Oak Park Preparatory Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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 at https://dq.cde.ca.gov/dataquest/ 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.

About This School

Contact Information (School Year 2018—19)

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

District Contact Information (School Year 2018—19)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jorge Aguilar
E-mail Address	superintendent@scusd.edu
Web Site	http://www.scusd.edu

School Contact Information (School Year 2018—19)	
School Name	Oak Park Preparatory Academy
Street	2315 34th St.
City, State, Zip	Sacramento, Ca, 95817-1211
Phone Number	916-649-7880
Principal	Nicole Bibel
E-mail Address	info@oakparkprep.org
Web Site	www.oakparkprep.org/
County-District-School (CDS) Code	34674390125591

Last updated: 1/12/2019

School Description and Mission Statement (School Year 2018—19)

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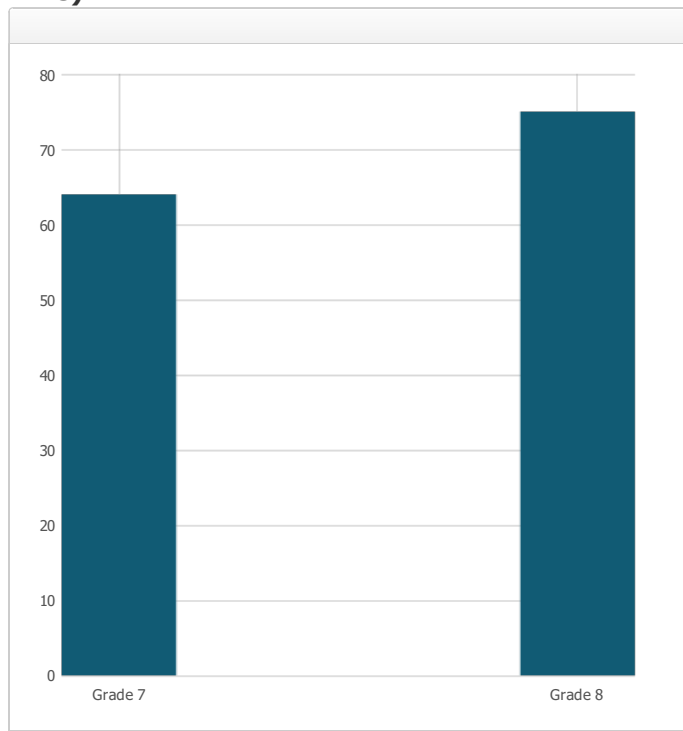
Professionalism
We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 7	64
Grade 8	75
Total Enrollment	139

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	58.3 %
American Indian or Alaska Native	0.0 %
Asian	2.9 %
Filipino	0.0 %
Hispanic or Latino	28.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.4 %
Two or More Races	8.6 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.6 %
English Learners	6.5 %
Students with Disabilities	19.4 %
Foster Youth	2.2 %

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

Oak Park Prep is an independent chart school. We do not have access to SCUSD's (District indicated below) data.

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	6	6	3	
Without Full Credential	3	4	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
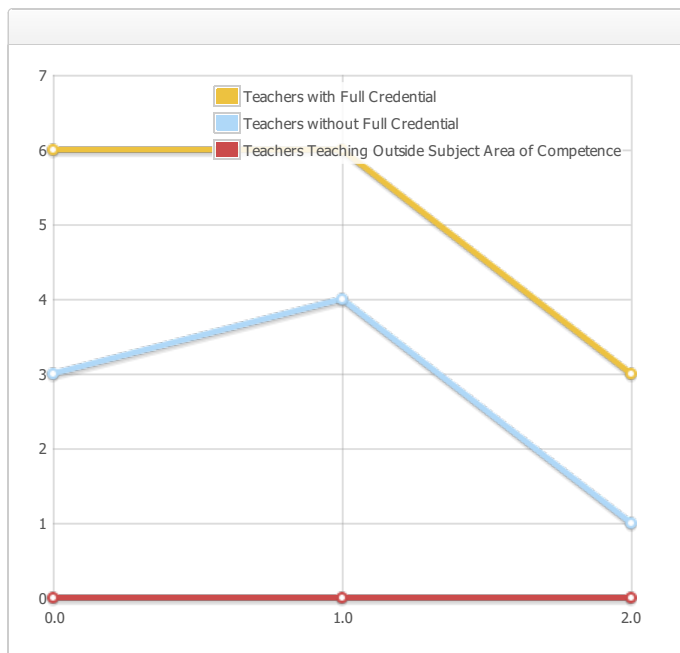
Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0
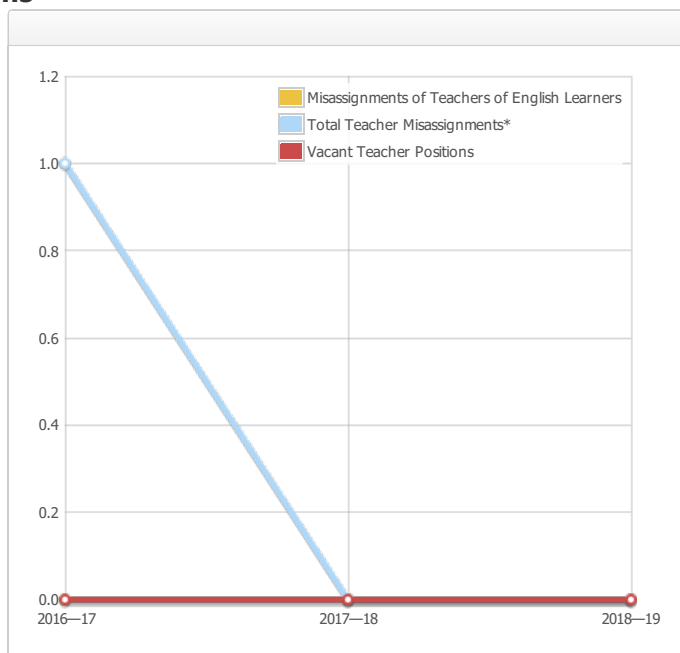
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	OPPA uses teacher created materials.		0.0 %
Mathematics	OPPA uses teacher created materials.		0.0 %
Science	OPPA uses teacher created materials.		0.0 %
History-Social Science	OPPA uses teacher created materials.		0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		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: 1/28/2019

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 December. Overall, the facility is in good condition. There are no areas that are deficient for this site. The site meets all safety standards. There are no planned improvements at this time.

Last updated: 1/12/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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: December 2018

Overall Rating	Good

Last updated: 1/12/2019

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	42.0%	39.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	41.0%	31.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/12/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	131	98.50%	41.98%
Male	72	70	97.22%	42.86%
Female	61	61	100.00%	40.98%
Black or African American	76	75	98.68%	34.67%
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%	50.00%
Socioeconomically Disadvantaged	119	117	98.32%	39.32%
English Learners	--	--	--	----%
Students with Disabilities	24	23	95.83%	8.70%
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: 1/12/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	133	100.00%	40.60%
Male	72	72	100.00%	41.67%
Female	61	61	100.00%	39.34%
Black or African American	76	76	100.00%	31.58%
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%	75.00%
Socioeconomically Disadvantaged	119	119	100.00%	37.82%
English Learners	--	--	--	--
Students with Disabilities	24	24	100.00%	8.33%
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: 1/12/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/12/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

OPPA serves 7-8th graders and does not offer CTE programs.

Last updated: 1/12/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

OPPA serves 7-8th graders and does not offer CTE programs.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/12/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

OPPA serves 7-8th graders - this section is NA.

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.3%	13.6%	5.1%

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: 1/12/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

OPPA hosts regular parent and family events to provide opportunities for families to collaborate on campus and encourages families to volunteer and visit the campus regularly.

Oak Park Prep has developed a written Parental Involvement Policy (Parent and Family Engagement 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.

OPPA seeks regular feedback from parent/guardians and families in several ways, including via family surveys. The school encourages all families to participate in the surveys and 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 students and families.

For information on parent involvement opportunities, please contact the front office at (916) 649-7880.

State Priority: Pupil Engagement

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)

OPPA serves 7-8th graders - this section is NA.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	9.9%	10.7%	9.7%
Graduation Rate	--	--	80.3%	81.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	8.8%	9.1%
Graduation Rate	--	82.5%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
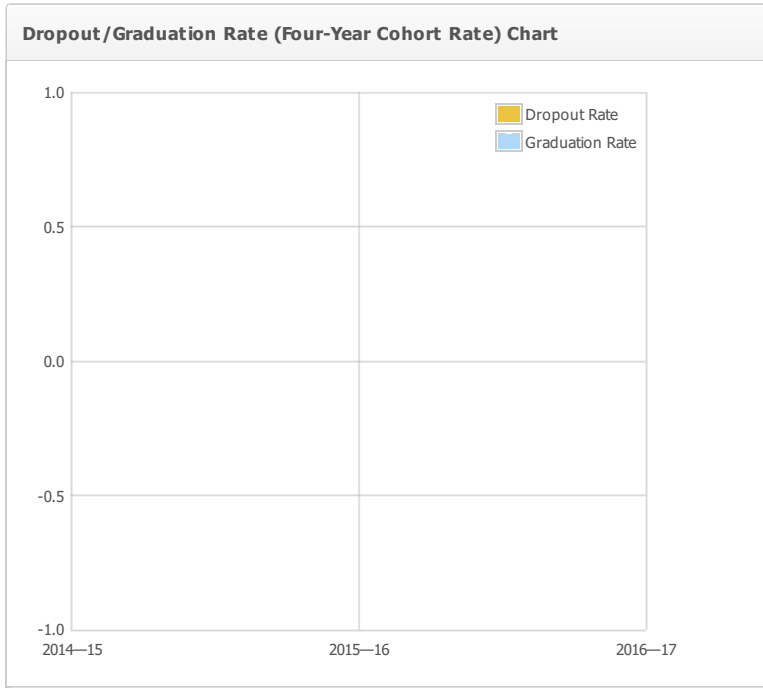
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/12/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

OPPA serves 7-8th graders - this section is NA.

| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	10.9%	12.8%	11.7%	5.8%	6.3%	6.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
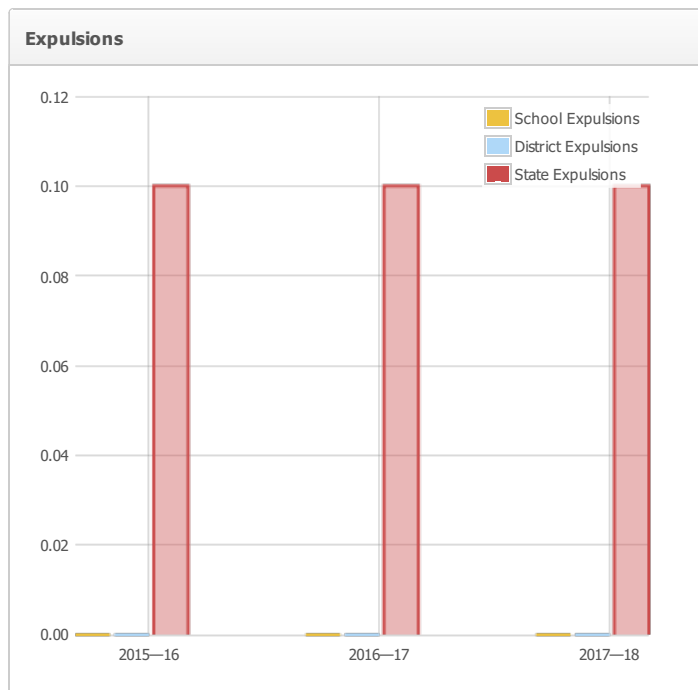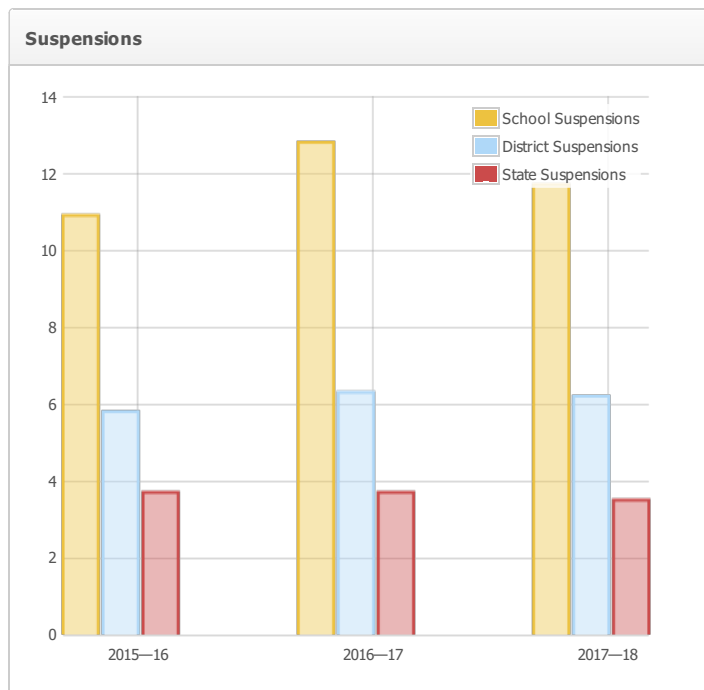
School Safety Plan (School Year 2018—19)

Oak Park Prep has established a comprehensive emergency response 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 safety department.

Oak Park Prep last discussed campus safety with staff on November 7, 2018.

In addition to the above mentioned emergency response plan, Oak Park Prep 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

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

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	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.6	1	4	
Mathematics	24.8	1	4	
Science	24.8	1	4	
Social Science	24.8	1	4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.9	6	12	
Mathematics	23.0	0	9	
Science	23.0	2	4	
Social Science	23.9	2	4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	4	8	
Mathematics	23.0	4	8	
Science	23.1	2	4	
Social Science	23.0	2	4	

* 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: 1/12/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	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: 1/12/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

We do not have access to SCUSD's expenditures per pupil. This field should be blank.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11252.4	$2269.5	$8982.9	$50440.0
District	N/A	N/A	--	$72113.0
Percent Difference – School Site and District	N/A	N/A	--	-35.5%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	31.7%	-46.2%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

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: 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.

ELA Intervention Block: 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.

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: 1/29/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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	$43,472	$47,903
Mid-Range Teacher Salary	$62,117	$74,481
Highest Teacher Salary	$93,765	$98,269
Average Principal Salary (Elementary)	$120,748	$123,495
Average Principal Salary (Middle)	$127,364	$129,482
Average Principal Salary (High)	$139,247	$142,414
Superintendent Salary	$290,000	$271,429
Percent of Budget for Teacher Salaries	31.0%	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 https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart	Principal Salary Chart
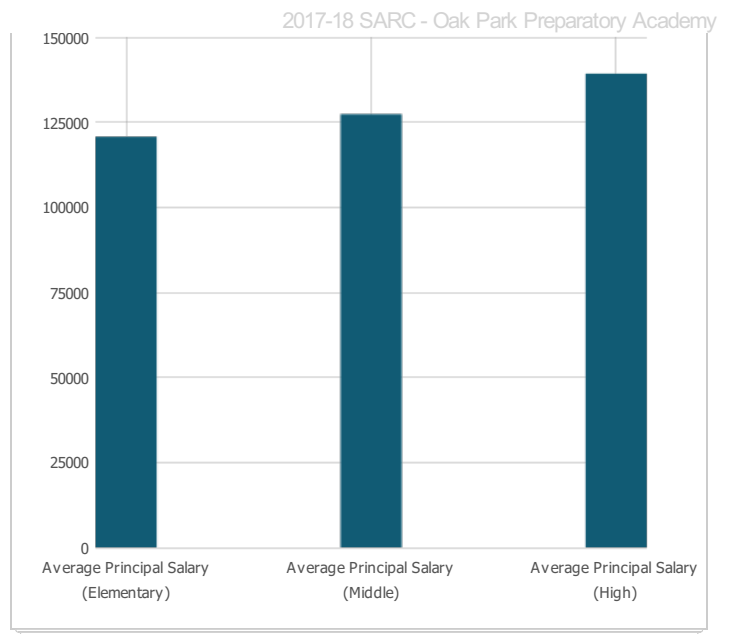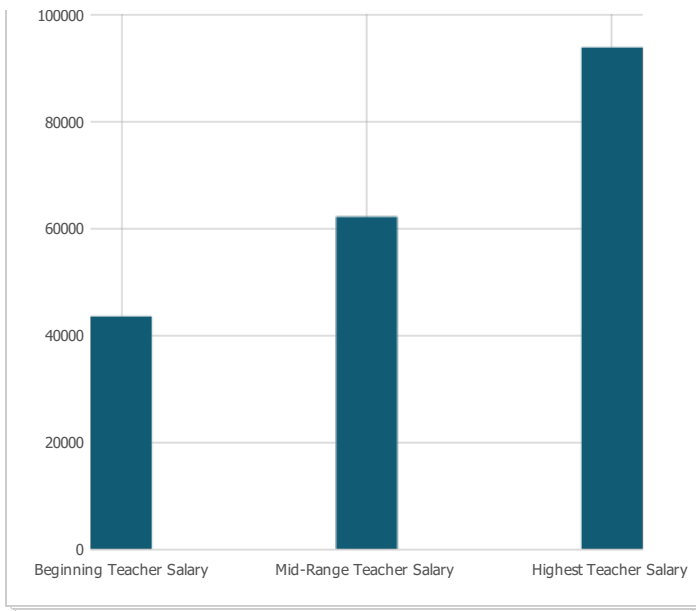
Last updated: 1/17/2019

Advanced Placement (AP) Courses (School Year 2017—18)

OPPA serves students in middle school - this section is NA.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/12/2019

Professional Development

Oak Park Prep operates a longer year for teachers with 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:

- Designated 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

- 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: 1/29/2019