

# Oak Park Preparatory Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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

Principal, Oak Park Preparatory Academy

#### About Our School

Oak Park Preparatory Academy is a public, high performing, independent charter school operated by St. HOPE Public Schools and authorized by the Sacramento City Unified School District. The charter school educates students in grades 7-8 in a traditionally under-served community of Sacramento. OPPA maintains a focus on ensuring students are prepared for college, providing an individualized learning environment, engaging parents, and building a stable organization that utilizes best practices.

Annie Cervenka has been the principal at Oak Park Prep since 2012-13. 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 and potential.

#### Contact

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

Phone: 916-649-7880

E-mail: [acervenka@oakparkprep.org](mailto:acervenka@oakparkprep.org)

# About This School

## Contact Information (School Year 2017-18)

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

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Jorge Aguilar
<b>E-mail Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Web Site</b>	<a href="http://www.scusd.edu">http://www.scusd.edu</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Oak Park Preparatory Academy
<b>Street</b>	2315 34th St.
<b>City, State, Zip</b>	Sacramento, Ca, 95817-1211
<b>Phone Number</b>	916-649-7880
<b>Principal</b>	Annie Cervenka, Principal
<b>E-mail Address</b>	<a href="mailto:acervenka@oakparkprep.org">acervenka@oakparkprep.org</a>
<b>Web Site</b>	<a href="http://www.sthopepublicschools.org">www.sthopepublicschools.org</a>
<b>County-District-School (CDS) Code</b>	34674390125591

Last updated: 1/8/2018

## School Description and Mission Statement (School Year 2017-18)

### Mission

Oak Park Prep shares the same mission as all schools within SHPS: To graduate self-motivated, industrious and critical thinking leaders who are committed to serving others, passionate about lifelong learning and prepared to earn a degree from a four-year college.

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 the Charter School. 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" do 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*

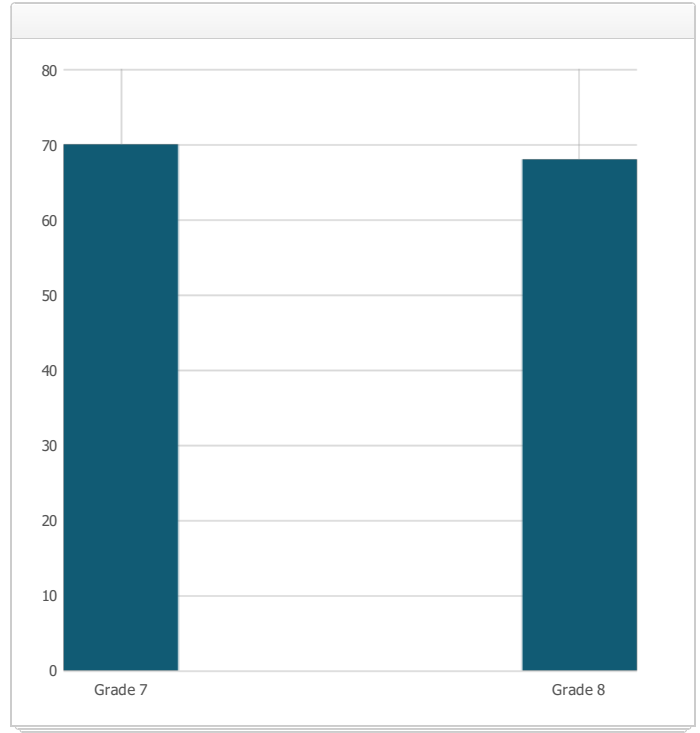
We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

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: 1/9/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 7	70
Grade 8	68
Total Enrollment	138



*Last updated: 1/8/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	55.8 %
American Indian or Alaska Native	0.0 %
Asian	3.6 %
Filipino	1.4 %
Hispanic or Latino	29.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	0.7 %
Two or More Races	8.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.2 %
English Learners	8.7 %
Students with Disabilities	14.5 %
Foster Youth	1.4 %

*Last updated: 1/8/2018*

## A. Conditions of Learning

### State Priority: Basic

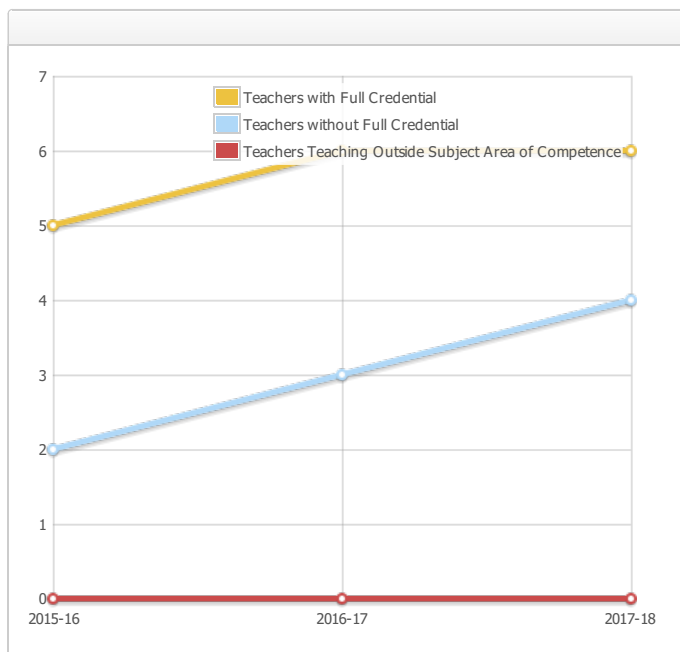
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

We do not have access to SCUSD's data.

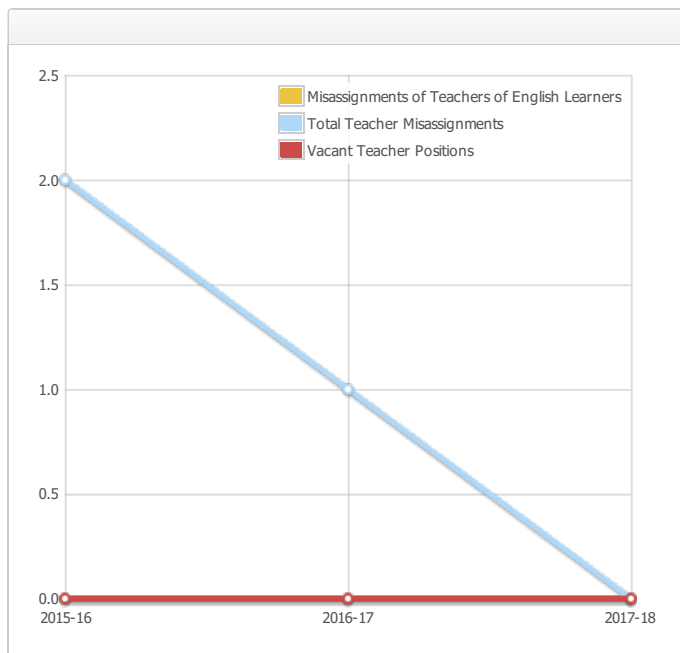
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	6	6	
Without Full Credential	2	3	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	0
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: 1/9/2018



## 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 September of 2017. Overall, the facility is in good condition. Repairs are needed in the following areas:

Other minor repairs

*Last updated: 1/9/2018*

## School Facility Good Repair Status

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

Overall Rating	Good
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*Last updated: 1/9/2018*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Note: the data for State and District results was provided by the CDE and is for Grades 3-8 and 11. Oak Park Prep is only Grades 7 and 8, so these are not a like for like grade level comparison.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	35%	45%	39%	39%	48%	48%
Mathematics (grades 3-8 and 11)	34%	41%	30%	31%	36%	37%

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: 1/8/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	137	135	98.54%	45.19%
Male	69	69	100.00%	46.38%
Female	68	66	97.06%	43.94%
Black or African American	77	76	98.70%	34.21%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	39	38	97.44%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	12	12	100.00%	75.00%
Socioeconomically Disadvantaged	121	119	98.35%	41.18%
English Learners	22	22	100.00%	45.45%
Students with Disabilities	19	19	100.00%	21.05%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/8/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	137	135	98.54%	41.48%
Male	69	68	98.55%	45.59%
Female	68	67	98.53%	37.31%
Black or African American	77	75	97.40%	33.33%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	39	39	100.00%	46.15%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	12	12	100.00%	50.00%
Socioeconomically Disadvantaged	121	119	98.35%	36.97%
English Learners	22	22	100.00%	45.45%
Students with Disabilities	19	19	100.00%	21.05%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	64.0%	47.0%	47.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	8.7%	14.5%	1.4%

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: 1/8/2018*

## 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 2017-18)

OPPA established a School Site Council in 2017-18, that continues to meet throughout the school year to address specific Title I/ESSA issues and requirements. 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.

#### *Family Surveys (from CA Dashboard)*

OPPA seeks regular feedback from parent/guardians and families in several ways, including via the bi-annual family surveys. The school encourages all families to participate in the surveys, and in the Spring of 2017, more than half of students' families responded (57 percent). The surveys are optionally anonymous to promote honest responses, although the school and its classroom teachers invest students and families in the survey by tracking classroom completion rates and explaining how the survey results are used. In the Spring of 2017, 79 percent of families agreed or strongly agreed that OPPA communicates frequently and consistently, and 94 percent said OPPA's culture is focused on students and their success.

Both OPPA and the overall St. HOPE network utilize results from the family survey to guide decision-making around policy and best practices to serve families. Questions are aligned between the winter and spring surveys, and standardized year over year to provide historical comparison so the school and network can assess the need for and impact of initiatives to encourage increased parent participation and input. In addition, survey questions are aligned to OPPA's LCFF priorities and LCAP (Annual Measurable Outcomes of Goals 2 and 3) to ensure clarity around long-term goals and provide tracking toward those objectives.

As part of the survey, OPPA asks families to share information on the events they have attended in order to gauge the popularity and success of various activities. The site has implemented communication folders as one strategy for communicating with all families, and these folders include information about how and when parents are encouraged to participate in programs run at OPPA. In the Spring of 2017, 92 percent of families said they check their student's communication folder weekly or daily. OPPA also utilizes several online communication tools to share information and get input from families. In the Spring of 2017, 75 percent of families said they use one or more of these online tools at least monthly. In addition, 73 percent of parents say they read the school's regular newsletter. The positive feedback for all of these methods of communication demonstrate that OPPA parents and guardians are largely aware of their opportunities for participation.

In order to strengthen the value of feedback and action items developed from family surveys, St. HOPE is establishing a relationship with an external survey administrator for 17-18, which will allow the network and its schools to benchmark their results against other schools across the country while still maintaining some continuity with the questions asked.

# State Priority: Pupil Engagement

*Last updated: 1/9/2018*

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

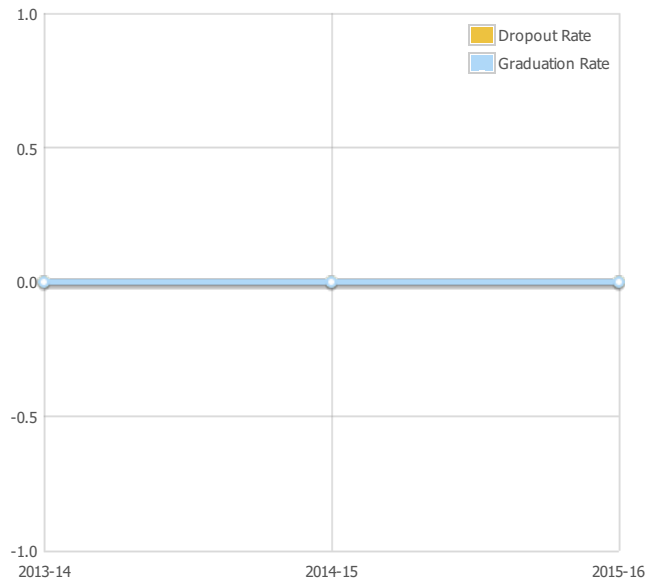
- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation rate is 0.0 because OPPA is not a high school.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.0%	80.3%	81.4%	81.0%	82.3%	83.8%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



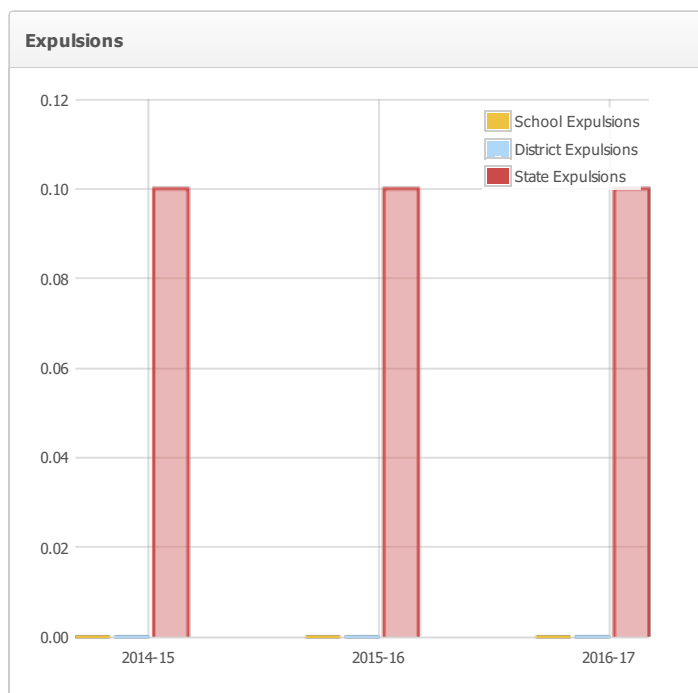
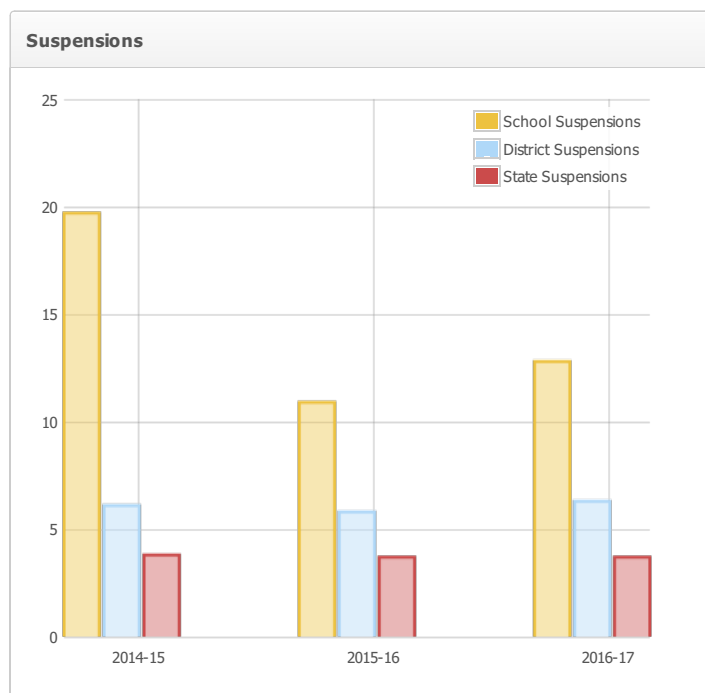
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	19.7%	10.9%	12.8%	6.1%	5.8%	6.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

OPPA 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 appropriate personnel to ensure it is updated and current.

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

- Expectations for student conduct and behavior including the Commitment to Excellence Contract and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Last updated: 1/9/2018

## 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 2017-18)

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	73.2%

*Last updated: 1/8/2018*



**Average Class Size and Class Size Distribution (Secondary)**

Average class size data was provided by the state in 14-15 and 16-17, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation. Additionally, this data has been reported slightly differently to the state over the years which can account for some of the changes.

Subject	2014-15			2015-16			2016-17					
	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	27.0	0	10	0	25.0	1	4	0	23.0	6	12	0
Mathematics	27.0	0	10	0	0.0	0	0	0	23.0	1	2	0
Science	27.0	0	5	0	25.0	1	4	0	23.0	2	4	0
Social Science	27.0	0	5	0	25.0	1	4	0	23.0	2	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: 1/13/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	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: 1/9/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

We do not have access to SCUSD's expenditures per pupil. The 200.00 percent difference is a mistake with the SARC online application. This field should be blank.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10560.0	\$2665.0	\$7895.0	\$50440.0
District	N/A	N/A	--	\$70343.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-33.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	18.3%	-44.4%

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



## Types of Services Funded (Fiscal Year 2016-17)

**Intervention Program:** OPPA firmly believes in providing rigorous and tailored instruction that meets the needs of all scholars. All scholars receive an additional math and ELA intervention class four times a week to support their individualized learning program.

### Math Intervention Block

*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 Block

*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 (i.e. Lightsail).

*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 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.

**Computer/Technology Access:** Scholars have daily exposure to computers and various technology platforms during instruction.

**Special Education Program:** OPPA offers a full inclusion model, where all scholars with IEPs receive their supports in the classroom. There are two full time staff on board to provide specialized instructional minutes in both 7th and 8th grade who push-in the classroom to support each scholars individual goals.

**Athletic Program:** OPPA has an athletic program for grades 7-8. OPPA has a girls and boys basketball and soccer teams that compete in a league.

**Elective Program:** All scholars choose an elective for the quarter and attend elective classes once a week.

**Field Lessons:** The entire student population, 7th through 8th grade, visit one university per year. Students have traveled to Universities throughout Northern California including UC Berkeley, Stanford, UC Davis, University of the Pacific, and Sacramento State. These "field lessons" add a valuable component to our academic program and make learning more meaningful, engaging, and fun.

**After School Program:** In addition, the school hosts an afterschool program through the After School Education and Safety (ASES) Programs.

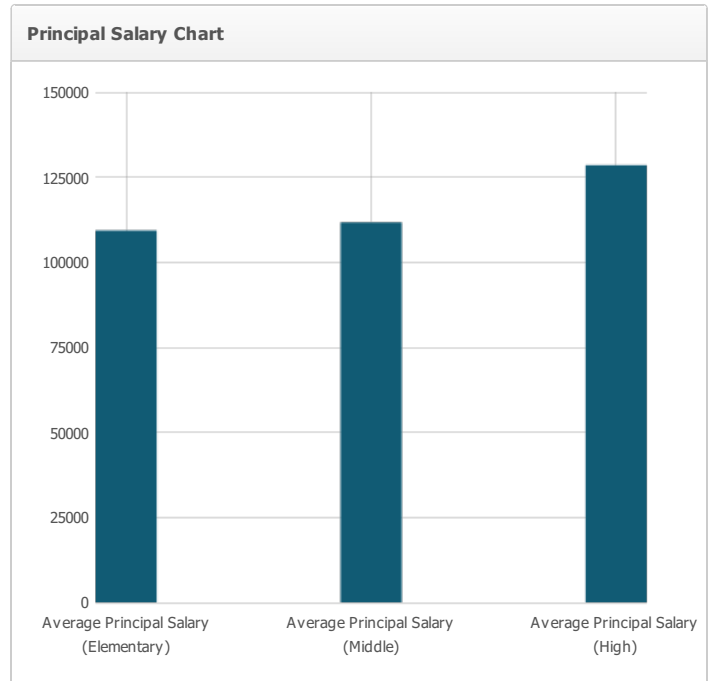
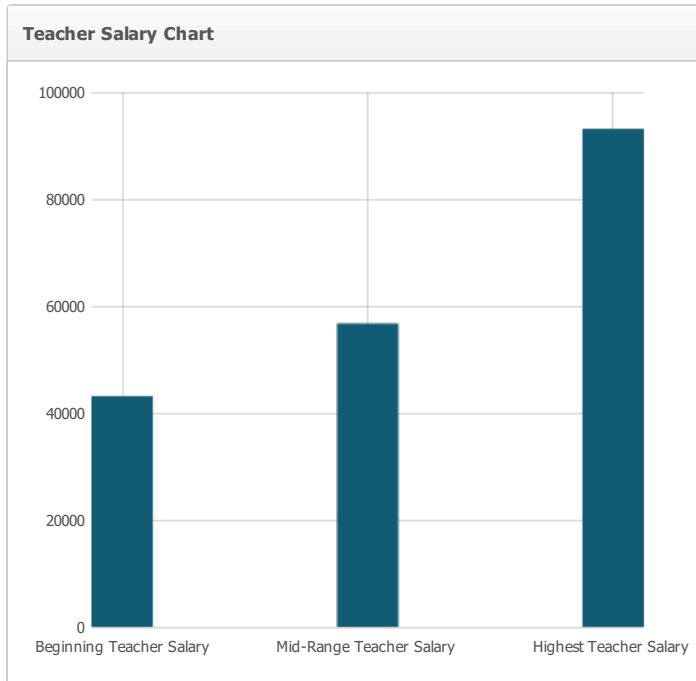
*Last updated: 1/9/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Note: District and State data is provided by the CDE and the District refers to SCUSD, not SHPS.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (Elementary)	\$109,332	\$120,448
Average Principal Salary (Middle)	\$111,735	\$125,592
Average Principal Salary (High)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
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: 1/8/2018*

## 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 weekly observation and debriefs with administration or coaches, and lesson plan review on a weekly basis. All staff receive individualized and targeted professional development during weekly check-in with administration or instructional coaches.

See below for a list of PD activities at OPPA:

- 9 days prior to beginning of school year for returning staff members and 12 days prior to the beginning of the school year for new teachers
- Weekly school-wide PD
- Quarterly data analysis of benchmark exams and student performance
- 3 Professional Development days between each quarter to support teachers in planning for the upcoming quarter
- Weekly observations and debrief sessions, with feedback provided from administration or academic coaches. This feedback on re-teaching strategies for students who have not demonstrated mastery of the targeted standards. This interchange between administration and teachers is a key to ensuring that students' immediate needs are being served.
- Ongoing mentoring and co-teachings
- Other as necessary (i.e., SCOE, Charter Schools Association)

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: 1/9/2018*