates a longer year for teachers with over 20 full professional development days throughout the year in addition to shortened days once per week for two-hour staff development sessions. This extended professional development time allows teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement. Research regarding resource allocation and professional development indicates that extensive professional development time is one of the most critical components put into place by high-performing and improving schools. The calendar and schedule at Oak Park Prep provides teachers with extended time monthly and significant time weekly to address professional development needs, as many teachers typically must engage in these efforts on their personal time and over the summer otherwise. Teachers receive an average of two prep periods a day, and weekly observation and debriefs with administration or coaches, and lesson plan review on a weekly basis. All staff receives individualized and targeted professional development during weekly check-in with administration or instructional coaches.

Professional training and development for faculty involved in the education of students with disabilities is ongoing and includes the following topics: the special education referral process, development and implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, discipline of students with disabilities, and classroom behavior management strategies. In addition, as part of our summer orientation for teachers, training includes specific focus on inclusion, co-teaching and strategies for teaching special education students, and ongoing weekly faculty development will target teachers providing accommodations and modifications in support of students' IEP goals.

Last updated: 1/17/2017