

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA #921

DATE: February 16, 2016

PLACE: **Oak Park High School Presentation Room – G-9**
899 N. Kanan Road, Oak Park, CA 91377

TIME: **5:30 p.m. Closed Session – PLEASE NOTE LATER START TIME**
6:00 p.m. Open Session – G9

The Mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, that includes academic achievement, personal growth and social responsibility.

BOARD OF EDUCATION

Allen Rosen, President
Drew Hazelton, Vice President
Derek Ross, Clerk
Denise Helfstein, Member
Barbara Laifman, Member
Josh Weisberg, Student Board Representative

EDUCATING TOMORROW'S LEADERS

ADMINISTRATION

Dr. Anthony W. Knight, Superintendent
Linda Sheridan, Executive Assistant
Martin Klauss, Assistant Superintendent, Business & Administrative Services
Dr. Leslie Heilbron, Assistant Superintendent, Human Resources
Cliff Moore, Consultant
Enoch Kwok, Director, Educational Technology
Susan Roberts, Director, Pupil Services

COPY OF ENTIRE AGENDA ON WEB SITE
WWW.OAKPARKUSD.ORG

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, ACCESSIBLE SEATING OR DOCUMENTATION IN ACCESSIBLE FORMATS, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 72 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 OR FAX (818) 879-0372 or e-mail: lsheridan@oakparkusd.org.

Welcome to a meeting of the Oak Park Unified School District Board of Education. Routine items are placed under the Consent Calendar and are approved by a single vote of the Board. When the agenda is adopted, a member of the Board may pull an item from the Consent Calendar and transfer the item to an appropriate place on the agenda for discussion.

The President of the Board shall inquire if there is anyone in the audience who desires to address the board with respect to any items appearing on the closed session agenda, regular session agenda, or on any issue within the subject matter jurisdiction of the Governing Board. The speaker cards are available in the Board Room and must be completed and handed to Linda Sheridan, Executive Assistant, prior to the beginning of the meeting. All comments for either agenda items or non-agenda items must be limited to three minutes or less.

Your comments are greatly appreciated. However, the Board cannot enter into a formal discussion at this time, nor can a decision be made. Matters warranting discussion will be placed on a future agenda. The information on the speaker card is voluntary but will assist the Board President in conducting the meeting. Thank you for your cooperation and compliance with these guidelines

All Board Actions and Discussion are electronically recorded and maintained for thirty days.

Interested parties may review the recording upon request.

Agenda and supporting documents are available for review prior to the meeting at the District Office located at 5801 E. Conifer Street, Oak Park, CA 91377

NEXT REGULAR MEETING

Tuesday, March 15, 2016

Closed Session at 5:00 p.m. Open Session at 6:00 p.m.

Oak Park High School, Presentation Room, G9

AGENDA IS POSTED AT THE FOLLOWING LOCATIONS IN OAK PARK:

District Office, 5801 East Conifer St.

Brookside Elementary School, 165 N. Satinwood Ave.

Oak Hills Elementary School, 1010 N. Kanan Rd.

Red Oak Elementary School, 4857 Rockfield St.

Medea Creek Middle School, 1002 Double Tree Rd

Oak Park High School, 899 N. Kanan Rd.

Oak View High School, 5701 East Conifer St

Oak Park Library, 899 N. Kanan Rd.

Internet Home Page: www.oakparkusd.org

OAK PARK UNIFIED SCHOOL DISTRICT

AGENDA – REGULAR BOARD MEETING #921

February 16, 2016

CALL TO ORDER - Followed by Public Comments/ 5:30 p.m.

CLOSED SESSION: 5:30 p.m.

OPEN SESSION: 6:00 p.m.

The Oak Park Unified School District Board of Education will meet in Regular Session at the **Oak Park High School Presentation Room – G-9**, Oak Park, California.

I. CALL TO ORDER: _____ p.m.

II. PUBLIC SPEAKERS – CLOSED SESSION AGENDA ITEMS

III. RECESS TO CLOSED SESSION FOR DISCUSSION AND/OR ACTION ON THE FOLLOWING ITEMS:

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

B. PUBLIC EMPLOYEE EMPLOYMENT: Custodian Subs, Food Services Subs, Food Service Worker 1, Grounds Maintenance Workers, Instructional Aides II Special Education, Instructional Aides III Behavior, Guest Teachers.

IV: CALL TO ORDER – RECONVENE IN OPEN SESSION AT: _____ p.m.

A. ROLL CALL

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS TAKEN

D. ADOPTION OF AGENDA

V. PUBLIC SPEAKERS: SPEAKERS ON AGENDA AND NON-AGENDA ITEMS

VI. OPEN COMMUNICATIONS/PRESENTATIONS

A. BOARD REPORTS/DISCUSSION/COMMUNICATIONS

1. Presentation of Partners in Education Award to Melissa Stone and Shary Trux
2. Remarks from Board Members
3. Remarks from Student Board Member
4. Remarks from Superintendent
5. Report from School Site Councils
6. Report from Facilities Planning Committee
7. Report from Technology
8. Report from Bond Advisory Consultant
9. Staff Report on Enrollment and Student Attendance

B. BUSINESS SESSION:

1. CONSENT AGENDA

Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

At the request of any member of the Board, any item on the Consent Agenda shall be removed and given individual consideration for action as a regular agenda item.

- a. [Approve Minutes of Organizational Board Meeting January 19, 2016](#)
- b. [Public Employee/Employment Changes 01CL22981-01CL23014 & 01CE07650-01CE07692](#)
- c. [Approve Purchase Orders – January 1-31, 2016](#)
Board Policy 3300 requires Board approval of Purchase Orders
- d. [Approve Overnight Trip for Oak Park High School Athletic Teams To Attend Spring CIF Play-offs](#)
Board Policy 6153 requires Board approval for student overnight trips
- e. [Approve Overnight Trip for Oak Park High School Technology Students Association Club – March 18-19, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips
- f. [Approve Agreement with County of Ventura for Crossing Guard Service](#)
Board Policy 3312 requires Board approval for contracts for services
- g. [Approve Landscape Architect Services Agreement for Outdoor Classrooms at Brookside Elementary and Oak Park Neighborhood School](#)
Board Policy 3312 requires Board approval for contracts for services
- h. [Approve Authorization to Purchase Dell Chrome Book Tablets Utilizing Piggyback Provision of PCC Section 20118](#)
Board approval required to participate in piggyback provision to purchase items
- i. [Approve Renewal Service Agreement for Bond Continuing Disclosure Compliance](#)
Board Policy 3312 requires Board approval for contracts for services
- j. [Approve Notice of Completion, Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School](#)
Board approval required for Notice of Completion in order to pay contractor
- k. [Approve Denial of Claim #16-01 for Alleged Damages](#)
Board approval required to deny claim for damages
- l. [Approve Overnight Trip for Oak Park High School Boys' Volleyball Team – March 11-12, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips

ACTION

- 2. **BUSINESS SERVICES**
- a. [Approve Resolution #16-05 – Participation in District of Choice Program for School Year 2016-2017](#)
According to provisions of DOC program, the Board is required to approve Resolution annually
- b. [Approve Projected Enrollment of New InterDistrict Students for 2016-2017](#)
According to provisions of DOC program, the Board if required to approve projected enrollment of new interdistrict students
- c. [Approve Resolution #16-06 - 2016 Friends of Oak Park Schools Education Foundation to Offer Fee-Based Summer School Program](#)
Board approval required to allow Friends of Oak Park School conduct Summer School
- d. [Approve 2015-16 Safe School Plans](#)
Board approval required annually for Safe School Plans
- e. [Approve Purchase of Equipment from Measure C6 Bond Fund – Purchase of Replacement Photocopiers at Multiple School Sites](#)
Board approval required for Measure C6 Bond purchases

- f. [Approve Purchase of Equipment from Measure C6 Bond Fund – Additional Food Services Equipment for Oak Park High School](#)
Board approval required for Measure C6 Bond purchases
- g. [Approve Purchase of Equipment from Measure C6 Bond Fund – Campus Security and Maintenance Vehicles for Medea Creek Middle School and Oak Park High School](#)
Board approval required for Measure C6 Bond purchases
- h. [Approve Purchase of Equipment from Measure C6 Bond Fund – Increase to Previously Approve Count of Mobile Devices for School Site Learning Centers](#)
Board approval required for Measure C6 Bond purchases
- i. [Approve Amendment #1 to Architect Agreement for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School](#)
Board Policy 3312 requires Board approval for contracts for services
- j. [Ratify Agreement for Construction Services for Project 15-15F, Relocatable Classroom at Oak Hills Elementary School](#)
Board Policy 3312 requires Board approval for contracts for services
- k. [Approve Agreement for DSA Inspection Services for Various District Construction Projects](#)
Board Policy 3312 requires Board approval for contracts for services

3. CURRICULUM

- a. [Approve 2014-15 School Accountability Report Cards](#)
Board approval required for School Accountability Report Cards
- b. [Approve 2015-6 Single Plans for Student Achievement](#)
Board approval required for Single Plans for Student Achievement

4. HUMAN RESOURCES

- a. [Approve Resolution #16-01 - Reducing or Discontinuing Particular Kinds of Service](#)
Board approval required to reduce or discontinuing particular kinds of service in the 2016-17 school year
- b. [Approve Resolution #16-02 – Release Temporary Certificated Employees #1 Through #13](#)
Board approval required to release temporary employees
- c. [Approve Resolution #16-04 – Determination of Seniority Among Employees with the Same Seniority Date \(“Tie Breaker Resolution”\)](#)
Board approval required for Tie Breaker Resolution

5. PUPIL SERVICES

- a. [Approve Contract for Non-Public Agency for Special Education Student #08-15/16 - \\$24,885](#)
Board Policy 3312 requires Board approval for contracts for services

6. BOARD

- a. [Approve 2016 CSBA Delegate Assembly Election of Candidates](#)
Board is asked to vote on candidates running for Delegate Assembly election

7. BOARD POLICIES

- a. [Review and Approve Amendment to Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives - Second Reading](#)
Board would like to review this policy.
- b. [Approve Amendment to Board Policy 2121 – Superintendent’s Contract – First Reading](#)
Policy is being updated to reflect contract components recommend in CSBA’s new Superintendent Contract Template and federal law which prohibits favoring “highly

compensated” individuals (i.e., generally the highest paid 25 percent of all district employees) in terms of the level of benefits provided. Policy also reflects new law (AB 215) which amends the maximum cash settlement that may be granted upon termination of a superintendent contract executed on or after January 1, 2016 and which provides that no cash or noncash settlement may be given if the termination is for fraud or other illegal fiscal practices.

c. Approve Amendment to Board Policy and Administrative Regulation 4030 – Nondiscrimination in Employment – First Reading

Policy is being updated to reflect the mandate to adopt policy necessary to implement the state’s nondiscrimination laws. Policy also updated to reflect new law (AB 987) which prohibits districts from retaliating or otherwise discriminating against a person for requesting accommodation of his/her disability or religious beliefs, regardless of whether the accommodation request was granted. New regulation includes the designation of the district’s coordinator for nondiscrimination in employment, addresses measures to prevent employment discrimination and harassment, and incorporates complaint procedures and material on other remedies formerly in AR 4031 – Complaints Concerning Discrimination in Employment which CSBA is recommending deleting.

d. Approve Amendment to Board Policy 4121 – Temporary/Substitute Personnel – First Reading

Policy is being updated to reflect new law (AB 304) which amends the Healthy Workplaces, Healthy Families Act (AB 1522, 2014) to (1) authorize paid sick leave accrual on a basis other than one hour for each 30 hours worked, provided that the accrual is on a regular basis and the employee will have 24 hours of accrued sick leave available by the 120th calendar day of employment; (2) clarify that retired annuitants who have not reinstated to the applicable public retirement system are excluded from participation in these leave benefit provisions; and (3) provide that the district has no obligation to inquire into the purposes for which an employee uses sick leave or paid time off.

e. Adopt and Approve Amendment to Board Policy and Administrative Regulation 5111.1 – District Residency

New policy reflect new law (AB 1101) which mandates any district that elects to conduct investigations of students’ residency to adopt policy with specified components, including (1) the circumstances under which the district may initiate an investigation; (2) the investigatory methods that may be used, including whether the district may use the services of a private investigator; (3) a prohibition against surreptitious photographing or video-recording of students who are being investigated; and (4) an appeals process. Policy also contains material formerly in AR re: enrollment not requiring district residency. Regulation updated to reflect new law (SB 200 and AB 224) which provides that a student will be deemed to meet residency requirements if his/her parent/guardian lives with the student in the place of his/her employment within district boundaries at least three days during the school week. Regulation also contains material formerly in AR 5111.12 – Residency Based on Parent/Guardian Employment authorizing district to grant residency status to students whose parent/guardian is employed within district boundaries for at least 10 hours during the school week (Allen bill transfers), and reflects provisions of SB 200 and AB 224 which provide that this option will sunset July 1, 2017 unless further legislation is passed.

f. Approve Amendment to Board Policy and Administrative Regulation 5141 – Health Care and Emergencies – First Reading

Policy and regulation updated to reflect new law (SB 658) which requires the principal of any school that has an automated external defibrillator (AED) to annually provide employees with information on sudden cardiac arrest, the school’s emergency response plan, and the proper use of an AED and which eliminates the requirement that the principal designate the trained employees who will be available to respond to an emergency that may involve the use of an AED. Regulation also reflects provisions of SB 658 which require the district to notify the local emergency medical services agency regarding the existence, location, and type of

AED acquired, require that instruction on how to use the AED be posted next to every AED, and reduce the inspection requirements to once every 90 days.

VII. INFORMATION ITEMS

- 1. Monthly Enrollment and Attendance Report**
- 2. Monthly Cash Flow Report**

VIII. OPEN DISCUSSION

IX. ADJOURNMENT:

There being no further business before this Board, the meeting is declared adjourned at _____ p.m

MINUTES OF REGULAR BOARD MEETING 1-19-16 #920
BOARD OF EDUCATION

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 5:03 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, and Ms. Barbara Laifman, Member

PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

The Board adjourned to Closed Session at 5:03 p.m.

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 6:05 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, Ms. Barbara Laifman Member and Josh Weisberg, Student Board Representation.

STAFF PRESENT

Dr. Tony Knight, Superintendent, Mr. Martin Klauss, Assistant Superintendent, Business Services, Dr. Leslie Heilbron, Assistant Superintendent, Human Resources, Mr. Enoch Kwok, Director, Educational Technology and Information Systems, Mr. Clifford Moore, Consultant, and Ms. Linda Sheridan, Executive Assistant.

FLAG SALUTE

Erik Amerikaner led the Pledge of Allegiance to the Flag

REPORT ON CLOSED SESSION

Dr. Knight reported that in closed session held this evening the Board voted unanimously to approve a settlement agreement for Special Education Student #07 including \$5500 in attorney fees and unanimously approved a settlement agreement for Special Education Student #03 including \$3000 in attorney fees.

ADOPTION OF AGENDA

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education adopted the agenda as presented except to move item B.3.a. to after Consent Agenda Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

PUBLIC SPEAKERS

None

2. BUSINESS SERVICES

- a. [Approve the Lottery Process for District of Choice Admission into Oak Park Unified for 2016-2017 – Conduct Lottery](#)

On motion of Drew Hazelton, seconded by Denise Helfstein, the Board of Education approved the Lottery Process for District of Choice Admission into Oak Park Unified for 2016-17. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

b. Conduct District of Choice Lottery

PRESENTATIONS

The Board presented a Certificate of Recognition to Ashwarya Srinivas for receiving 2016 National NCWIT Award for Aspirations in Computing.

College of the Canyons presented a \$5,000 donation to the Oak Park High School Robotics Team.

REPORT FROM STUDENT BOARD REPRESENTATIVE

Josh Weisberg reported it was nice not to feel the stress of finals after winter break. ASB Leadership went to Disneyland and they are planning the senior prom and the spring car show. Juniors are looking at locations for their prom and February 2 there will be a blood drive at the school.

REPORT FROM BOARD MEMBERS

Board Member Derek Ross wished everyone Happy New Year and reported he attended the Community Outreach Committee meeting and the Parks and Recreation meeting on renovating Mae Boyer Park. Board Member Drew Hazelton also wished everyone Happy New Year and reported he attended the Technology Committee and Needs Assessment Committee meetings. He commented it was good to hear about the positive effect of the calendar change from our Student Board Rep. He also attended the Parent Technology Meeting Enoch held recently. Board Member Denise Helfstein also wished everyone a Happy New Year and reported she has heard positive feedback for the District's response to the recent tragedy. She reported she attended the Curriculum Council meeting, the Technology Meeting at BES and was a judge at the OPHS art show for Awareness Week. Board Member Barbara Laifman reported she attended the Community Outreach Committee meeting where they are planning Big Sunday and an Oak Park 50th Anniversary event. She thanked Allen and Drew for sharing information they received at meetings they attended. Ms. Laifman thanks Derek for hosting the holiday lunch and thanked the Cabinet and Balfour Beatty for hosting the new year lunch. She also reported she attended the parent meeting at OPHS Awareness Week. Board Member Allen Rosen

On motion of Barbara Laifman, seconded by Drew Hazelton, the Board of Education approved moving items B.2.d and B.2.e. after B.3.a. Motion carried: Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No: 0.

REPORT FROM SUPERINTENDENT

Dr. Knight reported the EEAC is working on the Super Saturday event to be held on February 6, 2016 from 10 a.m. to 2 p.m. at OPHS.

Report from School Site Councils

The Board received a School Site Council report from BES, OHES, MCMS and OPHS.

Report from Technology Department

Enock Kwok presented an overview of the activities of the Technology Department and Committee regarding technology.

C.1. CONSENT AGENDA

On motion of Barbara Laifman, seconded by Drew Hazelton, the Board of Education approved the Consent Agenda. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

a. Approve Minutes of Organizational Board Meeting December 8, 2015

- b. [Public Employee/Employment Changes 01CL22969-01CL229 & 01CE07547-01CE07649](#)
- c. [Approve Purchase Orders – November 21-December 31, 2015](#)
- d. [Approve 2015-2016 First Period Attendance Report](#)
- e. [Accept and Approve Report of Final Bond Sale](#)
- f. [Ratify Purchase of Security Camera Equipment, per the Piggyback Provisions of PCC Section 20118](#)
- g. [Approve Quarterly Report on Williams Uniform Complaints – January 2016](#)

ACTION

3. CURRICULUM

a. [Approve Program for Relational Aggression at Elementary Sites](#)

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved the program for Relational Aggression at elementary schools. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

2. BUSINESS SERVICES

d. [Approve Annual Audit Reports for Fiscal Year 2014-2015, Including Bond Measures R and C6](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the annual Audit Reports for Fiscal Year 2014-2015, including Bond Measures R and C6. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

e. [Discuss and Approve Oak Park Needs Assessment Committee \(OPNAC\) Update Regarding Needs Assessment and Implementation Plan](#)

On motion of Drew Hazelton, seconded by Denise Helfstein, the Board of Education approved the Oak Park Needs Assessment Committee Update as presented including the concept and the dollar amounts. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

c. [Discuss and Approve Enrollment Projections for School Year 2016-2017](#)

On motion of Derek Ross, seconded by Drew Hazelton, the Board of Education approved the enrollment projection for overall capacity for School Year 2016-2017. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

f. [Approve Bond Advisory Consultant Agreement](#)

On motion of Denise Helfstein, seconded by Drew Hazelton, the Board of Education approved the Bond Advisory Consultant Agreement with Clifford Moss. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved tabling Item B.2.g. until February. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

h. [Approve and Certify 2015-2016 School Bell Schedules and Minimum Instructional Minutes for Oak Park High School](#)

On motion of Barbara Laifman, seconded by Drew Hazelton, the Board of Education approved and certified the 2015-16 School Bell Schedules and Minimum Instructional Minutes for Oak Park High School. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

i. [Approve Purchase of Equipment from Measure C6 Bond Fund – Purchase of Replacement Photocopiers](#)

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved the purchase of equipment from Measure C6 Bond Fund – Purchase of Replacement Photocopiers. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

j. [Approve Donations](#)

On motion of Drew Hazelton, seconded by Barbara Laifman, the Board of Education approved the acceptance of the donations made to the District. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

k. [Approve Process for Recruitment and Appointment of an Oak Park Citizens Oversight Committee Member](#)

On motion of Drew Hazelton, seconded by Derek Ross, the Board of Education approved the appointment of Audrey Israel to the Oak Park Citizens Oversight Committee and if she is unable to serve, authorizing staff to start a recruitment. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

4. PUPIL SERVICES

a. [Approve Contract for Non-Public Agency for Special Education Student #07-15/16 - \\$33,826.30](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the Contract for Non-Public Agency for Special Education Student #07-15/16 - \$33,826.30. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

5. BOARD POLICIES

a. [Review and Approve Amendment to Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives - First Reading](#)

On motion of Denise Helfstein, seconded by Drew Hazelton, the Board of Education approved the amendment to Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives and will return for second reading with additional information. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross, No - 0.

V. OPEN DISCUSSION

Dr. Knight asked the Board to consider changing the Budget Study Session from May 31 to June 1 and the Regular June meeting from June 14 to June 15. The Board will check their calendars and an item will be brought to the February Regular Meeting to approve the change.

There being no further business before this Board, the Organizational Regular meeting is declared adjourned at 9:17 p.m.

Date

President of the Board

Date

Clerk or Secretary of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.c. APPROVE PURCHASE ORDERS – JANUARY 1-31, 2016

CONSENT

ISSUE: Shall the Board approve the attached purchase orders issued for the period January 1- 31, 2016?

BACKGROUND: Attached is the Purchase Order Report listing all purchase orders issued during the reporting period. All purchase orders have been approved by an administrator as a necessary expense and are budgeted for and within the budget authorization of the account.

ALTERNATIVES:

1. Approve the attached Purchase Order Report as submitted.
2. Do not approve the Purchase Order Report.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B16-00018	Office Depot Customer Service Center	Open PO for office supplies	Medea Creek Middle School	010	12,500.00
B16-00026	Town & Country Printing	Open PO for printing	Medea Creek Middle School	010	1,600.00
B16-00083	Regency Enterprises, Inc	Lighting/Custodial/mat & supp	Oak Park High School	010	1,500.00
B16-00116	WELLS FARGO PAYMENT REMITTANCE CENTER	2015-2016 For Credit Card Purchases	Business Administration	010	22,250.00
B16-00152	Roadside Lumber & Hardware,	Open PO 2015-2016 for Lumber and supplies	Business Administration	010	2,000.00
B16-00155	SMITH PIPE & SUPPLY	2015-2016 for grounds pipe supplies	Business Administration	010	14,500.00
B16-00234	Derek Newman	Band Coach/stipend/oth exp	Oak Park High School	010	4,000.00
B16-00262	Parents/Sp Ed Student	Settlement-Parent mileage reimbursement 2015-2017	District-wide	010	10,000.00
B16-00263	COSTCO Membership	Membership Renewal 2013-2014	Business Administration	010	110.00
B16-00264	Axiom	2015-16 SARC Preparation Services	Business Administration	010	5,450.00
B16-00265	Cintas Fire Protection, Corp	Fire Sprinkler Riser Repair/Svs at MCMS	Business Administration	010	1,500.00
DIR16-00001	Apex General Contractors	Pro 15-15F ADA Restroom Upgrades at OHES	Business Administration	010	64,066.00
DIR16-00002	Premier Carpet, Inc.	Pro 15-15F Install Vinyl Floor OHES Adult Rest Rms	Business Administration	010	11,800.00
DIR16-00003	Thousand Oaks Electric	Scoreboard Electrical Outlet at MCMS Gym	Business Administration	010	2,885.00
FS16-00064	Thousand Oaks Electric	Installation 208 volt circuits @ OPHS	Food Services	130	3,585.00
P16-00061	Taft Electric Company	Proj 14-20R Exterior Lighting Replacement OPHS	Business Administration	213	36,731.23
P16-00385	Textbook Warehouse c/o American Express	OPIS 5th Grade Reflections TE 2015-2016	Curriculum	010	752.50
P16-00393	Hughes General Engineering	Proj 15-15F New Portable Bldg Foundation at OHES	Business Administration	010	26,562.00
P16-00472	Big Joe Lift Trucks, Inc.	Big Joe PDS 30-104 Power Drive Straddle Stacker	Business Administration	212	11,888.30
P16-00475	UCLA EXTENSION ATTN DEPT K	Tuition for Enviro X400 for J. Suarez	Business Administration	010	3,480.00
P16-00479	Thousand Oaks Electric	Pro 15-08F Electrical for Tech Office	Business Administration	010	16,725.00
P16-00485	Parents/Sp Ed Student	Parent Reimbursement - Settlement 2015	District-wide	010	14,920.00
P16-00486	Brodart Co.	Textbook Barcode Labels	Home Independent Study Program	010	132.69
P16-00487	U.S. Bank Trust Nat'l Assn.	Admin Fees GOB Election 2006, Series 2007 (C6)	Business Administration	212	770.00
P16-00488	Sexton, David	Textbooks/mt rpr	Oak Park High School	010	380.00
P16-00489	Carolina Biological Supply Co	Microscopes	Home Independent Study Program	010	2,387.45
P16-00490	Pacific Building Maintenance	OPHS Pavilion Floor Cleaning	Business Administration	010	4,500.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-00491	Kramer's Pharmacy	District Nurse - site supplys	District-wide	010	2,415.90
P16-00492	Carolina Biological Supply Co	Marine Science Lab	Oak View High School	010	202.05
P16-00493	Fun Raising School Gear	Team Shirts and Sweatshirts	District-wide	010	1,513.60
P16-00494	Compuwave Inc.	OVHS/OPIS Printer supplies	Home Independent Study Program	010	915.90
P16-00495	Offbeat Productions Inc.	DON: Prizes for Quartery Awards	Medea Creek Middle School	010	1,188.00
P16-00496	Dept of General Svs	Pro 14-28F DSA Fees OPIS Classrooms	Business Administration	010	3,517.37
P16-00497	Welsh Structures, Inc.	Proj 10-14R Engineering Services/Closeout OPHS	Business Administration	213	1,500.00
P16-00498	Reliance Communications, LLC	Notification Service District Wide Year 2	Business Administration	010	8,120.00
P16-00499	Siteserver, Inc.	OPUSD Bond Web Hosting	Business Administration	212	238.50
			213	238.50	
P16-00500	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	Kindergarten Field Trip to Tree People	Oak Hills Elementary School	010	829.00
P16-00501	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	G.A.T.E. Field Trip to Disneyland	Oak Hills Elementary School	010	1,200.00
P16-00502	Riley's American Heritage Farm dba Colonial Chesterfield	Donation -- 5th grade field trip	Brookside School	010	2,712.50
P16-00503	Data Management, Inc	labels for badge printer	Brookside School	010	52.00
P16-00504	Sprigeo	Bullying Ap/Don PFA/oth exp	Oak Park High School	010	401.35
P16-00505	Naviance, Inc	Naviance Renewal	Home Independent Study Program	010	1,045.00
P16-00506	Psychological Assessment Resources, Inc	CAIMI Test Books	Oak View High School	010	328.02
P16-00507	Division of State Architect	Proj 15-02R DSA Closeout Shade Structure BES	Business Administration	213	379.95
P16-00508	Division of State Architect	Proj 15-02R DSA Closeout Shade Structure OHES	Business Administration	213	141.35
P16-00509	Division of State Architect	Proj 15-02R DSA Closeout Shade Structure ROES	Business Administration	213	273.34
P16-00511	Southwest School Supply	Task Chairs for Tech Department	Business Administration	010	1,444.80
P16-00512	Preddy, Michael	Choir Acc/DonPFA/oth exp	Oak Park High School	010	2,500.00
P16-00513	REDWOOD BIOTECH	DrugTest/Admin/othexp	Oak Park High School	010	83.65
P16-00514	Textbook Warehouse c/o AMEX	OPIS add'l order Health Textbooks 2015-2016	Curriculum	010	5,934.00
P16-00515	Oak Meadow school	OPIS Health Syllabus 2015-2016	Curriculum	010	2,925.00
P16-00516	Acom Press	DOC Advertising	District-wide	010	1,880.69
P16-00517	California Civil Design Group	Proj 16-01F Outdoor Classrooms Topography BES/OHES	Business Administration	010	5,000.00
P16-00518	VCOE	VCFast Cost 2015-16	Business Administration	010	4,312.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-00519	Community Educational Ent Ramo na Brandes	Donation K field trip	Brookside School	010	870.00
P16-00520	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	Donation 4th grade bus to Limoneira Ranch	Brookside School	010	855.50
P16-00521	Luxury Flush, LLC	Pro 15-15 F Temporary Restroom Rental at OHES	Business Administration	010	900.00
P16-00522	Ventura County Schools Boards Attn: Patricia Phelps	2014-15 Membership Dues	Board of Education	010	150.00
P16-00523	The Prophet Corp. Db a Gopher	PFA: Approved Wish List items for PE	Medea Creek Middle School	010	155.54
P16-00524	Perma-Bound	ROES 4th & 5th Novels	Curriculum	010	1,696.35
P16-00525	Follett School Solutions, Inc.	DON: Barcodes for library books	Medea Creek Middle School	010	79.35
P16-00526	Boomerang Project (The)	PFA: WEB (Where Everyone Belongs) Training	Medea Creek Middle School	010	4,990.00
P16-00527	Newman, Aaronson and Vanaman	SpEd Settlement - Attorney Fees	District-wide	010	5,500.00
P16-00529	Hayden-McNeil Pub c/o AMEX	SciWkbks/Don/mat & sup	Oak Park High School	010	11,997.00
P16-00530	The Prophet Corp. Db a Gopher	PFA: Approved Wish List Item for PE	Medea Creek Middle School	010	509.67
P16-00531	Wayne Watson DBA Buena Concrete	Pro 14-17R Install Security Camera Pole at OVHS	Business Administration	213	200.00
P16-00532	Textbook Warehouse Inc.	OPHS American Government	Curriculum	010	607.38
P16-00533	UCLA Lab School	D.O.: Professional Development	Medea Creek Middle School	010	120.00
P16-00534	Pacific Building Maintenance	Pro 15-08F Buff/Seal New Tech Office Tile	Business Administration	010	1,120.00
P16-00535	Collins Company, Inc.	Vinyl Mesh Softball Windscreen at OPHS	Business Administration	010	2,138.00
P16-00536	Demco	CareerCntr/PFA Don/mat & supp	Oak Park High School	010	1,030.41
P16-00537	Textbook Warehouse Inc.	OPIS Teachers Editions	Curriculum	010	505.25
P16-00538	All American Investmnt Grp LLC	Relocatable Classroom Lease at OHES	Business Administration	010	13,926.89
P16-00539	Class Leasing, LLC	Proj 15-15F Delivery/Install OHES Relo Classroom	Business Administration	010	3,875.00
P16-00540	Coastal Business Supplies, Inc	Supplies for VCI class	Home Independent Study Program	010	1,716.89
P16-00541	Pioneer Manufacturing Co.	Paint/Band/mat & supp	Oak Park High School	010	185.44
P16-00542	Jonathan Martin	DJ/ASB/oth exp	Oak Park High School	010	1,000.00
P16-00543	iDesign Solutions	VCI/Engineering/mat & supp	Oak Park High School	010	322.49
P16-00544	Craig Rosen	Creative Writting Consultant	Oak View High School	010	1,000.00
P16-00545	Law Offices Henry Tovmassian	Attorney Fees - Settlement	District-wide	010	3,000.00
P16-00546	PEARSON ASSESSMENTS ORDER PROCESSING	SpEd OT protocol order 2016-17 school year	District-wide	010	834.25
P16-00547	THERAPY SHOPPE INC	Materials for SpEd (OT Students) 2016/17	District-wide	010	140.98

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 3

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-00548	Sinclair Community College	VCI Guitar Building Class Supplies	Oak View High School	010	2,254.83
P16-00549	Fast Bridge Learning	FastBridge Learning Program for Oak Hill	Oak Hills Elementary School	010	848.00
P16-00550	The Help Group	THE HELP GROUP (Summit View) - NPS 2015/16	District-wide	010	35,826.20
P16-00551	Document Systems	Proj 16-601C Ricoh Copier Replacement at OPHS	Business Administration	212	38,162.50
P16-00552	Document Systems	Proj 16-601C Ricoh Copier Replacement- at BES	Business Administration	212	34,321.53
P16-00553	Cintas Fire Protection, Corp	Fire Sprinkler Certification Repair - OPHS	Business Administration	010	4,683.50
P16-00554	Ryan Communications	Repeater Tune Up/Antenna Mast at MCMS	Business Administration	010	156.88
P16-00555	Ryan Communications	Modify FCC License Channel Plan	Business Administration	010	595.00
T16-00049	Apple Computer, Inc. Ms:198-3E D	iPad Order Winter 2016 per Apple Quote #2202800092	Technology Coordinator	212	232,019.80
T16-00050	CDW GOVERNMENT INC	iPad keyboards w/ Lightning connector by Griffin	Technology Coordinator	212	10,051.25
T16-00051	Houghton Mifflin Harcourt	SRI Hosting Service annual license	Curriculum	010	9,620.00
TB16-00009	Admin Arsenal Corp	Blanket PO for Software Licenses	Technology Coordinator	010	600.00
Total Number of POs			94	Total	756,833.52

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	80	386,332.27
130	Cafeteria Fund	1	3,585.00
212	Measure C6 Technology Bond Fun	7	327,451.88
213	Measure R FACILITIES Bond Fund	7	39,464.37
Total			756,833.52

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.d. APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL ATHLETIC TEAMS TO ATTEND SPRING CIF PLAY-OFFS

CONSENT

ISSUE: Shall the Board approve an overnight trip for the OPHS Athletic Team(s) Spring Play-offs?

BACKGROUND: Principal, Kevin Buchanan, requests approval for any/all spring sports team(s) (Girls/Boys Lacrosse, Track, Baseball, Softball, Boys' Golf, Tennis, and Volleyball) that might qualify for CIF play-offs and require overnight travel and accommodations due to distance. Details of specific trips will be updated as they occur. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning Guide/Checklist* have been met.

ALTERNATIVES: 1. Approve overnight trip as presented.
2. Do not approve overnight trip as presented.

RECOMMENDATION: Alternative #1.

Prepared by: Geri Sterling
Certified by: Kevin Buchanan

Respectfully submitted

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.e. APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL TECHNOLOGY STUDENTS ASSOCIATION – MARCH 18-19, 2016

CONSENT

ISSUE: Shall the Board approve an overnight trip for the Oak Park High School Technology Students Association club members?

BACKGROUND: Principal, Kevin Buchanan, requests approval for this overnight trip to attend a conference scheduled for March 18-19, 2016 at the December Leadership Center on the campus of CSU Bakersfield in Bakersfield, CA. Approximately 19 students, one OPHS teacher/advisor and two parent chaperones will travel by district approved drivers in private/district vehicles. They will depart the afternoon of Friday, March 18 and return the evening of March 19. Students and chaperones will stay at the Homewood Suites in Bakersfield. Students will pay approximately \$65 to cover the cost of conference, transportation and lodging. Meals will be extra and covered by students. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning Guide/Checklist* have been met.

ALTERNATIVES: 1. Approve field trip as presented.
2. Do not approve field trip as presented.

RECOMMENDATION: Alternative #1.

Respectfully submitted

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.f. APPROVE AGREEMENT WITH COUNTY OF VENTURA FOR CROSSING GUARD SERVICES

CONSENT

ISSUE: Shall the Board approve an amended and restated agreement with the County of Ventura for reimbursement of the costs for crossing guard services?

BACKGROUND: In 1994, Oak Park Unified School District and the County of Ventura entered into an agreement to reimburse the District for the cost crossing guard services. Funding for the reimburse comes from the annual budget of County Service Area No. 4 (CSA 4), which encompasses the unincorporated community of Oak Park.

Since 1994, the agreement has been amended multiple times and the number of crossing guards has increased. With the most recent addition of two crossing guards, it is prudent to amend and restate the original agreement, and the County has proposed the attached successor agreement. Patterned largely after the original contract, the District is satisfied with its terms and conditions, and recommends the Board's approval of the successor agreement. It is anticipated that the County Board of Supervisors will take action on the agreement in March 2016.

ALTERNATIVES:

1. Approve the amended and restated agreement with the County of Ventura for reimbursement of the costs for crossing guard services.
2. Do not approve the amended and restated agreement.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

AMENDED AND RESTATED SCHOOL CROSSING GUARD AGREEMENT

THIS AMENDED AND RESTATED SCHOOL CROSSING GUARD AGREEMENT ("Agreement") is made and entered into by and between the Oak Park Unified School District, hereinafter called "District", and the County of Ventura, hereinafter called "County".

RECITALS

- A. Prior to 1994, County provided school crossing guard services in the unincorporated community of Oak Park.
- B. Subsequent to repeal of Sections 45452 and 45452.5 of the Education Code by Senate Bill No. 452 (Stats. 1993, Ch. 60), County's Board of Supervisors made the policy decision to discontinue the County's provision of school crossing guard services for District.
- C. County Service Area No. 4 (CSA 4), which encompasses the unincorporated community of Oak Park, is empowered to provide school crossing guard services.
- D. Section 45450 of the Education Code provides that a school district may employ such personnel as may be necessary to act as guards at pedestrian crossings to ensure the safety of school children.
- E. Section 45451 of the Education Code provides that a school district that employs school crossing guards may be reimbursed for the cost of such guards.
- F. Subject to the terms of this Agreement, and utilizing the resources and authority of CSA 4 to provide crossing guards for schools in its area, County is willing to reimburse District out of CSA 4 funds for District's cost of providing school crossing guards at such locations in the community of Oak Park as County may approve on a fiscal year basis. Said fiscal year is defined as starting July 1st and ending the following June 30th ("Fiscal Year").
- G. Since 1994, County and District have operated under the terms of a School Crossing Guard Agreement, executed by County on June 28, 1994, and amended by the parties from time to time, by which prior Agreement County has previously reimbursed District for the cost of providing certain crossing guards at various school locations within the District. County and District now seek to replace that agreement by means of this amended and restated Agreement, as follows.

NOW, THEREFORE, District and County do hereby agree as follows:

- 1. District shall provide the services of crossing guards, including necessary training, equipment, and relief guards as may be necessary, at each of the

AMENDED AND RESTATED SCHOOL CROSSING GUARD AGREEMENT

eleven locations described on the school crossing list attached hereto as Exhibit "A" and by this reference made a part hereof, during the hours when school children are walking to and from schools in the Community of Oak Park on school days during the school year.

2. As consideration for the satisfactory provision of school crossing guard services at the eleven locations set forth on Exhibit "A", County agrees to reimburse District out of CSA 4 funds for the direct costs of providing said services at a total cost not to exceed One-Hundred Thousand Eight Hundred Fifty and no/100 Dollars (\$100,850.00) for Fiscal Year 2015-16 and for any Fiscal Year thereafter. Said reimbursement is subject to sufficient appropriations by County's Board of Supervisors each Fiscal Year.
3. Should District desire to add locations or to increase the reimbursement amount, District must submit a request to County no later than March 15th of any given Fiscal Year after the date of this Agreement in order for the changes to be submitted to County's Board of Supervisors for approval for the following Fiscal Year. Any changes to the number of guards, location of guards, or the reimbursement amount must (a) be supported by the Oak Park Municipal Advisory Council, (b) not result in the assessment of any additional service charges levied against property owners in CSA 4, and (c) not exceed the cost of adding one location to the program in any Fiscal Year.
4. The initial term of this Agreement shall be from July 1, 2015, through June 30, 2016. Subject to annual approvals of appropriations by County's Board of Supervisors, this Agreement shall be automatically extended for up to five periods of one year each commencing on each July 1st hereafter, except that it may be terminated by either party upon 60 days' prior written notice.
5. No later than 30 days after the close of each month, District shall bill County for all sums due for that month, and County shall promptly pay the same out of CSA 4 funds subject to the limitation of any funding appropriated by County's Board of Supervisors.
6. Notices and all other communications hereunder shall be given by each party to the other at their respective addresses, as follows:

To County: County of Ventura
Public Works Agency
Real Estate Services
800 South Victoria Avenue #1640
Ventura, CA 93009

**AMENDED AND RESTATED SCHOOL
CROSSING GUARD AGREEMENT**

To District: Oak Park Unified School District
Attn: Assistant Superintendent, Business Services
5801 East Conifer Street
Oak Park, CA 91301

7. District shall indemnify, save harmless and defend County, its officers and employees from any loss or damage arising out of or relating to any death, bodily injury or property damage resulting from or related to the performance of this Agreement, including any injuries to or allegedly caused by any school crossing guards hired by District.

COUNTY OF VENTURA

Date: _____

By: _____
Janice Turner, Director
Central Services Department

OAK PARK UNIFIED SCHOOL DISTRICT

Date: _____

By: _____
Martin Klauss, Assistant Superintendent
Business and Administrative Services

AMENDED AND RESTATED SCHOOL CROSSING GUARD AGREEMENT

EXHIBIT “A”

Crossing Guard Locations
For County Service Area No. 4 (CSA 4) – Oak Park

	LOCATION	SCHOOL
1.	Kanan Road and Conifer Street	Brookside Elementary School
2.	Kanan Road and Smoketree Avenue	Brookside Elementary School
3.	Satinwood Avenue	Brookside Elementary School
4.	Rockfield Street and Hawthorne Drive	Red Oak Elementary School
5.	Tuscany Drive and Rockfield Street	Red Oak Elementary School
6.	Doubletree Street and Hollytree Street	Medea Creek Middle School
7.	Rockfield Street and Pesaro Street	Red Oak Elementary School
8.	Kanan Road and Los Arcos Drive	Oak Hills Elementary School
9.	Conifer Street and Oakleaf Avenue	Brookside Elementary School
10.	Doubletree Street and Deerhill Road	Medea Creek Middle School
11.	Kanan Road and Doubletree	Medea Creek Middle School

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.1.g. APPROVE LANDSCAPE ARCHITECT SERVICES
AGREEMENT FOR OUTDOOR CLASSROOMS AT
BROOKSIDE ELEMENTARY SCHOOL AND OAK PARK
NEIGHBORHOOD SCHOOL**

CONSENT

ISSUE: Shall the Board approve an agreement for landscape architect services for outdoor classrooms at Brookside Elementary School and Oak Park Neighborhood School?

BACKGROUND: In the adoption of the District's 2015-16 budget, the Board authorized the use of one-time funds to create outdoor classroom spaces at Brookside Elementary School and Oak Park Neighborhood School.

The landscape architect initially engaged to assist with the project design abandoned the project, and it became necessary to contract with a new architect. After interviewing several qualified firms, staff is recommending that the Board approve an agreement with Brodersen Associates of Ventura, California for landscape architect services for the outdoor classroom project. Brodersen's proposal and agreement are attached for the Board's review.

ALTERNATIVES:

1. Approve the agreement with Brodersen Associates for landscape architect services for outdoor classrooms at Brookside Elementary School and Oak Park Neighborhood School.
2. Do not approve the agreement for landscape architect services.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

BRODERSEN ASSOCIATES

.....

Julie Suarez
Director, Business Operations
Oak Park Unified School District
5801 E. Conifer Street
Oak Park, CA 91377

December 7, 2015

Subject: Brookside Elementary School & Oak Hills Elementary School;
Proposal for Landscape Architectural Services

Dear Ms. Suarez:

Brodersen Associates (BA) is pleased to provide this proposal to provide landscape design services for the above referenced projects, located at 165 North Satinwood Avenue and 1010 North Kanan Road in Oak Park. It is understood that our responsibilities will be to prepare landscape design drawings for the preschool playground areas for each school. We will work closely with Mainstreet Architects + Planners and the other consultants to coordinate all work and insure that deadlines are met.

Our work will include the design of the landscape for the preschool outdoor spaces for each school. Specific work will include drainage design in coordination with the project Civil Engineer and development of strategies for water conserving, low-maintenance, attractive plantings. Program elements such as existing trees, storage units, trike paths, swings, reading benches, activity walls, stage, etc. from previous plans will be considered and incorporated into the design as appropriate. Opinion of probable costs may be provided for each.

This proposal is based upon initial site visits to the sites, site plans and conceptual landscape plans provided to date. For the purpose of this proposal, the Oak Park Unified School District (OPUSD) is referred to as the Client, Mainstreet Architects + Planners, Inc. is referred to as the Architect, and Brodersen Associates is referred to as the Consultant.

Specific scope of work (for each school):

Phase 1: Schematic Design

1. Visit site to further assess existing conditions, such as drainage, soils, plants, views, wind, solar orientation, etc., and identify design opportunities.
2. Meet and consult with the Architect and others, as needed, to coordinate design criteria and preparation of documents. (One meeting)

BRODERSEN ASSOCIATES
422 E MAIN STREET, VENTURA, CA 93001, (805)201-5614
LANDSCAPE ARCHITECTURE / HORTICULTURAL CONSULTING / DOCUMENTATION SERVICES
CALIFORNIA LICENSE NO. 4880

3. Prepare schematic landscape design indicating drainage pattern, circulation and gathering areas, primary massing for trees, shrubs and groundcover. (Varieties of proposed plants will be presented as recommended selections).
4. Meet with Architect and OPUSD to review the design. (One meeting).
5. Revise schematic landscape design plans per comments (allowance for one progress review revision).

Product: Schematic drawings and images, suitable for digital and color reproduction. BA plans will include plant images and landscape feature descriptions.

Meetings: Two meetings are included as part of this phase. Meetings with the design team will be attended at an Architect preferred location. Other meetings will be attended as required and approved by the Client.

Phase 2: Final Design, Construction Drawings, and Specifications

1. Prepare layout plan, indicating dimensions of all exterior structures, features, and pavement. Coordinate plan with Civil Engineer and other consultants.
2. Design irrigation system and prepare irrigation plan depicting layout of piping, valves, control equipment, and sprinkler heads/emitters for the appropriate irrigation of all planting areas. Consultant will coordinate with the project engineer to determine the best point of connection. Water use calculations are included.
3. Develop planting design and prepare installation plan and plant list locating and identifying quantities, sizes, and varieties of all plant materials to be utilized.
4. Prepare detail drawings and specifications to identify types of materials to be used. Construction details to set forth standards for installation and construction of all elements by others.
5. Consult with Civil Engineer to confirm and finalize site drainage.
6. Consult with Electrical Engineer to help select light fixtures and coordinate locations for exterior lighting. Final lighting plan depicting wiring, transformers, etc. to be prepared by others.
7. Identify locations and assist in selection of outdoor site furnishings, including seating, pots, and trash receptacles. Site furnishing legend to be included in Layout Plan.
8. Prepare opinion of probable construction cost based upon completed construction documents.
9. Review drawings for quality control.
10. Submit final construction documents for review and for bidding purposes.

Product: Construction Drawings and Specifications

Meetings: Two meetings are included as part of this phase. Meetings with the design team will be attended at an Architect preferred location. Other meetings will be attended as required and approved by the Client.

Phase 3: Construction Administration

1. Prepare and submit bid documents to the Client for distribution to Bidders.
2. Answer questions and provide support during the bidding process.
3. Consult and coordinate with the Client during project installation.
4. Respond to RFI submittals for landscape-related elements.

BRODERSEN ASSOCIATES

422 E MAIN STREET, VENTURA, CA 93001, (805)201-5614

LANDSCAPE ARCHITECTURE / HORTICULTURAL CONSULTING / DOCUMENTATION SERVICES

CALIFORNIA LICENSE NO. 4880

5. Review plant selection submittals, tag specimen and significant plants (two nursery visits).
6. Visit the site regularly to monitor the progress and quality of the work addressed in this proposal, and prepare reports to the Client (8 site visits).
7. Consultant will prepare "Record Drawings" as required for irrigation and planting plans.

Compensation for Professional Services

Based on this understanding of the project requirements and scope as listed above, we propose to provide the services described above for a fee estimate of \$5,000.00. A breakdown of fees for each phase is provided for budgetary purposes:

Phase 1: \$2,500 (each school)

Phase 2: TBD

Phase 3: TBD

Services will be billed on a time and materials basis. Should any work be needed outside the fee estimate, scope and qualifications discussed above, written authorization shall be requested and obtained prior to starting the work. Minor expense items, such as outside printing, are not included in this fee estimate and will be billed separately.

Time will be billed monthly, commensurate on progress, based on an hourly rates as shown below:

Principal Landscape Architect	\$135
Associate Landscape Architect	\$ 95
Drafter	\$ 80

Limitations and Exclusions

Fees paid to government agencies for processing of permit applications and other documents are the responsibility of the Client.

Final drainage and plumbing design by others. Design of overhead structures is not included. Structural engineering services to be provided by others.

Modification of the proposed scope of services may be made by means of written addenda to the Agreement for Services. If the scope of work is changed, compensation shall be subject to negotiation. Additional services will be rendered on an hourly basis with compensation according to the rates listed above. Work requested by the Client or consultants of the Client, not specifically identified in the Scope of Work, will be billed as additional services. Additional services rendered will be billed on an hourly basis with compensation according to the rates listed above.

Additional site visits for construction observation (Phase 3 services), caused by failure of the contractor to be adequately prepared for prior-agreed on-site reviews, or as directed by the Client, will be considered extra work to be compensated on the basis of time and materials expended.

This Proposal represents complete design services. In the event that the Client chooses not to employ the services of the Consultant with regard to construction observation as outlined in Phase 3 of the scope of work, the Consultant shall be held harmless for any liability arising out of work performed by others for the Client, if not done in strict conformance to the construction documents

BRODERSEN ASSOCIATES

422 E MAIN STREET, VENTURA, CA 93001, (805)201-5614

LANDSCAPE ARCHITECTURE / HORTICULTURAL CONSULTING / DOCUMENTATION SERVICES

CALIFORNIA LICENSE NO. 4880

prepared by the Consultant. Likewise, the Consultant shall not be held responsible for work done by others not in conformance with the construction documents.

Construction of the work designed by the Consultant shall be contracted between the Client and contractors. The Consultant agrees to act as Client's agent in verification of the quality of work completed.

I am confident that my experience working with similar school projects and the other consultants will help to move the project along efficiently. We pledge to work in a timely and cost-effective manner.

Should this proposal meet with your approval, please return a signed copy of the attached Agreement for Services to us as notice to proceed. Thank you for the opportunity to be of service to you.

Sincerely,

A handwritten signature in black ink, appearing to read "B D Brodersen", with a long horizontal flourish extending to the right.

Brian D. Brodersen, M.S., M.L.A., ASLA

Attachments: Agreement between Client and Consultant

B R O D E R S E N A S S O C I A T E S

422 E MAIN STREET, VENTURA, CA 93001, (805)201-5614

LANDSCAPE ARCHITECTURE / HORTICULTURAL CONSULTING / DOCUMENTATION SERVICES

CALIFORNIA LICENSE NO. 4880

BRODERSEN ASSOCIATES

AGREEMENT FOR SERVICES

THIS AGREEMENT, made and entered into this 7th day of December, 2015, by Oak Park Unified School District hereinafter referred to as the "Client," and BRODERSEN ASSOCIATES, hereinafter referred to as the "Consultant," for landscape architectural services, in response to a Proposal for Services documents provided on December 7, 2015, NOW, THEREFORE, it is mutually agreed by and between the parties as follows:

ARTICLE 1: CONSULTANT SERVICES

The Consultant shall, during the term of this Agreement and in accordance with the terms and conditions of this Agreement, provide professional services consistent with accepted standards of landscape architectural practice and as described by the attached Proposal. Said Proposal shall set forth the following terms:

1. The scope of services to be provided to the Client;
2. The cost associated with the provision of the Consultant's services;
3. Other specific terms not covered by this contract shall be outlined in the Proposal.

Landscape Architects are regulated by the California Board of Landscape Architects. Any questions concerning a Landscape Architect may be referred to the Board at: Board of Landscape Architects, 400 R Street, Suite 4000, Sacramento, CA 95814-6200 (916)-445-4954

ARTICLE 2: COMPENSATION

As full compensation for the services the Consultant performs pursuant to this Agreement, the Client shall pay the Consultant in the amount and at the rate(s) specified in the Proposal. In no event shall the Client be required to pay the Consultant more than a total of the maximum amount specified in the Proposal for the services the Consultant agrees to perform. In the event that the Client requests that the Consultant perform additional services, payment for such services shall be at rate(s), subject to amendment, specified in the Proposal and agreed by both parties.

Reproduction, CAD plotting, photography, consultants, postage, and agronomic soils testing are billed at 1.1 times cost. Mileage, for travel to destinations outside Santa Barbara and Ventura County, is billed at \$.56 per mile. An administrative fee of 15% will be charged for any materials (including, but not limited to, pottery, plants, pavement, tile, furniture, etc.) purchased or financially secured by Brodersen Associates for this project.

It is assumed that drawings issued by Brodersen Associates or other consultants to Brodersen Associates or the owner of Brodersen Associates are in a format that is recognized as standard within the industry, and that said drawings can be modified and manipulated for the work in a reasonable fashion and length of time. Time in excess of two hours per drawing spent deciphering and managing the contents in order to proceed with our portion of the work will be billed as an additional service.

All revisions to landscape construction documents which occur as a result of direction by the Client or others subsequent to final submittal of said documents shall be billed on an hourly basis at the rates, subject to amendment, specified on the Proposal.

ARTICLE 3: METHOD OF PAYMENT

Before commencing services, Brodersen Associates requires a ten percent retainer of the total fee listed under the preliminary design (Phase I) scope of work. In the event the project is to be billed on an hourly or time and materials basis, Brodersen Associates requires a \$500 retainer prior to commencement of services.

At the beginning of each calendar month during the term of this Agreement, the Consultant shall submit a claim (statement) stating the amount due for services rendered to date plus reimbursable expenses. The Client hereby agrees to pay the Consultant the total amount due within thirty (30) days of receipt of billing statement or to pay a finance charge in the amount of one and one-half percent per month on the unpaid balance.

The consultant shall notify the client prior to each \$750.00 expenditure, and receive approval of said expenditure prior to proceeding with work.

In the event that payment is not made according to the terms of this Agreement, the Consultant reserves the right to suspend service until such time as payment is made.

Non-payment of any invoice beyond ninety (90) days will cause the consultant to cease work on the project.

ARTICLE 4: TERM

The term of this agreement shall commence on the date of execution by both parties and shall terminate upon satisfactory completion of the obligation(s) specified herein.

ARTICLE 5: TERMINATION

Either party may terminate this agreement at any time by written notice. Upon such termination, the Consultant shall be compensated for all work performed, pursuant to this agreement, prior to the receipt of said written notice.

ARTICLE 6: OWNERSHIP OF DOCUMENTS

All drawings, specifications and other documents prepared by the Consultant are instruments of service for the execution of the work and are the property of the Consultant whether the work be executed or not, and the consultant reserves the copyright therein and in the work executed therefrom. The documents are not to be used on any other work without the written permission of the Consultant. Consultant shall provide copies of work product to Client.

The Drawings, Specifications and other documents prepared by the Consultant for this Project are instruments of the Consultant's service for use by Owner solely with respect to this Project, and the Consultant shall be deemed the author of these documents and shall retain all common law, statutory and other reserved rights, including the copyright. The Owner shall be permitted to retain copies, including reproducible copies, of the Consultant's Drawings, Specifications and other documents for information and reference in connection with the Owner's use and occupancy of the Project. The Consultant's Drawings, Specifications or other documents shall not be used by the Owner or others on other projects, for additions to this Project or for completion of this Project by others, unless the Consultant is adjudged to be in default under this Agreement, except by agreement in writing and with appropriate compensation to the Consultant.

Submission or distribution of documents to meet official regulatory requirements or for similar purposes in connection with the Project is not to be construed as publication in derogation of the Consultant's reserved rights.

ARTICLE 7: ASSIGNMENT

Neither party shall assign, sublet or transfer interest in this Agreement without the prior written consent of the other.

ARTICLE 8: RECORDS

The Consultant agrees that his records pertaining to services rendered to the Client shall not be destroyed and shall be available for review, copying, audit, and inspection by duly authorized representatives of the Client for a period of six (6) months beyond the termination of the Agreement in accordance with Article 5 of this Agreement.

ARTICLE 9: ARBITRATION

Claims, disputes or other matters in question between the parties to this Agreement arising out of or relating to this Agreement or breach thereof shall be subject to and decided by arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association currently in effect unless the parties mutually agree otherwise. No arbitration arising out of or relating to this Agreement shall include, by consolidation, joinder or in any other manner, an additional person or entity not a party to this Agreement, except by written consent containing a specific reference to this Agreement signed by the Client, Consultant, and any other person sought to be joined. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of any claim, dispute or other matter in question not described in the written consent. The foregoing agreement to arbitrate and other agreements to arbitrate with an additional person or entity duly consented to by the parties to this Agreement shall be specifically enforceable in accordance with applicable law in any court having jurisdiction thereof.

In the event that either party prevails against the other in litigation or arbitration to enforce the terms or conditions of this agreement, the prevailing party shall be entitled to recover from the losing party reasonable attorney's fees and costs of suit.

In no event shall the demand for arbitration be made after the date when institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statutes of limitations.

The award rendered by the arbitrator or arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

ARTICLE 10: OTHER CONDITIONS

- A. The Consultant will strive to perform services under this agreement in a manner consistent with that level of care and skill ordinarily exercised by members of the profession currently practicing in the same locality under the same conditions. No other representation, expressed or implied, and no warranty or guarantee is included or intended in this agreement, or in any report, opinion, document or otherwise.
- B. Consultant liability to the Client for injury or damage to persons or property arising out of work performed by the client and for which legal liability may be found to rest upon the Consultant, including omission, error, or professional negligence, is limited to the amount of the total compensation due the Consultant under the terms of this Agreement.

- C. Consultant shall not be liable for claims caused by delay or termination of any project due to discretionary or ministerial action by third parties, whether or not such action is based upon the form or content of the Consultant's services or products.
- D. In the event that the Client chooses not to employ the services of the Consultant with regard to construction observation as outlined in the contract administration phase of the scope of services, the Consultant shall be held harmless for any liability arising out of work performed for the Client.
- E. Should changes to the landscape installation work be made due to field conditions not known or anticipated at the time the drawings and specifications were prepared, and such changes are made without the knowledge and approval of the Consultant, the Consultant shall be held harmless from any liability arising from the execution of such work by others.
- F. It shall be understood by the Client that stated deadlines for completion of design tasks by the Consultant represent the Consultant's best estimate of time required for completion. The Consultant will make a reasonable effort to meet any deadline. Unless otherwise stated in the Proposal, there is no penalty for failure to meet a deadline.
- G. In the event that construction cost estimates are requested by the Client, it shall be understood such estimates are based upon the Consultant's best professional knowledge and that actual construction costs may vary significantly from the estimates depending upon the timing of construction, changed conditions, the availability of materials, and other factors beyond the Consultant's control.
- H. Contractor's shop drawings will be reviewed by the Consultant only for general conformance with the construction contract.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year written herein above.

CONSULTANT:



Brian D. Brodersen, ASLA
M.S., M.L.A.

Agreed and accepted: _____
For Oak Park Unified School District

date

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.h. APPROVE AUTHORIZATION TO PURCHASE OF DELL CHROMEBOOK TABLETS UTILIZING THE PIGGYBACK PROVISIONS OF PCC SECTION 20118

CONSENT

ISSUE: Shall the Board authorize the purchase of Dell Chromebook tablets utilizing the piggyback provisions of Public Contract Code (PCC) Section 20118?

BACKGROUND: At its meeting on October 20, 2016, the Board approved the use of Measure C6 bond funds for the purchase of 510 Chromebooks to furnish learning centers at the all of the district's elementary schools, middle school, and high school.

The Board's approval inadvertently omitted language stating that the purchase of the Chromebooks would be made utilizing the piggyback provision of the Dell Marketing L.P. Minnesota WSCA-NASPO Master Price Agreement #B27160. As specific Board approval is required in order to use the piggyback provision, and in order to conform to the bidding requirements of PCC 20111-20118, staff is recommending the Board's authorization to utilize the Dell Marketing L.P. Minnesota WSCA-NASPO Master Price Agreement #B27160 for the previously authorized purchase of Dell Chromebooks.

ALTERNATIVES:

1. Authorize the purchase of Chromebooks using the piggyback provision of Dell Marketing L.P. Minnesota WSCA-NASPO Master Price Agreement #B27160.
2. Do not approve the use of Dell Marketing L.P. Minnesota WSCA-NASPO Master Price Agreement #B27160.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.1.i APPROVE RENEWAL SERVICE AGREEMENT FOR BOND
CONTINUING DISCLOSURE COMPLIANCE**

CONSENT

ISSUE: Shall the Board approve a renewal service agreement for bond continuing disclosure compliance with Dale Scott & Company?

BACKGROUND: Tax regulations of the U.S. Treasury Department require the annual submission of Continuing Disclosure Reports on each of the District's various tax-exempt financings, including general obligation bonds and tax revenue anticipatory notes. As its Continuing Disclosure dissemination agent, Dale Scott & Company (DS&C) has assisted the District in fulfilling this obligation over the last five years. The term of the contract for these services has expired and District staff is recommending the Board's approval of a successor agreement with DS&C to continue as the District's dissemination agent. The proposed successor agreement is attached for the Board's review.

ALTERNATIVES:

1. Approve the renewal service agreement for bond continuing disclosure compliance with Dale Scott & Company.
2. Do not approve the renewal service agreement with Dale Scott & Company.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

November 30, 2015

Board of Trustees, c/o
Mr. Martin Klaus, Assistant Superintendent
Business and Administrative Services
Oak Park Unified School District

**Re: Oak Park Unified School District
Continuing Disclosure Services Agreement**

Ladies and Gentlemen:

It is our understanding that the Oak Park Unified School District (the "District") wishes to comply with secondary market disclosure ("Continuing Disclosure") as required under the tax regulations of the Treasury Department of the United States of America, in relation to its various tax-exempt financings. Dale Scott & Company, Inc. ("DS&C") hereby agrees to advise and assist the District as its Continuing Disclosure dissemination agent ("Dissemination Agent") in connection with this District goal, as set forth below in this agreement (the "Agreement").

- I. **Advisory Services Provided.** DS&C shall perform all the duties and services it deems necessary or advisable, or are reasonable and necessary, to accomplish the intent of this Agreement in a manner consistent with the standards and practices of professional financial advisors. Specific services shall include:
 - a. **Preparation of Annual Report.** Include all relevant district information and required items from the continuing disclosure certificate ("CDC") from each of the District's outstanding financings. DS&C shall, whenever possible, attempt to consolidate information from separate CDCs into a single Annual Report.
 - b. **Annual Filing of Annual Report, Budget and Audit.** File all materials as required under each CDC with the Municipal Securities Rulemaking Board ("MSRB") through its Electronic Municipal Market Access ("EMMA") portal.
 - c. **Preparation and Filing of Significant Events.** Significant market events are required to be filed within 10 days of their occurrence (as reported in publicly available media or as so informed by the District) including but not limited to:
 - Delinquencies, defaults, unscheduled drawdowns of debt service reserves or credit enhancements, defeasances, bankruptcies, bond calls, adverse tax opinions, etc.
 - Changes in the rating of the District
 - Changes in the rating of any underlying insurer
 - Any other significant event
- II. **Compensation.** For its services as set forth in this Agreement, DS&C shall be compensated as follows:
 - a. For the preparation and filing of the Annual Report (including budgets, audits and any other required data) and for the reporting of significant events, an annual fee of \$5,000 per report.
 - b. For the filing of past reports and the correction of omissions or errors in past reports, a fee of \$2,500.
 - c. The District agrees to reimburse DS&C all reasonable and necessary out-of-pocket expenses at their direct cost plus 5%.
- III. **Effective Date, Terms, and Conditions.** This Agreement shall be effective on the date it is signed by an authorized representative of the District and shall last for a term of five years from that date. DS&C will begin its representation as the Dissemination Agent by preparing and filing the District's annual report for fiscal year 2014-15. The District agrees that during the term and any subsequent terms of this contract that DS&C shall be the sole Dissemination Agent hired by the District for the services described in this Agreement.

IV. Additional Matters

- a. **Jurisdiction.** It is expressly understood and agreed that this Agreement and all questions arising there under shall be construed according to the laws of the State of California.
- b. **DS&C's Duty to Comply with Laws.** DS&C shall, at all times, comply with all laws, statutes, ordinances, rules and regulations applicable thereto, enacted and adopted by federal, state, regional, municipal or other government bodies, departments or offices thereof.
- c. **Discrimination Prohibited.** DS&C agrees not to discriminate in its employment practices against any employee or applicant for employment because of the employee's or applicant's race, religion, national origin, ancestry, sex, age or physical handicap. Any subcontract entered into by DS&C pursuant to this Agreement shall contain this provision.
- d. **Assignment of Agreement.** DS&C shall not assign or hypothecate this Agreement without first obtaining the written approval of the District.
- e. **Independent Contractor.** DS&C are independent contractors and not agents or employees of the District and shall have no authority to act as an agent of the District, nor to enter into any agreement for or on behalf of the District except as provided herein.
- f. **Property of District.** All work performed by DS&C pursuant to this Agreement shall become the property of the District, is for the sole use of the District, and shall not be released to any third party without prior written consent of the District.
- g. **Notices.** In all cases where written notice is to be given under this Agreement, service shall be deemed sufficient if said notice is deposited in the United States mail, postage paid. When so given, such notice shall be effective from the date of mailing of the same. For the purpose hereof, unless otherwise provided by notice in writing from the respective parties, notice to the District shall be addressed to the Superintendent of the District. Notice to DS&C shall be addressed to: Dale Scott & Company Inc., 650 California Street, 8th Floor, San Francisco, California, 94108.
- h. **Attorneys' Fees.** If either party brings any action or proceeding to enforce, protect or establish any right or remedy arising out of or based upon this Agreement, including but not limited to the recovery of damages for its breach, the prevailing party in said action or proceeding shall be entitled to recovery of its costs and reasonable attorneys' fees, including the reasonable value of the services of the counsel of the District or the counsel of DS&C.
- i. **Section Headings.** The article and section headings appearing herein shall not be deemed to govern, limit, modify or in any manner affect the scope, meaning, or intent of the provisions of this Agreement.
- j. **Entire Agreement.** This Agreement contains the entire understanding of the parties with respect to the subject matter herein. There are no representations, covenants or understandings other than those expressed or referred to herein. Each party to this Agreement acknowledges that no other party or agent of any other party has made any promise, representation or warranty, expressed or implied, not contained or referred to herein concerning the subject matter of this agreement, to induce that party to execute this agreement. Each party acknowledges that it has not executed this Agreement in reliance upon any promise, representation or warranty not specifically contained or referred to herein.
- k. **Amendments to Agreement.** No amendment or addition to this agreement shall be valid unless such amendment or addition is in writing and signed by all parties hereto.
- l. **Indemnification.** DS&C agrees to defend, indemnify and hold harmless the District from and against all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorneys' fees, arising out of or resulting from the performance of this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of DS&C's officers, directors, agents, or employees.



- m. **Payment of Taxes.** DS&C shall be solely responsible for the payment of all taxes associated with any fees paid pursuant to this Agreement.

Dale Scott & Company

A handwritten signature in blue ink, consisting of a stylized 'D' and 'S' followed by a flourish.

President

Accepted:

Title:

Date:

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016

SUBJECT: B.1.j. APPROVE NOTICE OF COMPLETION, PROJECT 15-15F, RELOCATABLE CLASSROOM INSTALLATION AT OAK HILLS ELEMENTARY SCHOOL

CONSENT

ISSUE: Shall the Board approve a notice of completion for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School, contracted with Class Leasing, LLP?

BACKGROUND: On September 14, 2015, the District entered into a contract with Class Leasing, LLP of Perris, California, for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School.

The work under this contract is now complete, and the District's staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

ALTERNATIVES:

1. Approve the Notice of Completion for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School, contracted with Class Leasing, LLP.
2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Oak Hills Elementary School, 1010 N. Kanan Road, Oak Park, CA 91377

That on or about September 14, 2015 the said Oak Park Unified School District of Ventura County entered into a contract with Class Leasing, LLP, of Perris, California, for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School on certain real property hereinbefore described: that said building and improvements were actually completed on February 16, 2016: that the address of said Oak Park Unified School District is 5801 E. Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT

By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.k. APPROVE DENIAL OF CLAIM NO. 16-01 FOR ALLEGED DAMAGES

CONSENT

ISSUE: Shall the Board deny a claim for damages (Claim No. 16-01) alleged against the District, pursuant to Government Code Section 913?

BACKGROUND: On October 16, 2015, the District received a claim for damages from a community member, who alleges that her pet dog ingested Fumitoxin pesticide tablets placed in gopher holes on the soccer fields above Oak View High School. Details of this claim have been provided to the Board under separate cover.

As a matter of routine, it is recommended that the Board deny the claim as presented. Upon the Board's denial of the claim, the matter will be referred to the District's third party administrator for property and liability insurance, York Risk Services Group, Inc. Upon receipt, York Risk Services Group will investigate the merits of the claim and advise the District of further action, if any, as appropriate.

ALTERNATIVES: 1. Reject Claim No. 16-01 for damages and refer to the District's third party administrator for further action.
2. Accept the claim for damages.

RECOMMENDATION: Alternative No. 1

FISCAL IMPACT: Unknown at this time.

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.1.1. APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL BOYS' VOLLEYBALL TEAM – MARCH 11-12, 2016
CONSENT

ISSUE: Shall the Board approve this overnight trip for the OPHS Boys' Volleyball Team?

BACKGROUND: Principal, Kevin Buchanan, requests approval for the Oak Park High School Boys' Volleyball team to attend a tournament scheduled for March 11-12, 2016 at Alliant University in San Diego, CA. Approximately 14 athletes, two team coaches and two parent volunteer chaperones will travel by district approved drivers in private vehicles. Team and chaperones will depart from the school at 10:30 a.m. on March 11th and return early evening of March 13th. They will be staying at Courtyard Marriott in Rancho Bernardo. The cost will be approximately \$100-\$150 per athlete to cover the cost of tournament, transportation, meals and lodging. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning Guide/Checklist* have been met.

ALTERNATIVES: 1. Approve field trip as presented.
2. Do not approve field trip as presented.

RECOMMENDATION: Alternative #1.

Prepared by: Geri Sterling
Certified by: Kevin Buchanan

Respectfully submitted

Tony Knight
Ed.D., Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

RE: B.2.a. APPROVE RESOLUTION #16-05 FOR PARTICIPATION IN DISTRICT OF CHOICE PROGRAM FOR SCHOOL YEAR 2016-17

ACTION

ISSUE: Shall the Board of Education approve a Resolution #16-04 to participate in the State's District of Choice Program authorized by Senate Bill 680?

BACKGROUND: The District of Choice program grew out of an effort in the early 1990's to increase the choices available to students within the public school system. The 1993 legislation that implemented the District of Choice program provided for a five-year pilot beginning with the 1995-96 school year. Since that time the state has extended the program through a number of renewals with the latest extension authorized by Senate Bill 680 in 2009. The provisions of SB 680 are reflected in the revisions to Education Code 48300 *et seq* and are authorized through the 2016-17 school year. Unless extended through legislation the 2016-17 school year will be the last year for the District of Choice program. Oak Park Unified has participated in the program since the 2004-05 school year and, as a result, has been able to mitigate the effects of declining enrollment and reduced state funding during the recession.

The Legislative Analyst's Office has recently completed a comprehensive study of the District of Choice program and produced a report outlining recommendations to the State Legislature as it considers the future of the program. The report recommends, among other things, that the Legislature reauthorize the District of Choice program for at least five more years. It also recommends that districts annually adopt a resolution declaring its intent to be a District of Choice. Staff recommends that the Governing Board adopt this resolution to continue the district's participation in the District of Choice Program for the 2016-17 school year.

ALTERNATIVES: 1. Approve the District of Choice Resolution.
2. Do not approve the District of Choice Resolution.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT
Resolution #16-05

Participation in District of Choice Program for School Year 2016-17

WHEREAS, in 2009 Senate Bill 680 passed the California Legislature to reauthorize the School District Choice Program and extend the inoperative and repeal dates to July 1, 2016 and January 1, 2017, respectively; and,

WHEREAS, the Governing Board of the Oak Park Unified School District desires to endorse public school choice through a resolution to continue as a District of Choice; and,

WHEREAS, the Governing Board of the Oak Park Unified School District supports parental involvement in choosing educational alternatives and programs for their children to enhance opportunities for learning; and,

WHEREAS, the concepts and philosophy of public school choice is embodied in current legislation; and,

WHEREAS, there is a need to inform parents and the community regarding existing school choice options currently in law; and,

WHEREAS, the continued implementation promotes the goal of parental choice for educational alternatives and programs;

NOW, THEREFORE BE IT RESOLVED that the Oak Park Unified School District wishes to continue their implementation of a public schools choice program by electing to accept transfer students, determine and approve the number of transfers to be accepted and ensure that pupils admitted are selected through a random, unbiased process.

The foregoing Resolution was adopted by the Governing Board of the Oak Park Unified School District on the 16th day of February, 2016 by the following vote:

AYES:	_____
NOES:	_____
ABSENT:	_____
ABSTENTIONS:	_____

President, Oak Park Unified School District
Board of Education

Attest:

Clerk, Oak Park Unified School District
Board of Education

TO: MEMBERS, BOARD OF EDUCATION

FROM: ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

SUBJECT: B.2.b. APPROVE PROJECTED ENROLLMENT OF NEW INTER-DISTRICTS FOR 2016-17

ACTION

ISSUE: The board will receive a report from staff related to district capacity and a recommendation regarding the number of vacancies that may be filled by inter-district students for the 2016-17 school year.

BACKGROUND: At the January 19th board meeting the board approved a district capacity and an overall projected enrollment number of 4619 for the 2016-17 school year. During the first week of February registration of all known new resident students took place at each of our schools and these numbers have been taken into account in the recommendation for accepting new inter-district students.

Most of the new inter-district students that will be enrolled for next year will be selected from the District of Choice lottery that was held at last month's board meeting. The projected vacancies and the number of new inter-district students that can be enrolled at each grade level for school year 2016-17 are shown in Table 1 (see separate attachment). These numbers will be adjusted throughout the spring as we become aware of new resident students. Typically, the number of new resident students arriving during the summer is offset by the attrition of students who decide not to attend for a variety of reasons.

The staff will provide additional background information for the board to consider in discussing this issue.

ALTERNATIVES:

1. Approve the 2016-17 new inter-district numbers shown in Table 1.
2. Do not approve the 2016-17 new inter-district numbers shown in Table 1.
3. Revise the 2016-17 new inter-district numbers shown in Table 1.

RECOMMENDATION: The staff recommends Alternative 1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:
VOTE: AYES NOES ABSTAIN ABSENT

Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

RE: B.2.c. APPROVE RESOLUTION #16-06 FRIENDS OF OAK PARK SCHOOLS TO OFFER A FEE-BASED SUMMER SCHOOL PROGRAM FOR 2016

ACTION

ISSUE: To review and approve Resolution #16-06 approving the continuation of a fee-based summer school program through Friends of Oak Park Schools Education Foundation and to accept credits for high school courses taken by students.

BACKGROUND: Prior to 2014 funding for summer school programs was a part of the Tier III flexibility funding category. As a result, Oak Park, along with most other districts in the state, was able to redirect the summer school funds to offset reductions in other programs during the recent financial downturn. Under the new Local Control Funding Formula (LCFF) plan, the Tier III and categorical hourly programs have been eliminated and replaced with new funding mechanisms. However, the result is the same in that there are no separate funds available for summer programs. In the past, the District has been required to provide programs beyond the normal school year for 1) students who are not meeting standards and are at risk of retention; 2) students who are going to be retained; 3) seniors in need of credits for graduation; 4) students who need to repeat courses required for graduation; 5) eligible special education students in an extended school year setting.

Many school districts are again considering no summer programs, or a much reduced summer school that will only offer classes for seniors in need of credits for graduation. Others are turning over their programs to private foundations or schools to run. All districts are still required to offer a program for their eligible special education students in an extended school year setting based on their IEP's and Oak Park will continue to run this program through our special education department.

Five years ago, with the board's endorsement, Friends of Oak Park Schools agreed to offer a fee-based summer program for their general education students. The program has been very successful at both the middle and high schools, but enrollment at the elementary level has not been high enough to warrant running a program. After two years of attempting to run the elementary program, Friends decided to focus on the middle and high school in future years.

Friends of Oak Park Schools is preparing to move forward with this year's program again and seeks the board's approval to offer this program. Since Friends is not an accredited educational entity it is necessary for the governing board of the Oak Park Unified School District to approve a resolution that states OPUSD will accept the credits for the courses taught in the high school summer program administered by Friends. This resolution was first approved three years ago and staff endorses the renewal of the resolution at tonight's board meeting.

ALTERNATIVES: 1. Approve Resolution #16-06 Friends of Oak Park Schools Education Foundation to Offer A Fee-Based Summer School Program.
2. Do not approve Resolution #16-06 Friends of Oak Park Schools Education Foundation to Offer A Fee-Based Summer School Program.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE: AYES NOES ABSTAIN ABSENT

Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT

RESOLUTION #16-06

**FRIENDS OF OAK PARK SCHOOLS EDUCATION FOUNDATION
TO OFFER A FEE-BASED SUMMER SCHOOL PROGRAM**

Whereas, the Oak Park Unified School District has determined that a district-operated summer school program is not fiscally viable under current state funding levels, and;

Whereas, the Oak Park Unified School District desires to contract with the Friends of Oak Park Schools Education Foundation for summer school services to continue to provide the greatest opportunities for students within the district, and;

Whereas, the Friends of Oak Park Schools Education Foundation has offered to provide these services for the benefit of students and the Foundation, and;

Whereas, the Board of Education policy requires a specific board action to accept course work from non-accredited institutions.

NOW, THEREFORE, BE IT RESOLVED that the Oak Park Unified School District Board of Education shall accept any academic course work offered by the Friends of Oak Park Schools Education Foundation as a course for credit toward the Oak Park High School diploma provided the Foundation follows district curriculum and utilizes qualified certificated personnel in the delivery of such programs.

PASSED and APPROVED this _____ day of _____, 2016

AYES:

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

President, Oak Park Unified School District
Board of Education

Attest:

Clerk, Oak Park Unified School District
Board of Education

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.2.d. APPROVE 2015-2016 SAFE SCHOOL PLANS

ACTION

ISSUE: Shall the Board review and approve the Safe School Plan for each District school as required by Education Code 35294.2?

BACKGROUND: The Oak Park Unified School District must annually review and update its Safe School Plans in order to remain in compliance with EC 35294.2. This year the each of the District's schools has updated their plans, providing specific site information to update the District master copy. These updates include specific names and responsibilities in the event of disaster or emergency. EC 35294.2 requires that the revised plans be approved by the Board of Education and be available for public display each school year. Each site's updated plan and certification of compliance will be provided to the Board under separate cover prior to this evening's meeting, and will be simultaneously posted with the Board's agenda on the District's website. As required by Education Code, subsequent to the Board's approval, each school will display its Safe School Plan for public review.

ALTERNATIVES: 1. Approve the amended Safe School Plans as presented.
2. Do not approve the amended Safe School Plans.

RECOMMENDATION: Alternative No. 1

Prepared by: Stew McGugan, Director, Alternative Education
Julie Suarez, Director, Business Operations
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.2.e. APPROVE PURCHASE OF EQUIPMENT FROM MEASURE C6
BOND FUND – PURCHASE OF REPLACEMENT PHOTOCOPIERS
AT MULTIPLE SCHOOL SITES**

ACTION

ISSUE: Shall the Board approve the purchase of replacement photocopiers for Oak Hills Elementary School, Medea Creek Middle School, and Oak Park High School utilizing Measure C6 bond funds?

BACKGROUND: As approved by Oak Park voters, Bond Measure C6 specifically provides for replacement of “Educational Technology – including...copy machines for all schools and District program offices”. At its February 2013 meeting, the Board approved the Measure C6 Technology and Equipment plan, including the purchase of replacement photocopiers over a three-year schedule beginning in the 2014-15 school year. Eight copiers originally purchased in 2007, two at Oak Hills Elementary School, four at Medea Creek Middle School, and two at Oak Park High School, have experienced extensive failure. This has had a significant and adverse impact on the affected sites and on classroom instruction, and the equipment can no longer be maintained. Staff is requesting the Board’s authorization to purchase replacement copiers for each location. The attached quotes have been received from Ricoh Americas Corporation, through its local representative, Document Systems, to provide the replacement copiers to the schools for a total cost of \$153,801.33. It is the recommendation of staff that the Board approve this purchase, to be funded from Measure C6 bond funds. In order to comply with Public Contract Code bidding requirements, the Board is asked to authorize the use of the piggyback provisions of the U.S. Communities Contract #4400003732.

ALTERNATIVES:

1. Approve the purchase of four replacement photocopiers from Ricoh Americas Corporation, through its local representative, Document Systems, in the total amount of \$153,801.33, utilizing the piggyback provisions of the U.S. Communities Contract #4400003732, funded from Measure C6 bond funds.
2. Do not approve the purchase of replacement photocopiers.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Document Systems PURCHASE AGREEMENT

Document Systems
300 N. Graves Suite E.
Oxnard, CA 93030

Phone: (805)650-6482 Fax: (805)983-0956

Sales Rep	Adam
Agreement Number	
Contract Date:	1/26/2016

CUSTOMER INFORMATION SHIP TO:		CUSTOMER INFORMATION BILL TO:	
COMPANY NAME Oak Hills Elementary		COMPANY NAME Oak Park Unified School District	
ADDRESS 1010 N Kanan Rd	Suite	ADDRESS 5801 E Conifer Street	Suite
Oak Park CA	Zip Code 91377	CITY, STATE, ZIP Oak Park CA	Zip Code 91377
818-707-4224	FAX #	PHONE # 818-735-3210	FAX #
CONTACT NAME Maureen Frey		EMAIL ADDRESS	CONTACT NAME Julie Suarez

ORDERED ITEMS & RATES CUSTOMER WILL ACCEPT & PAY FOR THE FOLLOWING MERCHANDISE:

QTY	ITEM # / PRODUCT CODE	DESCRIPTION	SERIAL NUMBER	ID #	UNIT PRICE	TOTAL AMOUNT
0						
2	415881	Ricoh MP 9002SP			\$ -	\$ 38,436.00
2	416542	Booklet Finisher			\$ -	\$ -
2	416591	Post Script			\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -

SPECIAL INSTRUCTIONS:

Utilizing U.S. Communities Contract No. 4400003732

NO TERMS OR CONDITIONS, EXPRESS OR IMPLIED, ARE AUTHORIZED UNLESS THEY APPEAR ON "ORIGINAL" OF THIS ORDER.

* TERMS: THE EQUIPMENT INDICATED ABOVE IS PURCHASED UNDER THE DOCUMENT SYSTEMS STANDARD TERMS AS FOLLOWS:

1. THE SELLER RETAINS A SECURITY INTEREST IN ALL EQUIPMENT AND SUPPLIES DESCRIBED IN THIS AGREEMENT UNTIL THE PURCHASE PRICE IS PAID IN FULL
2. IN THE EVENT BUYER DEFAULTS IN PAYMENT THE BUYER WILL BE LIABLE FOR THE PAYMENT OF ANY LEGAL FEES OR COSTS INCURRED IN SUSTAINING OR PROTECTING THE SECURITY INTEREST OR IN ENFORCING THE TERMS OF THE SECURITY AGREEMENT & UPON DEMAND THE BUYER AGREES TO MAKE THE EQUIPMENT AVAILABLE TO THE SELLER AT A LOCATION TO BE DETERMINED BY THE SELLER.

3. Payment terms are Net 30.

SUBTOTAL	\$38,436.00
DELIVERY & INSTALL	
CA Tax	\$2,882.70
TOTAL	\$41,318.70
LESS DEPOSIT	
TOTAL DUE	\$41,318.70

A PHOTOCOPY OF THIS AGREEMENT SHALL BE SUFFICIENT AND SERVES AS A FINANCIAL STATEMENT. THIS IS A BINDING ORDER, NOT SUBJECT TO CANCELLATION. NO TRIALS ACCEPTED. THIS ORDER CANNOT BE CHANGED EXCEPT IN WRITING BY A Document Systems OFFICER.

ACCEPTED BY DOCUMENT SYSTEMS

ACCEPTED BY CUSTOMER

AUTHORIZED SIGNATURE REQUIRED

AUTHORIZED SIGNATURE REQUIRED

PRINTED NAME

PRINTED NAME

Document Systems PURCHASE AGREEMENT

Document Systems
300 N. Graves Suite E.
Oxnard, CA 93030

Phone: (805)650-6482 Fax: (805)983-0956

Sales Rep	Adam
Agreement Number	
Contract Date:	1/25/2016

CUSTOMER INFORMATION SHIP TO:

COMPANY NAME
Medea Creek Middle School

ADDRESS
1002 Doubletree

Suite

Zip Code
91377

Oak Park Ca

FAX #
818-707-7922

CONTACT NAME
Debbie Church dchurch@oakparkusd.org

CUSTOMER INFORMATION BILL TO:

COMPANY NAME
Oak Park Unified

ADDRESS
5801 E Conifer St

Suite

CITY, STATE, ZIP
Oak Park Ca

Zip Code
91377

PHONE #
818-735-3255

FAX #

EMAIL ADDRESS
jsuarez@oakparkusd.org

CONTACT NAME
Julie Suarez

ORDERED ITEMS & RATES CUSTOMER WILL ACCEPT & PAY FOR THE FOLLOWING MERCHANDISE:

QTY	ITEM # / PRODUCT CODE	DESCRIPTION	SERIAL NUMBER	ID #	UNIT PRICE	TOTAL AMOUNT
0						
1	415908	MP 9002 LP			\$ -	\$ 23,903.00
2	415881	MP 9002 SP			\$ -	\$ 38,436.00
1	416534	MPC 6003			\$ -	\$ 16,282.00
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -

SPECIAL INSTRUCTIONS:

Utilizing U.S. Communities Contract Number: 4400003732

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1. THE SELLER RETAINS A SECURITY INTEREST IN ALL EQUIPMENT AND SUPPLIES DESCRIBED IN THIS AGREEMENT UNTIL THE PURCHASE PRICE IS PAID IN FULL
2. IN THE EVENT BUYER DEFAULTS IN PAYMENT THE BUYER WILL BE LIABLE FOR THE PAYMENT OF ANY LEGAL FEES OR COSTS INCURRED IN SUSTAINING OR PROTECTING THE SECURITY INTEREST OR IN ENFORCING THE TERMS OF THE SECURITY AGREEMENT & UPON DEMAND THE BUYER AGREES TO MAKE THE EQUIPMENT AVAILABLE TO THE SELLER AT A LOCATION TO BE DETERMINED BY THE SELLER.

3. Payment terms are Net 30.

SUBTOTAL	\$78,621.00
DELIVERY & INSTALL	
CA Tax	\$5,896.58
TOTAL	\$84,517.58
LESS DEPOSIT	
TOTAL DUE	\$84,517.58

A PHOTOCOPY OF THIS AGREEMENT SHALL BE SUFFICIENT AND SERVES AS A FINANCIAL STATEMENT. THIS IS A BINDING ORDER, NOT SUBJECT TO CANCELLATION. NO TRIALS ACCEPTED. THIS ORDER CANNOT BE CHANGED EXCEPT IN WRITING BY A Document Systems OFFICER.

ACCEPTED BY DOCUMENT SYSTEMS

AUTHORIZED SIGNATURE REQUIRED

PRINTED NAME

ACCEPTED BY CUSTOMER

AUTHORIZED SIGNATURE REQUIRED

PRINTED NAME

Document Systems PURCHASE AGREEMENT

Document Systems
300 N. Graves Suite E.
Oxnard, CA 93030
Phone: (805)650-6482 Fax: (805)983-0956

Sales Rep	Adam
Agreement Number	
Contract Date:	2/2/2016

CUSTOMER INFORMATION SHIP TO:		CUSTOMER INFORMATION BILL TO:	
COMPANY NAME		COMPANY NAME	
Oak Park High School Buildings C & G		Oak Park Unified School District	
ADDRESS	Suite	ADDRESS	Suite
899 Kanan Rd		5801 E Conifer St	
Oak Park CA	Zip Code	Oak Park CA	Zip Code
	91377		91377
818-735-3300	FAX #	PHONE #	FAX #
		818-735-3210	
CONTACT NAME		CONTACT NAME	
Toni Paulson			

ORDERED ITEMS & RATES CUSTOMER WILL ACCEPT & PAY FOR THE FOLLOWING MERCHANDISE:

QTY	ITEM # / PRODUCT CODE	DESCRIPTION	SERIAL NUMBER	ID #	UNIT PRICE	TOTAL AMOUNT
0						
2	415877	MP 6002			\$ -	\$ 26,014.00
2	416542	Collate Finisher			\$ -	\$ -
2	416591	Post Script			\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -
0					\$ -	\$ -

SPECIAL INSTRUCTIONS:

Utilizing U.S. Communities Contract No: 4400003732

NO TERMS OR CONDITIONS, EXPRESS OR IMPLIED, ARE AUTHORIZED UNLESS THEY APPEAR ON "ORIGINAL" OF THIS ORDER.

* TERMS: THE EQUIPMENT INDICATED ABOVE IS PURCHASED UNDER THE DOCUMENT SYSTEMS STANDARD TERMS AS FOLLOWS:

1. THE SELLER RETAINS A SECURITY INTEREST IN ALL EQUIPMENT AND SUPPLIES DESCRIBED IN THIS AGREEMENT UNTIL THE PURCHASE PRICE IS PAID IN FULL
2. IN THE EVENT BUYER DEFAULTS IN PAYMENT THE BUYER WILL BE LIABLE FOR THE PAYMENT OF ANY LEGAL FEES OR COSTS INCURRED IN SUSTAINING OR PROTECTING THE SECURITY INTEREST OR IN ENFORCING THE TERMS OF THE SECURITY AGREEMENT & UPON DEMAND THE BUYER AGREES TO MAKE THE EQUIPMENT AVAILABLE TO THE SELLER AT A LOCATION TO BE DETERMINED BY THE SELLER.

3. Payment terms are Net 10.

SUBTOTAL	\$26,014.00
DELIVERY & INSTALL	
CA Tax	\$1,951.05
TOTAL	\$27,965.05
LESS DEPOSIT	
TOTAL DUE	\$27,965.05

A PHOTOCOPY OF THIS AGREEMENT SHALL BE SUFFICIENT AND SERVES AS A FINANCIAL STATEMENT. THIS IS A BINDING ORDER, NOT SUBJECT TO CANCELLATION. NO TRIALS ACCEPTED. THIS ORDER CANNOT BE CHANGED EXCEPT IN WRITING BY A Document Systems OFFICER.

ACCEPTED BY DOCUMENT SYSTEMS

AUTHORIZED SIGNATURE REQUIRED

PRINTED NAME

ACCEPTED BY CUSTOMER

AUTHORIZED SIGNATURE REQUIRED

PRINTED NAME

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.2.f. APPROVE PURCHASE OF EQUIPMENT FROM MEASURE C6
BOND FUND – ADDITIONAL FOOD SERVICES EQUIPMENT FOR
OAK PARK HIGH SCHOOL**

ACTION

ISSUE: Shall the Board approve the purchase of additional cafeteria serving system equipment at Oak Park High School, to be funded from the Measure C6 bond fund?

BACKGROUND: At its meeting on October 20, 2015, the Board approved the purchase of cafeteria serving system equipment for Oak Park High School, utilizing funds from the Measure C6 bond fund. Subsequent to its installation in December, it has become evident that an additional warming unit is needed at Oak Park High School to more effectively serve the student body. Child Nutrition Services and District staff are requesting the Board's authorization to purchase the additional warming unit itemized on the attached quote from Action Sales, totaling \$3,079.88, utilizing funds from the Measure C6 bond fund.

As approved by Oak Park voters, Bond Measure C6 specifically provides for the purchase or replacement of "Food Preparation and Kitchen Equipment – to furnish and equip ...kitchen facilities at each school site for student meal preparation..."

ALTERNATIVES:

1. Approve the proposed equipment purchase from Action Sales for additional cafeteria serving system equipment at Oak Park High School, in the amount of \$3,079.88, to be funded from the Measure C6 bond fund.
2. Do not approve the equipment purchase.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____



ACTION SALES

FOOD SERVICE EQUIPMENT & SUPPLIES



Quote

01/29/2016

Project:
Oak Park - CresCor

From:
Action Sales
Jimmy Chan
17025 Gale Ave.
City of Industry, CA 91745
6268102277 253 (Contact)
6264351466 (Fax)
jimmy@actionsales.com

Project Code: OAK_PARK

Item	Qty	Description	Sell	Sell Total
1	1 ea	HEATED CABINET, UNDERCOUNTER Cres Cor Model No. H-137-SUA-5D Cabinet, Mobile Heated, undercounter, insulated, top-mount heater assembly, magnetic latch, (5) sets of chrome plated wire universal angles on 4-1/2" centers adjustable 1-1/2" centers, field reversible door, solid state electronic control, LED digital display, (4) 2-1/2" swivel casters (2) braked, anti-microbial latches, stainless steel construction, NSF, cCSAus	\$2,775.00	\$2,775.00
				
	1 ea	Standard Warranty: 1 yr labor with 3 yr parts warranty		
	1 ea	120v/60/1-ph, 1000 w, 8.0 amp, 10 ft. power cord, standard		
2	1 ea	Action Sales Model No. DELIVERY Uncrate and set-in-place delivery. Customer is responsible for having correct utilities in place to accommodate equipment. Proper clearance for any door and pathway must be provided w/ no obstructions or stairs. Removal of old unit MUST be discussed prior to delivery or otherwise is not included.	\$90.00	\$90.00
				
			Merchandise	\$2,865.00
			Tax 7.5%	\$214.88
			Total	\$3,079.88

Prices Good Until: 02/29/2016

For orders with deadlines to receive equipment, please specify that when placing your order. Otherwise the standard lead time is 3-4 week, some factories may have longer lead times than others.

Acceptance: _____ Date: _____
Printed Name: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.2.g. APPROVE PURCHASE OF EQUIPMENT FROM MEASURE C6
BOND FUND – CAMPUS SECURITY AND MAINTENANCE
VEHICLES FOR MEDEA CREEK MIDDLE SCHOOL AND OAK
PARK HIGH SCHOOL**

ACTION

ISSUE: Shall the Board approve the purchase of campus security and maintenance vehicles for Medea Creek Middle School and Oak Park High School, to be funded from the Measure C6 bond fund?

BACKGROUND: The District has four electric utility vehicles, three at Oak Park High School, one at Medea Creek Middle School, used by campus supervisors and custodial staffs to facilitate student safety and supervision, and facilitate campus cleanliness and operations. Donated to the sites in used condition, the aging equipment is now experiencing extensive failure and can no longer be maintained, resulting in a significant and adverse impact on student supervision and campus operations. Staff is requesting the Board's authorization to purchase replacement utility vehicles for both sites. After testing vehicles from various manufacturers and obtaining multiple quotes, the school site and Business Operation staffs are recommending that the Board approve the of purchase four Cushman utility vehicles as outlined in the attached quote from Coast Cart, Inc., totaling \$35,411.20, to be funded from Measure C6 bond funds. In order to comply with Public Contract Code bidding requirements, the Board is asked to authorize the use of the piggyback provisions of the California Master Award Schedule (CMAS) Contract #4-12-23-0016C.

As approved by Oak Park voters, Bond Measure C6 specifically provides for the purchase of maintenance vehicles "To improve student safety ...acquiring safe ...maintenance vehicles"

ALTERNATIVES:

1. Approve the purchase of four Cushman utility vehicles from Coast Cart, Inc., in the amount of \$35,411.20, utilizing the piggyback provisions of CMAS Contract #4-12-23-0016C, to be funded from the Measure C6 bond fund.
2. Do not approve the equipment purchase.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Coast Cart, Inc.
2907 Palma Drive
Ventura, California 93003
Tel. 805 643 7059
www.coastcarts.com



Estimate

Date	Estimate #
2/3/2016	4754

Bill To
Oak Park USD 5801 East Conifer Street Oak Park, CA 91377

Ship To
Oak Park High School 899 North Kanan rd. Oak Park, CA 91377

Terms	Due Date	Rep	FOB
Due on receipt	2/3/2016	RH	Ventura

Description	Qty	Rate	Total
CMAS Government Quotation - Special Pricing: E-Z-GO Cushman CMAS Contract #4-12-23-0016C			
E-Z-GO Cushman Shuttle 2 Electric INCLUDES: Headlights Brushguard State of Charge meter Horn CUSHMAN SHUTTLE 2 E ACCESSORIES: Canopy Top Assy, Black, Terrain/Hauler Windshield, Folding Tail-light assy, pair, Shuttle Rail, Drop Side, Kit DC-DC Converter Hitch Receiver, Rear, 2", E-Z-GO Deck, Galvanized Steel, Shuttle 2 Enclosure, Tan, Cushman Hauler	3	6,834.64667	20,503.94T
	3	277.17667	831.53T
	3	95.74	287.22T
	3	49.40	148.20T
	3	375.49667	1,126.49T
	3	113.75333	341.26T
	3	99.00	297.00T
	3	245.00	735.00T
	3	310.05	930.15T
Cushman Hauler 800, Electric INCLUDES: Headlights Brushguard State of Charge meter Horn CUSHMAN HAULER 800 E ACCESSORIES: Canopy Top Assy, Black, Terrain/Hauler Windshield, Folding, Clear, E-Z-GO Terrain/Cushman Hauler	1	5,270.20	5,270.20T
	1	277.17	277.17T
	1	95.74	95.74T

Estimate valid for 30 days from date above unless otherwise specified.

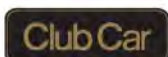
Subtotal

Approved by: _____ **Signature:** _____

Sales Tax (7.5%)

Date: _____ **P.O.#** _____

Total



Coast Cart, Inc.
2907 Palma Drive
Ventura, California 93003
Tel. 805 643 7059
www.coastcarts.com



Estimate

Date	Estimate #
2/3/2016	4754

Bill To
Oak Park USD 5801 East Conifer Street Oak Park, CA 91377

Ship To
Oak Park High School 899 North Kanan rd. Oak Park, CA 91377

Terms	Due Date	Rep	FOB
Due on receipt	2/3/2016	RH	Ventura

Description	Qty	Rate	Total
Tail-light assy, pair, Shuttle 6	1	49.40	49.40T
Utility Dump Bed, Aluminum, 47"x47"x11"	1	335.00	335.00T
Enclosure, Tan, Cushman Hauler	1	477.00	477.00T
Dealer pre-delivery, inspection & accessory installation	4	325.00	1,300.00
Tire Recycle Fee	16	1.75	28.00

Estimate valid for 30 days from date above unless otherwise specified.	Subtotal	\$33,033.30
Approved by:_____ Signature:_____ Date:_____ P.O.#_____	Sales Tax (7.5%)	\$2,377.90
	Total	\$35,411.20

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.2.h. APPROVE PURCHASE OF EQUIPMENT FROM MEASURE C6 BOND FUND – INCREASE TO PREVIOUSLY APPROVED COUNT OF MOBILE DEVICES FOR SCHOOL SITE LEARNING CENTERS

ACTION

ISSUE: Shall the Board approve the purchase of additional iPad mobile devices for school site learning centers, to be funded from the Measure C6 bond fund?

BACKGROUND: At its meeting on October 20, 2016, the Board approved the use of Measure C6 bond funds for the purchase of 340 iPads to furnish all K-5 classrooms with a dedicated iPad learning center (10 each). The approval also included acquisition of four learning centers of iPads (10 each) at Medea Creek Middle School and Oak Park High School for distribution to each department, as well as one additional iPad cart each for the middle school and high school for teacher check out as needed. Subsequent to the Board's approval, it was discovered that the device count of 340 was insufficient to achieve the stated deployment; the correct count is 572, an additional 232 devices.

At this evening's meeting, staff is recommending the Board's approval for the purchase of the additional 232 devices. The cost of the increased count is significantly mitigated by a \$125 reduction in actual unit pricing (\$775/unit) as compared to the estimated amount (\$900/unit) used in the Board's previous authorization. After the unit cost adjustment is made, the cost increase for the 232 additional devices above the Board's previous authorization is \$79,300.

ALTERNATIVES:

1. Approve the purchase of 232 additional iPad devices, and authorize the increase in the project budget by \$79,300, from \$550,000 to \$629,300, to be funded from the Measure C6 bond fund.
2. Do not approve the addition equipment purchase and project budget increase.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.2.i. APPROVE AMENDMENT NO. 1 TO ARCHITECT AGREEMENT
FOR PROJECT 15-15F, RELOCATABLE CLASSROOM
INSTALLATION AT OAK HILLS ELEMENTARY SCHOOL**

ACTION

ISSUE: Shall the Board approve Amendment No. 1 to the architectural services agreement with Mainstreet Architects + Planners for additional services provided on Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School?

BACKGROUND: At its meeting on October 20, 2015, the Board approved an architectural services agreement with Mainstreet Architects + Planners (MAP) for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School. Originally intended as the simple placement of a relocatable classroom, the Division of the State Architect (DSA) has subsequently mandated ADA upgrades to restrooms and walkways not originally within the scope of the agreement with MAP. MAP is requesting an adjustment to its contract for these additional required services, as outlined in Amendment No. 1 attached. Staff finds that request is reasonable and recommends the Board's approval of Amendment No. 1.

ALTERNATIVES:

1. Approve Amendment No. 1 to the architect agreement for Project 15-15F, Relocatable Classroom Installation at Oak Hills Elementary School, increasing the contract amount by \$2,925.00 and contract time by 14 days.
2. Do not approve Amendment No. 1 to the architect agreement.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

MAINSTREET
ARCHITECTS + PLANNERS, INC.

AMENDMENT TO THE AGREEMENT

PROJECT: Oak Park Unified School District Oak Hills Elementary School Relocatable Classroom	AMENDMENT NUMBER: A-01 DATE: 12-21-2015
OWNER: Oak Park Unified School District 5901 E. Conifer Street Oak Park, CA 91377-1002 Attn: Martin Klauss, Assistant Superintendent	PROJECT NUMBER: 15-051 CONTRACT DATE: 5-8-2015

The Contract is changed as follows:

1. Additional scope added to the Approved Drawings, as follows:
 - a. CCD#1- Revise new wall in Men's Toilet to a pony wall w/niche for wheelchair storage
 - b. CCD#2- Revise floor plan in Women's toilet to keep both toilet stalls, relocate sink due to shifting of accessible stall.
 - c. CCD#3-Revise location of accessible parking stalls.
2. This Amendment fee is based changes that are being made to the DSA approved drawings.
 - a. CCD#1 Revise Plan, details, DSA coordination - 4 hours @\$225.00 = \$900.00
 - b. CCD#2 Revise Plan, details, DSA coordination - 4 hours @\$225.00 = \$900.00
 - c. CCD#3 Revise Site Plan, details, DSA coordination - 5 hours @\$225.00 = \$1,125.00

Total Fee = \$2,925.00

The original Contract Sum was	\$	17,300.00
Net change by previously authorized Amendments	\$	0
The Contract Sum prior to this Amendment	\$	17,300.00
The Contract Sum will be increased by this Amendment In the amount of	\$	2,925.00
The new Contract Sum including this Amendment will be	\$	20,225.00
The Contract Time will be increased by		14 days

OWNER,

Martin Klauss
Assistant Superintendent
Oak Park Unified School District

Date

ARCHITECT,

Deborah Guthrie
Senior Principal/COO
Mainstreet Architects + Planners, Inc.

12-21-2015

Date

Nicholas Deitch
Senior Principal/CEO
Mainstreet Architects + Planners, Inc.

12-21-2015

Date

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.2.j. RATIFY AGREEMENTS FOR CONSTRUCTION SERVICES
FOR PROJECT 15-15F, RELOCATABLE CLASSROOM AT
OAK HILLS ELEMENTARY SCHOOL**

ACTION

ISSUE: Shall the Board ratify agreements for construction services for Project 15-15F, Relocatable Classroom at Oak Hills Elementary School?

BACKGROUND: In order to expedite the installation of a DSA approved classroom to comply with Education Code 17292 and Senate Bill 324, it has been necessary to engage professional services and construction companies. At this evening's meeting the Board is asked to ratify the various contracts, including general, plumbing, and site work contractors and DSA inspection services. These agreements were under final review and organization as this agenda was going to press and will be sent to the Board prior to this evening's meeting and posted simultaneously with the Board's agenda on the District website.

ALTERNATIVES:

1. Ratify agreements for professional and construction services for Project 15-15F, Relocatable Classroom at Oak Hills Elementary School as recommended.
2. Do not ratify the agreements.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.2.k. APPROVE AGREEMENT FOR DSA INSPECTION SERVICES FOR VARIOUS DISTRICT CONSTRUCTION PROJECTS

ACTION

ISSUE: Shall the Board of Education approve an agreement for Division of the State Architect (DSA) inspection services for various district construction projects?

BACKGROUND: DSA Inspector of Record (IOR) services are required for multiple District construction projects. After a search and interview process conducted by district staff, construction manager Balfour Beatty Construction, and project architect, Mainstreet Architect + Planners, Mr. Doug Morris of Morris Inspection Services was selected to assist the District on projects already in progress and to provide IOR services for newly identified construction projects. It is the recommendation of staff that the Board approve the agreement for IOR services with Morris Inspection Services. Details of the service agreement were being finalized as this agenda was going to press. Upon its completion, the agreement will be sent to the Board under separate cover and simultaneously be posted with the Board's agenda on the District's website.

ALTERNATIVES:

1. Approve the agreement for DSA inspection services for various district construction projects with Doug Morris of Morris Inspection Services.
2. Do not ratify the agreement for DSA inspection services.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.3.a. APPROVE 2014-2015 SCHOOL ACCOUNTABILITY REPORT CARDS

ACTION

ISSUE: Shall the Board of Education approve the School Accountability Report Cards for 2014-2015?

BACKGROUND: In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's schools with a source of funding. In return, all public schools in California are required annually to prepare SARC's and disseminate them to the public. SARC's are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code 33126 and 33126.1

ALTERNATIVES: 1. Approve the SARC reports.
2. Do not approve the SARC reports.

RECOMMENDATION: Alternative No. 1

Prepared by: Leslie Heilbron, Ed.D., Assistant Superintendent, Human Resources

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Brookside Elementary School



**A National Blue Ribbon School
A California Distinguished School**

165 N. Satinwood Ave., Oak Park, CA 91377
(818) 597-4200 CDS: 56 73874 6055677
Grades Kindergarten Through Five

Sara Ahl, Principal
sahl@opusd.org

2014-2015 School Accountability Report Card

Oak Park Unified
School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klauss
Assistant Superintendent
Business & Administrative Services

Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources



2015-16 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

www.oakparkusd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Welcome to Brookside Elementary School, a California Distinguished School and a No Child Left Behind National Blue Ribbon School. Our school is located on 10 acres in the suburban community of Oak Park in Ventura County. As the first school in the Oak Park Unified School District, Brookside has a rich tradition of providing high quality educational experiences for all students. Our distinguished faculty has a united focus in implementing a comprehensive differentiated curriculum that balances National, State, and District academic standards with authentic learning opportunities. We value the ways children learn and believe all children can and will learn. Innovative instructional strategies and intervention programs help us to keep pace with the diverse and changing needs of all our students.

Our academic curriculum is enriched by programs that promote visual and performing arts, technology, and social responsibility. Brookside encourages a high level of parent involvement, creating a dynamic team approach that supports our vision of empowering children to become passionate, innovative, and culturally enriched life-long learners.

Vision Statement

The Brookside School community actively involves all children in becoming passionate, innovative, and culturally enriched life-long learners. We provide a foundation for students to reach their full potential through a comprehensive, rigorous, standards-aligned curriculum that is enhanced by technology. Meaningful learning opportunities empower children to be independent thinkers, problem solvers, and responsible citizens.

District and School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school and one one preschool/pre-Kindergarten program. In 2014-15, the Oak Park Unified School District educated 4,744 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, State, and Federal levels for outstanding achievement.

Brookside Elementary School has earned the California Distinguished School award and the National Blue Ribbon School award. Additionally, we are a member of the California Business for Education Excellence Honor Roll, which recognizes schools with outstanding student achievement. During the 2014-15 school year, 635 students were enrolled in grades transitional kindergarten through five. Student body demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Brookside Elementary School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	90	101	94
1st	84	84	81
2nd	100	82	87
3rd	109	111	104
4th	118	116	126
5th	98	131	126

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group

2014-15

	Percentage
Black or African American	1.1%
American Indian or Alaska Native	1.1%
Asian	18.4%
Filipino	1.3%
Hispanic or Latino	7.0%
Native Hawaiian or Pacific Islander	0.2%
White	67.5%
Two or More Races	3.4%
English Learners	8.4%
Socioeconomically Disadvantaged	6.0%
Students with Disabilities	7.1%
Foster Youth	-

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	23	23	25	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Health	Harcourt	2004	Yes	0.0%
K-5	History/Social Science	Harcourt	1999	Yes	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%

School Facilities (School Year 2015-16)

Brookside Elementary School provides a safe, clean environment for students, staff and volunteers. The school sits on 10 acres and was built in 1968 with additions made in 1974, 1978, and 1992. School facilities span 41,525 square feet and include 28 classrooms, a library, multipurpose room, science lab, computer lab, playground and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space, as well as a staff resource room. During the summer of 2014, the multipurpose room, kitchen, staff lounge and two kindergarten classrooms were remodeled.

Cleaning Process

Two custodians, one full-time and one part-time, ensure classrooms, restrooms and campus grounds are kept clean, safe and attractive. The district takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

School Facility Conditions				
Date of Last Inspection: 09/25/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Soccer field: gopher holes around
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Classroom 201: missing door closer

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	74	78	44
Mathematics (Grades 3-8 and 11)	73	68	33

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	106	106	100	9	23	25	43	106	100	3	15	48	34
Male	106	49	46.2	12	27	22	39	49	46.2	2	18	43	37
Female	106	57	53.8	7	19	26	47	57	53.8	4	12	53	32
Black or African American	106	2	1.9	--	--	--	--	2	1.9	--	--	--	--
American Indian or Alaska Native	106	2	1.9	--	--	--	--	2	1.9	--	--	--	--
Asian	106	20	18.9	0	10	20	70	20	18.9	0	0	30	70
Filipino	106	1	0.9	--	--	--	--	1	0.9	--	--	--	--
Hispanic or Latino	106	8	7.5	--	--	--	--	8	7.5	--	--	--	--
White	106	69	65.1	9	28	25	39	69	65.1	3	19	55	23
Two or More Races	106	4	3.8	--	--	--	--	4	3.8	--	--	--	--
Socioeconomically Disadvantaged	106	7	6.6	--	--	--	--	7	6.6	--	--	--	--
English Learners	106	7	6.6	--	--	--	--	7	6.6	--	--	--	--
Students with Disabilities	106	11	10.4	27	45	18	9	11	10.4	18	36	45	0

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	128	128	100	5	13	34	48	128	100	3	20	30	46
Male	128	67	52.3	4	10	33	52	67	52.3	3	6	27	64
Female	128	61	47.7	7	15	34	44	61	47.7	3	36	34	26
American Indian or Alaska Native	128	2	1.6	--	--	--	--	2	1.6	--	--	--	--
Asian	128	32	25	0	3	34	63	32	25	0	13	25	63
Filipino	128	3	2.3	--	--	--	--	3	2.3	--	--	--	--
Hispanic or Latino	128	12	9.4	8	17	33	42	12	9.4	0	8	50	42
White	128	78	60.9	8	17	29	46	78	60.9	5	27	29	38
Two or More Races	128	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	128	5	3.9	--	--	--	--	5	3.9	--	--	--	--
English Learners	128	4	3.1	--	--	--	--	4	3.1	--	--	--	--
Students with Disabilities	128	8	6.3	--	--	--	--	8	6.3	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	128	127	99.2	12	16	36	35	128	100	11	26	20	41
Male	128	68	53.1	16	10	41	31	69	53.9	12	19	19	48
Female	128	59	46.1	7	22	31	41	59	46.1	10	34	22	34
Black or African American	128	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Asian	128	18	14.1	0	17	39	44	18	14.1	0	17	28	56
Hispanic or Latino	128	7	5.5	--	--	--	--	7	5.5	--	--	--	--
White	128	95	74.2	14	15	36	35	96	75	14	26	20	39
Two or More Races	128	6	4.7	--	--	--	--	6	4.7	--	--	--	--
Socioeconomically Disadvantaged	128	7	5.5	--	--	--	--	7	5.5	--	--	--	--
English Learners	128	2	1.6	--	--	--	--	2	1.6	--	--	--	--
Students with Disabilities	128	6	4.7	--	--	--	--	6	4.7	--	--	--	--

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards								
Subject	School			District			State	
	2013	2014	2015	2013	2014	2015	2013	2014
Science (Grades 5, 8, and 10)	95	100	95	89	90	90	59	60

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	95
African American/Black	*
American Indian or Alaska Native	*
Asian	100
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	94
Males	94
Females	96
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/index.aspx>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.2%	23.6%	52.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Brookside Elementary greatly benefits from its supportive parents who volunteer an excess of 10,000 hours annually. Parents are encouraged to join the PTA and the SSC, and to participate as Room Parents.

Contact Information

Parents who wish to participate in Brookside Elementary School's leadership teams, school committees, school activities or become volunteers, may contact the office manager at (818) 597-4200. Further information is available on the school's award-winning web-site at: www.oakparkusd.org/bes.

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Brookside Elementary School. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess and before and after school, campus supervisors monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. In the 2013-14 school year, two additional part-time campus supervisors were added to the team to monitor school grounds.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.3%	0.0%	0.2%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	23	25	24	-	-	-	4	4	8	-	-	-
1	28	28	27	-	-	-	3	3	6	-	-	-
2	25	27	29	-	-	-	4	3	6	-	-	-
3	27	28	26	-	-	-	4	4	8	-	-	-
4	30	29	32	-	-	-	4	4	8	-	-	-
5	33	33	32	-	-	-	1	2	8	2	2	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Brookside Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services. The elementary school level teachers utilize fluid groupings to meet specific student needs. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. Grouping students based on their level of achievement in Language Arts and Math allows them to work at the appropriate level of challenge in these core subjects.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students receive differentiated instruction in the regular classroom.

Brookside Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers and fluid grouping in Language Arts and Math are some of the ways Brookside Elementary School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. Instructional aides work with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English. Brookside Elementary School's English Learner Coordinator has trained teachers to implement Rosetta Stone and computers have been added to classrooms to provide additional differentiated instruction for English learners.

Oak Park Unified School District offers a very progressive program for its Special Education students. A District Program Specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to facilitate full participation in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.3
District Nurse	1	As Needed
Health Clerk	1	0.5
Library Clerk	1	0.5
Psychologist	1	0.4
Resource Specialist	1	1.0
RSP Aide	1	.5

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,774
From Supplemental/Restricted Sources	\$993
From Basic/Unrestricted Sources	\$5,781
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	-8.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	8.1%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$69,908
District	\$73,629
Percentage of Variation	-5.1%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	7.1%

Oak Hills Elementary School



**A National Blue Ribbon School
A California Distinguished School**

1010 North Kanan Road, Oak Park, CA 91377
(818) 707-4224 CDS: 56 73874 6107528

Grades Kindergarten Through Five

Erik Warren, Principal
ewarren@oakparkusd.org

2014-2015 School Accountability Report Card

Oak Park Unified

School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klaus
Assistant Superintendent
Business & Administrative Services



Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources

2015-16 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

www.oakparkusd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Oak Hills Elementary School is located on eight acres in the suburban community of Oak Park in Ventura County. Our accomplished faculty has a united focus in providing challenging and meaningful experiences for our students. We view every child as an individual with unique gifts and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities that match the instructional level of the child. Our curriculum provides a thematic, meaning-centered, integrated, hands-on experience for all children in all areas. Children also grow socially and

emotionally through our emphasis on social responsibility and citizenship. Our vision dictates that we provide an interesting and intrinsically-motivating, educational context for rigorous academic standards. In this way, we inspire students to become able, confident life-long learners who contribute to our society.

Vision Statement

Oak Hills Elementary School, a learning community of children, staff, parents, corporations, and organizations, enhances children's lives by actively engaging them in meaningful learning experiences. These experiences empower our students to become creative, productive, socially responsible, life-long learners and problem solvers who successfully contribute to a culturally diverse and technologically evolving society.

District & School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.

The District includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool. In 2014-15, the Oak Park Unified School District educated 4,774 transitional kindergarten through twelfth grade students. The District has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and federal levels for outstanding achievement.

Oak Hills Elementary School has twice been recognized as a National Blue Ribbon School, most recently in 2001, and once as a California School of Excellence. The school also has thrice earned the California Distinguished School award, most recently in 2014. The school's visual and performing arts program has been honored with the Los Angeles County Music Center's Bravo Award and the California Department of Education's Excellence in the Arts Award. During the 2014-15 school year, 537 students were enrolled in grades transitional kindergarten through five. Student body demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Oak Hills Elementary School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	78	79	89
1st	75	82	77
2nd	84	87	81
3rd	87	86	84
4th	92	95	95
5th	123	100	96

School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment by Student Group

2014-15

	Percentage
Black or African American	0.4%
American Indian or Alaska Native	0.2%
Asian	27.4%
Filipino	1.7%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.2%
White	58.8%
Two or More Races	3.3%
English Learners	4.4%
Socioeconomically Disadvantaged	3.8%
Students with Disabilities	8.2%
Foster Youth	-

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

	Teacher Credential Status			District
	School			
	13-14	14-15	15-16	
Fully Credentialed	19	22	24	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher Assignment

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Health	Harcourt	2004	Yes	0.0%
K-5	History/Social Science	Harcourt	1999	Yes	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%

Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

School Facilities (School Year 2015-16)

Oak Hills Elementary School provides a safe, clean environment for students, staff, and volunteers. The school sits on eight acres and was built in 1988. Facilities span 29,880 in permanent square footage and 8,820 in portable square footage and includes a library, a multipurpose room, a computer lab, a playground and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space and a staff resource room. During the summer of 2015 a shade structure over the main playground equipment was installed.

Cleaning Process

One full-time and one part-time custodian ensure classrooms, restrooms and campus grounds are kept clean, safe and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order to provide a safe environment for all members of the school community.

School Facility Conditions				
Date of Last Inspection: 09/28/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Classroom 19: Torn carpet
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Classrooms 19, 20 & 21: Walls covered with paper/burlak
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Computer Lab: Back doors don't open/close properly

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of the restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	83	78	44
Mathematics (Grades 3-8 and 11)	79	68	33

- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	86	82	95.3	4	20	34	43	82	95.3	7	10	40	43
Male	86	38	44.2	3	18	42	37	38	44.2	0	5	53	42
Female	86	44	51.2	5	20	27	48	44	51.2	14	14	30	43
Black or African American	86	1	1.2	--	--	--	--	1	1.2	--	--	--	--
American Indian or Alaska Native	86	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Asian	86	22	25.6	0	14	27	59	22	25.6	0	0	36	64
Hispanic or Latino	86	7	8.1	--	--	--	--	7	8.1	--	--	--	--
White	86	50	58.1	4	22	40	34	50	58.1	12	14	40	34
Two or More Races	86	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Socioeconomically Disadvantaged	86	3	3.5	--	--	--	--	3	3.5	--	--	--	--
English Learners	86	3	3.5	--	--	--	--	3	3.5	--	--	--	--
Students with Disabilities	86	10	11.6	--	--	--	--	10	11.6	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5													
Student Groups	Total Enrollment	English-Language Arts						Mathematics					
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	95	92	96.8	3	8	45	45	92	96.8	3	16	32	49
Male	95	48	50.5	0	13	50	38	48	50.5	4	10	33	52
Female	95	44	46.3	7	2	39	52	44	46.3	2	23	30	45
American Indian or Alaska Native	95	0	0	--	--	--	--	--	--	--	--	--	--
Asian	95	27	28.4	0	11	30	59	27	28.4	0	0	33	67
Filipino	95	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Hispanic or Latino	95	7	7.4	--	--	--	--	7	7.4	--	--	--	--
White	95	54	56.8	6	7	52	35	54	56.8	4	26	31	39
Two or More Races	95	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Socioeconomically Disadvantaged	95	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Students with Disabilities	95	4	4.2	--	--	--	--	4	4.2	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	95	92	96.8	3	8	45	45	92	96.8	3	16	32	49
Male	95	48	50.5	0	13	50	38	48	50.5	4	10	33	52
Female	95	44	46.3	7	2	39	52	44	46.3	2	23	30	45
American Indian or Alaska Native	95	0	0	--	--	--	--	--	--	--	--	--	--
Asian	95	27	28.4	0	11	30	59	27	28.4	0	0	33	67
Filipino	95	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Hispanic or Latino	95	7	7.4	--	--	--	--	7	7.4	--	--	--	--
White	95	54	56.8	6	7	52	35	54	56.8	4	26	31	39
Two or More Races	95	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Socioeconomically Disadvantaged	95	3	3.2	--	--	--	--	3	3.2	--	--	--	--
Students with Disabilities	95	4	4.2	--	--	--	--	4	4.2	--	--	--	--

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	89	88	93	89	90	90	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	93
African American/Black	*
American Indian or Alaska Native	*
Asian	100
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	90
Males	93
Females	93
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.2%	21.9%	64.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Oak Hills Elementary greatly benefits from its supportive parents who are involved in the success of our students. The school has a strong base of parent volunteers who donate over 18,000 hours to the school annually through PTA, classroom and school functions. Parents are also welcome to join the School Site Council. The school benefits from several community partnerships. The school also sponsors a community garden.

Contact Information

Parents who wish to participate in Oak Hills Elementary School's leadership teams, school committees, school activities or become volunteers, may contact the principal at (818) 707-4224, or visit the school's website at <http://www.oakparkusd.org>.

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Oak Hills Elementary School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, be respectful of the learning process and minimize classroom disruptions. With the 2014-15 school year, visitors are required to present their state issued identification card to be scanned prior to receiving a visitors badge. During lunch, recess and before and after school, campus supervisors monitor school grounds. In the summer of 2014, surveillance cameras were added as an additional safety measure.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: Child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code and discipline policies.

School staff evaluates the plan annually and updates the plan as needed. The plan was last revised in February 2015. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.2%	0.0%	0.4%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	26	26	22	-	-	-	3	3	8	-	-	-
1	25	27	26	-	-	-	3	3	6	-	-	-
2	28	29	27	-	-	-	3	3	6	-	-	-
3	29	29	28	-	-	-	3	3	6	-	-	-
4	31	32	38	-	-	-	3	3	4	-	-	1
5	31	33	32	-	-	-	4	-	6	-	3	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Oak Hills Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Oak Hills Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and Common Core standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. At certain grade levels, students will be grouped based on their present level of achievement as determined by ongoing formative assessments, allowing them to work with teachers trained to meet their distinct needs in specific subjects.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom. Additional enrichment opportunities are also offered periodically.

Oak Hills Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Literacy Centers, literacy aides, and fluid grouping in Language Arts and Math are some of the ways Oak Hills Elementary School works to reach these students and help them meet grade level standards.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district program specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. A part-time instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.3
District Nurse	1	As Needed
Health Clerk	1	0.5
Instructional Aides	19	10.0
Librarian/library media teacher	1	0.5
Psychologist	1	0.3
Resource Specialist	1	1.0
Speech and Language Specialist	1	1.0

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,323
From Supplemental/Restricted Sources	\$1,220
From Basic/Unrestricted Sources	\$6,103
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	-3.4%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	14.1%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$76,544
District	\$73,629
Percentage of Variation	4%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	17.3%

Red Oak Elementary School



A California Distinguished School

4857 Rockfield Street, Oak Park, CA 91377
(818) 707-7972 CDS: 56 73874 5630256

Grades Kindergarten Through Five

Jon Duim, Principal

jduim@opusd.org

2014-2015 School Accountability Report Card

Oak Park Unified

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5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
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Martin Klauss
Assistant Superintendent
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Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources

2015-16 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

www.oakparkusd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Red Oak Elementary School has an established record of educational achievement and parent involvement. We believe that every child can and will learn and that this learning will lead to high achievement. The goal of our school is to provide each student with a challenging and rigorous curriculum based on California State Academic Standards including the Common Core and New Generation Science Standards. We believe every child can achieve academic success and we are committed to differentiate the curriculum to meet the special needs of our students.

To this end every child is provided with quality instructional experiences, which recognizes, supports and maintains high expectations for all students. Ours is a school community that cares deeply about the education of our children and we are committed to maintaining and enhancing high academic performance.

This dedication to excellence coupled with a warm and positive school environment, actively supportive parent groups, and exciting school-wide activities result in the optimum successful school experiences for our students. Each year we strive to build upon our past successes. We actively incorporate new knowledge and seek out more effective ways to deliver education to our students at every level. These efforts include differentiating the curriculum to meet the individual needs of our students.

Vision Statement

The vision of the Red Oak Elementary School community is to actively involve all children in becoming responsible, caring, and creative life-long learners. We provide a foundation for success through clear goals, high expectations, and a positive school climate with an emphasis on critical thinking, problem solving, social responsibility, and personal growth. Students are encouraged to reach their full potential as we celebrate their uniqueness.

District & School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school and one preschool. In 2014-15, the Oak Park Unified School District educated 4,744 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, State, and Federal levels for outstanding achievement.

During the 2014-15 school year, 654 students were enrolled in grades transitional kindergarten through five at Red Oak Elementary School. Student body demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Red Oak Elementary School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	75	130	113
1st	107	69	112
2nd	83	115	80
3rd	111	82	113
4th	95	120	94
5th	92	100	123

School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment by Student Group

2014-15

	Percentage
Black or African American	1.7%
American Indian or Alaska Native	0.2%
Asian	27.4%
Filipino	2.2%
Hispanic or Latino	7.6%
Native Hawaiian or Pacific Islander	0.3%
White	59.2%
Two or More Races	1.4%
English Learners	4.4%
Socioeconomically Disadvantaged	6.5%
Students with Disabilities	6.1%
Foster Youth	0.5%

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	23	23	24	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Health	Harcourt	2004	Yes	0.0%
K-5	History/Social Science	Harcourt	1999	Yes	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	2003	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

School Facilities (School Year 2015-16)

Red Oak Elementary School provides a safe, clean environment for students, staff, and volunteers. The school was opened in 1993. School facilities include a library, playground, and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The most recent renovations to the campus include: installing a shade structure over the playground equipment and a new projector in the MPR room. Measure R funds have recently enabled upgrades to facilities such as reroofing buildings and repaving blacktop areas.

Cleaning Process

School Facility Conditions				
Date of Last Inspection: 09/02/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior				
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Classroom B11: walls covered with flammable paper; Parking Lot: se pole base rusted
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Two full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	84	78	44
Mathematics (Grades 3-8 and 11)	78	68	33

- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	113	110	97.3	6	12	33	49	110	97.3	2	12	45	41
Male	113	51	45.1	8	14	35	43	51	45.1	2	10	45	43
Female	113	59	52.2	5	10	31	54	59	52.2	2	14	44	39
Black or African American	113	3	2.7	--	--	--	--	3	2.7	--	--	--	--
Asian	113	31	27.4	6	10	29	55	31	27.4	0	0	39	61
Filipino	113	1	0.9	--	--	--	--	1	0.9	--	--	--	--
Hispanic or Latino	113	9	8	--	--	--	--	9	8	--	--	--	--
White	113	66	58.4	5	15	35	45	66	58.4	0	17	47	35
Socioeconomically Disadvantaged	113	11	9.7	18	9	36	36	11	9.7	9	27	55	9
English Learners	113	4	3.5	--	--	--	--	4	3.5	--	--	--	--
Students with Disabilities	113	5	4.4	--	--	--	--	5	4.4	--	--	--	--

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 4													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	97	95	97.9	6	12	32	51	96	99	2	22	34	41
Male	97	54	55.7	6	13	31	50	55	56.7	2	22	36	38
Female	97	41	42.3	7	10	32	51	41	42.3	2	22	32	44
Black or African American	97	1	1	--	--	--	--	1	1	--	--	--	--
American Indian or Alaska Native	97	1	1	--	--	--	--	1	1	--	--	--	--
Asian	97	27	27.8	7	11	22	59	27	27.8	4	7	44	44
Filipino	97	1	1	--	--	--	--	1	1	--	--	--	--
Hispanic or Latino	97	11	11.3	9	27	45	18	11	11.3	0	45	27	27
White	97	53	54.6	4	9	34	53	54	55.7	2	22	30	44
Two or More Races	97	1	1	--	--	--	--	1	1	--	--	--	--
Socioeconomically Disadvantaged	97	7	7.2	--	--	--	--	7	7.2	--	--	--	--
English Learners	97	2	2.1	--	--	--	--	2	2.1	--	--	--	--
Students with Disabilities	97	8	8.2	--	--	--	--	9	9.3	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	126	124	98.4	3	10	40	47	124	98.4	9	17	28	45
Male	126	66	52.4	3	14	52	32	66	52.4	9	17	33	41
Female	126	58	46	3	7	26	64	58	46	9	17	22	50
Black or African American	126	3	2.4	--	--	--	--	3	2.4	--	--	--	--
Asian	126	23	18.3	0	4	13	83	23	18.3	0	9	13	78
Filipino	126	3	2.4	--	--	--	--	3	2.4	--	--	--	--
Hispanic or Latino	126	6	4.8	--	--	--	--	6	4.8	--	--	--	--
White	126	88	69.8	5	10	42	43	88	69.8	9	19	31	40
Two or More Races	126	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	126	6	4.8	--	--	--	--	6	4.8	--	--	--	--
English Learners	126	2	1.6	--	--	--	--	2	1.6	--	--	--	--
Students with Disabilities	126	12	9.5	17	33	50	0	12	9.5	58	25	0	17

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the

National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Standards Test - Science

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	95	96	91	89	90	90	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	91
African American/Black	*
American Indian or Alaska Native	*
Asian	100
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	91
Males	89
Females	94
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/index.aspx>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1%	35.0%	35.8%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Red Oak Elementary greatly benefits from its supportive parents who help ensure the high quality of education for all students. The school has a strong base of parent volunteers who provide assistance in a variety of different ways. Parents are also welcome to join our Parent Faculty Association. The school also sponsors special events that draw in the community to help support our students. Examples of these events include our Halloween Parade, Jog-A-Thon, and Book Fair.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact the Red Oak Elementary office at (818) 707-7972.

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Red Oak Elementary School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, to be respectful of the learning process, and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

School staff evaluates the plan annually in the spring and updates the plan as needed. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	25	26	23	-	-	-	3	5	10	-	-	-
1	27	23	28	-	-	-	4	3	8	-	-	-
2	28	29	27	-	-	-	3	4	6	-	-	-
3	28	27	28	-	-	-	4	3	7	-	-	-
4	32	30	36	-	-	-	3	3	5	-	-	1
5	31	43	41	-	-	-	3	-	4	-	3	2

Counseling & Support Staff (School Year 2014-15)

It is the goal of Red Oak Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The principal coordinates counseling and support services.

Red Oak Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak Park Unified School District has moved to block scheduling at the elementary school level to utilize fluid groupings to meet specific student needs. Teachers now provide differentiated instruction based on fluid grouping of students. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. Grouping students based on their level of achievement in Language Arts and Math allows them to work with teachers trained to meet their specific needs in these core subjects.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom.

Red Oak Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Learning Centers, literacy aides, and fluid grouping in Language Arts and Math are some of the ways Red Oak Elementary School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting.

A part-time instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

Oak Park Unified School District offers a very progressive program for its Special Education students. A District program specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible. The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.3
District Nurse	1	As Needed
Health Clerk	1	0.5
Librarian/library media teacher	1	0.5
Psychologist	1	.5
Resource Specialist	2	1.25
Resource Specialist Aide	2	1.0
Speech and Language Specialist	1	1.0

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,135
From Supplemental/Restricted Sources	\$1,174
From Basic/Unrestricted Sources	\$5,961
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	-5.6%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	11.5%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$80,363
District	\$73,629
Percentage of Variation	9.1%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	23.1%

Medea Creek Middle School

A California Distinguished School
A National Blue Ribbon School



1002 Doubletree Road, Oak Park, CA 91377
(818) 707-7922 CDS: 56 73874 6098255

Grades Six through Eight
Bradley Benioff, Principal
bbenioff@opusd.org

2014-2015 School Accountability Report Card

Oak Park Unified
School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klauss
Assistant Superintendent
Business & Administrative Services

Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources



2015-16 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

www.oakparkusd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Medea Creek Middle School continues its outstanding record of excellence. Our school won the 2015 Gold Ribbon School Award. In addition to this honor and our past selection as a National Blue Ribbon School, MCMS has also been designated a California Distinguished School six times and named a "Schools to Watch/Model Middle School" four times, most recently in 2012. These awards are a tribute to our outstanding staff, students, and parents who work together as a team. Our academic program is excellent, enhanced by strong elective courses in music, fine arts, foreign languages, and technology.



Through the support of the community, MCMS offers sophisticated instruction with differentiation, authentic learning experiences, and technology. Teachers are encouraged to innovate and encourage innovation for the students.

Two special qualities define Medea Creek, a strong team concept and individual assistance for students. Our teachers meet regularly to coordinate curriculum planning and implementation. This provides consistency and ensures quality. Our Parent Faculty Association sponsors free tutoring provided by our teachers. We also offer intervention programs in math and in language arts. In depth or challenge opportunities, such as Honors designations or rigor projects, are targeted towards identified students but are available to all. There is a strong vision of providing enriched and challenging instruction to all students.

We recognize and welcome the participation and partnership of parents and the community. Over 85% of our families belong to the Parent Faculty Association. MCMS parents are incredibly active in many programs and highly supportive to their students, to the teachers, and to the school.

We believe Medea Creek Middle School is truly an exciting place for students to learn and to grow.

Vision Statement

- We believe school should prepare students for life as productive, responsible citizens.
- We believe in success for all students.
- Everyone is expected to do his/her best in an atmosphere where they feel safe and are known and appreciated as unique individuals.
- We are all lifelong learners.
- Our goal is for learning to be meaningful & challenging.
- Expectations for quality work and how it will be judged are clear to all.
- We are a team.

District & School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school and one one preschool/pre-Kindergarten program. In 2014-15, the Oak Park Unified School District educated 4,744 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, State, and Federal levels for outstanding achievement.

Medea Creek Middle School is a five-time winner of the California Distinguished School award and also has been recognized as a National Blue Ribbon School. Medea Creek Middle School has earned further recognition as a California Model Technology School and a California Restructuring Demonstration School. Most recently, MCMS was designated as a National Schools To Watch middle school, and was awarded the California Gold Ribbon Schools in 2015.

During the 2014-15 school year, 1139 students were enrolled in grades six through eight at Medea Creek Middle School. Student body demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Medea Creek Middle School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
6th	380	355	387
7th	388	387	366
8th	364	385	386

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	1.2%
American Indian or Alaska Native	0.5%
Asian	18.3%
Filipino	0.9%
Hispanic or Latino	7.4%
White	69.2%
Two or More Races	2.5%
English Learners	1.5%
Socioeconomically Disadvantaged	7.1%
Students with Disabilities	8.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	47	49	45	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/Language Arts	Prentice Hall	2002	Yes	0.0%
7th	Health	Glencoe	2003	Yes	0.0%
6th-8th	History/Social Science	McDougal Littell	2006	Yes	0.0%
8th	Mathematics	College Preparatory Math	2008	Yes	0.0%
6th-8th	Mathematics	Glencoe	2008	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Medea Creek Middle School provides a safe, clean environment for students, staff, and volunteers. The school was built in 1993, spans 73,000 square feet, and sits on 10 acres. School facilities include a library, a multipurpose room, two computer labs, basketball courts, and grass fields. In 2015, new roofing and new HVAC units were installed in certain buildings on campus. In the last 6 years, MCMS has upgraded campus lighting, installed new asphalt blacktops and parking lots, installed new drinking fountains, upgraded fire alarm systems, put in HVAC system in the gymnasium, repaired fields, and installed new walkways and railing around the campus.

Cleaning Process

Three full time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

School Facility Conditions				
Date of Last Inspection: 09/23/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Classrooms C3, C4, C11, E1, E2, E3, E4, E8, E10: Walls covered more than 70% with paper/fabric; Stage back Access: Used as storage - no access; Band Storage Room, 1-4 pod: lamps out (Remedied); Classroom R2: yellow lights; Classroom R1: broken ceiling tiles; Classrooms C11, C13, C14: countertop delamination
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Admin Lobby: dirty hvac grilles (Remedied); Classroom C17: food stained carpet (Remedied); Classrooms R1, R2, R3, R4, Amphitheater: squirrel and/or gopher holes around building; E and R lawn, Blacktop, Soccer field: squirrel and/or gopher holes; Classroom C16: pets in classroom (tortoise/snake)
Electrical	X			Classroom R1: extension strips in daisy chains
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Classroom E7: TV on top of desk/table
Structural (Structural Damage, Roofs)	X			Band Room: stained ceiling tiles
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	78	78	44
Mathematics (Grades 3-8 and 11)	70	68	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 6													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	389	385	99	5	20	44	31	385	99	7	28	37	28
Male	389	182	46.8	7	24	40	29	182	46.8	8	27	32	33
Female	389	203	52.2	3	16	47	33	203	52.2	6	29	41	24
Black or African American	389	4	1	--	--	--	--	4	1	--	--	--	--
American Indian or Alaska Native	389	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Asian	389	70	18	3	13	44	40	70	18	0	13	27	60
Filipino	389	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Hispanic or Latino	389	32	8.2	6	34	34	25	32	8.2	9	50	25	16
White	389	261	67.1	6	21	44	30	261	67.1	9	30	40	21
Two or More Races	389	14	3.6	0	14	50	36	14	3.6	7	0	57	36
Socioeconomically Disadvantaged	389	33	8.5	3	24	55	18	33	8.5	12	36	39	12
English Learners	389	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Students with Disabilities	389	35	9	20	37	37	6	35	9	31	46	11	11

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	363	355	97.8	6	15	46	33	357	98.3	7	20	32	41
Male	363	175	48.2	5	18	51	26	176	48.5	9	16	34	41
Female	363	180	49.6	7	12	42	39	181	49.9	6	23	30	40
Black or African American	363	4	1.1	--	--	--	--	4	1.1	--	--	--	--
American Indian or Alaska Native	363	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Asian	363	84	23.1	4	4	40	52	84	23.1	2	8	24	65
Filipino	363	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Hispanic or Latino	363	24	6.6	8	25	42	25	24	6.6	17	42	17	25
White	363	234	64.5	6	18	48	27	236	65	8	22	37	32
Two or More Races	363	5	1.4	--	--	--	--	5	1.4	--	--	--	--
Socioeconomically Disadvantaged	363	22	6.1	5	32	64	0	22	6.1	14	27	45	14
English Learners	363	6	1.7	--	--	--	--	6	1.7	--	--	--	--
Students with Disabilities	363	26	7.2	27	42	23	8	26	7.2	65	19	4	12

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	385	373	96.9	7	13	49	31	373	96.9	11	16	30	43
Male	385	186	48.3	9	13	48	30	186	48.3	10	17	25	48
Female	385	187	48.6	5	13	49	32	187	48.6	12	16	35	37
Black or African American	385	5	1.3	--	--	--	--	5	1.3	--	--	--	--
American Indian or Alaska Native	385	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Asian	385	58	15.1	3	7	33	57	58	15.1	0	3	24	72
Filipino	385	5	1.3	--	--	--	--	5	1.3	--	--	--	--
Hispanic or Latino	385	27	7	19	37	37	7	27	7	41	30	22	7
White	385	269	69.9	6	13	53	28	269	69.9	10	17	33	39
Two or More Races	385	8	2.1	--	--	--	--	8	2.1	--	--	--	--
Socioeconomically Disadvantaged	385	32	8.3	19	25	41	16	32	8.3	31	19	19	31
English Learners	385	7	1.8	--	--	--	--	7	1.8	--	--	--	--
Students with Disabilities	385	17	4.4	59	18	12	12	16	4.2	69	13	13	6

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	96	93	94	89	90	90	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	94
African American/Black	*
American Indian or Alaska Native	*
Asian	96
Filipino	*
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	*
White	94
Males	96
Females	90
Socioeconomically Disadvantaged	86
English Learners	*
Students with Disabilities	57
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/index.aspx>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.5%	39.3%	36.1%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Medea Creek Middle School greatly benefits from its supportive parents who are highly involved in their students' academic success, working in strong partnership with the school. The school has a strong base of parent volunteers who implement many support and co-curricular activities, fundraising, campus beautification, and supplement curricular materials. Parents are also welcome to join the Parent Faculty Association (PFA) or School Site Council or may serve on a variety of district committees. The school also benefits from several community partnerships, including the Friends of Oak Park Schools and local businesses. The school also sponsors community service events including Hoops for Heart (American Heart Association), Abilities Awareness Week, Drug and Alcohol Awareness, and Cyber Bullying Awareness, STEAM College and Career Night, and Big Sunday, Day of Service.

Contact Information

Parents who wish to participate in Medea Creek Middle School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (818) 707-7922, or visit the school's website at <http://www.oakparkusd.org/mcms>.

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Medea Creek Middle School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, to be respectful of the learning process, and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, administrators and counselors monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Medea Middle School participated in an Internet Safety Program; the information can be utilized by both students and parents to educate individuals on the dangers of on-line encounters.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School staff evaluates the plan annually and updates the plan as needed. The plan is updated and submitted for Board approval annually in the fall and reviewed with school staff at the beginning of each school year and throughout the school year. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.1%	1.3%	1.0%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			Stu		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
6	29	27	28	8	13	11	44	45	39	14		
By Subject Area												
English	26	26	25	6	6	8	17	17	15	6		
Mathematics	28	28	25	4	4	10	16	16	12	7		
Science	31	31	30	-	-	-	19	19	19	5		
Social Science	31	31	30	-	-	1	16	16	15	8		

Counseling & Support Staff (School Year 2014-15)

It is the goal of Medea Creek Middle School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Medea Creek Middle School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Medea Creek Middle School continues to offer differentiated instruction to meet specific student needs. Providing a level of instruction geared to each student's needs ensures all students are allowed the opportunity to reach their full potential.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement.

Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom.

Medea Creek Middle School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers, reading and math intervention classes, fluid grouping in Language Arts and Math are some of the ways Medea Creek Middle School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. An instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	3.0
Health Technician	1	1.0
Librarian/library media teacher	1	1.0
Psychologist	2	1.2
Resource Specialist	4	3.8
Speech/Language/Hearing Specialist	1	0.8

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,568
From Supplemental/Restricted Sources	\$1,130
From Basic/Unrestricted Sources	\$6,438
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	1.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	20.4%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$73,116
District	\$73,629
Percentage of Variation	-0.7%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	12%

Oak Park High School

**A California Distinguished School
A National Blue Ribbon School**

899 North Kanan Road, Oak Park, CA 91377
(818) 735-3312 CDS: 56 73874 5630132

Grades Nine through Twelve

Kevin Buchanan, Principal

Bryan Martin, Assistant Principal

Jason Meskis, Assistant Principal

kbuchanan@opusd.org

2014-2015 School Accountability Report Card



Oak Park Unified

School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klauss
Assistant Superintendent
Business & Administrative Services



Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources

2014-15 Board of Education

Barbara Laifman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

At Oak Park High School, we are very proud to be a part of a supportive community with our students and parents, as well as our partners in the middle and elementary schools. The faculty and staff at OPHS strive to create an environment where students fulfill their academic potential and have opportunities to participate in co-curricular and extracurricular activities. Oak Park High is a National Blue Ribbon School and received the 2015 California Gold Ribbon School Award as well as being named a California Distinguished School for the fourth time in 2013. Oak Park High School's graduation requirements are the most rigorous of any school, public or private in Ventura County. Over the past five years, 82% of our students successfully pursued a college prep track. 95% of the class of 2015 is attending college (at either two or four year schools).

Furthermore, 28% of the class of 2015 received offers of admission to one or more campuses of the University of California and 32% were admitted to one or more CSU campuses. A total of 86% of students met the University of California/CSU a-g undergraduate admission requirements.

Oak Park High students are challenged to achieve at high levels in their academic pursuits and are prepared to pursue their post-secondary opportunities at the most highly-selective colleges in the nation. Advanced Placement classes are offered in all academic areas, foreign languages and fine arts. We offer a distinctive, supportive, and modern learning environment and 90% of our classrooms are equipped with Smart-Boards where our trained teachers integrate cutting-edge technology with core academic subjects. Our foreign language offerings include Spanish, French, and Chinese, and American Sign Language. Oak Park has many options in the fine arts with choral and instrumental music, theater, drawing, painting, sculpture, architecture, animation, and graphic design. With over forty clubs and twenty one competitive co-curricular and athletic teams, Oak Park students have ample opportunities to acquire leadership skills and help shape and inspire the school community.

Oak Park students lead by example by volunteering on service projects through their club affiliations throughout the community. Oak Park students develop critical thinking skills and the ability to analyze, synthesize and evaluate ideas and information. They learn the importance of developing their talents with the prerequisite knowledge needed to make quality life decisions. Our teachers and staff understand how important it is to build positive relationships with students to help them develop as independent learners and thinkers. Our efforts are rewarded by outstanding student success by all measures.

Mission Statement

The mission of Oak Park High School is to provide a world-class educational experience that instills a desire for lifelong learning and develops the intellectual, social, physical, emotional, and cultural foundations necessary for students to reach their individual potential.

Community & School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school and one one preschool/pre-Kindergarten program. In 2014-15, the Oak Park Unified School District educated 4,744 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, State, and Federal levels for outstanding achievement.

Oak Park High School has earned the California Distinguished School award and the National Blue Ribbon School award. The school has also been named an Honor Roll School by California Business Community for High School Academic Achievement. No other school recognition program in California uses hard data such as individual school and student subgroup performance data based on the California Standards Tests and the California High School Exit Exam, to evaluate school academic performance. During the 2014-15 school year, 1541 students were enrolled in grades nine through twelve at Oak Park High School. Student demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Oak Park High School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	389	396	410
10th	386	393	377
11th	357	381	380
12th	333	348	374

Enrollment by Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	1.9%
American Indian or Alaska Native	0.5%
Asian	14.3%
Filipino	0.8%
Hispanic or Latino	7.5%
Native Hawaiian or Pacific Islander	0.1%
White	73.4%
Two or More Races	1.5%
English Learners	1.7%
Socioeconomically Disadvantaged	5.3%
Students with Disabilities	7.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	91.7%	8.3%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	63	62	60	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities (School Year 2015-16)

Oak Park High School, built in 1981, provides a safe, clean environment for students, staff and volunteers. The school sits on 48 acres. School facilities include an Activities/Performing Arts building, a gymnasium, recently refurbished athletic facilities, a multipurpose room, a film presentation room, and two computer labs. The facility strongly supports teaching and learning through its ample classroom and recreation space and a staff resource room. Recent remodeling includes the following: stadium seating added to the performing arts Pavilion; the student and staff parking lots have been enlarged, modernized, and landscaped and 12 bungalow classrooms have been completely replaced and the area around them landscaped. Every building has received a new "cool" roof and upgraded HVAC systems. In the summer of 2011 a new synthetic athletic field was installed and the gym was upgraded with new wall pads and flooring. Improvements have been added to baseball and softball fields. Surveillance cameras have installed throughout campus as well as upgraded exterior LED lighting.

Cleaning Process

Five full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	McDougal Littell	2001	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-12th	Reading/ Language Arts	Prentice Hall	1990	Yes	0.0%
9th	Health	McGraw-Hill	2015	Yes	0.0%
9th	Science	Holt	2007	Yes	0.0%
10th	Science	Glencoe	2007	Yes	0.0%
11th	Science	Houghton Mifflin	2007	Yes	0.0%
12th	Science	Prentice Hall	2007	Yes	0.0%

School Facility Conditions				
Date of Last Inspection: 09/28/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			Classrooms G5, G6, G7: torn carpet; Classrooms H1, H13, H16: carpet ripping; Classroom H11, R16A office: missing light cover; F blg teachers lounge - F7: Extension hanging across; Classroom E1: broken stained ceiling tile (All items remedied)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Baseball Field: squirrel/bunny holes by containers
Electrical	X			Admin Back Court Yard: extensions on floor / daisy chained extensions
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Basketball Court: Missing pole covers; Track / Field: South chain link fence falling; Lower Field: chain link fence missing/fallen
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11). The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	78	78	44
Mathematics (Grades 3-8 and 11)	57	68	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	375	357	95.2	8	14	36	41	357	95.2	19	24	31	26
Male	375	170	45.3	11	18	38	34	169	45.1	21	24	27	28
Female	375	187	49.9	5	11	35	48	188	50.1	17	24	35	24
Black or African American	375	7	1.9	--	--	--	--	7	1.9	--	--	--	--
American Indian or Alaska Native	375	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Asian	375	53	14.1	2	6	26	66	53	14.1	2	11	21	66
Filipino	375	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Hispanic or Latino	375	23	6.1	17	22	35	26	23	6.1	39	30	26	4
Native Hawaiian or Pacific Islander	375	1	0.3	--	--	--	--	1	0.3	--	--	--	--
White	375	265	70.7	9	15	37	38	265	70.7	21	26	33	20
Two or More Races	375	4	1.1	--	--	--	--	4	1.1	--	--	--	--
Socioeconomically Disadvantaged	375	22	5.9	5	23	32	41	22	5.9	23	27	41	9
English Learners	375	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Students with Disabilities	375	23	6.1	39	39	4	13	23	6.1	87	4	4	4

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	83	86	89	89	90	90	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	89
African American/Black	*
American Indian or Alaska Native	*
Asian	97
Filipino	*
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	*
White	90
Males	89
Females	90
Socioeconomically Disadvantaged	78
English Learners	*
Students with Disabilities	52
Migrant Education	*
Two or More Races	*
Foster Youth	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

Career Technical Education Participation (School Year 2014-15)

It is the goal of Oak Park High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to our students to ensure work-readiness skills.

Work Force Preparation (School Year 2014-15)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are exposed to a broad array of career opportunities. The Bridges program facilitates selection of a career path based on individual interests, goals, strengths, and abilities. Oak Park High School offers a variety of career-path related classes and activities, including a performing arts academy, technology hardware and software certification, career days, and the school's career center. Portfolios to help students look for and find a job are built as part of the Life Skills class all students are required to take for graduation.

The assistant principal of Oak Park High School is the primary contact for Oak Park Unified School Districts' Career Technical Committee. The Work Experience Education course reinforces to students that the school's curriculum is relevant to career requirements and responsibilities, and allows students to analyze career opportunities and requirements compared to personal expectations. The Regional Occupation Program (ROP), offered through the Ventura County Office of Education, provides extended off-campus job training for all eleventh and twelfth grade students in the District. The table lists the ROP and CTE courses offered through Oak Park High School.

CTE Programs		
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement
Athletic Training	OPHS	Links athletics and academics.
Beginning Architecture	OPHS	Prepares students to consider embarking in a career in architecture.
Computer Application	OPHS	Prepares students to consider embarking in a career in computer technology.
Advanced Architecture	OPHS	Prepares students to consider embarking in a career in architecture.
Computer Graphics	OPHS	Prepares students to consider embarking in a career in graphic design.
Computer Science	OPHS	Prepares students to consider embarking in a career in computer science.
Stage Craft	OPHS	Prepares students to consider embarking in a career in production design.
Animation	OPHS	Prepares students to consider embarking in a career in animation.
Accounting 1A	OPHS	Prepares students to consider embarking in a career in accounting.
Accounting 1B	OPHS	Prepares students to consider embarking in a career in accounting.
How does the school address the needs of all students in career preparation?	Our career preparation courses teach to a variety of learning styles. Additionally, the curricula address a wide range of student interests.	
How are the courses evaluated for effectiveness?	These courses are evaluated through both project-based assessments and standardized exams.	

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.5%	21.0%	64.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The California State Legislature suspended the requirement for students to pass the CAHSEE for the 2015-16, 2016-17, and 2017-18 school years.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	91	90	57	93	91	56	93	91	58
Mathematics	91	88	60	90	87	62	93	89	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	9	19	72	11	45	45
District						
All Students	7	18	75	7	44	49
School						
Male	11	23	67	7	43	49
Female	3	11	86	8	44	48
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	3	8	90	0	15	85
Filipino	0	0	0	0	0	0
Hispanic or Latino	7	32	61	14	55	31
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	8	18	74	7	47	46
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	28	72	16	47	37
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	37	32	32	55	35	10

C. Engagement

State Priority: Parental Involvement

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

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

Community & Parent Involvement (School Year 2015-16)

Parents and community members are very supportive of the educational program at Oak Park High School. Parents and the community participate in School Site Council, Parent/Faculty Club, Athletic and Performing Arts Boosters.

Oak Park High School enjoys many partnerships in the community and generous donations. These partnerships include the Friends of Oak Park, Simi Valley Park and Recreation, Friends of Oak Park Foundation, and the Ventura County Sheriff's Department.

Contact Information

Parents who wish to participate in Oak Park High School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (818) 735-3312.

State Priority: Pupil Engagement

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

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

College Preparation

Oak Park High School is a highly competitive college preparatory high school. The school offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum. The school's college night includes representatives from area community colleges as well as the University of California and California State University systems, and several private universities. Counselors meet with students and parents throughout the year to develop plans for post-secondary education.

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu. There are eight UC campuses and 28 CSU schools statewide. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a "C". The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollment (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	58.0%

* Duplicated Count (one student can be enrolled in several courses).

Dropout & Graduation Rates (Four-Year Cohort Rate)

In order to reduce the rate of student dropouts, Oak Park High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak Park High School and Oak Park Unified School District offer the following interventions: Student Study Team (SST), ROP Programs, academic support periods, and intervention classes. Students also have the option to enroll in Oak Park Independent School or Oak View High School. The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	1.3%	1.5%	0.0%	98.1%	97.6%	99.1%
District	1.6%	2.9%	1.5%	95.9%	95.3%	96.9%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

For students who began the 2013-14 school year in the 12th grade as evidenced by that school year's October enrollment count, the table displays the percent of students who met all state and local graduation requirements for grade twelve completion.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	95.7%	96%	84.6%
African American/Black	100%	100%	76%
American Indian or Alaska Native	100%	100%	78.1%
Asian	100%	100%	92.6%
Filipino	80%	100%	96.5%
Hispanic or Latino	100%	100%	81.3%
Native Hawaiian or Pacific Islander	0%	0%	83.6%
White	95.1%	95.4%	89.9%
Two or More Races	100%	50%	82.8%
English Learners	20%	33.3%	50.8%
Socioeconomically Disadvantaged	90.9%	93.8%	81.4%
Students with Disabilities	91.3%	84.6%	61.3%

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Oak Park High School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, be respectful of the learning process and minimize classroom disruptions. During lunch, breaks and before and after school, campus supervisors and administrators monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code and discipline policies.

School staff evaluates the plan annually in the fall and updates the plan as needed. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.3%	1.2%	0.9%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	27	27	27	11	13	11	17	16	18	28	29	31
Mathematics	26	24	28	13	19	11	25	25	23	18	17	21
Science	27	26	30	11	10	4	15	22	21	23	20	19
Social Science	28	29	28	9	8	10	19	18	16	22	26	28

Counseling & Support Staff (School Year 2014-15)

It is the goal of Oak Park High School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Oak Park High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. Oak Park High School offers a range of Advanced Placement and Honors courses for its GATE and accelerated students, in addition to an extensive visual and performing arts program.

Oak Park High School offers assistance and specialized instruction to students with special needs. The school offers all students a daily academic support period, which can be used to work with teachers on a one-on-one or small-group basis. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) for two periods each day. Instructional aides are available to provide additional support to English learners in core subject areas. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	4	4.0
Psychologist	1	1.0
Special Education Teacher	7	7.0
Speech/Language/Hearing Specialist	1	0.5

Advanced Placement Classes (School Year 2014-15)

Oak Park High School offers advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams may qualify for college credit at most of the nation's colleges. The table illustrates the number of AP courses offered at Oak Park High School during the 2013-14 school year, by subject.

Advanced Placement Classes

	# of Courses
Computer Science	2
English	8
Foreign Language	4
Mathematics	5
Science	8
Social Science	14
Totals	41
Percent of Students in AP Courses	1.1%

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,552
From Supplemental/Restricted Sources	\$1,008
From Basic/Unrestricted Sources	\$6,544
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	3.6%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	22.4%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

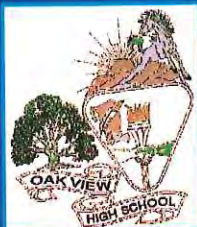
School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$76,347
District	\$73,629
Percentage of Variation	3.7%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	17%

Oak View High School

A California Model Continuation High School



5701 East Conifer Street, Oak Park, CA 91377
(818) 735-3217 CDS: 56 73874 5630199

Grades Nine through Twelve
Stewart McGugan, Principal
imcgugan@opusd.org

2014-2015 School Accountability Report Card

Oak Park Unified

School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klauss
Assistant Superintendent
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Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources

2015-16 Board of Education

Barbara Lalfman
President

Allen Rosen
Vice President

Drew Hazelton
Clerk

Denise Helfstein
Member

Derek Ross
Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Every year is a banner year here at Oak View High School. Our school staff is committed to the success of each of our students. We provide a standards-based instruction program, and our students meet the 230 credit graduation requirements of the Oak Park Unified School District.

Sustained attendance and progress toward graduation is always a focus. We work very closely with parents to ensure that students not just come to school but remain the entire day. Included in this focus has been reducing the number of suspensions.

The strength of this school is in the family atmosphere and the genuine commitment of all members of the staff to the needs of their students who have not been successful in the traditional educational system.

Mission Statement

Oak View High School, in partnership with home, community, business, and higher education, offers an alternative educational experience where students are the first priority. Our students are encouraged to reach their full potential in a safe, personalized, and caring instructional environment. Our program provides the skills, knowledge, insight, and character building experiences which are necessary to make the successful transition from school to productive careers and rewarding lives.

Community & School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school and one one preschool/pre-Kindergarten program. In 2014-15, the Oak Park Unified School District educated 4,744 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, State, and Federal levels for outstanding achievement.

Oak View High School has been named a California Model Continuation High School. As a continuation school, the primary focus of Oak View High School is to help credit-deficient students graduate by offering smaller classes and more one-on-one instruction. Many students return to the comprehensive high school to graduate, however Oak View High School also hosts its own graduation ceremony at the end of each school year. During the 2014-15 school year, 26 students were enrolled in grades nine through twelve at Oak View High School. Student demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Oak View High School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th			1
10th	4	9	5
11th	23	7	12
12th	20	24	8

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group 2014-15	
	Percentage
Black or African American	3.8%
American Indian or Alaska Native	-
Asian	-
Filipino	-
Hispanic or Latino	7.7%
Native Hawaiian or Pacific Islander	-
White	84.6%
Two or More Races	3.8%
English Learners	3.8%
Socioeconomically Disadvantaged	30.8%
Students with Disabilities	30.8%
Foster Youth	-

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	90.0%	10.0%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	3	3	3	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	McDougal Littell	2001	Yes	0.0%
9th	Health	McGraw-Hill	2015	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-11th	Reading/Language Arts	Prentice Hall	1989	Yes	0.0%
10th	Science	Glencoe	2007	Yes	0.0%
9th	Science	Holt	2007	Yes	0.0%
11th	Science	Houghton Mifflin	2007	Yes	0.0%
12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/56738745630199Textbooks_1.pdf

School Facilities (School Year 2015-16)

Oak View High School provides a safe, clean environment for students, staff and volunteers. The school was built in 1982 and includes three classrooms and an administrative office. Students have access to the library at Oak Park High School. The facility strongly supports teaching and learning through its ample classroom and recreation space and a staff resource room. During the summer of 2015, renovations included: repainting, re-carpeting, and refurbishing all classrooms and the administration office.

Cleaning Process

Oak View High School has one part time custodian that the principal works with everyday to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

School Facility Conditions				
Date of Last Inspection: 09/24/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Office Building: broken ceiling tiles; Classroom 104 - Conference: missing ceiling tiles
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Softball and Soccer Field: gopher holes in area
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Classroom 103: file cabinets
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	*	*	*	89	90	90	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	35	78	44
Mathematics (Grades 3-8 and 11)	0	68	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	21	20	95.2	45	20	30	5	20	95.2	75	25	0	0
Male	21	13	61.9	31	23	46	0	13	61.9	62	38	0	0
Female	21	7	33.3	--	--	--	--	7	33.3	--	--	--	--
Black or African American	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Hispanic or Latino	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
White	21	17	81	47	18	29	6	17	81	76	24	0	0
Two or More Races	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Socioeconomically Disadvantaged	21	4	19	--	--	--	--	4	19	--	--	--	--
English Learners	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Students with Disabilities	21	5	23.8	--	--	--	--	5	23.8	--	--	--	--

Career Technical Education Participation (School Year 2013-14)

It is the goal of Oak View High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to our students to ensure work-readiness skills. All students have the option of participation in a technical education program with the Oxnard Airport.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The California State Legislature suspended the requirement for students to pass the CAHSEE for the 2015-16, 2016-17, and 2017-18 school years.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years for the district and state. The second table displays the percent of students of all students in the district, achieving at each performance level in English language-arts and math separately for the most recent testing period. *Due to the small number of students tested, scores are not available for the school.*

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	-	90	57	-	91	56	-	91	58
Mathematics	-	88	60	-	87	62	-	89	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	9	19	72	11	45	45

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Parents and community members are very supportive of the educational program at Oak View High School. Parents and the community participate in School Site Council, Parent/Faculty Club, Athletic and Performing Arts Boosters.

Contact Information

Parents who wish to participate in Oak View High School's leadership teams, school committees, school activities or become volunteers, may contact the Principal at (818) 735-3217.

State Priority: Pupil Engagement

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

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

College Preparation

Community College preparation activities and programs are part of the school curriculum. Counselors meet with students and parents throughout the year to develop plans for post-secondary education. An annual field learning experience to local Community Colleges assists students to make informed choices about post-secondary education.

The rigorous curriculum and active support for students have been highly successful at Oak View High School. Most Oak View High School students move on to a two-year college.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	38.5%
Graduates Who Completed All Courses Required for UC/ CSU Admission (2013-14)	-

** Duplicated Count (one student can be enrolled in several courses).*

Dropout & Graduation Rates (Four-Year Cohort Rate)

In order to reduce the rate of student dropouts, Oak View High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak View High School and Oak Park Unified School District offer the following interventions: counseling, meetings with parents, and SARB. The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	1.6%	2.9%	1.5%	95.9%	95.3%	96.9%
District	1.6%	2.9%	1.5%	95.9%	95.3%	96.9%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

For students who began the 2013-14 school year in the 12th grade as evidenced by that school year's October enrollment count, the table displays the percent of students who met all state and local graduation requirements for grade twelve completion.

Completion of High School Graduation Requirements			
	School	District	State
All Students	75%	96%	84.6%
African American/Black	0%	100%	76%
American Indian or Alaska Native	0%	100%	78.1%
Asian	0%	100%	92.6%
Filipino	0%	100%	96.5%
Hispanic or Latino	83.3%	100%	81.3%
Native Hawaiian or Pacific Islander	0%	0%	83.6%
White	72.2%	95.4%	89.9%
Two or More Races	0%	50%	82.8%
English Learners	100%	33.3%	50.8%
Socioeconomically Disadvantaged	80%	93.8%	81.4%
Students with Disabilities	33.3%	84.6%	61.3%

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Oak View High School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, to be respectful of the learning process, and to minimize classroom disruptions. During lunch, breaks, and before and after school, administrators and teachers monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School staff evaluates the plan annually in the spring and updates the plan as needed. The plan was last updated in January 2015. A copy of the plan is available for public review at the school.

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	24.6%	20.0%	19.2%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	25	25	13	1	1	1	1	1	-	-	-	-
Mathematics	26	26	5	-	-	5	1	1	-	-	-	-
Science	1	1	9	1	1	2	-	-	-	-	-	-
Social Science	14	14	8	2	2	3	1	1	-	-	-	-

Counseling & Other Support Services (School Year 2014-15)

It is the goal of Oak View High School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The school counselor provides academic, career, and personal counseling and support services.

Oak View High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak View High School offers assistance and specialized instruction to students with special needs. The school staff offers students daily academic support, in addition to small class sizes that provide more time to work one-on-one with teachers. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.50
District Nurse	1	As Needed
Psychologist	1	0.50

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$18,931
From Supplemental/Restricted Sources	\$412
From Basic/Unrestricted Sources	\$18,519
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	193.3%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	246.3%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$70,147
District	\$73,629
Percentage of Variation	-4.7%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	7.5%

Oak Park Independent School



5801 East Conifer Street, Oak Park, CA 91377
(818) 707-7972

Grades Kindergarten through Twelve
Stewart McGugan, Principal
lmcgugan@opusd.org

2014-2015 School Accountability Report Card

Oak Park Unified

School District
5801 East Conifer Street
Oak Park, CA 91377
(818) 735-3200

Anthony W. Knight, Ed.D.
Superintendent
aknight@oakparkusd.org

Martin Klauss
Assistant Superintendent
Business & Administrative Services



Leslie Heilbron, Ed.D.
Assistant Superintendent
Human Resources

2015-16 Board of Education

Barbara Lalfman
President
Allen Rosen
Vice President
Drew Hazelton
Clerk
Denise Helfstein
Member
Derek Ross
Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online, at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Motto

"Educating Compassionate and Creative Global Citizens"

When we talk about compassion, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are citizens of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

Principal's Message

Oak Park Independent School (OPIS) is located in Oak Park, Ca. Oak Park Unified School District is the number-one school district in the Ventura County. OPIS offers students the ability to experience the educational benefits of our school district while maintaining their own personal needs and goals.

OPIS is located on the same campus as the district administration offices. The school is designed to accommodate the needs and demands of students who have a need for flexibility with time and attendance. Students with demanding acting and music commitments, students with health issues, students with religious commitments, parents/families who like to home school their children and other similar individual situations are examples of who make up our dynamic student body. We have several students who are training for the Olympics or who have competed in the games already. We have students who act on The Disney Channel and other shows.

Our OPIS high school students are able to participate in the classes at Oak Park High School (#1 school in Ventura County) in addition to the dances, athletic sports teams, and graduation. At OPIS, we go on many field trips that are related to the curriculum that the students are doing. We have recently added an OPIS Student Body (OSB) club that organizes dances, activities and fundraisers for all of our students.

We are a WASC accredited school that earns A-G type of credits for students interested in attending a University of California, California State University, out-of-state or private school. OPIS provides academic lab/tutorials to help students in core academic areas. Our staff is an absolutely amazing, hard-working group of professionals. They all truly enjoy what they do and have worked with high caliber students for several years.

OPIS employs an expert faculty who has many years of experience teaching home schoolers and independent learners. The teachers meet with the students regularly to ensure curriculum learning and to review for further understanding. Our goal is to provide the ongoing support to facilitate success while learning at home.

Our school is structured to include parental involvement. We believe parents have an essential role in a student's education, as they are their first teachers in life. We value our partnership with each family and we communicate regularly.

Mission Statement

Oak Park Independent School, in alliance with the home, offers an alternative educational pathway to meet the California Content Standards and the goals of the Oak Park Unified School District. Students are encouraged to reach their potential in a personalized and caring instructional environment that includes the flexibility to pursue visual performing arts, athletics, and other creative passions.

The program provides the necessary differentiated support where students at all ability levels may develop appropriate skills and knowledge necessary to make the successful transition from school to productive careers, continued higher education, and rewarding lives.

School Profile (School Year 2015-16)

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. In the past year, the community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school. In 2014-15, the Oak Park Unified School District educated 4,774 transitional kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and federal levels for outstanding achievement.

Oak Park Independent School is an alternative option for students in grades kindergarten through twelve in families with the time, energy, and desire to teach their children at home. Elementary-aged students are taught daily by their parents and meet with credentialed teachers each week to review student work and make weekly assignments. For high school-aged students, Oak Park Independent School requires a high level of motivation as students themselves are primarily responsible for their learning.

Students in grades 9-12 also meet weekly with credentialed teachers. Teachers monitor the success of all students, administer assessments, and make referrals as needed. During the 2014-15 school year, 212 students were enrolled in grades transitional kindergarten through twelve at Oak Park Independent School. Student demographics are illustrated in the chart.

Enrollment and Attendance (School Year 2014-15)

Regular attendance at Oak Park Independent School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
1st	5	1	1
2nd	1	3	1
3rd	2	1	4
4th	1	3	5
5th	4	7	5
6th	11	14	10
7th	15	20	18
8th	15	24	30
9th	24	22	22
10th	26	39	30
11th	30	50	41
12th	31	30	43

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group

	2014-15
	Percentage
Black or African American	6.6%
American Indian or Alaska Native	0.5%
Asian	3.3%
Filipino	-
Hispanic or Latino	11.4%
Native Hawaiian or Pacific Islander	-
White	72.0%
Two or More Races	6.2%
English Learners	-
Socioeconomically Disadvantaged	3.8%
Students with Disabilities	1.9%
Foster Youth	0.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	22.5%	77.5%
All Schools in District	77.3%	22.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	77.3%	22.7%

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	8	8	8	189
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

Oak Park Unified School District held a Public Hearing on August 18, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

District committees of administrators and teachers establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals for each content area. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in September 2015.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	Mathematics	Glencoe	2001	Yes	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/Harcourt	2014	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2002	Yes	0.0%
6th-8th	Reading/Language Arts	Prentice Hall	2002	Yes	0.0%
9th-12th	Reading/Language Arts	Writer's Inc.	2015	Yes	0.0%
9th-12th	Science	Glencoe	2000	Yes	0.0%
K-5	Science	Harcourt	2000	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	1998	Yes	0.0%
9th-12th	Science	Houghton Mifflin	2000	Yes	0.0%
9th-12th	Science	Prentice Hall	1998	Yes	0.0%
6th-8th	Science	Prentice Hall	2000	Yes	0.0%
9th-12th	Social Science/History	Glencoe	2002	Yes	0.0%
K-5	Social Science/History	Harcourt	1999	Yes	0.0%
6th-8th	Social Science/History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/History	Prentice Hall	2002	Yes	0.0%

For a complete list, visit <http://www.axiomadvisors.net/livesarc/>

School Facilities (School Year 2015-16)

Oak Park Independent School provides a safe and clean environment for students, staff, and volunteers. All of our classrooms are housed on the Oak Park Unified School District office campus. In the summer of 2014, Oak Park Independent School added five new buildings, three are being used for classroom teaching, one is being used for dry and wet labs, and one is our administration office.

The campus is located next to a park with rolling hills, plenty of trees and two sets of equipment for children to play on. We also have added a nice patio area for students to enjoy lunch and/or tutoring sessions.

This campus is a wonderful place for students to come and learn and where they can feel they have their own dedicated space for Oak Park Independent School.

Cleaning Process

Custodial staff for the host school ensures classrooms, restrooms and campus grounds are kept clean, safe and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The chart displays the results of the most recent school facilities inspection information. The chart displays data collected in September 2015.

School Facility Conditions				
Date of Last Inspection: 09/24/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 01: warped front door

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards								
Subject	School			District			State	
	2013	2014	2015	2013	2014	2015	2013	2014
Science (Grades 5, 8, and 10)	79	71	67	89	90	90	59	60

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	90
School	67
White	64
Males	71
Females	64

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	64	75	73	87	90	91	87	90	91

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	Total Enrollment	English-Language Arts							Mathematics				
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	5	0	0	--	--	--	--	0	0	--	--	--	--
Male	5	0	0	--	--	--	--	0	0	--	--	--	--
Female	5	0	0	--	--	--	--	0	0	--	--	--	--
Black or African American	5	0	0	--	--	--	--	0	0	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--	--	--	--	--	--
White	5	0	0	--	--	--	--	0	0	--	--	--	--
Two or More Races	5	0	0	--	--	--	--	0	0	--	--	--	--
Socioeconomically Disadvantaged	5	0	0	--	--	--	--	0	0	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4												
Student Groups	Total Enrollment	English-Language Arts							Mathematics			
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	6	5	83.3	--	--	--	--	5	83.3	--	--	--
Male	6	3	50	--	--	--	--	3	50	--	--	--
Female	6	2	33.3	--	--	--	--	2	33.3	--	--	--
Black or African American	6	1	16.7	--	--	--	--	1	16.7	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--	--	--	--	--
White	6	3	50	--	--	--	--	3	50	--	--	--
Two or More Races	6	1	16.7	--	--	--	--	1	16.7	--	--	--
Socioeconomically Disadvantaged	6	1	16.7	--	--	--	--	1	16.7	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5												
Student Groups	Total Enrollment	English-Language Arts							Mathematics			
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	5	4	80	--	--	--	--	4	80	--	--	--
Male	5	2	40	--	--	--	--	2	40	--	--	--
Female	5	2	40	--	--	--	--	2	40	--	--	--
Black or African American	5	1	20	--	--	--	--	1	20	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--	--	--	--	--
White	5	2	40	--	--	--	--	2	40	--	--	--
Two or More Races	5	1	20	--	--	--	--	1	20	--	--	--
Socioeconomically Disadvantaged	5	0	0	--	--	--	--	0	0	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6												
Student Groups	Total Enrollment	English-Language Arts						Mathematics				
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	13	7	53.8	--	--	--	--	7	53.8	--	--	--
Male	13	5	38.5	--	--	--	--	5	38.5	--	--	--
Female	13	2	15.4	--	--	--	--	2	15.4	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	13	1	7.7	--	--	--	--	1	7.7	--	--	--
White	13	6	46.2	--	--	--	--	6	46.2	--	--	--
Two or More Races	13	0	0	--	--	--	--	0	0	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	13	1	7.7	--	--	--	--	1	7.7	--	--	--

California Assessment of Student Performance and Progress - Grade 7												
Student Groups	Total Enrollment	English-Language Arts							Mathematics			
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	24	15	62.5	20	27	40	0	15	62.5	13	60	20
Male	24	8	33.3	--	--	--	--	8	33.3	--	--	--
Female	24	7	29.2	--	--	--	--	7	29.2	--	--	--
Black or African American	24	2	8.3	--	--	--	--	2	8.3	--	--	--
Asian	24	2	8.3	--	--	--	--	2	8.3	--	--	--
Hispanic or Latino	24	2	8.3	--	--	--	--	2	8.3	--	--	--
White	24	8	33.3	--	--	--	--	8	33.3	--	--	--
Two or More Races	24	1	4.2	--	--	--	--	1	4.2	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	24	0	0	--	--	--	--	0	0	--	--	--

California Assessment of Student Performance and Progress - Grade 11												
Student Groups	Total Enrollment	English-Language Arts						Mathematics				
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	37	25	67.6	8	12	44	32	25	67.6	20	56	8
Male	37	12	32.4	0	8	42	42	12	32.4	17	50	8
Female	37	13	35.1	15	15	46	23	13	35.1	23	62	8
Black or African American	37	0	0	--	--	--	--	0	0	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	37	5	13.5	--	--	--	--	5	13.5	--	--	--
White	37	20	54.1	10	10	50	30	20	54.1	20	55	5
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	37	3	8.1	--	--	--	--	3	8.1	--	--	--
English Learners	37	1	2.7	--	--	--	--	1	2.7	--	--	--
Students with Disabilities	37	1	2.7	--	--	--	--	1	2.7	--	--	--

California Assessment of Student Performance and Progress - Grade 8												
Student Groups	Total Enrollment	English-Language Arts						Mathematics				
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level		
				One	Two	Three	Four			One	Two	Three
All Students	35	26	74.3	12	23	58	8	26	74.3	42	27	12
Male	35	14	40	21	21	57	0	14	40	36	29	7
Female	35	12	34.3	0	25	58	17	12	34.3	50	25	17
Black or African American	35	0	0	--	--	--	--	0	0	--	--	--
Asian	35	1	2.9	--	--	--	--	1	2.9	--	--	--
Hispanic or Latino	35	1	2.9	--	--	--	--	1	2.9	--	--	--
White	35	22	62.9	14	27	55	5	22	62.9	45	32	9
Two or More Races	35	2	5.7	--	--	--	--	2	5.7	--	--	--
Socioeconomically Disadvantaged	35	0	0	--	--	--	--	0	0	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	35	0	0	--	--	--	--	0	0	--	--	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Oak Park Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	22.2%	33.3%	16.7%
9	20.8%	45.8%	20.8%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The California State Legislature suspended the requirement for students to pass the CAHSEE for the 2015-16, 2016-17, and 2017-18 school years.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. Due to the small number of students tested, some scores may not be available.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	91	90	57	82	91	56	86	91	58
Mathematics	67	88	60	75	87	62	65	89	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	9	19	72	11	45	45
District						
All Students	14	34	52	35	53	12
School						
Male	17	17	67	20	73	7
Female	12	47	41	47	37	16
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	9	41	50	32	52	16
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2015-16)

Oak Park Independent School greatly benefits from its supportive parents who serve on the School Site Council. The school has a strong base of parent volunteers who transport students to field learning experiences. Parents are also welcome to join school events.

Contact Information

Parents who wish to participate in Oak Park Independent School's leadership teams, school committees, school activities or become volunteers, may contact the principal at (818) 735-3217.

State Priority: Pupil Engagement

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

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

Completion of High School Graduation Rates

For students who began the 2013-14 school year in the 12th grade as evidenced by that school year's October enrollment count, the table displays the percent of students who met all state and local graduation requirements for grade twelve completion.

Completion of High School Graduation Requirements			
	School	District	State
All Students	116.7%	96%	84.6%
African American/Black	0%	100%	76%
American Indian or Alaska Native	100%	100%	78.1%
Asian	0%	100%	92.6%
Filipino	0%	100%	96.5%
Hispanic or Latino	125%	100%	81.3%
Native Hawaiian or Pacific Islander	0%	0%	83.6%
White	116.7%	95.4%	89.9%
Two or More Races	0%	50%	82.8%
English Learners	0%	33.3%	50.8%
Socioeconomically Disadvantaged	0%	93.8%	81.4%
Students with Disabilities	0%	84.6%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

In order to reduce the rate of student dropouts, Oak Park Independent School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak Park Independent School and Oak Park Unified School District offer the following interventions: counseling and parent meetings. The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	2.7%	5.6%	6.3%	91.9%	91.7%	93.8%
District	1.6%	2.9%	1.5%	95.9%	95.3%	96.9%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

College Preparation

Oak Park Independent School is a highly competitive college preparatory high school. The school offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum. The school's college night includes representatives from area community colleges as well as the University of California and California State University systems, and several private universities. Counselors meet with students and parents throughout the year to develop plans for post-secondary education.

The rigorous curriculum and active support for students have been highly successful at Oak Park Independent School. Most Oak Park Independent School students move on to a two or four-year college.

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu. There are eight UC campuses and 28 CSU schools statewide. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a "C". The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollment (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	72.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	-

* Duplicated Count (one student can be enrolled in several courses).

State Priority: School Climate

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

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

Suspensions and Expulsions

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District	1.8%	1.0%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Oak Park Independent School. The school's classrooms are incorporated in to the disaster preparedness plans of the district office, which include steps for ensuring student and staff safety during a disaster.

The Comprehensive Safe School Plan provides students and staff a means to ensure a safe and orderly learning environment.

Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code and discipline policies.

School staff evaluates the plan annually in the spring and updates the plan as needed. The plan was last updated in January 2015. A copy of the plan is available for public review at the school.

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.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Counseling & Other Support Services (School Year 2014-15)

It is the goal of Oak Park Independent School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or, handling peer pressure. The school counselor provides, academic, career, and personal counseling and support services.

Oak Park Independent School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level.

The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career.

Oak Park Independent School is designed to work with students and parents who are motivated to maintaining a quality education within an independent study structure. Teachers will work with students to ensure they meet grade level standards. Students who require additional assistance may be referred back to their neighborhood school. The school staff offers students weekly academic support in a one-on-one setting.

Oak Park Unified School District offers a very progressive program for its Special Education students. A District inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
1	5	1	-	1	1	-	-	-	-	-	-	-
2	1	3	-	1	1	-	-	-	-	-	-	-
3	2	1	-	1	1	-	-	-	-	-	-	-
4	1	3	-	1	1	-	-	-	-	-	-	-
5	2	7	-	2	1	-	-	-	-	-	-	-
6	8	3	-	8	28	-	-	-	-	-	-	-
By Subject Area												
English	7	7	6	19	19	30	-	-	-	-	-	-
Mathematics	5	5	3	27	27	45	-	-	-	-	-	-
Science	7	7	4	16	16	35	-	-	-	-	-	-
Social Science	5	5	5	25	25	39	-	-	-	-	-	-

The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resources specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

The chart displays a list of support services that are offered to students. Note: 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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	0.50
District Nurse	1	As Needed
Psychologist	1	0.25

Training & Curriculum Improvement

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	No		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Special Education
- Gifted and Talented Education (GATE) Funding
- Eisenhower Math and Science
- School Improvement Program

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,678
From Supplemental/Restricted Sources	\$400
From Basic/Unrestricted Sources	\$5,278
District	
From Basic/Unrestricted Sources	\$6,315
Percentage of Variation between School & District	-16.4%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-1.3%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$43,529	\$40,379
Mid-Range Teachers	\$68,839	\$62,323
Highest Teachers	\$95,083	\$81,127
Elementary School Principals	\$108,582	\$99,192
Middle School Principals	\$109,964	\$91,287
High School Principals	\$118,528	\$112,088
Superintendent	\$178,230	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the State of California was for the 2013-14 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$73,159
District	\$73,629
Percentage of Variation	-0.6%
School & State	
All Unified School Districts	\$65,267
Percentage of Variation	12.1%

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.3.b. APPROVE 2015-16 SINGLE PLANS FOR STUDENT ACHIEVEMENT

ACTION

ISSUE: Shall the Board approve each site's Single Plan for Student Achievement?

BACKGROUND: California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and ESEA Program Improvement into the Single Plan for Student Achievement. The Single Plan for Student Achievement serves as a guide for continuous development, implementation, and monitoring cycle of various programs. It is a collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results.

ALTERNATIVES: 1. Approve the Single Plan for Student Achievement for each site.
2. Do not approve the Single Plan for Student Achievement for each site.

RECOMMENDATION: Alternative No. 1

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN
Hazelton	_____	_____	_____
Helfstein	_____	_____	_____
Laifman	_____	_____	_____
Rosen	_____	_____	_____
Ross	_____	_____	_____
Student Rep	_____	_____	_____

SINGLE PLAN FOR STUDENT ACHIEVEMENT



Brookside Elementary School

5673874-6055677

CDS Code

Date of this revision: January 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Sara Ahl

Position: Principal

Telephone Number: 818-597-4200

Address: 165 N. Satinwood Ave. Oak Park, California 91377

E-mail Address: sahl@opusd.org

Oak Park Unified School District

The District Governing Board approved this revision of the School Plan February 2016

Mission Statement

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, which includes academic achievement, personal growth, and social responsibility.

Vision Statement

The Brookside School community actively involves all children in becoming passionate, innovative, and culturally enriched life-long learners. We provide a foundation for students to reach their full potential through a comprehensive, rigorous, standards-aligned curriculum that is enhanced by technology. Meaningful learning opportunities empower children to be independent thinkers, problem solvers, and responsible citizens.

School Profile

Welcome to Brookside Elementary School, an exceptional place for learning. Ranked among the top performing elementary schools in California, Brookside received an Academic Performance Index (API) score of 949 for 2012-2013, which was the last year scores were released. Our school has been recognized as a National Blue Ribbon School by the U.S. Department of Education for meeting national standards for school excellence. On five occasions, most recently in the 2013-2014 school year, Brookside has been named a California Distinguished School by the California State Department of Education. Additionally, Brookside is a member of the California Business for Education Excellence Honor Roll.

Brookside Elementary School is a dynamic learning community of approximately 606 children, 469 families, 25 teachers, and 42 support staff. Our school is located on 10 acres in the suburban community of Oak Park in Ventura County. During the summer of 2014, Brookside Elementary underwent the final phase of multiple years of modernization, including the remodeling of our Multi-Purpose Room, Kitchen, Staff Lounge, and two of our Kindergarten classrooms. Brookside is a unique and special place that attracts families in their search for the best possible learning environment for their children. At BES, good health and academic success go hand in hand. Students work in the garden, "Where Students Grow," providing meaningful hands-on opportunities to support health education. A district garden specialist coordinates the garden program to schedule classroom lessons, select and plant seasonal vegetables, maintain the garden, and involve students and teachers in the growth of organic foods. Students further their social development through programs provided by our school counselor. At the start of each school year, the counselor teaches a series of lessons in every classroom that focus on positive problem solving and building social skills. Brookside's distinguished faculty is highly trained and effectively implements a comprehensive, differentiated curriculum that balances academic standards with authentic learning opportunities. Teachers may select professional development opportunities from a variety of pre-approved conferences and professional activities, or they may choose to develop their personal expertise in a targeted area of interest. Teachers have attended the California Association for the Gifted (CAG) conference, the Reading and Writing Project at Teacher's College of Columbia University, the UCLA Early Literacy and Critical Thinking Institutes, workshops sponsored by the Ventura County Office of Education, and Oak Park Unified School District sponsored workshops on writing, mathematics and technology. Technology is a powerful tool in the hands of our teachers and

students. All classrooms are equipped with SMART technology resources, which students and teachers utilize throughout the day to bring learning to life. Through the use of iPads, ChromeBooks and Mac computers, teachers incorporate technology into teaching and learning to provide innovative and rigorous learning experiences that are interactive and adaptable to meet the needs of all students. We value the ways children learn and believe all children can and will learn when provided with a nurturing learning environment. The positive atmosphere, progressive programs and practices, along with community and parent support, ensures a constructive and encouraging culture of learning for all students at Brookside

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE 2015 - 2016

The following statements characterize educational practice at this school and are based on No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC).

Standards, Assessment, and Accountability

A variety of state and local assessments are used by Brookside teachers to modify instruction and, in turn, improve student achievement. Each year, faculty reviews and analyzes state testing data. This year the school received the first set of results from the SBAC assessments in English Language Arts and mathematics. In addition, results from the Grade 5 Science California Standards Test (CST) and California Modified Assessment (CMA) were received and analyzed. Teachers review these summative data in addition to interim and benchmark assessments to identify student needs and to plan appropriate instruction for all students. This includes those identified as not meeting performance goals and those exceeding performance goals.

Using data to monitor student progress on curriculum-embedded assessments and modify instruction has been critical to meeting performance goals and is essential to any successful program. Instruction is adjusted based on meaningful information gained from thorough assessment of student performance. In Oak Park our current reading assessment plan includes:

- Regular assessment that is part of the Core Reading Program, *A Legacy of Literacy (Medallions)*, K-5.
- Regular assessment that is part of the Core Mathematics Program, *Go Math! (Houghton Mifflin Harcourt)*, used in grades 1 – 5.
- DIBELS for grades K-3. The DIBELS (Dynamic Indicators of Basic Early Literacy) assesses three areas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another and have been found to be predictive of later reading proficiency. It is given three times a year on a prescribed timeline.
- SRI (Scholastic Reading Inventory). The SRI is a computer-based reading comprehension assessment that is administered to students in grades 1-5. These students take the test three times a year on the computer, which takes 20-30 minutes. The software remembers the students and tracks their progress throughout the year. It also provides lists of recommended reading for the student based on the interests that the student selected; recommendations are on the student's Lexile level. The SRI provides teachers, parents, and students with information about student

reading comprehension levels. This assessment also provides information about grade level equivalency and predicts scores on California Standards Tests.

The most important aspect of these assessments is the individualized data that is provided to teachers and parents. Secondly, the school and the district will be able to design appropriate interventions for all students.

In all subject areas, pre- and post-testing are common practices of teachers who flexibly group their students for short-term instruction of specific skills. These curriculum-embedded assessments are standards-based and assist parents and teachers in monitoring the progress students are making toward meeting performance standards. Our math program uses curriculum-embedded tests and spiral reviews to assess how well students are learning and retaining information. Formal and informal assessments, such as benchmark projects, also monitor the effectiveness of programs in social studies and science. This progress is reported three times a year on standards-based report cards. Parent conferences are held twice a year to formulate student goals and to address progress. Students in the upper grades take an active part in goal setting and in discussing progress.

The vast majority of our students are performing at or above grade level in ELA and math and do not require interventions. Students requiring intervention receive additional support through our in-school Learning Center program, assisted by math and literacy aides. Additional strategic grade-level interventions are provided through differentiated instructional strategies such as fluid, strategic grouping, varied manipulatives and in some cases the Special Education program. Teachers include specialized instructional strategies for English Learners (EL) in the regular classroom to allow them to access curriculum. In addition, those identified as English Learners receive specialized instruction based on individual needs. Supplemental materials appropriate for EL students have been purchased that include limited vocabulary dictionaries and newly developed software.

Staffing and Professional Development

Part of Brookside's focus on professional growth has been to ensure that all teachers become highly qualified as stipulated in No Child Left Behind (NCLB). This has included teachers taking courses to obtain CLAD credentials. Oak Park Unified School District (OPUSD) supports this effort as well, and has offered several opportunities for teachers to obtain NCLB compliant status. Though we will be seeing a change in related legislation, we are pleased that currently all Brookside teachers have achieved this status.

Brookside offers opportunities for growth and support for teachers that are aligned with content standards, assessed student performance and professional needs. Staff members participate in district-sponsored activities on "buy back" days and also use a "passport" system that allows teachers to personalize professional growth. Specifically, the law that establishes funding for the "buy back" days provides guidelines for identifying activities that qualify as professional development. These workshops promote research-based activities that are aligned with state standards and frameworks and are consistent with the district's priorities.

Regular and frequent collaboration time is provided to teachers both within and across grade levels by banking instructional time. Approximately 15 minutes in primary grades, and 20 minutes in upper grades, were added to the master school schedule four days a week to allow for an early

release day on Wednesdays. Every Wednesday is reserved for teachers and support staff to plan for instruction through interventions, remediation, and extension.

Teaching and Learning

Teachers provide multiple levels of support to give every student an opportunity to access the curriculum. State Board of Education adopted, standards-based instructional materials are in place in Math, Reading/Language Arts, Science, Health and History/Social Science. Currently Brookside is in its second year of piloting the Common Core State Standards (CCSS)- aligned curriculum, Go Math! In addition, scientifically researched-based materials are in place for reading and math intervention in our Learning Center and Resource Specialist program. Materials appropriate for EL students are in place and include limited vocabulary dictionaries designed for these students. Students receive a balanced, hands-on, enriching learning experience. The curriculum aligns with district standards, which are often more rigorous than the state standards, and is delivered through many modalities. We differentiate curriculum across grade levels to meet the needs of every student. Flexible grouping within individual classrooms ensures that all students receive instruction at their level. Embedded in our math curriculum are re-teach and extension materials to accompany each lesson. In Language Arts, teachers supplement lessons with extra support and challenge activities. Beginning in 2010-2011, all fifth grade students receive thirty minutes a week of instruction in Mandarin Chinese. Thanks to the support of our active PTA, programs such as BrainPOP are available to all teachers and all parents. Other free web-based programs are also used and available to parents, such as *Go Math Academy*, a resource made available through our mathematics pilot program, and Kahn Academy, which is primarily used at the fourth and fifth grade levels.

Curriculum, instruction and educational materials are aligned to content and performance standards in accordance with NCLB guidelines. Instructional minutes for core academic areas of mathematics and reading/language arts for each grade level adhere to requirements set by the state. These minutes are chunked and kept whole to ensure quality instructional time free from disruptions. Other academic activities are scheduled around these core academic blocks to provide sustained instruction that promotes the mastery of concepts. Flexibility in scheduling allows for students with special needs to attend intervention services in and around the core academic blocks. Grade levels work as a team to decide the general pacing of lessons and units. Decisions on differentiated instructional strategies and interventions are updated as needed. Revising the timelines of annual instructional plans and refocusing curriculum emphasis is an ongoing process that occurs after reviewing testing results. Physical Education is taught by a state credentialed teacher, who instructs each Kindergarten class for a minimum of 60 minutes per week and each first through fifth grade class for a minimum of 100 minutes per week.

Students with disabilities receive appropriate support in all curricular areas. Lesson modifications allow these students to use various modalities to show understanding. The Specialized Academic Instruction (SAI) program provides individualized support for students based on their Individualized Education Plans (IEPs). Instructional assistants support some students in their regular classroom setting. Struggling students receive extra reading support in the Learning Center with math and literacy aides. Within the regular classroom, students receive extra help through re-teaching and peer tutoring. English Learner (EL) students receive assistance from a program incorporating State Board of Education (SBE)-adopted materials, including the Addison-Wesley English Language Book, complete Houghton Mifflin Reading sets, vocabulary board games, sequencing cards and the

Rosetta Stone computer program. All classroom teachers are highly qualified and NCLB compliant. All teachers use the foundations of Bloom's Taxonomy to differentiate the curriculum so that all students are reached at their individual level.

Opportunity and Equal Educational Access

State and district standards guide teachers in creating curriculum and appropriate assessments. These assessments provide feedback about which standards have been mastered and those requiring additional instruction.

The results of language arts pre-and post-tests and summative tests provided by Houghton-Mifflin as well as other assessment instruments assist teachers in setting up flexible, homogenous learning groups. McGraw-Hill assessments are used in the same way for math grouping. These instructional groups address the needs of all students, augmenting the curriculum with remediation and enrichment when appropriate. Teachers use methods such as curriculum compacting to promote critical thinking. Research-based educational programs and technology are used to enhance and raise student achievement. Some of these include material from Marcy Cook, Lucy Calkins, Marilyn Burns and Sandra Kaplan's Icons of Depth and Complexity.

Assessment of all students needing academic support continues throughout the year. If a student enters our school with a language other than English listed on the home language survey, our English Language (EL) Specialist screens them using the state-provided CELDT test. EL students remain accountable for content instruction, but can use alternate means (such as visual representations and oral descriptions) to prove proficiency. Students testing in the upper third of their class academically in reading and writing can be designated as fluent.

Students with learning disabilities are assessed with the Woodcock Johnson III and the Test of Written Language and Visual Motor Integration. They are re-evaluated every three years. Throughout the year, students also receive portfolio assessments. Progress toward Individual Educational Plan (IEP) goals is carefully monitored. Accommodations are made for STAR testing by placing students in small groups. When students no longer need special services classroom progress is monitored by specialist observation and teacher feedback.

Involvement

In many grades parent volunteers lead weekly reading groups in the content areas. All classes school-wide enjoy the support of parent volunteers on a regular basis. Teacher-created guides are used to discuss key concepts and vocabulary. In mathematics, teachers use a variety of materials and approaches to reach students having difficulty with new concepts. Third, fourth, and fifth grade teachers provide social studies, math, and science study guides to help students and parents identify key concepts and important vocabulary.

Differentiation continues after school with homework designed to meet individual students' needs. In the classroom, students become peer tutors. Every primary class teams with an upper grade class so that primary students have "Big Buddies". Buddy classes meet regularly to complete projects. Kindergarteners practice tracking and reading sight words, while 5th graders build fluency and learn how to choose literature based on genre.

Special events and activities enrich the curriculum, apply and extend student knowledge, and provide an outlet for creative talents. We welcome community support all the time, but for special events and activities we work in collaboration with the leadership of the PTA to recruit parents and community members to participate.

As students requiring IEPs and 504s are identified, grade level teams brainstorm new ideas incorporating any necessary tools to ensure student success. Peer tutoring, paraprofessionals, individual instruction, home tutoring, resource specialists, the Learning Center, the school psychologist and a school counselor help support all students. Additional services are available depending on each child's individual needs. Adapted physical education is offered to students on campus. Students requiring speech therapy are accommodated according to their IEPs. Speech therapists work in classrooms and constantly ask teachers for specific lesson material to tie classroom lessons into the students' speech services.

Our School Site Council (SSC) meetings are held once a month and include a balance of parents and teachers. We depend on the input from SSC members to write our Single School Plan, develop learning goals and identify funding sources for program support. Our Parent Teacher Association (PTA) also meets monthly and is an important source of funding for programs and projects on our campus.

Funding

Currently very limited state and federal categorical funds are available to use to enable underperforming students meet state and district academic standards. Title 1 funding pays for a portion of our math and literacy aides in the Learning Center. Other funds, such as Common Core funding, are used for staff development, curriculum support, instructional materials, library books, intervention and remediation services and materials. The categorical funds provide the fiscal support necessary to meet many of the special needs of our underperforming students. In addition to state and federal funds, the school relies heavily on donations from our hard-working and highly involved PTA and Friends of Oak Park Schools Education Foundation.

GOALS FOR SCHOOL PLAN

**Brookside Elementary School
2015-2016**

GOAL # 1 for Improving Student Achievement:

By May 2016, students scoring below grade level standards in mathematics will demonstrate improved performance.

- Student groups participating in this goal: K-5 Students.
- Differentiation of instruction is occurring for all students to the appropriate level of challenge.
- Performance gains expected for these students: The percentage of students who do not meet or exceed grade level standard in mathematics will be less than 27%.
- Means of evaluating progress toward this goal: district assessments, teacher or publisher created assessments, and CAASPP (SBAC) scores.
- Group data needed to measure academic gains: Results from the assessments listed above.

GOAL #2 for Improving Student Achievement:

By May 2016, students scoring below grade level standards in reading and language arts will demonstrate improved performance.

- Student groups participating in this goal: K-5 Students
- Performance gains expected for these students: The percentage of students who do not meet or exceed grade level standard in language arts will be less than 26%.
- Means of evaluating progress toward this goal: DIBELS (K-3), and SRI (1-5), Reading/Language Arts Unit Assessments, and CAASPP (SBAC) Scores.
- Group data needed to measure academic gains: Results from the assessments listed above.

GOAL # 3 for Improving Student Achievement:

By May 2016, students targeted for math or language arts intervention will demonstrate improved performance.

- Student groups participating in this goal: Underperforming students in grades K-5
- Performance gains expected for these students: There will be a 5% reduction in students performing below grade level standards.
- Means of evaluating progress toward this goal: DIBELS, SRI, teacher observation, summative and unit tests, and CAASPP (SBAC) scores.
- Group data needed to measure academic gains: Results from the assessments listed above.

GOAL #4 for Improving Student Achievement:

By May 2016, students will be fully immersed in the new California State Standards through learning activities and experiences highlighting critical thinking and problem solving.

- Student groups participating in this goal: Students in K-5 and 3-5 for practice testing.
- Performance gains expected for these students: Immersion and engagement in these standards will improve scores on assessments. Common Core sample test questions from Smarter Balanced and from other materials will be utilized to provide knowledge of testing norms and familiarity with how the new standards will be assessed.
- Means of evaluating progress toward this goal: Teacher observation and lesson assignment results. Selected data for analysis will include the CAASP (SBAC) scores.
- Group data needed to measure academic gains: Results from the assessments listed above.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet or exceed the grade-level standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 By May 2016, students scoring below grade level standards in mathematics will demonstrate improved performance.					
<i>Student groups and grade levels to participate in this goal:</i> <ul style="list-style-type: none"> All students in grades K-5 scoring below grade level standards All students in grades K-5 who have scored below proficient on the ongoing grade level math assessments during the current school year 		<i>Anticipated annual performance growth for each group:</i> <ul style="list-style-type: none"> K-5: fewer than 27% below grade level standards 3 – 5: Grade level benchmarks to be established using CCSS sample test questions by Smarter Balanced 			
<i>Means of evaluating progress toward this goal:</i> <ul style="list-style-type: none"> Unit assessments, benchmark assessments, and report card grades. 		<i>Group data to be collected to measure academic gains:</i> <ul style="list-style-type: none"> Unit Assessments Benchmark Assessments 			
Actions to be Taken to Reach This Goal¹ <i>(e.g., Teaching and Learning, Staffing and Professional Development)</i>		Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ol style="list-style-type: none"> The K-5 math curriculum is aligned with Common Core State Standards (CCSS) 		Ongoing August, 2015- May, 2016	No School Site Allocation	N/A	District Funds (Common Core)
Improvement of instructional strategies and materials: <ol style="list-style-type: none"> Teachers to meet weekly in grade level teams to develop grade-level assessments, discuss grouping of students with like instructional needs, plan appropriate instruction to meet the needs of students and evaluate student progress toward meeting standards. Uninterrupted math block; fluid grouping Common Core and GATE strategies learned by 		Ongoing August, 2015- May, 2016	Teacher planning time resulting from early release day every Wednesday – Banked Time	N/A	N/A
		Ongoing			3. Common Core Funding

<p>teachers in workshops and Passport Staff Development</p> <p>4. Math Intervention Aides - Provide support to facilitate small groups</p>	<p>August, 2015- May, 2016</p>	<p>3. Teacher Trainings in CCSS</p>	<p>3. \$2,700</p>	<p>4. District – Title I (Math Aides)</p>
<p>Staff development and professional collaboration:</p> <ol style="list-style-type: none"> 1. Staff Meetings 2. Grade level meetings to align curriculum with standards, analyze assessments and plan differentiation strategies 3. SST, 504, and IEP meetings to identify student needs and plan interventions 4. Staff development Passport activities 5. Articulation between grade levels 	<p>Ongoing August, 2015- May, 2016</p>	<p>No School Site Allocation</p>	<p>N/A</p>	<p>3. District Funds to release teachers for IEP meetings</p>
<p>Auxiliary services for students and parents:</p> <ol style="list-style-type: none"> 1. School Site Council (SSC) 2. District and Site GATE Meetings 3. District Special Education Advisory Committee (SEAC) 4. 5th Grade Parent Orientation Meetings at MCMS 5. Kindergarten Orientation Meetings 6. Parent Common Core and Curriculum Trainings 	<p>Ongoing August 2015 – May 2016 and summer 2016</p>	<p>No School Site Allocation</p>	<p>N/A</p>	<p>7. District Funds (Common Core Training)</p>
<p>Monitoring program implementation/results:</p> <ol style="list-style-type: none"> 1. Additional interim assessments 2. Unit Tests, Interim assessments from math curriculum, teacher resources 3. Report Cards 4. Site Council given regular updates 5. Progress Shared with Parents 	<p>Ongoing August, 2015- May, 2016</p>	<p>No School Site Allocation</p>	<p>N/A</p>	<p>N/A</p>

SCHOOL GOAL # 2 – English Language Arts By May 2016, students scoring below grade level standards in reading and language arts will demonstrate improved performance.					
<i>Student groups and grade levels to participate in this goal:</i> <ul style="list-style-type: none"> All students in grades K-5 scoring below grade level standards 		<i>Anticipated annual performance growth for each group:</i> <ul style="list-style-type: none"> Refer to school data K-5 – fewer than 26% below grade level standards 			
<i>Means of evaluating progress toward this goal:</i> <ul style="list-style-type: none"> DIBELS, SRI Unit Assessments 		<i>Group data to be collected to measure academic gains:</i> <ul style="list-style-type: none"> DIBELS, SRI Unit Assessments 			
Actions to be Taken to Reach This Goal⁴ <i>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</i>		Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ol style="list-style-type: none"> Houghton-Mifflin Medallion Reading series Bridge Materials are aligned with the content standards & CCSS 		Ongoing August 2015- May 2016	N/A	N/A	N/A
Improvement of instructional strategies and materials: <ol style="list-style-type: none"> Literacy Lab Use of Literacy Specialists (3 total) Use of Grade Level Aides in grades K-5 Literacy Center – materials and equipment needed to augment the curriculum Grouping based on ongoing assessments Block of instructional time Purchase of additional grade level materials 		Ongoing August 2015- May 2016	No Site Allocation	N/A	2. District– Title I (Literacy Lab Aides) 3. PTA – Classroom Aides 7. District Funds
Extended learning time: <ol style="list-style-type: none"> At risk students will be identified and placed in the Literacy Center Increase direct instruction time for students by fluid grouping 		Ongoing August 2015- May 2016	N/A	N/A	1. District– Title I (Literacy Lab Aides) 2. PTA – Classroom Aides

Increased educational opportunity: <ol style="list-style-type: none"> 1. Small group instruction provided to students with identified needs in reading and language arts through the Literacy Center 2. Special Education student services aligned to instruction and standards within the general education classroom 3. Implementation of Writer's Workshop (K-5) 4. Reading Rewards Program 	<p>Ongoing August 2015- May 2016</p>	<p>N/A</p>	<p>N/A</p>	<p>1. District- Title I (Literacy Lab Aides)</p>
Staff development and professional collaboration: <ol style="list-style-type: none"> 1. Staff Development Passport activities 2. Site Staff Development 3. Grade level planning and collaboration 4. Teacher access to the UCLA Literacy Program/Corinne A. Seeds UES 5. SST meetings for under performing students 6. Articulation between grade levels 7. Teacher training for DIBELS and SRI 8. Teacher Institutes, Columbia University 9. UCLA Critical Thinking Institute (CTI) 	<p>Ongoing August 2015- May 2016</p>	<p>No Site Allocation</p>	<p>N/A</p>	<p>District - Title II PTA - Professional Development</p>
Involvement of staff, parents and community: <ol style="list-style-type: none"> 1. Principal's Parent Meetings 2. Parent Education Opportunities 3. Parent volunteers to support instruction 4. Parent - Teacher Conferences 5. GATE/SEAC meetings 6. GATE ID procedures 7. School Site Council 8. PTA 	<p>Ongoing August 2015 - May 2016</p>	<p>No Site Allocation</p>	<p>N/A</p>	<p>PTA and District Funds (Parent Education)</p>
Auxiliary services for students and parents: <ol style="list-style-type: none"> 1. Communication with parents regarding progress 2. Learning Lab 3. Parent Orientation meetings at MCMS 	<p>Ongoing August 2015 - May 2016 and summer 2016</p>	<p>No Site Allocation</p>	<p>N/A</p>	<p>N/A</p>

<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> 1. SRI and DIBELS 2. Student Portfolios 3. Standards – Based Report Cards 4. Additional interim assessments 5. Site Council reports 6. PTA reports 	<p>Ongoing August 2015 – May 2016</p>	<p>No Site Allocation</p>	<p>N/A</p>	<p>N/A</p>
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PROGRAM SUPPORT GOAL # 3 By May 2016, students targeted for math or language arts intervention will demonstrate improved performance.					
Groups participating in this goal (e.g., students, parents, teachers, administrators): <ul style="list-style-type: none"> Underperforming students in grades K-5 		Anticipated annual growth for each group: <ul style="list-style-type: none"> There will be a 5% reduction in students performing below grade level standards. 			
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> DIBELS, SRI, Unit and Summative tests; 		Group data to be collected to measure gains: <ul style="list-style-type: none"> Results of SRI, trimester benchmarks and grade level assessments 			
Actions to be Taken to Reach This Goal⁷ <i>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</i>		Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ol style="list-style-type: none"> Literacy Lab program to supplement Lang. Arts curriculum and support content standards 		Ongoing August 2015 – May 2016	No Site Allocation	N/A	District Funds – Title I
Improvement of instructional strategies and materials: <ol style="list-style-type: none"> Implementation of Intervention programs Increase instructional time grades K-5 Implementing grouping practices and differentiation to support goals Increase time for staff development and collaboration Use of assessments to qualify or exit students 		Ongoing August 2015 – May 2016	No Site Allocation	N/A	N/A
Extended learning time: <ol style="list-style-type: none"> Extend hours of Intervention Support 		Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	N/A

Increased educational opportunity: <ol style="list-style-type: none"> 1. Additional Materials for CCSS 2. School library Lexiled to SRI data 3. Grouping of students in classrooms for targeted instruction 	Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	1. District Funds – Common Core 2. PTA – Library Aide
Staff development and professional collaboration: <ol style="list-style-type: none"> 1. The Literacy & Math Aides will collaborate with the general education teachers regarding curriculum and progress of students 2. Staff development for Intervention Aides 3. Participation in RTI Workshops 	Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	District Funds
Involvement of staff, parents and community: <ol style="list-style-type: none"> 1. Report Card Conferences 2. Grade level meetings with Principal and Intervention Aides 3. SST Meetings 4. PTA and additional parent meetings 5. Principal's Chats & Communication 	Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	N/A
Monitoring program implementation and results: <ol style="list-style-type: none"> 1. Results from screenings & assessments 2. Other test results/Reading & Math 3. Periodic reports on number of students entering and exiting intervention programs 	Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	N/A

SCHOOL GOAL # 4 By May 2016, students will be fully immersed in the new California State Standards through learning activities and experiences highlighting critical thinking and problem solving.					
<i>Student groups and grade levels to participate in this goal:</i> <ul style="list-style-type: none"> Students in grades K-5 		<i>Anticipated annual performance growth for each group:</i> <ul style="list-style-type: none"> Immersion and engagement with these standards will lead to improved scores on assessments. Sample testing questions will be utilized to provide knowledge of testing norms and familiarity with how the standards are assessed. 			
<i>Means of evaluating progress toward this goal:</i> <ul style="list-style-type: none"> Reports from teachers regarding student progress Selected assessment data, including SBAC scores Formative and summative curricular assessment data 		<i>Group data to be collected to measure gains:</i> <ul style="list-style-type: none"> Data from teacher observation, unit lesson and assignment results and select data from SBAC scores. 			
Actions to be Taken to Reach This Goal⁹¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date¹¹ Completion Date	Proposed Expenditures¹²	Estimated Cost	Funding Source
Attend CAASPP and Common Core professional development sessions available at VCOE Attend NGSS Rollout Sessions		Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	Common Core Funding
Attend Critical Thinking Institute (CTI) provided		Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	N/A

through partnership between OPUSD and UCLA	Ongoing August 2015 – May 2016 and Summer 2016	No Site Allocation	N/A	N/A
Increase Non-Fiction Reading and Writing Activities Expand implementation of Readers and Writers Workshop School-Wide	Ongoing August 2015 – May 2016	No Site Allocation	N/A	Common Core Funding
Conduct Parent Information Meetings to Discuss the Impact of the New California Standards and the CAASPP program	Ongoing August 2015 – May 2016	No Site Allocation	N/A	N/A
Review and Analyze CAASPP Assessment Data from Spring, 2015				

Table 1: Academic Performance by Grade Level (2015)
 Brookside Elementary School
ENGLISH LANGUAGE ARTS

PROFICIENCY LEVEL		ENGLISH LANGUAGE ARTS Smarter Balanced (SBAC) Exam									
		Grade 3			Grade 4			Grade 5			
		2015	2016	2017	2015	2016	2017	2015	2016	2017	
Standard Exceeded	#	46			61			45			
	%	43			48			35			
Standard Met	#	27			44			46			
	%	25			34			36			
Standard Nearly Met	#	24			17			21			
	%	23			13			16			
Standard Not Met	#	9			6			15			
	%	9			5			12			
TOTAL TESTED BY GRADE	#	106/			128/			127/			
		106			128			128			
	%	100%			100%			99.2%			
TOTAL TESTED SCHOOLWIDE	#	361/362									
	%	99.7%									

Conclusions indicated by the data*

1. In 3rd grade, 68% met or exceeded the standard and 32% did not.
2. In 4th grade, 82% met or exceeded the standard and 18% did not.
3. In 5th grade, 71% met or exceeded the standard and 29% did not.
4. Across all grade levels, 74% met or exceeded the standard and 26% did not.

*The year 2015 will serve as a baseline for all subsequent scores using the new CAASPP data. Since this is the first year CAASPP data is available, no scores populate previous or future years.

Table 2: Academic Performance by Grade Level (2015)
Brookside Elementary School
MATHEMATICS

PROFICIENCY LEVEL		MATHEMATICS Smarter Balanced (SBAC) Exam									
		Grade 3			Grade 4			Grade 5			
		2015	2016	2017	2015	2016	2017	2015	2016	2017	
Standard Exceeded	#	36			59			53			
	%	34			46			41			
Standard Met	#	51			39			26			
	%	48			30			20			
Standard Nearly Met	#	16			26			35			
	%	15			20			26			
Standard Not Met	#	3			4			14			
	%	3			3			11			
TOTAL TESTED BY GRADE	#	106/			128/			128/			
	#	106			128			128			
	%	100%			100%			100%			
TOTAL TESTED SCHOOLWIDE	#	362/362									
	%	100%									

Conclusions indicated by the data*:

1. In 3rd grade, 82% met or exceeded the standard and 18% did not.
2. In 4th grade, 76% met or exceeded the standard and 24% did not.
3. In 5th grade, 61% met or exceeded the standard and 39% did not.
4. Across all grade levels, 73% met or exceeded the standard and 27% did not.

*The year 2015 will serve as a baseline for all subsequent scores using the new CAASPP data. Since this is the first year CAASPP data is available, no scores populate previous or future years.

Table 3: California English Language Development (CELDT) Data
Brookside Elementary School
2014-2015

Grade	California English Language Development Test (CELDT) Results									
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
	#	%	#	%	#	%	#	%	#	%
K	3	14	10	48	7	33	0	0	1	5
1	3	30	3	30	3	30	0	0	1	10
2	0	0	5	56	4	44	0	0	0	0
3	5	63	2	25	1	13	0	0	0	0
4	6	75	1	13	1	13	0	0	0	0
5	3	75	1	25	0	0	0	0	0	0
Total	20	33	22	37	16	27	0	0	2	3
										60

Conclusions indicated by the data:

1. Student scores indicate Brookside's ELL Program effectively identifies areas of strengths and needs for English Learners.
2. Students scoring Early Advanced & Advanced on the CELDT increased from 64% in Kindergarten to 100% in Fifth Grade.
3. Brookside's model for continuous monitoring of EL students from entry through 5th grade effectively meets the needs of ELL students.

Form C: Programs Included in this Plan – Brookside Elementary School

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$ 0
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$ 0
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ 0
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0

Federal Programs under the Elementary Secondary Education Act		Allocation
<input type="checkbox"/>	Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 0
Total amount of state and federal categorical funds allocated to		\$ 0

SCHOOL PARENTAL INVOLVEMENT POLICY

Brookside Elementary School

PART I: GENERAL EXPECTATIONS

Brookside Elementary School agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Brookside Elementary School will take the following actions to involve parents in the ongoing joint development and agreement of its School Parental Involvement Policy and its School wide plan, under section 118(b) of the ESEA:

- Distribute the following materials to parents: District wide Parental Involvement Policy, the School's Parental Involvement Policy, and the School-Parent Compact
- School Site Council will approve these documents at their first meeting each year.

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

- Post these documents on the Brookside website
- Make copies available in the school office

3. Brookside Elementary School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and school:

- This document will be updated each year and included in the SPSA.

4. Brookside Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved, as described in detail in the Student Handbook
- This information about the Title 1 program will be disseminated to parents during Student Study Team Meetings

5. Brookside Elementary School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.

6. Brookside Elementary School will provide information about Title 1 Programs to parents of participating children in a timely manner:

- Trimester updates as to student's progress
- Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Brookside Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet to:

- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
- Members of the Student Study Team will describe the program to the parents
- Back To School Night program will assist in informing parents about curricular activities

8. Brookside Elementary School will provide parents of participating children, opportunities to participate in the decision making process relating to the education of their children:

- Teachers and parents have the right to request a meeting to discuss the academic progress of students
- During Student Study Team meetings parents are encouraged to actively participate in the decision making process
- At report card conferences, teachers will inform parents of their child's progress and have the opportunity to discuss changes to the plan in place.

9. Brookside Elementary School will submit to the District any parent comments if the School wide plan under section (114)(b)(2) is not satisfactory to parents of participating children:

- Board Policy outlining complaint procedures can be found on the website
- Copies of this policy can be obtained at the school office

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Brookside Elementary School will build the school's and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

- PTA membership
- Back to School events
- Parent Information/Education Offerings
- School Site Council Meetings open to the public
- Classroom volunteerism and participation
- District wide committees developing curriculum and policy

2. The school will incorporate the School Parental Involvement Policy as a component of its School-Parent Compact:

- The District-Parent Compact and the School-Parent Compact are found on the school website
- All families are asked to read, sign and return both compacts

3. The school, with the assistance of the District, will provide parents with the following information in the following ways:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

This will be accomplished by conducting meetings including Principal Chats, Back to School Nights and parent conferences.

4. The school will, with the assistance of the District, provide parenting classes to the community in an effort to assist in promoting healthy parent-child interaction.

5. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to communicate

with, and work with parents as equal partners, in the value and utility of parent participation by:

- A. Informing teachers of school and District parent involvement policies
- B. Discussing strategies for involving parents at regular staff meetings and District workshops
- C. Stressing parent participation and involvement through the BTSA program, attended by all new certificated employees

6. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

- A. Weekly School Newsletters ('Tiger Tidbits')
- B. The school website is updated regularly
- C. Regular electronic updates/reminders sent to all families
- D. SST confirmation letters that are sent to all families of participating students
- E. Teacher Newsletters and Parent communiqués

PART V: ADOPTION

This School Parental Involvement Policy has been developed and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy will be in effect for the 2015-2016 school year. It will be made available to the school community on or before September 1, 2015. Brookside School's notification to parents of this policy will be in an understandable and uniform format, and provided for community access on the Brookside Website.

Approved By:

Andrew Cook
Chairperson, BES, SSC

Sara Ahl
Principal, BES

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁴

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sara Ahl	X				
Kim Annino		X			
Andrew Cook				X	
Tara Hees		X			
Lisa Kommers				X	
Virginia Standring			X		
Ty Avendano				X	
Eliza Parker				X	
Numbers of members of each category	1	2	1	4	

Form E: Recommendations and Assurances

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

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

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

- The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This school plan was adopted by the school site council at a public meeting on: January 12, 2015.

Attested:

<hr/>	Sara Ahl	1/12/15
<i>Signature of school principal</i>	<i>Name of school principal</i>	<i>Date</i>
<hr/>	Andrew Cook	1/12/15
<i>Signature of SSC Chairperson</i>	<i>Name of SSC Chairperson</i>	<i>Date</i>

The Single Plan for Student Achievement

Oak Hills Elementary School

56 73874 6107528
CDS Code

Date of this revision: January 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Erik J. Warren

Position: Principal

Telephone Number: (818) 707-4224

Address: 1010 North Kanan Road
Oak Park, California 91377

E-mail Address: EWarren@opusd.org

Oak Park Unified School District
Educating Compassionate and Creative Global Citizens

The District Governing Board approved this revision of the School Plan on February 16, 2016.

Mission Statement

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, which includes academic achievement, personal growth, and social responsibility.

Vision Statement

Oak Hills Elementary School, a learning community of children, staff, parents, corporations, and organizations, enhances children's lives by actively engaging them in meaningful learning experiences. These experiences empower our students to become creative, productive, socially responsible, life-long learners and problem solvers who successfully contribute to a culturally diverse and technologically evolving society.

School Profile

Oak Hills Elementary School is a continually evolving learning community of 530 children, 412 families, 22 teachers, 37 support staff, with numerous connections to academic, business, cultural, and other organizations. There is a united focus on providing challenging and meaningful experiences for our children. Every child is viewed as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities appropriate to the individual child. Our school continually adapts to keep pace with our students' diverse and changing needs through a variety of support programs, ranging from a Literacy Program to support students in the area of Language Arts to our GATE program for children requiring high-challenge activities. Children also grow socially and emotionally through our emphasis on social responsibility and citizenship. Our vision dictates that we provide an interesting and intrinsically motivating, educational context for rigorous academic standards. In this way we endeavor to inspire our students to become compassionate and creative global citizens.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Standards, Assessment, and Accountability

At Oak Hills Elementary, instruction is adjusted based on meaningful information gained from thorough regular assessment of student performance. Teachers use a variety of state and local assessments to closely monitor student progress, design and modify instruction, and improve student achievement. Assessment data from the State Testing and Reporting (STAR) program has been reviewed and analyzed annually upon receipt. We have also analyzed results from the new CAASPP assessments. Currently, we only have one year of CAASPP data and this data is not directly comparable to the old STAR CST data. Teachers continue to rely heavily upon benchmark and interim assessments to identify student needs and to plan appropriate instruction for all students, including those identified as not meeting performance goals and those exceeding performance goals. This use of data from multiple measures has been critical in meeting performance goals and is essential to any successful program.

In addition to STAR/CAASPP data and curriculum imbedded assessments, our reading assessment plan includes:

- Regular assessment that is part of the Core Reading Program, *A Legacy of Literacy*, K-5.
- DIBELS for grades K-3. The DIBELS (Dynamic Indicators of Basic Literacy) assesses three areas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another and have been found to be predictive of later reading proficiency. The test is given in a one-on-one with each child and takes about ten minutes to administer. It is given three times a year on a prescribed timeline.
- SRI (Scholastic Reading Inventory). The SRI is a computer-based reading comprehension assessment that is administered to students in grades 2-5. This assessment takes 20-30 minutes to administer and is given three times a year. The software remembers the students and tracks their progress throughout the year. It also provides lists of recommended reading material for each student at their assessed lexile level, based on the interests that the student selected. The SRI provides teachers, parents, and students with information about student reading comprehension levels.

The most important aspect of these assessments is the individualized data that is provided to teachers and parents. They are also used by the school and the district as a whole to design and monitor appropriate interventions for all students.

In all subject areas, pre- and post-assessments are common practices of teachers who flexibly group their students for short-term instruction of specific skills. These curriculum-embedded assessments are standards-based and assist parents and teachers in monitoring the progress students are making toward meeting performance expectations. Our math program uses curriculum embedded tests and spiral reviews to

assess how well students are learning and retaining information. Formal and informal assessments, such as benchmark projects, also monitor the effectiveness of programs in social studies and science. This progress is reported three times a year on standards-based report cards. Parent conferences are held twice a year to formulate student goals and to address progress. Students in the upper grades take an active part in goal setting and in discussing progress.

The majority of our students are attaining scores at or above the proficient level in ELA and math, and do not require interventions. The small number of students requiring intervention receive additional support through our in-school Literacy Center program and Math Aide program. Additional strategic interventions are provided through differentiated instruction strategies within each classroom. Our instructional practices for English Language Learners begin with how EL teaching is related to K-12 EL standards as well as content assessments of learner's levels of linguistic and cognitive development. Materials appropriate for English Language Learners have also been purchased that include limited vocabulary dictionaries and specifically designed software.

Staffing and Professional Development

Oak Hills offers opportunities for professional growth and support for teachers that are aligned with content standards, assessed student performance and professional needs. Staff members participate in district-sponsored activities on "buy back" days and also use a "passport" system that allows teachers to personalize professional growth. The funding for the "buy back" days establishes clear guidelines for identifying activities that qualify as professional development. These workshops promote research-based activities that are aligned with state standards and frameworks and are consistent with the district's priorities. In addition to "passport" system, all teachers will participate in Common Core Training sessions throughout the year. This training, delivered by the district's educational consultant, includes five full-day sessions. Over half of Oak Hills teachers also study project-based learning and inquiry-based learning by participating in UCLA's Critical Thinking Institute training, which takes place within the school district.

Regular and frequent collaboration time is provided to teachers both within and across grade levels. A Banked Time schedule has been implemented to help meet this need. This schedule, developed through close collaboration between staff and parents, extends the instructional day Monday through Thursday and shortens the instructional day on Fridays. Each Friday afternoon, teachers have common planning time, grade-level meetings, staff meetings, and focused professional development. In addition, teachers have opportunities to observe one another during the instructional day to collaborate through lesson study and peer coaching.

Teaching and Learning

Teachers provide multiple levels of support to give every student an opportunity to access the curriculum. State Board of Education adopted, standards-based instructional materials are in place in math, reading/language arts, science, and history/social science and health. The District is currently evaluating science materials as we transition to Next Generation Science Standards (NGSS) and is exploring new reading/language arts materials for future adoption. In addition, researched-based materials are in place for reading intervention in our Literacy Center, Math Club and Resource programs. Materials appropriate for EL students are in place and include limited vocabulary dictionaries designed for these students and specifically designed software. Students receive a balanced, hands-on, engaging learning experience. The curriculum aligns with district standards, which are often more rigorous than the state standards, and is delivered through many modalities. Teachers differentiate curriculum across grade levels to meet the needs of each student. Flexible grouping within individual classrooms and between classrooms ensures that all students receive instruction at their level. Embedded in our math curriculum are re-teach and extension materials to accompany each lesson. In language arts and math, teachers supplement lessons with extra support and challenge activities. All fifth grade students also receive thirty minutes of instruction weekly in Mandarin Chinese, which covers both the language and Chinese culture.

Curriculum, instruction, and educational materials are aligned to content and performance standards in accordance with state and national guidelines. Instructional minutes for core academic areas of mathematics and reading/language arts for each grade level adhere to requirements set by the state. These minutes are chunked and kept whole to insure quality instructional time with minimal interruptions and disruptions. All students in first through fifth grade receive 200 minutes of physical education instruction every two weeks, provided by a certificated PE teacher. Other academic activities are scheduled around core academic blocks to provide enough quality time to sustain instruction that is substantial and promotes the mastery of concepts. Flexibility in scheduling is used to allow for students with special needs to attend intervention services in and around the core academic blocks. Grade levels working as a team develop the general pacing of lessons. These teams work to make sure students achieve mastery of concepts and cover the required material within each grade level. Decisions on differentiated instructional strategies and interventions are updated as needed. Revising the timelines of annual instructional plans and refocusing curriculum emphasis is an ongoing process that occurs after reviewing assessment results involving multiple measures.

Students with disabilities receive appropriate support in all curricular areas. Students are placed in the least restrictive environment, which maximizes their participation in the general education program. The Specialized Academic Instruction (SAI) program provides individualized support for students as needed based on their unique needs. Special Education teachers and paraprofessionals assist students in their regular classroom setting and the resource classroom setting as needed.

Opportunity and Equal Educational Access

State and district standards guide teachers in creating curriculum and appropriate assessments. These assessments provide up-to-date feedback about each student's mastery of the content standards.

The results of language arts pre-and post-tests and other formative and summative assessment instruments assist teachers in setting up flexible learning groups. The assessments are created by teachers or selected from resources such as our current textbook publishers. Flexible learning groups allow teachers to address the needs of all students, augmenting the curriculum with remediation and enrichment when appropriate. For example, a teacher instructing a math group needing remediation may use slower pacing and more hands-on materials to develop and reinforce understanding. At the same time, the teacher will utilize enrichment and extension activities to challenge students as they demonstrate mastery. Teachers use methods such as curriculum compacting to promote critical thinking, and research-based educational programs and activities are used to enhance and maximize student achievement.

Assessment of all students needing academic support continues throughout the year. If a student enters our school with a language other than English listed on the home language survey, our English Language (EL) Specialist screens them using the CELDT test. EL students remain accountable for content instruction, but can use alternate means (such as visual representations and oral descriptions) to prove proficiency. Students are re-designated as fluent based on the CELDT and other measures.

Students with suspected learning disabilities are assessed with current, research-based tools. If needed, individual goals are developed through the IEP process based on a thorough assessment. Depending on their individual needs, students receive special services in their regular classroom utilizing a push-in model, and/or in alternate settings such as the Specialized Academic Instruction classroom using a pull-out model. Appropriate modifications or accommodations are implemented to ensure the identified student can access the curriculum. Progress toward IEP goals is carefully monitored, and students are formally re-evaluated every three years. When students no longer need special services classroom progress is monitored as they transition.

Students who demonstrate a physical or mental impairment that substantially limits one or more major life activities, including learning, may require a Section 504 Plan. As students requiring 504 plans are identified, the 504 team determines the necessary accommodations, modifications, or tools to ensure the student has appropriate access to the curriculum. Peer tutoring, individual teacher time, the Literacy Center, Math Aide support, and EL Aide support are some of the tools and strategies available. In addition, the Resource Specialists, Speech and Language Teacher, Occupational

Therapist, School Psychologist and a School Counselor can help support students by consulting with teachers.

Involvement

Parent participation and support is vital to the success of our school. Classroom volunteers, room parents, story readers, field trip chaperones and many more opportunities exist for parents who wish to help Oak Hills. The Oak Hills PTA is the Parent/Teacher support organization for Oak Hills Elementary School. The Oak Hills PTA operates under the rules and by-laws of the National and State PTA. The PTA is responsible for promoting a positive school climate and an enhanced learning environment for our children. The PTA raises significant funds to enable the school to offer an educational program of very high quality. All officers are elected by members. Membership is encouraged for all Oak Hills parents and staff.

The School Site Council is made up of five parents elected by parents, three teachers elected by teachers, one classified employee elected by classified employees, and the principal. The SSC is responsible for the School Improvement Program, and general goals and philosophy, as well as the content of this document. Many school policies are initiated and approved by the SSC. Meetings are held regularly and are open to the public. Meetings are posted in the school bulletin.

Funding

A variety of state and federal categorical funds have been used to enable under performing students to meet state and district academic standards. However, there are very few of these categorical funds remaining under the current LCFF funding model. Title I funds are no longer available to pay for a portion of our Literacy Center and Math Aide support. However, these programs remain essential and the costs are now covered in the general fund. Title II funds are utilized for professional development activities when available. Additional funds are used for professional development, curriculum support, instructional materials, library books, intervention and remediation services and materials. The consolidated application for funding special programs is a document that is put together using the combined input from parents, community representatives, teachers, and other school personnel. In addition to state and federal categorical funds, the school relies heavily on financial support from our PTA as well as Friends of Oak Park Schools, the district's education foundation.

ANNUAL GOALS
Oak Hills Elementary School – 2015-2016

GOAL # 1 By May 2016, students who have not met or exceeded grade level standards in math will demonstrate improved performance.

Student groups participating in this goal: K-5 Students.

Performance gains expected for these students: The percentage of students who do not meet or exceed grade-level standard in mathematics will be less than 12%.

Means of evaluating progress toward this goal: District Assessments, Teacher or Publisher created Tests, CAASPP

Group data needed to measure academic gains: Results from the above assessments.

GOAL #2 By June 2016, students who have not met or exceeded grade level standards in reading and language arts will demonstrate improved performance.

Student groups participating in this goal: K-5 Students

Performance gains expected for these students: The percentage of students who do not meet or exceed grade-level standard in reading language arts will be less than 12%.

Means of evaluating progress toward this goal: DIBELS (K-3), SRI (1-5), Reading/Language Arts End of Unit Assessments, CAASPP

Group data needed to measure academic gains: Results from the above assessments.

GOAL #3 By June 2016, grades K-5 students needing targeted intervention services in the areas of Language Arts and Math will demonstrate improved performance.

Student groups participating in this goal: All targeted intervention students in grades K – 5

Performance gains expected for these students: There will be a 5% reduction in students performing below grade level standards

Means of evaluating progress toward this goal: DIBELS, SRI, CAASPP, teacher observation, curriculum embedded assessments, and preliminary results from piloted assessment tools

Group data needed to measure academic gains: Results from the above assessments.

Goal #4 By June 2016, students will be fully immersed in the new California State Standards and participate in learning lessons and activities highlighting critical thinking and problem solving.

Student group participating in this goal: Students in K-5

Performance gains expected for these students: Immersion and engagement with these standards will lead to better scores on assessments. Common Core sample test questions from CAASPP will be utilized to provide knowledge of testing norms and familiarity with how the new standards are assessed.

Means of evaluating progress toward this goal: Teacher Observation and lesson assignment results. Selected data for analysis will include CAASPP scores.

Group data needed to measure academic gains: Results from the above assessments.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

11

<p>Alignment of instruction with content standards: The K-5 math curriculum is aligned with the CA Standards</p> <p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> Teachers will meet weekly in grade level teams to develop grade level assessments, discuss grouping of students with like instructional needs, plan appropriate instruction to meet the needs of students and evaluate student progress toward meeting standards Schedule uninterrupted math block Implementation of strategies learned by teachers in workshops and Staff Development Training Math Intervention Aides will provide support to facilitate small-group instruction <p>Staff development and professional collaboration</p> <ul style="list-style-type: none"> Staff Meetings Grade level meetings to align curriculum with standards, analyze assessments and to plan differentiation strategies SST and IEP meetings to identify student needs and plan appropriate intervention strategies Staff development Passport activities Implementation of GATE ID procedures Articulation meetings between grade levels Site Council, GATE Parent Meetings, SEAC <p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> Communication with parents regarding progress Parent Education program 	Ongoing	None	None	
	Ongoing	Math Aide Staffing	\$32,213	General Fund

<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ▪ Unit Tests, Interim assessments from math curriculum and teacher resources ▪ Report Cards ▪ Site Council reports ▪ PTA reports 				
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<p>SCHOOL GOAL # 2</p> <p>By June 2016, students who have not met or exceeded grade level standards in reading and language arts will demonstrate improved performance.</p>		<p>Anticipated annual performance growth for each group:</p> <p>The percentage of students who do not meet or exceed grade-level standard in reading language arts will be less than 12%.</p> <p>Group data to be collected to measure academic gains: Results from DIBELS (K-3), SRI (1-5), Reading/Language Arts End of Unit Assessments, CAA SPP data</p>			
<p>Student groups and grade levels to participate in this goal:</p> <p>K-5 Students</p>	<p>Means of evaluating progress toward this goal:</p> <p>DIBELS (K-3), SRI (1-5), Reading/Language Arts End of Unit Assessments, CAA SPP</p>	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
<p>Actions to be Taken to Reach This Goal⁴</p> <p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ▪ Houghton-Mifflin Reading series is aligned with the content standards 	Ongoing	None	None	None	NA
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> ▪ Literacy Center <ul style="list-style-type: none"> ○ Use of Literacy Specialists ○ Use of para-professionals in DK and Kindergarten ▪ Literacy Center – materials and equipment 	Ongoing	Literacy Program Staffing	<p>\$35,630</p> <p>\$7,737</p> <p>\$15,000</p>	General Fund PTA District (SIP)	

<p>needed to augment the curriculum</p> <ul style="list-style-type: none"> ▪ Grouping based on ongoing assessments ▪ Block of instructional time ▪ Purchase of additional grade level materials <p>Extended learning time:</p> <ul style="list-style-type: none"> ▪ At risk students will be identified and placed in the Literacy program ▪ Increase explicit direct instruction time for students by fluid grouping <p>Increased educational opportunity:</p> <ul style="list-style-type: none"> ▪ Small group instruction provided to students with identified needs in reading and language arts through the Literacy program ▪ Special Education student services aligned to instruction and standards within the general education classroom ▪ Implementation of Writer's Workshop (K-5) <p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ▪ Staff Development Passport activities ▪ Site Staff Development ▪ Grade level planning and collaboration ▪ SST meetings for under-performing students ▪ Articulation between grade levels ▪ Teacher training for DIBELS and SRI ▪ Writer's Workshop training within the District ▪ Writer's Workshop training at Columbia University <p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Parent Information Meetings ▪ District CA Standards Information Meetings ▪ Parent volunteers to support instruction ▪ Parent -- Teacher Conferences ▪ GATE-DAC/SEAC meetings ▪ GATE ID procedures ▪ School Site Council ▪ PTA 	Ongoing	Professional Development Substitute Teacher Coverage	As funding permits	Title II
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<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> ▪ Communication with parents regarding progress ▪ Parent Education program <p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ▪ SRI and DIBELS ▪ Student Portfolios ▪ Report Cards ▪ Additional interim assessments ▪ Site Council reports ▪ PTA reports 		
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PROGRAM SUPPORT GOAL # 3					
By June 2016, grades K-5 students needing targeted intervention services in the areas of Language Arts and Math will demonstrate improved performance.					
Groups participating in this goal:		Anticipated annual growth for each group:			
All targeted intervention students in grades K – 5		There will be a 5% reduction in students performing below grade level standards			
Means of evaluating progress toward this goal: DIBELS, SRI, CAASPP, teacher observation, curriculum embed assessments, and preliminary results form piloted assessment tools		Group data to be collected to measure gains: Data from DIBELS, SRI, CAASPP, teacher observation, curriculum embedded assessments, and preliminary results form piloted assessment tools			
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:		Ongoing	None	None	NA
<ul style="list-style-type: none"> Literacy Lab program to support Language Arts Curriculum 		Ongoing	Literacy Program Staffing	\$35,630 \$7,736 \$15,000	General Fund PTA District (SIP)
<ul style="list-style-type: none"> Math Aides to support Math Curriculum 		Ongoing	Math Aide Staffing	\$32,213	General Fund

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> ▪ Implementation of Intervention Programs ▪ Increase instructional time grades K-5 ▪ Implementing grouping practices and differentiation to support goals ▪ Increase time for staff development and collaboration ▪ Use of assessments to qualify or exit students <p>Extended learning time:</p> <ul style="list-style-type: none"> ▪ Extend hours of intervention support <p>Increased educational opportunity:</p> <ul style="list-style-type: none"> ▪ Additional Materials ▪ School Library lexiled to SRI data ▪ Grouping of students within classrooms for targeted instruction <p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ▪ Literacy and Math aides will collaborate with the classroom teachers regarding curriculum and student progress ▪ Staff development for Intervention aides ▪ Participation in RtI Workshops <p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Report card conferences ▪ Grade level meetings with Principal, Teachers and Intervention aides ▪ SST Meetings ▪ PTA and additional parent meetings 	Ongoing	\$5,000	PTA
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<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Results from screenings and assessments Grade Level Team Meetings with Intervention Teams <p>Identify and evaluate research-based benchmark assessment tools and progress monitoring assessment tools in reading/language arts and math.</p> <ul style="list-style-type: none"> Establish a site-based committee to include school psychologist, special education teachers, general education teachers, and intervention specialists. Review the effectiveness of assessment tools currently in use. Identify the research-based assessment tools currently available. Evaluate the effectiveness of these tools by reviewing current research and communicating with other districts in which these tools are in use. Pilot the use of these tools with students receiving intervention. Pilot the use of these tools with all students within a particular grade level and subject area. Report findings to Director of Pupil Services, and Assistant Superintendent of Curriculum and Instruction. 	Spring 2016	Fast Bridge	\$1,000	District General Fund SELPA
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PROGRAM SUPPORT GOAL # 4					
By June 2016, students will be fully immersed in the new California State Standards and participate in learning lessons and activities highlighting critical thinking and problem solving.					
Groups participating in this goal (e.g., students, parents, teachers, administrators): Students in grades K-5	Anticipated annual growth for each group: Immersion and engagement with these standards will lead to better scores on assessments. Common Core sample test questions from CAASPP will be utilized to provide knowledge of testing norms and familiarity with how the new standards are assessed.				
Means of evaluating progress toward this goal: Teacher Observation and lesson assignment results. Selected data for analysis will include CAASPP scores	Group data to be collected to measure gains: Data from teacher observation, lesson assignment results, and selected data from CAASPP scores				
Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	
Attend CAASPP and Common Core professional development sessions available at VCOE Attend NGSS professional development sessions (CA NGSS Rollout #1, CA NGSS Rollout #2) Attend Critical Thinking Institute professional development through partnership between the District and UCLA Implement Math Talks teaching strategies to develop mathematical thinking					

<p>Increase non-fiction reading and writing activities</p> <p>Conduct Parent Information Meetings to discuss the impact of new CA Standards and CAASPP Assessments, including implementation in their child's classroom.</p> <p>Review and analyze CAASPP assessment data from spring 2015.</p>					

Table 1: Academic Performance by Grade Level

ACADEMIC PERFORMANCE DATA BY GRADE FOR ELA-ALL STUDENTS

Proficiency Level	Grade 3			Grade 4			Grade 5		
	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017
Standard Exceeded	# 35			42			41		
Standard Exceeded	% 43			46			45		
Standard Met	# 28			34			41		
Standard Met	% 34			37			45		
Standard Nearly Met	# 16			15			7		
Standard Nearly Met	% 20			16			8		
Standard Not Met	# 3			1			3		
Standard Not Met	% 4			1			3		
Total Enrolled	# 83			95			94		
Total # Tested	# 82			92			92		
Total % Tested	% 98.8			96.8			97.9		

Conclusions indicated by the data (Note that % may not sum to 100 due to rounding):

1. In 3rd grade, 77% met or exceeded the standard and 24% did not.
2. In 4th grade, 83% met or exceeded the standard and 17% did not.
3. In 5th grade, 90% met or exceeded the standard and 11% did not.

Table 1: Academic Performance by Grade Level

ACADEMIC PERFORMANCE DATA BY GR FOR MATH-ALL STUDENTS												
Grade 3				Grade 4				Grade 5				
Proficiency Level		Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017		
		#										
Standard Exceeded	#	35			37			45				
Standard Exceeded	%	43			41			49				
Standard Met	#	33			31			29				
Standard Met	%	40			34			32				
Standard Nearly Met	#	8			23			15				
Standard Nearly Met	%	10			25			16				
Standard Not Met	#	6			0			3				
Standard Not Met	%	7			0			3				
Total Enrolled	#	83			95			94				
Total # Tested	#	82			91			92				
Total % Tested	%	98.8			95.8			97.9				

Conclusions indicated by the data (Note that % may not sum to 100 due to rounding):

1. In 3rd grade, 83% met or exceeded the standard and 17% did not.
2. In 4th grade, 75% met or exceeded the standard and 25% did not.
3. In 5th grade, 81% met or exceeded the standard and 19% did not.

Table 5: California English Language Development (CELDT) Data

2015/2016 CELDT Results												
Grade	Advanced		Early Adv.		Intermediate		Early Int.		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
DK	0	0%	0	0%	5	71%	0	0%	2	28%	7	
K	6	23%	10	38%	8	30%	2	8%	0	0%	26	
1	4	40%	6	60%	0	0%	0	0%	0	0%	10	
2	1	20%	3	60%	0	0%	0	0%	1	20%	5	
3	2	22%	5	55%	1	11%	0	0%	1	11%	9	
4	2	40%	3	60%	0	0%	0	0%	0	0%	5	
5	4	80%	0	0%	0	0%	0	0%	1	20%	5	
Total For all Grades	19	28%	27	40%	14	21%	2	3%	5	8%	67	

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kanan Andresen				X
Hannah Ghauri				X
Meredith Glickman				X
Irene Lyle				X
Samantha Varner				X
Kristin Chobanian		X		
Keri Leiberman		X		
Stephanie Love		X		
Maureen Frey			X	
Erik Warren	X			
Number of members in each category	1	3	1	5

¹¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

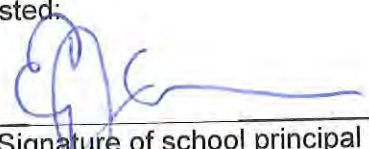
Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council at a public meeting on: January 27, 2016.

Attested:



Signature of school principal

01-27-16

Date



Signature of SSC chairperson

1/27/16

Date

Oak Hills Elementary School
School Parental Involvement Policy



PART I: GENERAL EXPECTATIONS

Oak Hills Elementary School agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

- Include these documents in the online registration materials distributed to all Oak Hills' families.
- Make copies available in the school office.

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

- This document will be updated each year and included in the SPSA.

4. Oak Hills Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved, as described in detail in the Student Handbook
- This information about the Title 1 program will be disseminated to parents during Student Study Team Meetings

5. Oak Hills Elementary School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that the key to the program's success is parent participation.

6. Oak Hills Elementary School will provide information about Title 1 Programs to parents of participating children in a timely manner:

- Trimester updates as to student's progress
- Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Oak Hills Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet to:

- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
- Members of the Student Study Team will describe the program to the parents
- Back to School Night program will assist in informing parents about curricular activities

8. Oak Hills Elementary School will provide parents of participating children, opportunities to participate in the decision making process relating to the education of their children:

- Teachers and parents have the right to request a meeting to discuss the academic progress of students
- During Student Study Team meetings parents are encouraged to actively participate in the decision making process
- Twice yearly at report card conferences, teachers will inform parents of their child's progress and have the opportunity to discuss changes to the plan in place

9. Oak Hills Elementary School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Board Policy outlining complaint procedures can be found in the registration materials posted online at the beginning of the school year
- Copies of this policy can be obtained at the school office

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Oak Hills Elementary School will build the school and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

- PTA membership
- Back to School events
- School Site Council Meetings open to the public
- Classroom volunteerism and participation
- Districtwide committees developing curriculum and policy

2. The school will incorporate the School Parental Involvement Policy as a component of its School-Parent Compact:

- The District-Parent Compact and the School-Parent Compact are found in the registration packet posted online
- All families are required to read, sign and return both compacts

3. The school, with the assistance of the District, will provide parents with the following information in the following ways:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

This will be accomplished by conducting meetings including Principal Chats, Back to School Nights by grade level, End of the Year Preview meetings and parent conferences.

4. The school will, with the assistance of the District, provide parenting classes to the community in an effort to assist in promoting healthy parent-child interaction.

5. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent participation by:

- Informing teachers of school and District parent involvement policies
- Discussing strategies for involving parents at regular staff meetings and District workshops
- Stressing Parent participation and involvement through the BTSA program, attended by all new certificated employees

6. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

- School Bulletins (electronic) which are sent to all families registered through constant contact
- The school website that is updated regularly
- SST confirmation letters that are sent to all families of participating students
- Teacher Weekly Updates

PART IV: ADOPTION

This School Parental Involvement Policy has been developed agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Oak Hills Elementary School on 06/07/07 and will continue in effect for the 2014 – 2015 school year. It remains available to the school community. Oak Hills Elementary School's notification to parents of this policy will be in an understandable and uniform format, and provided for community access on the Oak Hills Website.

Oak Hills Elementary School

School Parental Involvement Policy
Acknowledgement of Receipt of Information

All Oak Hills parents are responsible for reading and acknowledging that they understand the content of the Parental Involvement Policy. This document includes the school rules and important information regarding the school procedures.

This School Parental Involvement Policy has been developed and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Oak Hills Elementary School on 06/07/07 and will be in effect for the 2014 – 2015 school year. It was made available to the school community on or before September 1, 2007. Oak Hills Elementary School's notification to parents of this policy will be in an understandable and uniform format, and provided for community access on the Oak Hills Website.

PARENTS/GUARDIANS ARE REQUIRED TO SIGN
AND RETURN THIS FORM AT REGISTRATION

Please thoroughly read and carefully review the OHES Parental Involvement Policy so that you fully understand it and all of the implications.

I have read the 2014 – 2015 Oak Hills Elementary School Parental Involvement Policy.

Student Name (s): _____

Parent Signature: _____

Date: _____

SCHOOL PLAN FOR STUDENT ACHIEVEMENT AT



56 73874 6111496
CDS Code

Date of this revision: February 16th, 2016

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Jon Duim

Position: Principal

Telephone Number: (818) 707-7972

Address: 4857 Rockfield Street
Oak Park, California 91377

E-mail address: jduim@opusd.org

Oak Park Unified School District

The District Governing Board approved this revision of the School Plan on _____

OAK PARK UNIFIED SCHOOL DISTRICT Mission Statement:

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, which includes academic achievement, personal growth, and social responsibility.

RED OAK ELEMENTARY SCHOOL Vision Statement:

The vision of the Red Oak Elementary School community is to actively involve all children in becoming responsible, caring, and creative life-long learners. We provide a foundation for success through clear goals, high expectations, and a positive school climate with an emphasis on critical thinking, problem solving, social responsibility and personal growth. Students are encouraged to reach their full potential as we celebrate their uniqueness.

RED OAK ELEMENTARY SCHOOL Profile:

On our campus there are 23 regular full time teachers serving approximately 600 students, Discovery Kindergarten through 5th grade. Red Oak Elementary School is a 22-year-old school and is the newest of three elementary schools in the school district. Red Oak received the California Distinguished School award for academic excellence during the 2013-2014 school year. This is the third time the school has been honored with this award. Red Oak has applied for the Gold Ribbon School Award for 2015-2016. Community-funded Measure R continues to provide capital for campus upgrades such as repaving parking lots and reroofing selected sections of campus buildings. Our school is situated in the gently rolling foothills at the southern base of the Simi Peak, in the residential community of Oak Park, northwest of Los Angeles. Red Oak Elementary School has an established record of educational achievement and parent involvement. We believe that every child can, and will, learn and that this learning will lead to high achievement. The goal of our school is to provide each student with a challenging and rigorous curriculum based on California State Academic Standards which include the Common Core Standards. We believe every child can achieve academic success and we are committed to providing unique and differentiated instruction to meet the special individual needs of our students. To this end, every child is provided with quality instructional experiences, which support and maintain high expectations for all students. In many classrooms, new technologies from our district's C-6 bond funds are increasingly being used as a tool for teaching. One well-known technological learning tool is our Smartboards. Community bond measure C-6 continues to fund additional technology tools. Also, our Learning Center Program services students requiring extra help in reading. It provides intensive instruction to raise student reading ability. Student progress in State-approved curriculum is monitored on a regular basis in all subject areas using such measurements as our SRI (Scholastic Reading Inventory) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to precisely pinpoint student needs. This dedication to excellence, coupled with a warm and positive school environment, actively supportive parent groups, and exciting school-wide activities results in optimal school experiences for our students. Each year our highly educated and devoted staff strives to build upon our past successes. We actively incorporate new knowledge and seek out more effective ways to deliver education to our students at every level. Red Oak parents appreciate education and make it a priority in their lives by investing time and resources at the site. Parents are valued partners in creating a special educational community at Red Oak. Over seventy-five percent of our parents volunteer in some capacity to benefit our school. Both the School Site Council and the Parent Faculty Association

(PFA) are dynamic, active, empowered organizations that help us to reach our goals of providing a quality education in a safe and nurturing environment. With parents and teachers working as a team towards the same common goal, every child has the opportunity to become successful. We believe that through teamwork, open communication and a commitment to continuous improvement, we achieve great things for our students and their families.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school and are based on No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC).

Standards, Assessment, and Accountability

Red Oak teachers modify instruction and improve student achievement by utilizing a variety of state and local assessments. This year students 3rd through 5th grade took the state standardized California Assessment of Student Performance and Progress (CAASPP) test covering Common Core standards in language arts and math. Data from this assessment is used to guide instructional decisions and direct funds. Another state assessment was the State Testing and Reporting (STAR) program for science (5th grade only). These are reviewed and analyzed upon receipt. During the fall, teachers review assessments taken at the end of the last school year and use current assessments to identify student needs and to plan appropriate instruction for all students, including those identified as not meeting performance goals and those exceeding performance goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC) has been critical to meeting performance goals and is essential to any successful program. Instruction is adjusted based on meaningful information gained from thorough assessment of student performance. In Oak Park, our reading assessment plan includes:

- Regular assessment that is part of the Core Reading Program.
- DIBELS for grades K-3. The DIBELS assesses three areas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another and have been found to be predictive of later reading proficiency. The test is given one-on-one with each child and takes about ten minutes to administer. It is given three times a year on a prescribed timeline.
- SRI. The SRI is a computer-based reading comprehension assessment that is administered to students in grades 1-5. These students take the test three times a year on the computer. The software remembers the students and tracks their progress throughout the year. It also provides lists of recommended reading for the student based on the interests that the student selected; recommendations are on the student's lexile level. The SRI provides teachers, parents, and students with information about student reading comprehension levels. This assessment also provides information about grade level equivalency and predicts scores on the California Standards Tests.

The most important aspect of these assessments is the individualized data that is provided to teachers and parents. Secondly, the school and the district as a whole will be able to design appropriate interventions and support for all students.

In all subject areas, pre- and post-testing are common practices of teachers who flexibly group their students for short-term instruction of specific skills. These curriculum-embedded assessments are standards-based and assist parents and teachers in monitoring the progress students are making toward meeting performance

standards. Our math program uses curriculum embedded tests and spiral reviews to assess how well students are learning and retaining information. Formal and informal assessments, such as benchmark projects, also monitor the effectiveness of programs in social studies and science. This progress is reported three times a year on standards-based report cards. Parent conferences are held twice a year to formulate student goals and to address progress. Students in the upper grades take an active part in goal setting and in discussing progress.

The majority of our students are attaining scores at or above the proficient level in ELA (English Language Arts) and math and do not require intervention. The small numbers of students requiring intervention receive additional support through our in-school Learning Center program and math aides. Additional grade level interventions are provided through differentiated instructional strategies such as fluid grouping, use of manipulatives and Special Education. Our instructional practices for EL (English Language) learners begin with how EL teaching is related to K-12 EL standards, as well as content assessments of the learner's levels of linguistic and cognitive development. Materials appropriate for EL students have also been purchased that include limited vocabulary dictionaries and targeted software.

Staffing and Professional Development

Part of Red Oak's focus on professional growth has been to ensure that all teachers become NCLB (No Child Left Behind) compliant. This has involved teachers taking courses to obtain CLAD credentials. OPUSD (Oak Park Unified School District) supports this effort as well, and has offered several opportunities for teachers to obtain NCLB compliant status. We are pleased that currently all Red Oak teachers have achieved this status.

Red Oak offers opportunities for growth and support for teachers that are aligned with content standards, assessed student performance and professional needs (NCLB). Staff members participate in district-sponsored activities on "buy back" days and also use a "passport" system that allows teachers to personalize professional growth. Specifically, the law that establishes funding for the "buy back" days provides guidelines for identifying activities that qualify as professional development. These workshops promote research-based activities that are aligned with state standards and frameworks and are consistent with the district's priorities.

Regular and frequent collaboration time is provided to teachers both within and across grade levels by banking instructional time. Approximately 15 minutes in primary grades, and 20 minutes in upper grades, were added to the master school schedule four days a week to allow for an early release day on Wednesdays. Every Wednesday is set aside for teacher and support staff to plan for instruction through interventions, remediation, and extension.

Teaching and Learning

Teachers provide multiple levels of support to give every student an opportunity to access the curriculum. State Board of Education-adopted, standards-based instructional materials are in place in the subjects of Math, Reading/Language Arts, Science, and History/Social Science. In addition, scientifically researched-based materials are in place for reading and math intervention in our Learning Center and Resource Classroom. Materials appropriate for EL students are in place and include limited vocabulary dictionaries designed for these students. Students receive a balanced, hands-on, enriching learning experience. The curriculum aligns with district standards, which are often more rigorous than the state standards, and is delivered through many modalities. We differentiate curriculum across grade levels to meet the needs of every student. Flexible grouping within individual classrooms ensures that all students receive instruction at their level. Embedded in our math curriculum are re-teach and extension materials to accompany each lesson. In language arts, teachers supplement lessons with extra support and challenge activities. Beginning with the 2010-2011 school year, all fifth grade students receive 30 minutes of weekly instruction in Mandarin Chinese. Site licenses were purchased at the beginning of the 2013-2014 school year for Brain Pop and IXL. Other free programs are used such as

Think Central. Both are internet-based programs mostly focused on math and both extend learning using an engaging format geared to the instructional level of the viewer. Additionally, the fourth and fifth grade levels use Khan Academy computer program as a supplement to their math instruction and for homework.

Curriculum, instruction and educational materials are aligned to content and performance standards in accordance with NCLB guidelines. Instructional minutes for core academic areas of mathematics and reading/language arts for each grade level adhere to requirements set by the state. These minutes are grouped and kept whole to insure quality instructional time with few interruptions and disruptions. Other academic activities are scheduled around these core academic blocks to provide enough quality time to sustain instruction that is substantial and promotes the mastery of concepts. Flexibility in scheduling is used to allow for students with special needs to attend intervention services in and around the core academic blocks. Grade levels working as a team decide the general pacing of lessons. These teams work to balance student achievement, and mastery of concepts, as well as cover the required material within each grade level. Decisions on differentiated instructional strategies and interventions are updated as needed. Revising the timelines of annual instructional plans and refocusing curriculum emphasis is an ongoing process that occurs after reviewing testing results.

Starting in the 2014-2015 school year, a certificated physical education teacher was hired to provide direct instruction for our students. Students receive 50 minutes of physical education two times a week. There is a classified physical education instructor to help assist and provide support for this program.

Students with disabilities receive appropriate support in all curricular areas. Lesson modifications allow these students to use various modalities to show understanding. The SAI (Specialize Academic Instruction) program provides individualized support for students based on their IEPs. Aides assist some students in their regular classroom setting. Struggling readers receive 20 to 30 minutes of daily reading fluency support in the Learning Center. Students struggling in math receive daily support with math aides. Within the regular classroom, students receive extra support through re-teaching and peer tutoring. EL students receive assistance from a program incorporating SBE (State Board of Education)-adopted materials, including complete Houghton Mifflin Reading sets, vocabulary board games, sequencing cards and the Rosetta Stone computer program. All classroom teachers are CLAD-certified. All teachers use Bloom's Taxonomy to differentiate the curriculum so that every student is reached at their individual level. Common Core State Standards are being included or will be included in most core academic subjects. For the second year, our district piloted Go-Math curriculum materials by the Houghton Mifflin and Harcourt publishing company. They have the standards embedded in them. Portions of staff meetings have been devoted to this task. Currently, our teachers use language arts materials that have these standards embedded. During the 2013-2014 school year, bridge materials for language arts were obtained. These materials (called, Medallion,) help to bridge the transition between our current academic standards and those of the Common Core.

Opportunity and Equal Educational Access

State and district standards guide teachers in creating curriculum and appropriate assessments. These assessments provide feedback about which standards have been mastered and those requiring additional instruction.

Teachers utilize pre, post, and summative tests provided by Houghton-Mifflin, as well as other assessment instruments, to assist teachers in setting up flexible, homogenous learning groups. Houghton-Mifflin language arts and Go-Math assessments are used in the same way for math grouping. These instructional groups address the needs of all students, augmenting the curriculum with remediation and enrichment when appropriate. For example, a teacher instructing a math group needing remediation may use slower pacing and more hands-on materials to develop and reinforce understanding, and provide enrichment. Teachers use methods such as

curriculum compacting to promote critical thinking. Research-based educational programs and activities are used to enhance and raise student achievement. Some of these include material from Marcy Cook, Dale Seymour, Marilyn Burns and Sandra Kaplan's GATE Icons.

Assessment of all students needing academic support continues throughout the year. If a student enters our school with a language other than English listed on the home language survey, our English Language (EL) Specialist screens them using the CELDT test. EL students remain accountable for content instruction, but can use alternate means (such as visual representations and oral descriptions) to prove proficiency. Students testing in the upper third of their class academically in reading and writing can be designated as fluent.

Students with learning disabilities are assessed with the Woodcock Johnson III and the Test of Written Language and Visual Motor Integration. They are re-evaluated every three years. Throughout the year, students also receive portfolio assessments. Progress toward Individual Educational Plan (IEP) goals is carefully monitored. When students no longer need special services, classroom progress is monitored by specialist observation and teacher feedback.

Involvement

Teachers create lessons for whole group, small groups (homogeneous and heterogeneous), cooperative groups, and independent learners. These lessons incorporate multiple modalities through the use of technology, manipulatives, scientific investigations, field trips, research, and other hands-on activities. All of these activities reach all learners and are more effective when utilizing community support. In many grades parents lead weekly reading groups in the content areas. Teacher-created guides are used to discuss key concepts and vocabulary. In math, teachers use a variety of materials and approaches to reach students having difficulty with new concepts. Third, fourth, and fifth grade teachers provide social studies, math, and science study guides to help students and parents identify key concepts and important vocabulary. Teachers use a variety of instructional strategies to meet the needs of students with a range of learning styles and experiences (including fluid grouping for specific skill development).

Differentiation continues after school with homework designed to meet individual students' needs. In the classroom, students become peer tutors. Every primary class teams with an upper grade class so that primary students have "Big Buddies". Buddy classes meet regularly to complete projects. For example, one kindergarten and 5th grade buddy team meet for 15 minutes every Friday morning for buddy reading. At the library, 5th graders choose a challenge book for themselves along with a picture book with their "little buddy" in mind. Kindergartners practice tracking and reading sight words, while 5th graders build fluency and learn how to choose literature with an audience in mind.

Special events and activities enrich the curriculum, apply and extend student knowledge, and provide an outlet for creative talents. We welcome community support all the time, but for special events and activities we recruit parents and community members to participate.

As students requiring IEPs and 504s are identified, grade level teams brainstorm new ideas incorporating any necessary tools to ensure student success. Peer tutoring, individual teacher time, home tutoring, resource specialists, the Learning Center, the school psychologist and a school counselor help support all students. Additional services are available depending on each child's individual needs. Adapted physical education is offered to students on campus. Students requiring speech therapy are accommodated according to their IEPs. Speech therapists work in the classrooms and constantly ask teachers for specific lesson material so that they may tie classroom lessons into the students' speech services during speech sessions.

The consolidated application for funding special programs is a document that is put together using the combined input from parents, community representatives, teachers, and other school personnel.

Funding

A variety of mostly federal Categorical funds are used to enable underperforming students to meet state and district academic standards. Title I funds are used to pay for a portion of our Learning Center and math aides. Other funds are used for staff development, curriculum support, instructional materials, library books, intervention and remediation services and materials. The categorical funds provide the fiscal support necessary to meet many of the special needs of our underperforming students. Additional funds are also provided by our school PFA and Friends of Oak Park Schools Education Foundation.

Table 1: Academic Performance by Grade Level

ACADEMIC PERFORMANCE DATA BY GRADE FOR MATH-ALL STUDENTS

Proficiency Level		Grade 3			Grade 4			Grade 5		
		Year1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017
Standard Exceeded	#	44			39			57		
Standard Exceeded	%	41			41			46		
Standard Met	#	50			33			34		
Standard Met	%	45			35			28		
Standard Nearly Met	#	13			21			21		
Standard Nearly Met	%	12			22			17		
Standard Not Met	#	2			2			11		
Standard Not Met	%	2			2			9		
Total Enrolled	#	112			97			125		
Total # Tested	#	110			95			123		
Total % Tested	%	98.2			97.9			99.2		

Conclusions indicated by the data (Note that % may not sum to 100 due to rounding):

1. The year 2015 will serve as a baseline for all subsequent scores using new CAASPP data.
2. Since this is the first year CAASPP data is available, no scores populate previous or future years.
3. In 3rd grade, 86% met or exceeded the standard and 14% did not.
4. In 4th grade, 76% met or exceeded the standard and 24% did not.
5. In 5th grade, 74% met or exceeded the standard and 26% did not.

Table 2: Academic Performance by Grade Level

ACADEMIC PERFORMANCE DATA BY GRADE FOR ELA-ALL STUDENTS

Proficiency Level		Grade 3			Grade 4			Grade 5		
		Year1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2015	Year 2 2016	Year 3 2017
Standard Exceeded	#	54			48			58		
Standard Exceeded	%	49			51			47		
Standard Met	#	36			30			50		
Standard Met	%	33			32			40		
Standard Nearly Met	#	16			15			12		
Standard Nearly Met	%	20			16			10		
Standard Not Met	#	3			1			4		
Standard Not Met	%	4			1			3		
Total Enrolled	#	112			97			125		
Total # Tested	#	110			95			124		
Total % Tested	%	98.2			97.9			99.2		

Conclusions indicated by the data (Note that % may not sum to 100 due to rounding):

1. The year 2015 will serve as a baseline for all subsequent scores using new CAASPP data.
2. Since this is the first year CAASPP data is available, no scores populate previous or future years.
3. In 3rd grade, 82% met or exceeded the standard and 18% did not.
4. In 4th grade, 83% met or exceeded the standard and 17% did not.
5. In 5th grade, 87% met or exceeded the standard and 13% did not.

Table 3: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	4	10	17	44	15	38	1	3	2	5	39
1	6	38	6	38	3	19	1	6	0	0	16
2	2	17	5	42	4	33	0	0	1	8	12
3	0	0	2	40	1	20	1	20	1	20	5
4	7	54	4	31	1	8	0	0	1	8	13
5	2	40	0	20	3	60	0	0	0	0	5
6											
7											
8											
9											
10											
11											
12											
Total	21	23	34	38	27	30	3	3	5	6	90

Conclusions indicated by the data:

1. Over a third of our students tested were kindergartners.

OAK PARK UNIFIED SCHOOL DISTRICT

Red Oak Elementary School

Summary of School Goals for Improving Student Achievement

Goal #1 for Improving Student Achievement:

By May 2016, students scoring below proficient and/or below grade level standards will demonstrate improved performance in math.

Student group participating in this goal: K-5 students.

Differentiation of instruction is occurring for all students to the appropriate level of challenge.

Performance gains expected for these students: The number of students who do not meet or exceed grade level standards in math will be less than 14%.

Means of evaluating progress toward this goal: Math Unit Assessments - 2nd-5th grades, Grade level standards and assessments - K-1st grades, CAASPP - 3rd-5.

Group data needed to measure academic gains: Results from the above assessments.

Goal #2 for Improving Student Achievement:

By May 2016, students scoring below proficient and/or below grade level standards in reading and language arts will demonstrate improved performance.

Student group participating in this goal: K-5 students.

Differentiation of instruction is occurring for all students to the appropriate level of challenge.

Performance gains expected for these students: The number of students who do not meet or exceed grade level standards in reading and language arts will be less than 14%.

Means of evaluating progress toward this goal: DIBELS K-3, SRI 1-5 and Language Arts Unit Assessments, CAASPP 3rd-5.

Group data needed to measure academic gains: Results from the above assessments.

Goal #3 for Improving Student Achievement:

By May 2016, students needing targeted intervention in the areas of language arts and math will demonstrate improved performance.

Student group participating in this goal: Under-performing students 1st-5th.

Performance gains expected for these students: There will be a 5% reduction in students performing below grade level standards.

Means of evaluating progress toward this goal: Overall increase in SRI, DIBELS assessments, teachers observations, CAASPP and summative tests.

Group data needed to measure academic gains: Results of the above assessments.

Goal #4 for Improving Student Achievement:

By May 2016, students will be fully immersed in the new California State Standards (CSS). They will be engaged in mastering these standards by using learning activities and experiences that foster critical thinking, collaboration and problem solving.

Student group participating in this goal: Students in K-5. Additionally 3-5 will use CSS practice tests.

Performance gains expected for these students: Immersion and engagement with these standards will increase scores on assessments. Repeated practice using these standards will improve future scores on assessments. CSS sample test questions from California Assessment of Student Performance and Progress (CAASPP) and from other materials will be utilized to provide knowledge of testing norms and familiarity with how the new standards will be assessed.

Means of evaluating progress toward this goal: Teacher Observation and lesson assignment results. Selected data for analysis will include CAASPP scores.

Group data needed to measure academic gains: Results of the above assessments and selected data.

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not meeting state standards:

By May 2016, students scoring below grade level standards will demonstrate improved performance in math.

Student groups and grade levels to participate in this goal: All students in grades K-5 scoring below grade level standards. All students grades K-5 who have scored below proficient on on-going grade level math assessments during the current school year	Anticipated annual performance growth for each group: Refer to school data K-5: fewer than 14% of students will score below grade level standards			
Means of evaluating progress toward this goal: Unit and standardized assessments.	Group data to be collected to measure academic gains: Unit assessments, grade level standards assessments and CAASPP.			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
Alignment of instruction with content standards: The K-5 math curriculum is aligned with standards	Ongoing	None	None	N/A
Improvement of instructional strategies and materials: <ul style="list-style-type: none">Teachers to meet weekly in grade level teams to develop assessments, discuss grouping of students	Ongoing	None	None	N/A

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

2 List the date an action will be taken or will begin, and the date it will be completed.

3 If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>with like instructional needs, plan appropriate instruction to meet the special needs and evaluate student progress toward meeting standards.</p> <ul style="list-style-type: none"> Common Core Preparation Materials Uninterrupted math block; fluid grouping Implementation of intervention, and GATE strategies learned by teachers in workshops and Passport Staff Development Math Intervention Aide will provide support to facilitate small group instruction. <p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> Staff Meetings Grade level meetings to align curriculum with standards, analyze assessments and plan differentiation strategies SST and IEP meetings to identify student needs and plan interventions Staff development Passport activities Articulation between grade levels Critical Thinking Institute of UCLA <p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> SSC, GATE Parent Meetings, SEAC Parent Orientation Meetings at MCMS Kindergarten Orientation Meetings After school Homework Club (if available) 	<p>Weekly</p>	<p>Teacher planning time resulting from early release day every Wednesday – Banked Time</p>	<p>\$3,000</p>	<p>Curriculum Council</p>
<p>None</p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>None</p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>Staff Dev.</p>
<p>Spring 2016 Fall 2015</p>	<p>Year-long</p>	<p>None</p>	<p>None</p>	<p>N/A</p>

Monitoring program implementation/results:	Ongoing	None	None	Volunteer H.S. Students N/A
<ul style="list-style-type: none"> Unit Tests, Interim assessments from math curriculum, teacher resources Report Cards Site Council given updates 	Ongoing	None	None	N/A

SCHOOL GOAL # 2 Reading and Language Arts
By May 2016, students scoring proficient and/or below grade level standards will demonstrate improved performance in **reading and language arts**.

Student groups and grade levels to participate in this goal: All students grades 2-5 who have scored below proficient on on-going grade level assessments during the current school year	Anticipated annual performance growth for each group: Refer to school data K-5 –fewer than 14% of students will score below grade level standards			
Means of evaluating progress toward this goal: DIBELS, SRL, unit assessments and report card scores.	Group data to be collected to measure academic gains: DIBELS, SRI and Unit Assessments			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none">Houghton-Mifflin Reading series is aligned with the content standards Improvement of instructional strategies and materials: <ul style="list-style-type: none">Learning Center (Literacy Lab)<ul style="list-style-type: none">Use of Literacy Specialists (3 total)Use of Para-professionals in all grades (5 total)Literacy Center – materials and equipment needed to augment the curriculumGrouping based on ongoing assessmentsBlock of instructional timePurchase of additional grade level materialsCommon Core Preparation Materials Extended learning time: <ul style="list-style-type: none">At risk students will be identified and placed in the	Ongoing August 2015-June 2016 Ongoing	None None \$3,000.	None \$17,000 \$28,000 \$3,000.	NA Title I, District and PFA Curriculum Council N/A

¹ See *Appendix B: Chart of Requirements for the SPSSA* for content required by each program or funding source supporting this goal.
² List the date an action will be taken or will begin, and the date it will be completed.
³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>Learning Center</p> <ul style="list-style-type: none"> ▪ Increase direct instruction time for students by fluid grouping <p>Increased educational opportunity:</p> <ul style="list-style-type: none"> ▪ Small group instruction provided to students with identified needs in reading and language arts through the Learning Center ▪ Special Education student services aligned to instruction and standards within the general education classroom ▪ Implementation of Writer's Workshop (K-5) 	Ongoing	None	None	N/A
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ▪ Staff Development Passport activities ▪ Site Staff Development ▪ Grade level planning and collaboration ▪ Teacher participation in the UCLA Literacy Program/Corinne A. Seeds UES ▪ SST meetings for under performing students ▪ Articulation between grade levels ▪ Teacher training for DIBELS and SRI ▪ Writer's Workshop training ▪ Grade Level Common Core Training Sessions (3) ▪ Columbia University Reading and Writing Project ▪ Critical Thinking Institute of UCLA 	<p>Ongoing</p> <p>Spring 2015</p> <p>Ongoing</p> <p>Summer Ongoing Summer Ongoing</p>	<p>As district funds become available</p> <p>As district funds become available</p> <p>None</p> <p>As district funds become available</p>	<p>To Be Determined</p> <p>None</p> <p>To Be Determined</p> <p>None</p> <p>To Be Determined</p>	<p>Title II</p> <p>N/A</p> <p>School District (Staff Dev.)</p> <p>N/A</p> <p>District Staff Dev.</p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Principal's Coffees and Meetings ▪ Parent volunteers to support instruction ▪ Parent – Teacher Conferences ▪ GATE/SEAC meetings ▪ School Site Council ▪ PFA 	Ongoing	None	To Be Determined	N/A
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> ▪ Communication with parents regarding progress ▪ Parenting Classes ▪ Parent Orientation meetings at MCMS ▪ After school Homework Club (if available) 	<p>Ongoing</p> <p>Winter 2015-16</p> <p>Spring 2016</p> <p>Ongoing</p>	None	-	N/A

<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ▪ SRI and DIBELS ▪ Student Portfolios ▪ Report Cards ▪ Additional interim assessments ▪ School Site Council reports ▪ PFA reports 	Ongoing	None	None	N/A
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PROGRAM SUPPORT GOAL # 3 Targeted Interventions

By May 2016, students needing targeted intervention in the areas of Language Arts and Math will demonstrate improved performance.

Groups participating in this goal (e.g., students, parents, teachers, administrators): Underperforming students in grades K-5	Anticipated annual growth for each group: There will be a 5% reduction in students performing below grade level standards.			
Means of evaluating progress toward this goal: DIBELS, SRI, unit assessments, summative tests and report card scores	Group data to be collected to measure gains: Results of SRI, trimester benchmarks, grade level assessments and CAASPP			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none">Learning Center program to supplement Language Arts curriculum and support content standards Improvement of instructional strategies and materials: <ul style="list-style-type: none">Implementation of Intervention programsIncrease instructional time grades K-5Implementing grouping practices and differentiation to support goalsIncrease time for staff development and collaborationUse of assessments to qualify or exit students	Ongoing 			

⁴ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

<p>Extended learning time:</p> <ul style="list-style-type: none"> ▪ Summer School (if available) ▪ Extend hours of Intervention Support <p>Increased educational opportunity</p> <ul style="list-style-type: none"> ▪ Additional materials ▪ Grouping of students in classrooms for targeted instruction <p>Staff development and professional collaboration</p> <ul style="list-style-type: none"> ▪ The Literacy and Math Aides will collaborate with the general education teachers regarding curriculum and progress of students ▪ Staff development for Intervention Aides ▪ Participation in RTI Workshops <p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Report Card Conferences ▪ Grade level meetings with Principal and Intervention Aides ▪ SST Meetings ▪ PFA and additional parent meetings ▪ Principal's Coffees and Communication 	<p>Summer</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>Educational Foundation</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
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<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ▪ Results from screenings and assessments ▪ Unit Assessments ▪ Periodic reports on number of students entering and exiting intervention programs 	Ongoing	None	None	N/A
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SCHOOL GOAL # 4 Common Core Preparations By May 2016, students will be fully immersed in the Common Core standards (CSS). They will be engaged in mastering these standards by using learning activities and experiences that foster critical thinking, collaboration and problem solving.				
Student groups and grade levels to participate in this goal: All students, K-5	Anticipated annual performance growth for each group: Increased immersion in the Common Core standards and exposure to new methods of teaching that require students to apply their knowledge and demonstrate problem-solving abilities.			
Means of evaluating progress toward this goal: Performance of lessons tied to Common Core standards.	Group data to be collected to measure academic gains: Teacher observation and evaluation of student work on assignments tied to the Common Core standards.			
Actions to be Taken to Reach This Goal ⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁷ Completion Date	Proposed Expenditures ⁸	Estimated Cost	Funding Source
Alignment of instruction with content standards: ■ Math and ELA assignments aligned with the Common Core Standards. Improvement of instructional strategies and materials: ■ Implementing bridge materials for language arts, <u>Medallions</u> . ■ Common Core Preparation Materials	Ongoing Ongoing Unknown	None 3,000.	None 3,000	N/A State Common Core Impl. Funds Curriculum Council
Staff development and professional collaboration: ■ Grade level team meetings to share and explore instructional strategies and resources. ■ Attending teacher inservices and conferences to target Common Core Standards and pedagogies	Ongoing Ongoing	None Unknown	None Unknown	N/A State/District

⁶ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

⁸ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<ul style="list-style-type: none">▪ Critical Thinking Institute of UCLA Involvement of staff, parents and community: <ul style="list-style-type: none">▪ Parent Teacher conferences▪ Volunteers on site and district committees▪ Site and district websites▪ Curriculum committees▪ Parent Information Meetings on Common Core	Ongoing	None	None	N/A
Monitoring program implementation and results: <ul style="list-style-type: none">▪ Common CoreTesting (Practice)▪ Student Portfolios and results from lessons	Three morning & three night meetings			
	Spring 2016	None	None	N/A
	Ongoing	None	None	N/A

Red Oak Elementary School
School Parental Involvement Policy

PART I GENERAL EXPECTATIONS

Red Oak Elementary School agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

- To make available the following materials to parents: Districtwide Parental Involvement Policy, and the School's Parental Involvement Policy.
- School Site Council will approve these documents at their first meeting each year.

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

- Include these documents in the on-line packet to all Red Oak families.
- Make copies available in the school office.

3. Red Oak Elementary School will periodically update its School Parental Involvement Policy in our Student Handbook to meet the changing needs of parents and school:

- This document will be updated each year and included in the SPSA. (School Plan)

4. Red Oak Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved, as described in detail in the Student Handbook
- This information about the Title 1 program will be disseminated to parents during Student Study Team (SST) Meetings

5. Red Oak Elementary School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.

6. Red Oak Elementary School will provide information about Title 1 Programs to parents of participating children in a timely manner:

- Trimester updates as to student's progress
- Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Red Oak Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet to:

- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
- Members of the Student Study Team will describe the program to the parents

- Back to School Night program will assist in informing parents about curricular activities

8. Red Oak Elementary School will provide parents of participating children opportunities to participate in the decision making process relating to the education of their children:

- Teachers and parents have the right to request a meeting to discuss the academic progress of students
- During Student Study Team meetings parents are encouraged to actively participate in the decision making process
- Twice yearly at report card conferences, teachers will inform parents of their child's progress and have the opportunity to discuss changes to the plan in place

9. Red Oak Elementary School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Board Policy outlining complaint procedures can be found on line at the district web site
- Copies of this policy can be obtained at the school office

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Red Oak Elementary School will build the school's and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

- PFA membership
- Back to School events
- School Site Council Meetings open to the public
- Classroom volunteerism and participation
- Districtwide committees developing curriculum and policy

2. The school, with the assistance of the District, will provide parents with the following information in the following ways:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirements of Title 1

- How to monitor their child's progress
- How to work with educators

This will be accomplished by conducting meetings including Principal Communications, Back to School Nights by grade level, End of the Year Preview meetings and parent conferences.

3. The school will, with the assistance of the District, provide parenting classes to the community in an effort to assist in promoting healthy parent-child interaction.

4. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent participation by:

- Informing teachers of school and District parent involvement policies
- Discussing strategies for involving parents at regular staff meetings and District workshops
- Stressing Parent participation and involvement through the BTSA program, attended by all new certificated employees

5. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

- Periodic group emails which are sent to all families
- The school website that is updated regularly
- A monthly electronic newsletter which is sent to all families
- SST confirmation letters that are sent to all families of participating students
- Teacher Newsletters and Parent communiqués

PART V ADOPTION

This School Parental Involvement Policy has been developed and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Red Oak Elementary School on 11/30/09 and will continue in effect each school year until revised. It remains available to the school community. Red Oak Elementary School's notification to parents of this policy will be in an understandable and uniform format, and community access is provided for on the Red Oak Website.

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	
Jon Duim	X				
Jan Sloane		X			
Barb Jones		X			
Susan Crumpley			X		
Clarissa Flores				X	
Maryam Salour				X	
Lexi Rohner				X	
Michelle Cass				X	
Numbers of members of each category	1	2	1	4	

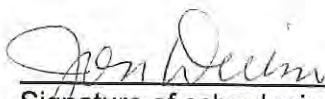
RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ School Advisory Committee for State Compensatory Education Programs
 - ☐ English Learner Advisory Committee
 - ☐ Community Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☒ Other (**list**): Red Oak School Leadership Team
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on:
January 15, 2016.

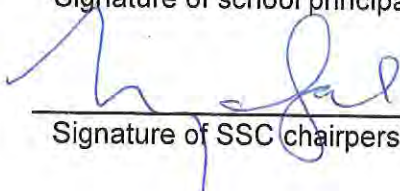
Attested:

Jon Duim
Typed name of school principal


Signature of school principal

1-15-2016
Date

Maryam Salour
Typed name of SSC chairperson


Signature of SSC chairperson

1/15/16
Date

Medea Creek Middle School

The Single Plan for Student Achievement



Oak Park Unified School District

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Benioff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Bagheri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Church	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statia Foresti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Prince	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Al Calce	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharon Lavene	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Wechter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ashton White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Madison Posner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Open/Unfilled (Parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open/Unfilled (Student)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	2	3	3

¹ EC Section 52852

Form E: Recommendations and Assurances

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

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

☐ English Learner Advisory Committee _____ Signature

☒ Special Education Advisory Committee _____ Signature

☒ Gifted and Talented Education Advisory Committee _____ Signature

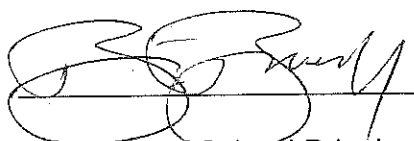
☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:
Attested:

Brad Benioff

Typed name of School Principal



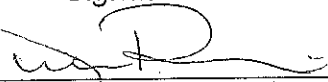
Signature of School Principal

1/14/16

Date

Julie Prince

Typed name of SSC Chairperson



Signature of SSC Chairperson

1/14/2016

Date

SCHOOL VISION AND MISSION STATEMENT

OPUSD MISSION STATEMENT

"Educating Compassionate and Creative Global Citizens"

When we talk about **compassion**, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important "21st century skill."

We are **citizens** of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

MEDEA CREEK VISION STATEMENT

Medea Creek Middle School's vision is based on the premise that we are a community of continuous learners dedicated to providing an enriched and challenging learning experience for all students. The key tenets of our vision are:

- We believe school should prepare students for life as productive and responsible citizens.
- We believe in success for all students.
- Everyone is expected to do his/her best in an environment where they feel safe and are known and appreciated as unique individuals.
- We are all lifelong learners.
- Our goal is for learning to be rigorous and relevant.
- Expectations for quality work and how it will be judged are clear to all.
- We are a team.

MEDEA CREEK MIDDLE SCHOOL PROFILE

Medea Creek Middle School is located in the suburban community of Oak Park in Ventura County. Teachers designed the physical plant when our new school was built in 1992. Oak Park is a diverse community comprised of all socio-economic levels. The school's population is primarily from the middle to upper-middle class, with supportive and well-educated parents. The physical campus is beautifully placed, surrounded by hills and trails. The main classroom building has a sky-lighted central library and small group work areas around the campus. A computer lab is located inside the library. There is also a computer lab and a Technology lab. There is a large Art room and Music room that support many classes in art, chorus and bands. Our gymnasium, Physical Education classroom, Spin Cardio room, blacktop courts, and fields support a comprehensive physical fitness program. The central area of the campus was converted to an outdoor amphitheater for additional lunch seating, activities, and performances.

Oak Park Unified School District contains eight schools, of which Medea Creek is the sole middle school. The Board and Superintendent are committed to site-based management with students as the primary focus. Consistent support for innovative techniques has created a record of success for our school. Oak Park is a place where the leadership truly values education. Medea Creek also boasts a very high parent volunteerism rate and has an extremely strong participation in parent groups such as the Parent Faculty Association (PFA) and the School Site Council. Parents also volunteer daily to support the school in the office and campus supervision. Parents participate in curricular trips and school-wide events. Communication of information between home and school is supported by a comprehensive website, weekly parent emails, a monthly newsletter, video announcements, and an all-call system from administrators. The parents and Oak Park community are highly supportive of education and are true partners with the schools.

Oak Park Unified School District is designated as a "District of Choice" allowing families to apply to attend Oak Park schools from other communities. In the seven years of this program, MCMS has continuously grown in size and diversity. This program has helped support or expand our programs while still maintaining excellence at every level. This past year, the school hit a maximum enrollment and the District targeted a small enrollment decrease this year deliberately to avoid overcrowding.

Medea Creek Middle School is a learning community of 1105 students with 358 6th graders, 385 7th graders and 362 8th graders. The staff includes 49 teachers, 3 counselors, 10 instructional aides, a librarian, 3.5 clerical support staff, 3 full-time custodians, 6 part-time campus supervisors, and 3 administrators (Principal, Assistant Principal, and Dean of Students). In addition, we have the services of a full-time school psychologist, a speech and language specialist, and a part-time

coordinator for our English Language Learners. There is a united focus on providing challenging and meaningful experiences for our students. Every child is viewed as an individual with unique qualities and needs that are linked to success in school and in life. These individual differences are valued and nurtured through thoughtful and progressive teaching. Our school continually adapts to keep pace with our students' diverse and changing needs through a variety of support programs including Special Education, GATE programs, academic intervention programs (READ 180, Algebra Readiness, Math Intervention, Peer Tutoring, Homework Club), and acceleration (7th Grade Algebra, 8th Grade Geometry, Honors designation in all curricular areas for 8th grade, Foreign Language classes in 8th grade).

MCMS utilizes a cored and teamed schedule for 6th grade, meaning that students have the same class grouping through core academic classes, and have fewer teacher contacts. 6th grade also has a separate lunch period, allowing for appropriate social transition to middle school from the elementary programs. 6th grade students take exploratory electives or may take Band, Chorus, or Leadership. In 7th and 8th grade, MCMS has a modified block schedule, rotating Math and Science classes every other day to allow for extended labs and hands-on assignments. Students are also placed in Humanities classes in 7th and 8th grade, combining English/Language Arts and Social Science. All students take Physical Education each day. Students select electives in 7th and 8th grade. Elective classes include three levels of Bands and a Chorus, ASB Student Leadership, Foreign Languages (Spanish, Intro to Spanish, and Chinese), Robotics, Rocketry, History of Sports, Environmental Science, Technology (Media Art, Teen Entrepreneur, Scratch coding), and Art. All MCMS teachers have trained in and implement the "21st Century Classroom" technology program, embedding technology into teaching methodologies. Additionally, MCMS teachers strive to teach through experiential and authentic strategies and to differentiate instruction for each individual student. For the third year, a cohort of MCMS teachers has participated in extensive instruction training through the UCLA Critical Thinking Institute (CTI). Teachers attend a monthly training at the District Office on Common Core strategies and methodologies promoting critical and creative thinking. Almost half of the MCMS faculty has now been trained through CTI.

In addition to a high academic program, MCMS has extensive offerings that are responsive to the developmental needs of middle school students. There are over 30 clubs available for students, intramural sports, lunch activities, dances, and events throughout the year. There are also extension and authentic learning opportunities after school, including Math Counts, Odyssey of the Mind, Idea to Impact, Robotics, History Day, Yearbook, and Mock Trial as well as athletic teams for Intermural sports and a competitive Surf Team. There are transition programs from elementary (Camp Medea, "Where Everyone Belongs") and to high school (Future Freshman Night), anti-bullying and character development programs, a district health and nutrition program, a variety of environmental programs, and overnight curricular trips that are open to all students.

When measured by traditional standards of grades, test scores, attendance, and safety records, our students show tremendous success. Medea Creek has been awarded California Distinguished School five times (2013, 2009, 2005, 1999, 1994), a National Blue Ribbon School (1994), and has been designated a Distinguished School "School To Watch" three times (2012, 2009, 2006). Last year, MCMS was designated as a California Gold Ribbon School, one of the first for this designation. In the classrooms, students are provided with a standards-based curriculum that is taught with rigor and relevance. The curriculum and instruction are designed and delivered with differentiation to meet the needs of all students. Our philosophy is to focus on authentic, hands-on learning opportunities and incorporating skills students will need for the 21st Century. We strive to inspire our students to become able, confident, life-long learners who will contribute positively to our society.

ANALYSIS OF TEST SCORES – MCMS

2015 was the first year of the CAASPP with results given to parents and schools. The 2015 results are the baseline of the new assessment results, as they cannot be directly compared to the STAR testing of previous years. The STAR Science Test was administered for 8th grade students.

STAR Science	Advanced/Proficient Percentage	Change
8 th	92%	-1%

Though there was an extremely minor decline, it should be noted that 80% were in the Advanced Proficient (94% is both Proficient and Advanced Proficient) range.

CAASPP Scores 2015

Scores are the percentage of students taking the tests that "Exceeds" Standards, "Met" Standards, "Nearly Met" Standards, or "Not Met" Standards.

Language Arts

	Exceeds	Met	Nearly Met	Not Met
6 th grade	31%	44%	20%	5%
7 th grade	33%	46%	15%	6%
8 th grade	31%	49%	13%	7%

Analysis of the score for Language Arts showed that MCMS students did very well overall, particularly as compared to State and County scores. Particular strengths were shown in the Writing Claims, with students Exceeding Standards

at 48% in 6th grade, 66% in 7th grade, and 48% in 8th grade. State and County averages were at the 20% levels. Some minor concerns were raised about the Reading Claim scores, particularly at the 6th grade level.

Math

Scores are the percentage of students taking the tests that “Exceeds” Standards, “Met” Standards, “Nearly Met” Standards, or “Not Met” Standards.

	<u>Exceeds</u>	<u>Met</u>	<u>Nearly Met</u>	<u>Not Met</u>
6 th grade	28%	37%	28%	7%
7 th grade	41%	32%	20%	7%
8 th grade	43%	30%	16%	11%

Medea Creek continues to focus efforts on having high expectations in teaching a standards-based curriculum in each curricular area. For the past couple of years, this has taken on the meaning of preparing and implementing curriculum and instruction to meet the California State Standards. Our staff has historically striven to stay progressive with the latest teaching methodology, strategies and support materials, so the transition to the new Standards, though challenging, has not been foreign to our teachers. In the past few years, focus areas for the school have been on differentiation of instruction and technology implementation. Much of staff development has been focused on these two areas. There has also been a rededication to providing “authentic” or “hands-on, minds-on” learning for students, giving them real world opportunities and experiences. In developing curriculum to support the California State standards, teachers have been training in new strategies. As discussed above, there are now over 20 teachers who volunteered to be part of training from the Critical Thinking Institute through the UCLA School of Education the last three years. These teachers are training in Inquiry Based Instruction and many lessons have been implemented already this year.

There have been a few changes to staffing for the 2015-16 school year, with four new teachers joining the staff, a new Dean of Students, and our custodial staff increased to three full-time custodians.

MCMS continues to be forefront in the district implementation of “21st Century Classrooms”, with all 49 teachers completing training for the use of technology in their curriculum. Interactive digital white boards, laptop computers, projectors, mobile laptop labs, and cameras have very quickly changed the presentation of lessons and opened the development of many new strategies and assignments. In addition, MCMS has two state-of-the-art Mac computer labs and a Technology

lab with curricular design by Creative Learning Systems. The major technology infusion impacting MCMS this past year has been the use of Google Applications for Education, particularly the use of Google Docs, allowing students to work on projects seamlessly at home and at school. Collaboration between students has also greatly expanded with the use of these tools. To compensate for the increased needs for devices, five new Chromebook carts (with 36 devices each) were added to the campus in addition to the Computers on Wheels (COWs) mobile laptop labs and three iPad carts. Technology implementation has been facilitated by teacher leader "TechLITEs" and District level Teacher on Special Assignment (TOSAs). Several programs have also been in widespread use this year including Grammarly, a grammar and plagiarism prevention program, V-Math online Math tutorial, and Sopris Learning diagnostics for reading comprehension levels (particularly used with Special Education support).

Continuing from the past few years, we are addressing significant concerns regarding student stress and anxiety resulting in academic impact, resistance to coming to school, and even self-harm. Addressing these issues has been the major goal for this, and future school years. There are multiple issues that lead to these impacts on students including academic pressures, dysfunctional homes, high or excessive participation in extra-curricular activities, sleep deficits, social media/gaming, and transitions to and from middle school. Two years ago, a school team attending Stanford's Challenge/Success program formulated goals and plans to address these issues. The action plans from last year will continue. Survey information from the California Healthy Kids Survey (CHKS) reiterates the major issues of stress and anxiety facing our students. The main areas to address were: Parent education of developmental norms and needs of adolescence; Student education on health, study skills, and resiliency strategies; Staff looking for ways to connect more individually with students, and homework reduction. It is noted that there have been improvements about student connections to adults on campus according to the CHKS. Two years ago, about 60% of students reported there was an adult who they felt "cared about them", this is up to 70% on the more recent survey. There is still, obviously, a long way to go on this issue with 10% reporting "not at all". The OPUSD School Board approved funding last year for a third full-time Counselor at MCMS. This is to help combat these critical issues and to create more preventative programs rather than being reactive. Along with having smaller caseloads and more individual attention to their students, the Counseling staff has implemented several new programs, including a "Girl's Group" focusing on supporting girls who have high potential, but are not achieving. A new campus climate program called "Where Everyone Belongs" has been fully implemented this year for which 8th grade students are selected to be peer mentors to incoming 6th grade students. These mentors were trained over two days in the summer, led by our counselors. This program will also create an ongoing information source for campus issues as continuous surveys and student input are part of the program. The WEB Mentors have had "WEB Breakfasts" and lunchtime activities where they connect with the younger students.

MCMS also has implemented additional programs in transitioning students from the elementary schools. The two major programs are Camp Medea, and a separate 6th grade Back to School Night. Camp Medea is a two-day fun introduction to middle school with incoming students engaging in group activities, getting acclimated to routines, and introductions to adults on campus whom they can go to for support. This last year, we had almost 90% of the incoming class attend, and it was a huge success. Camp Medea was the kickoff and connection for the WEB Mentors discussed above. In addition, we split the traditional Back to School Night into two nights, with one focused on 6th grade parents with a different format to give as much helpful information as possible. This was our fourth year of this program and it has been very successful.

MCMS continues its recycling program, which has been largely successful. Recycling Club collects paper and bottles throughout the campus each week and a waste management agency collects. We are currently changing to a new food waste collection with Waste Management and will monitor its success for implementation throughout the District.

In the area of differentiation, teachers have developed many units with choice and flexibility for assignments. Additional strategies are being developed from teachers attending conferences such as CAG (California Association for the Gifted). Project-Based Learning (PBL) and Inquiry Based Instruction have become the focus of our teachers' professional development. These strategies have been expanded through the CTI trainings. Some of our most powerful lessons have come from PBL assignments, such as the Tolerance and Acceptance Project in 7th grade Humanities, as well as "CSI" labs in Science, where students investigate hypotheses through forensic techniques.

Support is offered for struggling students in Math in the 6th grade through a morning Math Intervention class, which meets for 10-week sessions, with students being able to test out of the intervention, or continue as needed. In 7th and 8th grades, there is a new Math Intervention offered with high school Math Honors Society students, who will come to the middle school and help tutor identified students needing help.

Our Emergency Plan continues to be updated and improved. This year, we have done a complete emergency supply inventory and focused on protocols to streamline student release to parents. The emergency plan is tested through monthly drills including a shelter-in-place drill, fire drill, and a full disaster preparedness drill. Recent changes or improvements have included new portable toilets that can be assembled, interior-locking doors in all classrooms, walkways and ramps for access to the C building and the boys locker room, window blinds, and changes for identifying staff or visitors (vests for campus supervisors and custodians, check in/out at office for visitors, ID badges for all staff). There is also a procedure for visitors checking into the campus, with a badge created from a

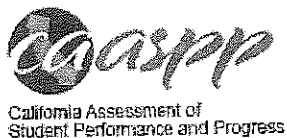
driver's license scan. In addition, new video surveillance cameras have been installed throughout the campus to address areas that were not covered on the initial installation.

Each grade level continues to have experiential learning through science-oriented trips: 6th grade Outdoor Education, 7th grade Catalina Marine Camp, and 8th grade AstroCamp. Our elective program continues to provide excellent authentic learning opportunities. Our art classes learn scale drawing to make mosaic tiles of famous works of art and use these tiles to beautify the campus. Our Leadership class is involved in a wide variety of authentic learning experiences, tailoring incentives and activities around their constituents' interests. We have expanded our music program to over 300 students in Beginning, Intermediate, Advanced, and Jazz Bands, as well as a Chorus class. MCMS has continued the Chinese language program, and we have added more Spanish, Intro to Spanish and a History of Sports elective this year.

Two initiatives are being developed this year with respect to STEAM (Science, Technology, Engineering, Arts, and Math) instruction; first, a grant through VC Innovates from the Ventura County Office of Education provides funding to develop "pathways" for students to be introduced to possible high school courses and future careers; secondly, our PFA and other grants are supporting the development of a large school garden and orchard with an outdoor classroom space to be utilized for NGSS lessons in science classes as well as student STEAM projects outside of class.

Improved communication between home and school continues to be a goal for Medea Creek. Teachers use of the "School Wires" website and connection to the "Q" Student Connect database has offered interactions/connections to home. The MCMS Parent Faculty Association (PFA) sends weekly "email blasts" with school news and reminders, and a monthly newsletter and periodic "All Calls" from the principal are done through the School Messenger system. Student representatives sit on our School Site Council and student leaders have constant communication with school administration to address any issues.

A continued major goal this year will be the implementation of the California State Standards and the implementation of the CAASPP. In addition, the Science department will prepare to transition to the new Next Generation Science Standards. The staff has been introduced to the the Standards over the past year and multiple trainings, articulations, and planning sessions have taken place for implementation. The district continues to offer trainings and information for parents to understand Common Core and CAASPP Assessments. To further articulation and coordination, MCMS has reorganized the faculty/staff meetings to have department articulation every other month in order to give more organized time for training and planning.



2015 Test Results for English Language Arts/Literacy and Mathematics



[Test Results](#) [Research Files](#) [Science/STS Test Results](#) [About CAASPP](#) [Contact](#)

[Sign Out](#)

Test Results for:

Medea Creek Middle School

CDS Code: 56-73874-6098255

Oak Park Unified District

Ventura County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 1,128
Total Number of Students Tested in School: 1,119

Select to Review Results by Group/Subgroup:

All Students (Default)

Select

Export Report

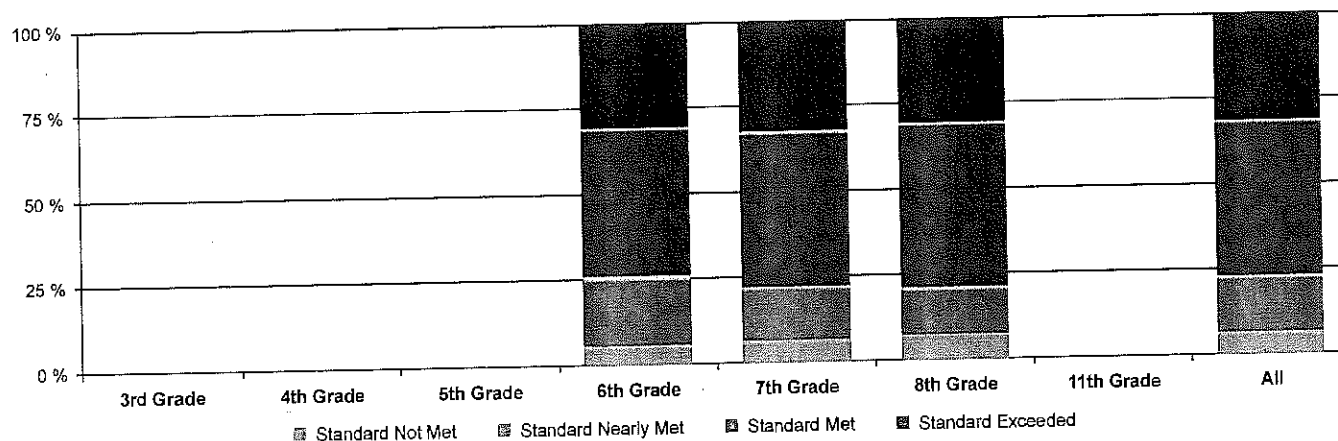
[Export these test results as a Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

[All Students](#)

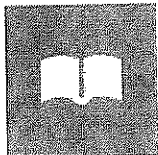
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	387	360	381	N/A	1,128
Number of Students Tested	N/A	N/A	N/A	385	354	372	N/A	1,111
Percent of Enrolled Students Tested	N/A	N/A	N/A	99.5 %	98.3 %	97.6 %	N/A	98.5 %
Number of Students With Scores	N/A	N/A	N/A	385	354	372	N/A	1,111
Mean Scale Score	N/A	N/A	N/A	2577.6	2609.7	2625.0	N/A	N/A
Standard Exceeded	N/A	N/A	N/A	31 %	33 %	31 %	N/A	32 %
Standard Met	N/A	N/A	N/A	44 %	46 %	49 %	N/A	46 %
Standard Nearly Met	N/A	N/A	N/A	20 %	15 %	13 %	N/A	16 %
Standard Not Met	N/A	N/A	N/A	5 %	6 %	7 %	N/A	6 %

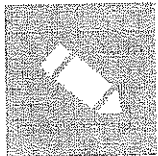
English Language Arts/Literacy Scale Score Ranges

Areas

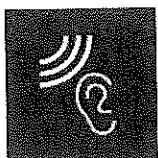
Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	32 %	34 %	43 %	N/A	36 %
At or Near Standard	N/A	N/A	N/A	56 %	51 %	47 %	N/A	51 %
Below Standard	N/A	N/A	N/A	12 %	14 %	10 %	N/A	12 %

Writing: Producing clear and purposeful writing

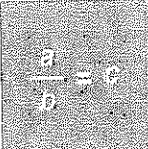
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	48 %	66 %	48 %	N/A	54 %
At or Near Standard	N/A	N/A	N/A	45 %	30 %	44 %	N/A	40 %
Below Standard	N/A	N/A	N/A	7 %	4 %	8 %	N/A	6 %

Listening: Demonstrating effective communication skills

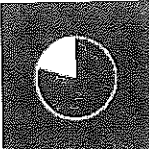
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	26 %	21 %	30 %	N/A	26 %
At or Near Standard	N/A	N/A	N/A	68 %	72 %	64 %	N/A	68 %
Below Standard	N/A	N/A	N/A	5 %	7 %	6 %	N/A	6 %

Areas

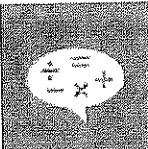
CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
								
Above Standard	N/A	N/A	N/A	33 %	55 %	53 %	N/A	47 %
At or Near Standard	N/A	N/A	N/A	51 %	33 %	31 %	N/A	39 %
Below Standard	N/A	N/A	N/A	16 %	12 %	15 %	N/A	15 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
								
Above Standard	N/A	N/A	N/A	30 %	39 %	43 %	N/A	37 %
At or Near Standard	N/A	N/A	N/A	61 %	49 %	47 %	N/A	52 %
Below Standard	N/A	N/A	N/A	10 %	11 %	10 %	N/A	10 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
								
Above Standard	N/A	N/A	N/A	32 %	42 %	41 %	N/A	38 %
At or Near Standard	N/A	N/A	N/A	61 %	53 %	50 %	N/A	55 %
Below Standard	N/A	N/A	N/A	8 %	5 %	9 %	N/A	7 %

Mathematics Area Achievement Level Descriptors

MEDEA CREEK MIDDLE SCHOOL
CAASPP SCORES 2015

Language Arts - 7th Grade

	MCMS	Ventura	California	LinderoM	ACSMS	LCMS	SCMS
Mean Scores							
Exceeds	33	13	12	20	27	31	35
Met	46	42	32	48	42	41	45
Nearly Met	15	21	25	20	21	15	16
Not Met	6	9	31	12	9	13	4
Reading							
Exceeds	34	16	18	27	36	31	35
Met/Nearly	51	48	45	56	49	51	54
Not Met	14	36	37	17	15	18	11
Writing							
Exceeds	66	21	24	41	49	47	54
Met/Nearly	30	48	46	47	42	40	40
Not Met	4	31	30	12	10	13	5
Listening							
Exceeds	21	13	12	24	26	23	22
Met/Nearly	72	68	64	67	64	67	71
Not Met	7	23	24	9	10	10	7
Research							
Exceeds	42	23	22	34	36	49	40
Met/Nearly	51	59	53	56	55	42	57
Not Met	6	18	25	10	9	9	2

MEDEA CREEK MIDDLE SCHOOL
CAASPP SCORES 2015

Math - 6th Grade

	MCMS	Ventura	California	LinderoM	ACSMS	LCMS	SCMS
Mean Scores							
Exceeds	28	14	15	20	24	34	33
Met	37	19	18	34	23	20	40
Nearly Met	28	32	31	28	34	28	22
Not Met	7	35	36	18	18	18	5
Concepts							
Exceeds	33	19	20	29	34	36	49
Met/Nearly	51	35	33	44	38	39	40
Not Met	16	47	47	25	28	25	9
Problem Solve							
Exceeds	30	16	15	21	24	34	39
Met/Nearly	61	47	46	57	55	46	49
Not Met	10	37	39	21	20	20	12
Reasoning							
Exceeds	32	16	16	26	23	28	33
Met/Nearly	61	51	50	58	51	49	59
Not Met	8	32	34	12	26	22	8

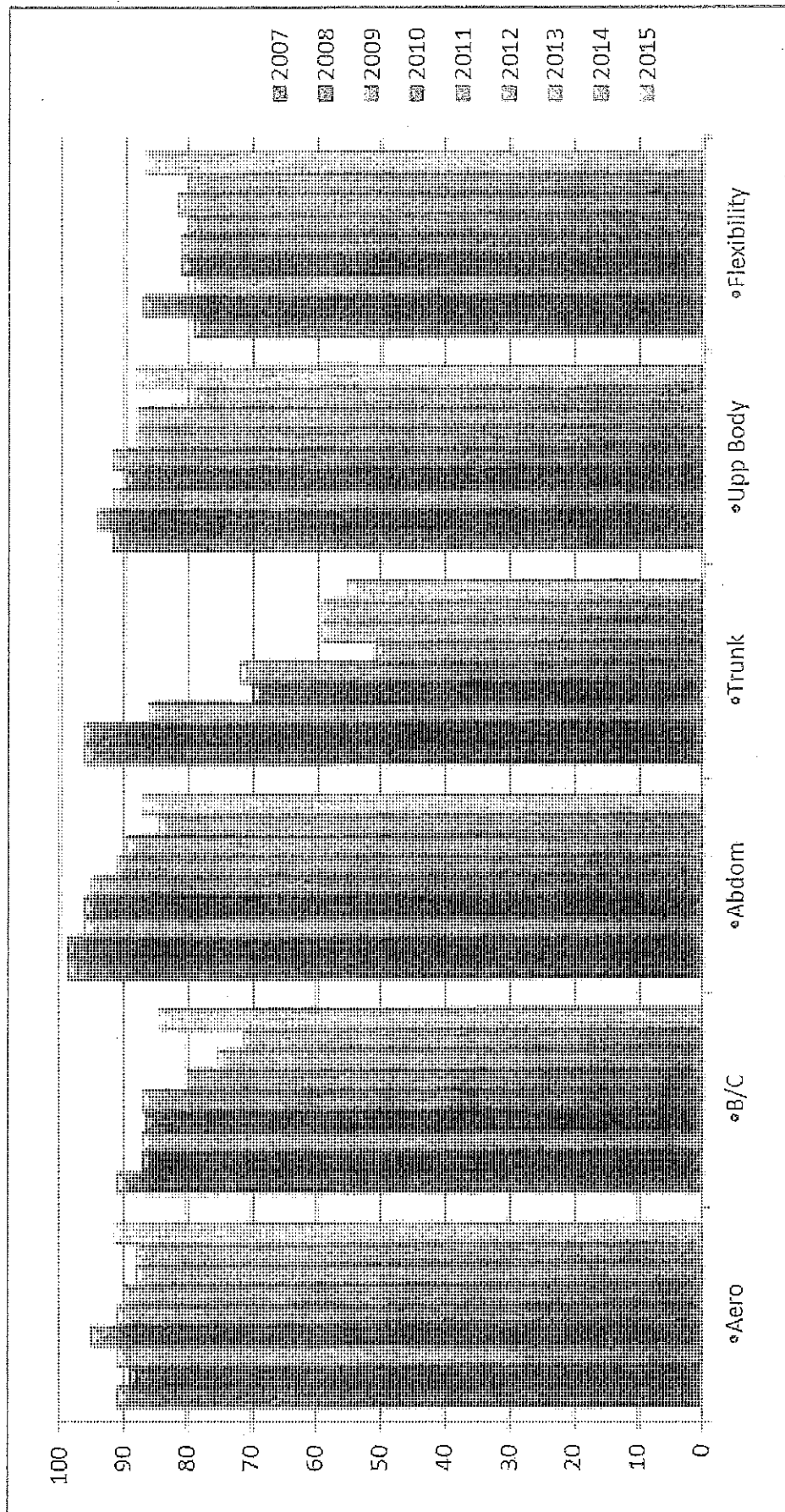
MEDEA CREEK MIDDLE SCHOOL
CAASPP SCORES 2015

Math - 8th Grade

	MCMS	Ventura	California	LinderoM	ACSMS	LCMS	SCMS
Mean Scores							
Exceeds	43	17	16	21	29	36	50
Met	30	16	17	29	34	23	19
Nearly Met	16	25	26	27	25	20	18
Not Met	11	41	41	23	11	21	13
Concepts							
Exceeds	53	22	21	29	41	42	55
Met/Nearly	31	31	32	43	45	32	29
Not Met	15	47	46	27	14	26	16
Problem Solve							
Exceeds	43	19	18	25	34	32	47
Met/Nearly	47	49	51	54	55	52	37
Not Met	10	31	31	20	10	16	16
Reasoning							
Exceeds	41	18	17	26	34	39	49
Met/Nearly	50	48	49	52	53	43	39
Not Met	9	34	33	22	13	18	11

Physical Fitness Results-7th

Physical Fitness Results – Percent in Healthy Fitness Zone



Form A: Planned Improvements in Student Performance

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

LEA GOAL: #1

SCHOOL GOAL: By May 2016, the percentage of students achieving "Standards Met" or "Standards Exceeded" on the Language Arts CAASPP will increase at all grade levels. *The percentage of students scoring "Met" or "Exceeded" on the CAASPP testing will increase. Targeted increases will be at least 5% (Mean Scores) for 6th grade, and 3% (Mean Scores) for 7th and 8th grade.*

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP Results Student grades Site level assessments	Students meeting or exceeding standards ranged from 75 – 79% with only 6% - 7% not meeting standards. Writing scores were notably high, with Listening/Speaking skills lower comparatively to other claims.	CAASPP Results 2016 Where can a budget plan of the proposed expenditures for this goal be found? Single Site Plan

STRATEGY: Alignment of instruction with content standards: Departmental Planning Days, Staff Development days, District articulation meetings, textbook adoption processes.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Creation of lessons that use adopted texts and supplementary materials to create lessons aligned with California State Standards.</p> <p>-Ongoing through school year</p>	<p>E/LA Department Site Administration</p>	<p>Teachers will participate in departmental planning days, attend trainings and conferences, and present information at staff and department meetings.</p> <p>-Quarterly planning days, Monthly department and staff meetings.</p>	<p>\$12,000 Lottery</p>
<p>Articulation between grade levels and on departmental teams to take place ensuring consistency of scope and sequence of curriculum.</p> <p>-Ongoing through school year</p>	<p>E/LA Department Site Administration</p>	<p>Teachers will participate in departmental planning days; District Articulation Committees.</p> <p>-Quarterly planning days, Monthly department and staff meetings.</p>	<p>\$12,000 Lottery, District Stipends</p>
<p>Development and implementation of Common Core standards with course descriptions, scope and sequencing of units.</p> <p>-Ongoing through school year</p>	<p>E/LA Department Site Administration</p>	<p>Teachers will participate in departmental planning days, attend trainings and conferences, and present information at staff and department meetings.</p> <p>-Quarterly planning days, Monthly department and staff meetings.</p>	<p>\$12,000 Lottery</p>

<p>Develop use of formative assessments aligned to CAASPP testing in all departments.</p> <p><u>Improvement of instructional strategies and materials:</u></p> <p>Development and use of differentiation strategies; creation of appropriate differentiated curriculum. Common Core Implementation Planning</p> <p>Expand AR options for students</p> <p>Development and implementation of authentic instruction and assessment.</p> <p>Summer Curriculum Writing</p>	<p>E/LA Department</p> <p>E/LA Department</p> <p>E/LA Department</p> <p>Teachers by application</p>	<p>Teachers will develop assessments tied to E/LA curriculum.</p> <p>Attendance of Critical Thinking Institute Cohort meetings (CTI); Department Meetings; Attendance of C.A.G. and other conferences; Staff Meetings; Buy Back trainings.</p> <p>Review of requested books for purchase.</p> <p>CTI trainings, Buy Back trainings; other professional development.</p> <p>Develop scope and sequencing of courses, implementation of materials, develop assessments.</p>	<p>\$12,000 Lottery</p> <p>Unknown costs for CTI cohorts, conferences.</p> <p>Donations/PFA</p> <p>Unknown costs for CTI cohorts, conferences</p> <p>\$1,000 Site funds</p>
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Core literature review/ adoption Google Doc trainings, Chromebook and iPad implementation.	E/LA Department All teachers, Tech Department staff	Review materials by publishers, pilot texts and supplemental materials. Attend technology trainings on Buy Back days, after school or with Tech LITEs during prep periods	Unknown number of release days. Unknown costs at District
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LEA GOAL: #2

SCHOOL GOAL: By May 2016, the percentage of students achieving "Standards Met" or "Standards Exceeded" on the Math CAASPP will increase at all grade levels. *The percentage of students scoring "Met" or "Exceeded" on the CAASPP testing will increase. Targeted increases will be at least 3% (Mean Scores) for all grades.*

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP Results Student grades Site level assessments	Students meeting or exceeding standards ranged from 65 – 71% with 8 -13% not meeting standards. Concepts and Procedure skills were lower comparatively to other claims.	CAASPP Results 2016 Where can a budget plan of the proposed expenditures for this goal be found? Single Site Plan

STRATEGY: Alignment of instruction with content standards: Departmental Planning Days, Staff Development days, District articulation meetings, textbook adoption processes.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><u>Alignment of instruction with content standards:</u> Departmental Planning Days, Staff Development days, District articulation meetings, textbook adoption processes.</p>	<p>Math Department</p>	<p>Review curriculum content and alignment for preparation of testing. Review textbook and supplementary materials; Pilot selected texts and materials. Teacher release days.</p>	<p>\$5,000 Lottery</p>
<p>Articulation between K-12 grade levels (Math Committee) in developing scope and sequence of curriculum and identification of essential standards at each level.</p>	<p>Math Committee (District)</p>	<p>Review of concepts taught K-12 and articulation between grades.</p>	<p>Unknown at District level</p>
<p>Creation of lessons that use adopted texts and supplementary materials to create lessons aligned with specific standards.</p>	<p>Math Department</p>	<p>Continue textbook/materials adoption process. Teacher release days, Department meetings, Staff meetings.</p>	<p>\$5,000 Lottery, Unknown for materials development</p>
<p>Development and implementation of California State Standards with course descriptions, scope and sequencing of units.</p>	<p>Math Department</p>	<p>Teacher release days, Department and Staff meetings.</p>	<p>\$5,000 Lottery</p>

<p>Work with grade level teams and curricular departments to ensure consistency of scope and sequence of courses.</p> <p><u>Improvement of instructional strategies and materials:</u></p> <p>Piloting new texts and materials for adoption for 2016-17</p> <p>Development and implementation of authentic instruction and assessment.</p> <p>Summer Curriculum Writing</p> <p>Technology implementation; Google Doc trainings; Chromebook and iPad implementation.</p>	<p>Math Department</p> <p>Math Department</p> <p>Math Department</p> <p>Math Department</p> <p>District TOSAs, TechLITEs, Math Department</p>	<p>Department and Staff meetings.</p> <p>Meetings and trainings with publishers, curriculum planning/writing.</p> <p>Department Release days/Staff meetings</p> <p>Scope/Sequence, lesson writing, assessment writing</p> <p>Trainings, in-class mentoring, implementation of programs or use of new devices.</p>	<p>No direct costs</p> <p>Site funds, publisher (training costs)</p> <p>\$12,000/Lottery</p> <p>\$1,000 Lottery</p> <p>Costs unknown at site/ C-6 Bond funding/District funds</p>
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Implementation of Math supports and intervention.	Math Departments, Homework Club, High School Math Honors Club	6 th grade Math Intervention, OPHS Math Honors tutoring after school.	\$3,000, Site funding/PFA
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LEA GOAL: #3

SCHOOL GOAL: By May 2016 all students will have instruction in courses that utilize materials, strategies, and technology that supports the California State Standards. Professional development, articulation and planning will take place for implementation of the Next Generation Science Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Feedback from teacher trainings and parent information sessions; Student work and assessments. Standardized test results.	The ongoing implementation of strategies learned in the Critical Thinking Institute (CTI) cohorts has been very impactful towards student learning. Adoption of new texts and materials in Language Arts, Math and Science are beginning, with piloting in specific grade levels this year. Technology implementation continues to be in process with iPad stations and Chromebook carts for hardware and the widespread use of Google Apps and Drive.	Students will participate in and produce work based on California State standards. Teachers completing professional development trainings will implement lessons, strategies and materials that support Common Core and NGSS standards Where can a budget plan of the proposed expenditures for this goal be found? Single Site Plan

STRATEGY: Alignment of instruction with content standards: Departmental Planning Days, Staff Development days, District articulation meetings, textbook adoption processes.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><u>Alignment of instruction with content standards:</u> Departmental Planning Days, Staff Development days, District articulation meetings, textbook adoption processes.</p> <ul style="list-style-type: none"> Professional Development – All teachers will complete trainings for implementation of Common Core Standards and preparation for CAASPP Assessments. Professional Development trainings for teachers and administrators to implement the Next Generation Science Standards. Continued trainings through UCLA Critical Thinking Institute cohorts #1 and #2, and new cohort beginning the training. 	<p>Administration/ Department Chairs/ District Office</p> <p>Administrators/ Science Teachers</p> <p>Teachers</p>	<p>Ongoing throughout the school year.</p> <p>Conference ("Roll Out" 1 and 2) attendance, Release days for Science Department, District trainings, Summer curriculum writing</p> <p>Contract with UCLA CTI trainers; Substitutes for teacher release, materials.</p>	<p>Unknown costs/ District Office</p> <p>\$9,000 for release days/Lottery Unknown for conferences/District</p> <p>Unknown at site/ District funding</p>

<ul style="list-style-type: none"> • Creation of lessons that use adopted texts and supplementary materials to create lessons aligned with specific standards. • Development and implementation of Standards with course descriptions, scope and sequencing of units. 	Teachers/Department planning days	Curriculum planning, articulation between grade levels, review and selection of texts and supplementary materials for adoption.	\$18,000/Lottery for teacher release days
<ul style="list-style-type: none"> • Development and implementation of Standards with course descriptions, scope and sequencing of units. 	Teachers/Department Planning days	Curriculum planning, articulation between grade levels, review and selection of texts and supplementary materials for adoption.	\$18,000/Lottery for teacher release days
<p><u>Improvement of instructional strategies and materials:</u></p> <ul style="list-style-type: none"> • Development and use of differentiation strategies; creation of appropriate differentiated curriculum. • Development and implementation of authentic instruction and assessment. 	Teachers/ Administration	Attendance at GATE, CUE and other conferences and trainings; District trainings (Buy Back Days); Departmental Release days	\$18,000/Lottery at site; Unknown from District funds
	Teachers/ Administration	Field trips (Outdoor Ed, Catalina, AstroCamp) implementation; Departmental release days; CTI Cohorts	Parent Donations (field trips); Lottery; District funding

<ul style="list-style-type: none">• Summer Curriculum Writing• Implementation of technology. Google Doc trainings, Chromebook and iPad implementation.	Teachers	Selected teachers writing curricular units and assessments.	\$1,000/ Lottery
<u>Extended Learning Time/Increased Educational Opportunity:</u> <ul style="list-style-type: none">• Homework Club• Summer School• Computer Lab (Before/After School)• Library	Teachers/ TechLITES/ Tech TOSAs	Piloting and use of devices, applications and software.	District stipends for TechLITES/
	Stipended teachers	Twice weekly homework help after school.	PFA
	Education Foundation	Summer classes, enrichment and remediation	Education Foundation
	Supervision	Daily supervision of students allowing use of lab for schoolwork before and after school.	District funding; salary
	Librarian	Classroom support throughout the day, classroom instruction	District funding; salary

Involvement of staff, parents and community			
<ul style="list-style-type: none"> • Participation of parents and staff on Site Council in analysis of student assessment data and creation of school plan • Student Study Team meetings for low performing students or other student concerns. • Home/school communications with email, website, School Messenger phone services/ Q StudentConnect, Parent Connect, grades, assignments and attendance. • Parent participation on district level committees (Curriculum Council, DAC, SEDAC) 	<p>School Site Council</p> <p>Counselors, teachers, Administrators</p> <p>Administration, PFA communications, District Staff</p> <p>Parents</p>	<p>Monthly SSC meetings; review of data, articulation of District Goals and Moral Imperatives, development of site Goals.</p> <p>Meeting determined by student need to determine supports or interventions.</p> <p>Ongoing communications through the school website, District database (Q, StudentConnect), PFA e-blasts and newsletters, and all-call phone/text messages.</p> <p>Parent volunteers as representatives on various District level committees with communication to the community.</p>	<p>Stipends for teachers and classified staff</p> <p>No direct costs</p> <p>District costs, PFA Constant Contact contract.</p> <p>No direct costs</p>

<u>Auxiliary Services for Student and Parents</u> <ul style="list-style-type: none">• Summer school• Math Intervention• Homework Club• Peer Tutoring• EL Facilitator	Education Foundation Teachers Teachers Teacher advisor Facilitator	Elective and remediation courses offered Support for identified students in Math Parents sign students for attendance Identified students offered individual support Support for English Language Learners	Education Foundation Site funds PFA funds Site funds District costs; salary
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SCHOOL GOAL: By May 2016, additional support programs for academic intervention, transition to and from middle school, anti-bullying, and student connectivity to school will be developed on campus.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Ongoing feedback from discipline records, California Healthy Kids Survey (CHKS), D/F lists, and surveys through W.E.B. (Where Everyone Belongs) program.</p>	<p>Identified areas to address include the reduction of chronic absences, reduction of reports of harassment, reduction of students reporting excessive stress, reduction of students on the D/F lists; Increase reports of students feeling connected to adults on campus.</p>	<p>Student participation in campus activities such as WEB, clubs or campus teams; Results of the CHKS; expansion of transition programs, Math intervention, parent information opportunities and additional clubs and activities on campus.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Single Site Plan</p>

STRATEGY: Support and intervention programs, Student connectivity programs, Expansion of transition programs.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><u>Expansion of Academic Intervention Programs:</u></p> <ul style="list-style-type: none"> • Development of Math Intervention for 7th and 8th grade students. • Creation of supplementary lessons and materials to support lessons towards California State standards. • 6th Grade Math Intervention courses – zero period classes, 8 week sessions. • Implementation of WEB program school-wide. 	<p>Math Department, Administration</p> <p>Teachers, all Departments</p> <p>6th grade Math teachers</p> <p>Counselors/WEB Leadsers</p>	<p>Articulation with high school Math Honors Programs to provide tutoring help. Identify students needing support. Supervision of tutors during Homework Club</p> <p>Release days for departments</p> <p>Identify students needing support, letters to parents and organization of classes.</p> <p>Training for WEB at conferences, planning days, training of WEB Mentor students, Camp Medea, various WEB activities throughout the year.</p>	<p>No direct costs – PFA funding for Homework Club</p> <p>\$18,000 Lottery</p> <p>Stipend – Allocation site funding</p> <p>Training costs, Stipends – PFA Camp Medea – Parent Donations</p>

<ul style="list-style-type: none"> • Anti-Bullying assemblies (Internet Safety, Tolerance Awareness) and follow-up lessons for classrooms. • Principal's Coffee Parent Information Meetings 	Administration	Scheduling of assemblies	PFA funded
	Principal	Ad hoc meetings (monthly meetings did not draw attendance) for discussion of issues.	Incidental costs of materials and hospitality – Site Discretionary funds
<u>Improvement of instructional strategies and materials:</u> <ul style="list-style-type: none"> • Feedback and analysis of the Math Intervention. Tracking progress of students utilizing the tutoring. • Analysis of CAASPP results. • Analysis of STAR Science and other assessment data. 	Math teachers, counselors, administrators	Track and review progress of individual students receiving tutor support.	No direct costs
	Teachers, administrators, Site Council	Analyze CAASPP results and in comparison to local assessments and grades	Stipends for Site Council
	Science teachers, administrators, Site Council	Analyze STAR results and in comparison to local assessments and grades.	Stipends for Site Council

<ul style="list-style-type: none"> • Analysis of California Healthy Kids Survey (Spring 2016 administration) • Analysis of WEB Program surveys (student responses) 	<p>Counselors, administrators, Site Council</p> <p>Counselors, student and parents, Site Council, PFA</p>	<p>Analyze survey results, comparison to 2014 administration.</p> <p>Feedback from students, parents and WEB Mentors through surveys</p>	<p>Stipends for Site Council</p> <p>Stipends WEB Coordinators and Site Council</p>
<p><u>Extended Learning Time/Increased Educational Opportunity:</u></p> <ul style="list-style-type: none"> • Camp Medea (Where Everyone Belongs) • Additional clubs or teams • Homework Club • Summer School 	<p>Counselors/WEB Coordinators</p> <p>Teachers/Staff</p> <p>Teachers</p> <p>Education Foundation</p>	<p>Planning and implementation of WEB programs</p> <p>Weekly meetings with clubs/ Club activities</p> <p>Bi-Weekly administration of Homework Club after school</p> <p>Implementation of Summer School programs</p>	<p>PFA</p> <p>Allocations/PFA</p> <p>PFA</p> <p>Friends of Oak Park Schools</p>

<ul style="list-style-type: none"> Intervention Supports (Before/after school) 	Teachers, Administration	Implementation of intervention support	Site Discretionary Funding
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LEA GOAL: #5

SCHOOL GOAL: By May 2016, students will receive appropriate and differentiated instruction in all subjects, with increased authentic learning opportunities, career education opportunities and environmental education.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Formative and Summative Assessment: grades, IEPs, percentage of students accepting challenge assignments, program implementation, GATE portfolios. Implementation or expansion of programs (Clubs, Recycling, Idea to Impact, History Day, Mock Trial, Robotics, Odyssey of the Mind)	This is an ongoing goal with increased or improved programs added each year.	Student participation or access to opportunities; increased attendance at programs. Where can a budget plan of the proposed expenditures for this goal be found? Single Site Plan

STRATEGY: Differentiated Instruction, Authentic Learning, Career and Environmental Education programs: Planning, training and implementation of organizations, trips, programs and opportunities.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><u>Alignment of instruction with content standards:</u> Departmental Planning Days, Staff Development days, District articulation meetings: Staff will develop and align lessons to California State content standards. Lessons to be designed or redesigned with differentiated instruction strategies.</p> <p><u>Improvement of instructional strategies and materials:</u></p> <ul style="list-style-type: none"> • Use of differentiation strategies, flexible grouping, team teaching and instructional aides. • Development of GATE portfolios, EL portfolios. 	<p>Teachers, support staff, Instructional Aides</p> <p>Teachers, GATE Coordinator, EL Coordinator</p>	<p>Implementation of strategies such as Inquiry Based Learning (CTI), flexible groupings, and remediation support.</p> <p>Coordinators collect work samples from teachers throughout the year to create the portfolios</p>	<p>Conference costs, District costs</p> <p>Stipends for coordinators – District funds</p>

<ul style="list-style-type: none"> • Development and refinement of assessments. • Continue to develop extensions that allow for differentiated learning and styles. • Continue to develop authentic learning opportunities and assessments 			
Continuation of new Recycling Program	Teachers/Departments	Curriculum writing for extensions.	\$18,000 for departmental release days
Implementation of school garden	Departments	Ongoing writing and development of assessments, projects and essays.	\$18,000 for departmental release days
Continuation of Surf Team, Robotics Team, Mock Trial and Odyssey of the Mind Teams	Teachers/Departments	Implementation of Inquiry Based Instruction, field trips, Project Based Learning units	\$18,000 for departmental release days
	Clubs, administration	Continued bottle and paper recycling programs, continue 'zero waste' recycling on campus for lunches.	District costs for CTL, Release days for teachers.
	Science department, clubs	Creation of school garden replacing turf behind the E-building.	Stipends for club advisors, materials costs – Site funds
	Clubs/Teams	Expansion of students participating in the lunch and after school clubs and teams.	PFA and grants
			Stipends for club advisors, site funds and parent donations for materials

LEA GOAL: # 6

SCHOOL GOAL: By May 2016, all students will be educated in a learning environment that is safe and conducive to academic success, social development, and citizenship. Particular focus will be towards developing student resiliency and reduction of student stress.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Discipline referrals and suspensions from previous years. Results from surveys following up on California Healthy Kids Survey and "Work Smarter" Initiative (Challenge Success) Surveys. Homework policies reviewed and implemented.	Ongoing goal to address the significant issues of students reporting anxiety, illness, school refusal, destructive behaviors, or self-harm	California Healthy Kids Survey (March 2016), Parent and student surveys, attendance and discipline reports. Where can a budget plan of the proposed expenditures for this goal be found? Single Site Plan

STRATEGY: School-wide initiatives such as “Work Smarter”, teacher and parent trainings, Informational assemblies and programs, Counseling programs.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continuation of the “Work Smarter” (Challenge/Success) Program to develop strategies, parent education, and programs to combat student stress, anxiety and self-harm behaviors.</p> <p>Continue implementation of Anti-Bullying Plan</p> <ul style="list-style-type: none"> • Faculty/Staff awareness and training for providing a safe and trusted environment for students. 	<p>Coordinator, administration, Counselors</p> <p>Staff</p>	<p>Implementation of initiatives through “Work Smarter” program.</p> <p>Trainings (e.g. County Office), information presented at staff meetings, WEB Coordinator trainings</p>	<p>\$1,000 stipend for Coordinator - PFA</p> <p>Costs for conference attendance, District WEB trainings - PFA</p>

<ul style="list-style-type: none"> • Development of Anti-Bullying program – WEB– “Where Everyone Belongs” • Implement learning opportunities for students and parents (i.e. “Someone Like Me”, Internet Safety assembly) • Counseling presentations (Boys/Girls Groups, Roads to Respect), campus surveys <p>Continuation of Community Service Plan</p>	<p>Coordinators, administrators</p> <p>Administrators, PFA</p> <p>Counselors</p> <p>Administrators</p>	<p>Training of student mentors, implementation of Camp Medea and WEB activities throughout the year.</p> <p>Coordination of assemblies and presentations. Follow-up activities.</p> <p>Counselor presentations in classrooms</p> <p>Student and staff participation in “Big Sunday”, Coastal Cleanup Day, and other community events; “Panthers Make A Difference” awards for volunteerism.</p>	<p>Stipends for Coordinators, materials for activities – PFA, Site funds, and parent donations</p> <p>PFA and grants (Kaiser Permanente)</p> <p>No direct costs</p> <p>Event costs, materials, costs for awards – Site funds</p>
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Drug/Alcohol Prevention programs			
<ul style="list-style-type: none"> • Drug/Alcohol Prevention (6th/7th grade) • TUPE (Tobacco Use Prevention Education) • "Someone Like Me" – 8th grade presentation • Classroom presentations by counselors • Internet Safety Assembly, parent information session 	<p>Science teachers</p> <p>6th grade teachers, Coordinator</p> <p>Administrators, Counselors</p> <p>Administrators</p>	<p>Units within 6th and 7th grade Science classes</p> <p>Tobacco Bus of Horror presentation, anti–tobacco lessons within 6th grade Science classes</p> <p>Evening presentation addressing drug/alcohol use and self-destructive behaviors facing 8th grade students.</p> <p>Presentations in classrooms addressing student issues such as stress, organizational and study skills, or drug and alcohol education.</p> <p>Assemblies or classroom presentations focusing on social media and digital citizenship.</p>	<p>Materials costs – Site funds</p> <p>Grant funds from County</p> <p>Grant – Kaiser Permanente</p> <p>No direct costs</p> <p>Assembly costs and materials – PFA and site funds</p>

Transition Programs			
<ul style="list-style-type: none"> • Camp Medea for incoming 6th grade and new 7th/8th grade students. Implementation of WEB. • Expand 5th Grade transition communications: Information Night, Student Visitation • Continuation of 6th Grade Back to School Night program 	<p>Coordinators, Administrators</p> <p>6th grade teachers, Administrators, WEB Coordinators</p> <p>6th grade teachers, Administrators</p>	<p>Continuation of Camp Medea orientation program, WEB mentor activities.</p> <p>Parent Information Night for 5th grade parents, registration communications, 5th grade student visitation on campus.</p> <p>Separate Back to School Night for 6th grade parents.</p>	<p>Stipends for Coordinators – PFA, Site Allocations fund</p> <p>Stipends for teachers – Site Discretionary funds</p> <p>No direct costs</p>

Medea Creek Middle School **School Parental Involvement Policy**

PART I GENERAL EXPECTATIONS

Medea Creek Middle School agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

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

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

2. Medea Creek Middle School will take the following actions to distribute the School Parental Involvement Policy to parents of participating children and the local community:

- Include these documents in the registration packet.
- Include policy on the school website.

- Make copies available in the school office.
3. Medea Creek Middle School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and school:
- This document will be updated each year and included in the Single Site Plan.
4. Medea Creek Middle School will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title 1
 - About the requirements of Title 1
 - This information about the Title 1 program will be disseminated to parents during Student Study Team Meetings.
5. Medea Creek Middle School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.
6. Medea Creek Middle School will provide information about Title 1 Programs to parents of participating children in a timely manner:
- Quarterly updates as to student's progress
 - Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary
7. Medea Creek Middle School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
 - Members of the Student Study Team will describe the program to the parents
 - Back to School Night program will assist in informing parents about curricular activities
8. Medea Creek Middle School will provide parents of participating children opportunities to participate in the decision making process relating to the education of their children:
- Teachers and parents have the right to request a meeting to discuss the academic progress of students
 - During Student Study Team meetings parents are encouraged to actively participate in the decision making process
9. Medea Creek Middle School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
- Board Policy outlining complaint procedures can be found in the first day packet sent to each family at the beginning of the school year

- The school website that is updated regularly
- A weekly electronic mail delivery.
- SST confirmation letters that are sent to families of participating students
- Teacher Newsletters and Parent communiqués

PART V ADOPTION

This School Parental Involvement Policy has been developed and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Medea Creek Middle School on December 8, 2015 and will continue in effect for the 2015-16 school year. It remains available to the school community.

TO: MCMS Community
FROM: Amanda Bagheri, Assistant Principal
RE: Overview of Emergency Procedures
DATE: August 2014

MCMS's Emergency Plan seeks to address short and long term needs:
Essentially, we plan for three types of emergencies:

1. Fire via Fire Drills
2. Lock Down via Lock Down Drills and/or other Emergency Release scenarios
3. Earthquake via Emergency Preparedness Drills

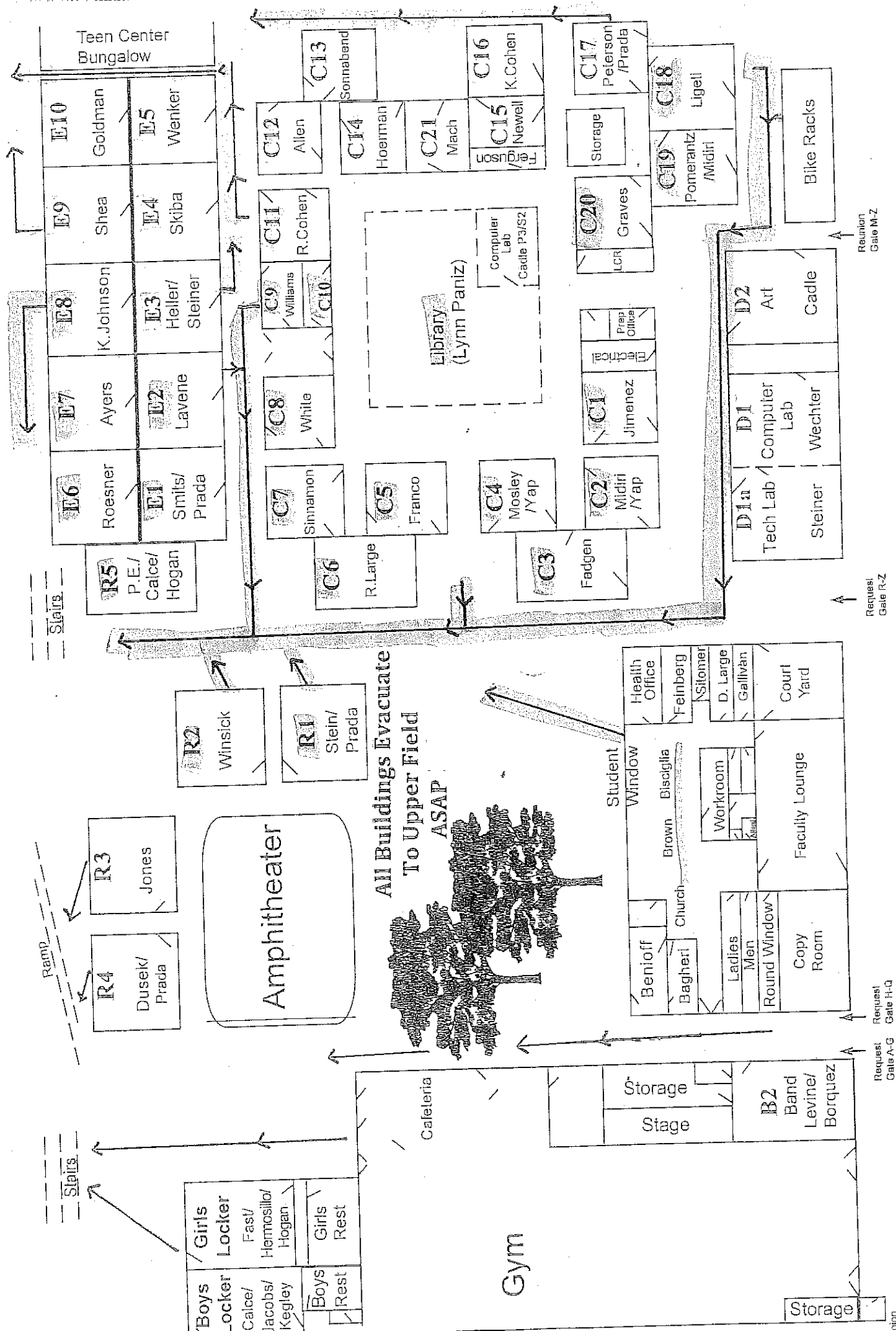
Medea Creek Middle School has a comprehensive School Safety Plan. It is each person's responsibility to review the Plan, and understand our individual role in the Plan. This Plan details protocols and identifies defined roles and responsibilities for faculty and staff. It is our template. We familiarize ourselves with it so that we all refer to, and learn from, a common starting place.

But by very definition, emergencies are not planned events and can take forms that we may not have imagined. It is therefore important to remember that we are all responsible for the safety of our campus; that we must *ALL* be alert to what is going on around us and notify the administration, the office, a colleague should someone or something potentially pose a danger; that we *ALL* have the capacity to make decisions on the spot, out of dire necessity.

If you see that there is imminent danger (an active shooter scenario as one example), hurrying to take your students off campus (versus "locking down" in the classroom and becoming a sitting target), out of harm's way, might be the solution. Experts tell us (most notably Ron Stevens, Executive Director of the National School Safety Center) that in extreme, horrific circumstances, we must each make a decision to try to save lives.

Please make yourself aware of our Emergency Plan—especially aware of colleagues who have special roles/responsibilities (See: Incident Command System and Teacher Buddy System) that take them away from their lines.

- A. For drills and other emergencies that require classroom evacuation, MCMS assembles on the upper field by classroom identification. Each room number is designated on the upper field, near the grass area. Let all of your students know the location of your classroom evacuation/assembly area.**
- During an emergency drill, always bring your emergency backpack (most are red) and your roll book. Once we are up on the field, you will take classroom attendance and **complete an Attendance Accountability Report ONLY IF SOMEONE IS MISSING.**
 - **Room Supervisors will collect them** (Room Supervisors: Fladgen: P.E., B2, R1-R5, E1-E10; Roesner: C1-C21; D1, D2).
 - **WEAR YOUR RED VEST** (for a person who was in class but is not accounted for up on the field) or **YOUR GREEN VEST** (everyone who was in class is also accounted for up on the field). If you are wearing a green vest, you should **NOT** fill out an Accountability Report. A teacher who must leave his/her line should take attendance and hand the roll book over to a neighboring colleague; the neighboring colleague will supervise both lines.
 - Teachers who have a prep period during a drill should automatically report to the P.E. assembly area either to assist there, or wait for instructions.



2014-2015 Emergency Evacuation Map

Medea Creek Middle School

Request Gate A-G

Request Gate R-Z

Request Gate M-Z

Request Gate A-L

Oak Park Unified School District
Medea Creek Middle School
Emergency Drill Procedures
2014-2015

TO: Medea Creek Middle School Faculty and Staff
RE: Emergency Drill Procedures and UPDATES
FROM: Amanda Bagheri, Assistant Principal
DATE: August 2014

- A. For fire drills and other emergencies that require classroom evacuation, MCMS assembles on the upper field by classroom identification. Each room number is designated on the upper field, near the grass area. Let all of your students know the location of your classroom evacuation/assembly area.
- B. Please make yourself aware of our Emergency Plan—especially aware of colleagues who have special roles/responsibilities (See: *Incident Command Flow Chart* and *Teacher Buddy System*) that take them away from their lines.
- During an emergency drill, always bring your emergency backpack (most are red) and your roll book (have a hard copy of your class rosters). Once we are up on the field, you will take classroom attendance and complete an Attendance Accountability Report **ONLY IF SOMEONE IS MISSING**.
 - Room Supervisors will collect them (Room Supervisors: Fladgen: P.E., B2, R1-R5, E1-E10; Roesner: C1-C21; D1, D2).
 - A teacher who must leave his/her line should take attendance and hand the roll book over to a neighboring colleague; the neighboring colleague will supervise both lines.
 - Teachers who have a prep period during a drill should automatically report to the assembly area, check in with the Evacuation Chief (for adult attendance) assist there, or wait for instructions from the Liason Officer.
 - Instructional and supervision aides and other unassigned personnel should report to the Evacuation Chief (Dianne Large) to be accounted for and then go to the Liaison Officer (Amanda Bagheri) for supervision assignment.

of class, but are not present during the Shelter In Place (this type of attendance is what we do during a fire drill).

- If Shelter In Place is necessitated before school, during passing period, at nutrition or lunch, students should quickly go to their next (or closest) class or office. Directly after school, they should find the nearest safe haven. Teachers would then send the names of all students gathered in their room.
- Any injuries should also be reported to the office ASAP. We will call 911, if necessary.

8. Administrators will assist in securing the campus (locking gates, closing doors to the "C" Building and communicating with the District Office, law enforcement and other agencies).

9. Once the campus is secured, everyone is accounted for and the Emergency has been resolved, students may be released to a parent/guardian through the Reunion Gates.* The procedure is as follows:

- Teachers will remain with their students in class. Students will wait in class until a runner requests them (or a parent texts them). Teachers note time of release of student to Request Gate.
- Student Safety Squad members and MCMS Personnel (including ALL out-of classroom staff, instructional aides, teachers without a class--either on prep period) will be assigned to Gates or as runners and should report to Request gate A-G for instructions.
- The Liaison Officer (Amanda Bagheri) will give the OK to release students. Only then will students be located and then released.

10). Early Release After Shelter In Place and Use of Cell Phones/Texts Protocol. The following three apply to early release simultaneously:

1). Parent/Guardian may text children for release. Child verifies release from class by showing the teacher the text. Both child and Guardian meet at appropriate Request Gate for identification verification. Upon verification, the parent's hand is stamped and both child and parent proceed to Reunion Gate for release.

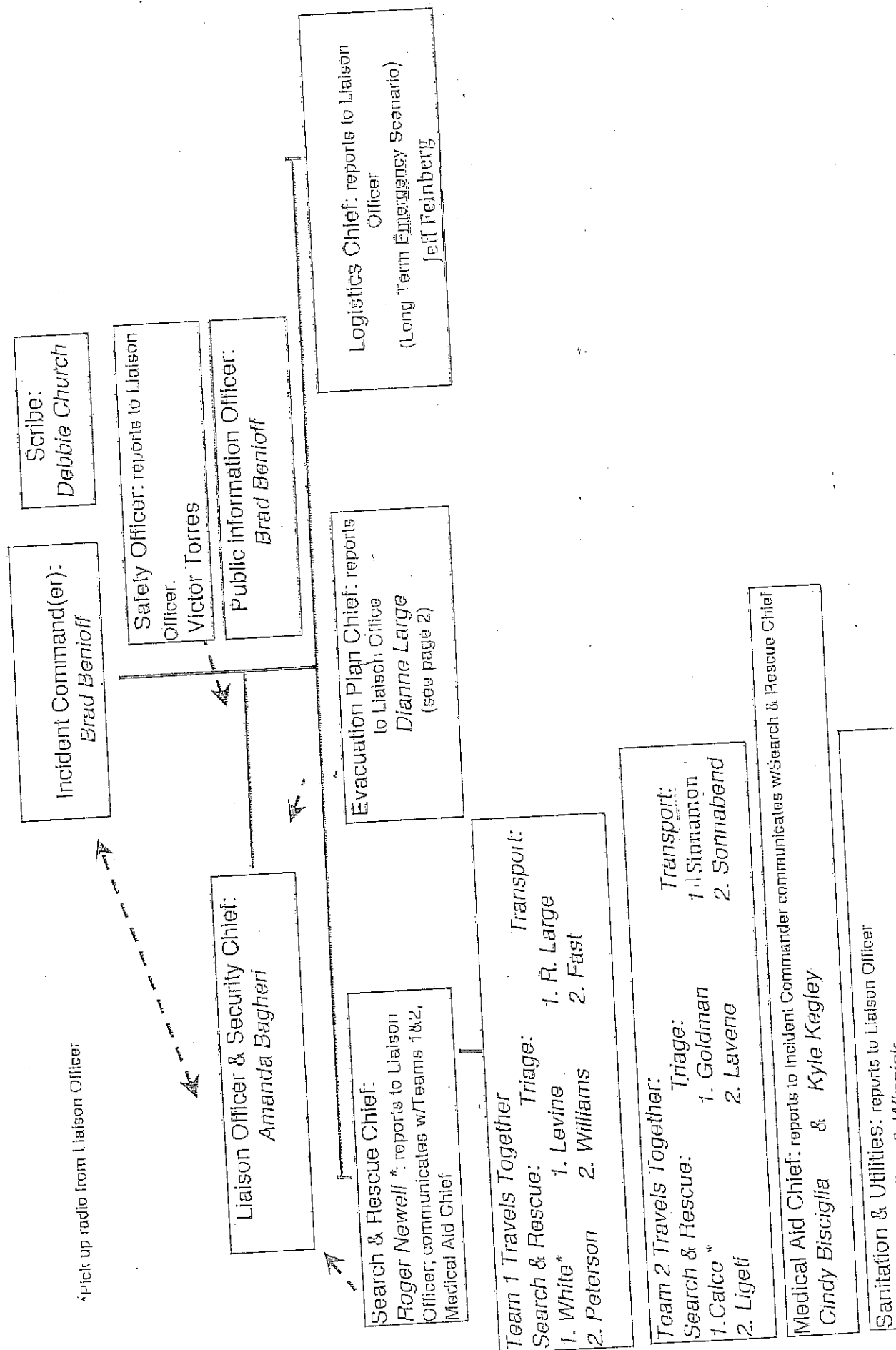
2). Parent requests child at appropriate Request Gate and identification is verified. Request Gate authority sends child's name and teacher's name via radio/runner to office staff, who notifies the classroom via loud speaker. Child is released from class and guardian and child meet at Reunion Gate for release.

3) Verification of requesting parent is verified at Request Gate and from there parent texts child for release. The text is shown to teacher and is released from class. See #1.

***Runners are sent to classroom if all communication is down. Runners help with verification process if running isn't required.

* Also See "MCMS Request and Reunion Gates" Sheet

Medea Creek Middle School 2014-2015
Incident Command System Page 1



2014-15 Phases of Emergency Evacuation and Release From the Field

The purpose of this outline is to highlight the order of events and procedures that unfold during an emergency evacuation to the field; it also highlights the special teams and personnel who have additional roles in such events.

Phase I: Evacuate to the field via Room Numbers and take attendance (adults, students)

- Attendance Officer
- Evacuation Supervisors
- Evacuation Plan Chief

Phase II: Emergency Teams and Personnel Report to their positions:

- Search and Rescue
- Triage
- Transport
- First Aid
- Security Officer (Locks Gates)
- Sanitation and Utilities (Check utilities)
- Logistics Chief w/ Evacuation Plan Chief (from shed to black top; table set up, bull horn/PA System)
- Liaison Officer/Security Chief
- Incident Commander
- Scribe (brings Request/Release Carts and materials)

Phase III: Liaison Officer shares status/information with Officers/Chiefs:
Rescues/first aid underway

Phase IV: Liaison Officer declares rescues completed:

Repositioning Personnel for emergency release of students

Phase V: Emergency Release of Students

MCMS Request and Reunion Gates For Emergency Release (2014-2015):

- There are three Request Gates (A-G, H-Q, R-Z) and two Reunion Gates (A-L, M-Z) at MCMS.
- There are two scenarios for releasing students—as a result of an emergency—before the end of the day:
 - A). We have evacuated to the upper field and need to be released from there
 - B). We are in classrooms and need to be released from there.

Here we are detailing release from the upper field:

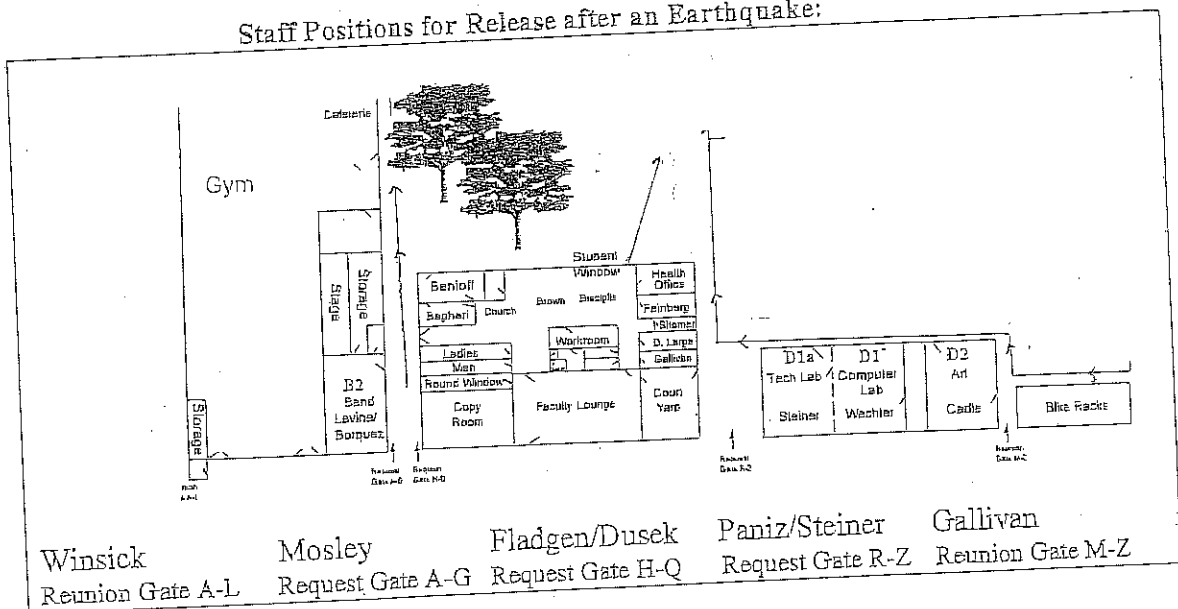
A. Emergency (Earthquake, etc.) Procedure for Releasing Students from the Upper Field:

- MCMS's gates, per our Emergency Preparedness Procedures, are closed and locked. As conditions warrant and stabilize, students would be released to a parent or guardian.
1. Parents/guardians report to their alpha Request Gate, where an MCMS staff member would have a list of students, their Emergency Cards and schedules.
2. MCMS staff check Parent/guardian I.D. against the Emergency Card. When verified, the parent/guardian's hand is stamped with the "APPROVED" stamp and parent/guardian proceeds to the alpha REUNION GATE.
3. MCMS personnel pulls off a small, white paper from the student's schedule and gives it to a "runner" to locate the student, who would meet the parent/guardian at the appropriate alpha Reunion Gate.
4. At the Reunion Gate, MCMS staff receives the students to be released with their small, white paper.
5. The appropriate parent/guardian (with stamped hand) would sign the small, white paper.
6. MCMS personnel keeps the paper and marks the time on it.
7. The student is released.

Request/Reunion Gate Positions: MCMS Staff stationed at these positions should first be accounted for (Report to Evacuation Chief) and then should report to the SCRIBE (Debbie Church) near the stage area to pick up the carts containing Emergency Release information, Student Schedules and Release Slips.* The Liaison Officer (Amanda Bagheri) will give the OK to release students. Only then will students be located and then released.

*Safety Officer will secure campus, and then will report to Reunion Gate

Staff Positions for Release after an Earthquake:



Oak Park Unified School District
Medea Creek Middle School

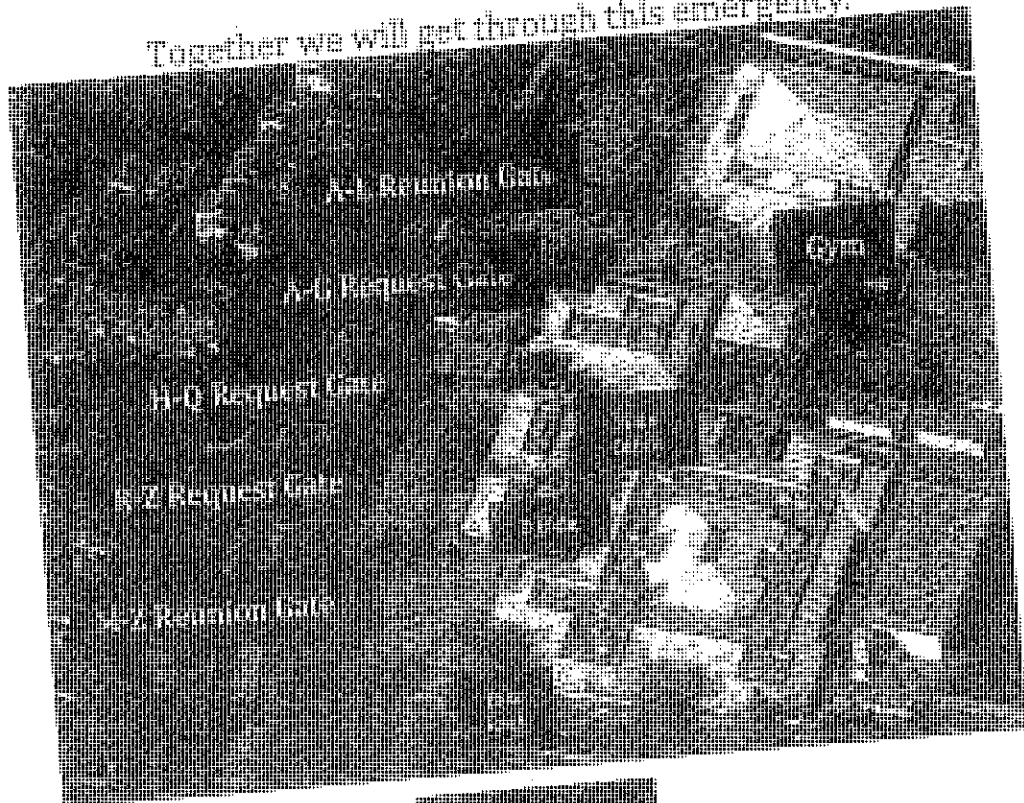
Schools are among the safest of places to be during an emergency!

Follow these steps to help us quickly and safely release your child:

1. DO NOT PARK IN THE DRIVEWAY.
2. GO TO THE A-G OR H-Q OR R-Z request gate.
3. Have your ID ready to present at the alpha REQUEST GATE.
4. Wait in line to request your child from school personnel.
5. Go to the A-L or M-Z REUNION GATE to meet your child.
6. Sign-out your child at the REUNION GATE.
7. Leave campus immediately.

As soon as communication paths are available to us, please check your voice or email for information and updates from OPUSD.

Together we will get through this emergency!



The Single Plan for Student Achievement

OAK PARK HIGH SCHOOL

56-73874-5630132
CDS Code

Date of this revision: JANUARY 19, 2016

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

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

Contact Person: Kevin Buchanan

Position: Principal

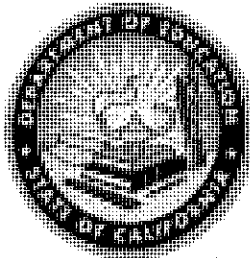
Telephone Number: 818.735.3312

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

E-mail Address: kbuchanan@opusd.org

OAK PARK UNIFIED SCHOOL DISTRICT

The District Governing Board approved this revision of the SPSA on February 16, 2016.



SCHOOL VISION AND PROFILE

OAK PARK UNIFIED SCHOOL DISTRICT MISSION STATEMENT:

The mission of Oak Park Unified School District is to provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.

OAK PARK HIGH SCHOOL MISSION STATEMENT:

The mission of the Oak Park Unified School District is to provide a relevant world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional, and cultural foundations necessary for students to reach their individual potential.

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

OAK PARK UNIFIED SCHOOL DISTRICT PROFILE: As of January 2016, there are approximately 4,632 students in the Oak Park Unified School District. There are currently eight schools in the District: Oak Park Neighborhood Pre-school, Brookside, Oak Hills and Red Oak Elementary schools (grades K-5), Medea Creek Middle School (grades 6-8), Oak Park High School (grades 9-12 comprehensive), Oak View High School (grades 9-12 continuation), and Oak Park Independent School.

Student achievement at all levels is high and approximately 96% of the graduating seniors will attend some type of college directly out of high school. Brookside, Oak Hills, Red Oak, Medea Creek and Oak Park High have all been named California Distinguished Schools. Brookside, Oak Hills, Medea Creek and Oak Park High have received national recognition as Blue Ribbon Schools. Oak View High has been recognized as a Model Continuation School. Oak Park High School and Medea Creek Middle School were recognized with the 2015 California Gold Ribbon Schools Award.

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

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

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

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

OAK PARK HIGH SCHOOL PROFILE:

Oak Park High School is located in the suburb of Oak Park in eastern Ventura County and serves a community of predominately upper middle class families. The current High School campus was completed in 1981 and opened with a student population of 268 students in grades 9 through 11. The following year the high school graduated its first senior class with a total of 78 seniors. Since that time the high school has gradually grown to more than 1,540 students, and 365 students will graduate as the class of 2016. Less than 5% of the students at Oak Park High School are eligible for free and reduced lunch and our ELL population constitutes less than 2% of our student body. Hebrew is the primary language of our EL students.

Oak Park High School has recently completed extensive facilities modernization, and upgrades throughout the campus are too numerous to list here, but new classroom buildings have been added and all other buildings have been modernized. An energy management system along with HVAC and new “cool roofs” have been added throughout campus along with other energy-saving installations including solar panels, EV chargers and drought tolerant landscaping. Athletic facilities upgrades include a turf athletic field, gym upgrades, locker rooms, and baseball and softball improvements. Parking upgrades include ADA upgrades and re-striping. A surveillance system has been added that includes cameras throughout campus. Six science classrooms have been completely modernized. The multi-use building on the west-end of our campus, the Pavilion, serves as a home for our visual and performing arts classes and provides expanded food services and indoor lunch seating for our student body. A 10-classroom building, as well as six new re-locatable classrooms, was built to replace aging portables. Also recently installed are the seven zero-net classrooms designed and made from recycled shipping containers. A joint-use agreement between OPUSD and a local soccer organization resulted in the donation of a synthetic turf football and soccer field. The most recent work includes the refurbishment of the administration and student support building, the C-Building, which houses art, ceramics, woods, Spanish, and computer classrooms. Over eighty-five percent of teachers are implementing 21st Century classrooms that include SmartBoards, Senteo responders, iPads, Chromebooks, iNotebook laptop carts and digital Slates. The installation of a Foreign Language lab has enriched and supplemented interactive language instruction.

Oak Park High School meets the academic needs of students from this community by offering a variety of programs including a wide range of advanced placement and honors courses, a full performing arts program, Microsoft certification courses, an extensive number of other technology courses, a math intervention lab and support class, and access to several CTE on-campus programs. The needs of special education students are met through the Resource Specialist Program (RSP) and Full Inclusion Program, which also includes directed study skills classes. Additionally, the school fields athletic teams for both males and females in twenty-one sports. We provide to our students a voice in school governance through our Associated Student Body (ASB) Council, and School Site Council. One of our students also represents our school as an elected member to our local board of education and the Oak Park Municipal Advisory Council (MAC). There are seventy-five different clubs and organizations on our campus. Our ASB sponsors many different curricular and extra-curricular clubs on campus and organizes special events throughout the year including rallies, assemblies, dances, lunches, and other extra-curricular activities. We have an active ComedySportz improvisational team that participates in local competitions, and competitive Academic Decathlon, Debate, and Mock Trial teams. Our beginning and advanced Peer Counseling programs support not only our high school students, but local elementary and middle school students as well. Peer counselors provide emotional support for our students during difficult times and academic support through a peer-tutoring program. The peer counselors also work with our elementary schools to facilitate peer mediation groups among the elementary students. Since March 2008, OPHS has implemented the Safe School Ambassadors, a peer support and intervention program. Each year, our Advanced Peer Counselors organize and run an Awareness Week, promoting tolerance and acceptance.

The school day runs from 7:20 a.m. to 3:10 and has been structured to provide opportunities for students to take up to seven classes and to receive an academic support period from individual teachers on a daily basis.

Oak Park High School provides students with a rigorous and comprehensive academic program that effectively prepares them to enter the work world or continue their studies through post secondary education. OPHS earned the 2013 California Distinguished School Award featuring Special Education and Student Support as our signature practices. In 2015, OPHS was recognized with the California Gold Ribbon Schools Award that featured our science practices in the NGSS as the signature practice. We are the highest academically performing school in Ventura County and OPHS ranks among the top fifteen high schools within California in terms of the Academic Performance Index. Our most recent aggregate API of 916 ranks Oak Park as the 12th highest achieving non-selective public comprehensive high school in the state. In addition, in the spring of 2015, 98% of our current junior class passed the English and Math portions of the High School Exit Exam on the first attempt. This percentage includes all our special education and English Language Learner population. Over 95% of all Oak Park graduates will routinely attend some type of college directly out of high school.

The teaching staff at Oak Park High School consists of seventy faculty members. All teachers are certificated to teach in their subject area and more than half of our staff has advanced degrees in the content areas that they teach. We currently have 5 FTE counselors for our 1,548 students and 1.0 FTE classified employee who serves as our College and Career Specialist.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

In 2010, OPUSD adopted and began implementation of the new State Standards for Mathematics, Language Arts, and History/Social Science, and Technology. The process of implementation began with professional development where teams of Math and ELA teachers attended a series of daylong trainings offered by the Ventura County Office of Education (VCOE). The District also provided teachers in all disciplines with subject specific trainings and brought in subject specialists to work with departments to facilitate the transition to the new State Standards. Materials and textbook adoption began with the designation of curriculum committees, which include site administrators, teachers from all levels, parents, school board members, and community members. Instructional materials selection and evaluation is ongoing and some subjects have completed the adoptions while other materials are currently being reviewed to ensure that curricular materials are aligned with the new standards and implemented within and across grade levels. OPHS teachers meet regularly as departments and as subject matter teams, collaborating on assignments and instruction to ensure that all are aligned with content and performance standards.

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

State adopted, standards-based instructional materials are in place in Math, Science, and History/Social Science. Publishers also included additional supplemental, standards based materials. Most academic teachers possess a class set of textbooks, and the students will also have a set to keep at home. Due to budget constraints, diligence is taken to ensure that students take care of and return their textbooks in good condition so they may be reused. With the onset of the new State Standards and the Smarter Balanced assessments OPHS is working with the OPUSD Curriculum Council to acquire standards-aligned content area textbooks and supplemental materials.

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

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

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

All students are encouraged to attend 7th Period Support. As part of the school day, teachers remain in their classrooms to provide students academic support with test prep, review, remediation, tutoring, reading or writing review, study groups, reinforcement, additional time per IEP or 504, or make-up assignments due to absences. Most students with IEP's have a Directed Study Skills class built in to their schedule with their case managers assisting them in academic as well as skill-based areas. Peer Counselors are available to work with at-risk students on social/emotional issues. The 9th Grade Transition Program offers intense communication and counseling for freshmen from the spring of their 8th grade year. Student Study Team meetings are arranged by Teachers, counselors or parents to jointly problem solve when students are not achieving at an expected level. Class placements in Honors or AP classes have in the past been partly dependent on CST results, and all departments are currently revising their course requirements to address the implementation of the new State Standards and the CAASPP results. Counselors continually work with students to assist them in academic areas, as well as social, emotional and post high school planning.

To address the needs of the students who enroll in math courses in Oak Park High School, considerable work has been accomplished in the 2014-15 and the current school year to implement math diagnostic testing and multiple measures to facilitate appropriate placement and intervention. The PFA has generously provided the funding to use the UCLA Math Diagnostic Program for all incoming 9th and new upper grade students in late Spring and during the Summer preceding the fall semester. We also run an interactive computer-adaptive math skills lab to allow students to advance through the mathematics scope and sequence while remediating identified deficits. The recent addition of the Math Honor Society offers peer tutoring in math during lunch and after school.

We have increased student use of Naviance – a powerful system research tool that is available to all OPHS students and parents. Naviance consists of several tools used for planning coursework, researching colleges, and exploring careers. These applications are used at our school to promote college and career readiness. Naviance provides students with the framework to direct their own educational plan, establish long and short-term goals, and plan for post secondary success. The website manages individual students as they move through the entire college planning, application, and decision process. Through Naviance, counselors and students can communicate about upcoming deadlines and important notices. Naviance allows a student to search for colleges, compare academic statistics, find scholarship opportunities, and research careers. In tenth grade, two of our English teachers have incorporated Naviance into their end of year research projects. This acts as an excellent introduction to the use of the Naviance program as well as transition to the eleventh grade 1-Search project. All students in our special education program are required to have a transition to adult life goal, which is facilitated through Naviance.

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

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

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

Regular assessment of students is an essential component to any successful instructional program. Instruction needs to be guided and adjusted based on meaningful information gained from thorough assessment of student performance. At Oak Park High School, CST scores were traditionally reviewed and given to teachers in August to assess past student achievement and instructional efficacy, as well as to be used to inform course advisement and placement. Teachers are making adjustments to the new assessments and have developed quarterly benchmark assessments and subject matter teams are collaborating on common assessments. Having identified the essential standards for their courses, teachers measure and assess student achievement using the CAASPP, benchmark and common assessments as the basis for determining growth and achievement of students. The District has purchased the Educators Assessment Data Management System (EADMS) to collect, share, and analyze assessment results and some teachers have received training on how to create assessments using the system. This will continue as we enter the second year of the new State Assessments. In addition to the CAASPP assessments and performance assignments in the 9th, 10th, and 11th grades, we will continue to examine results from standardized tests including the AP exams, ACT, and SAT as well as course grades.

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

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

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

The OPHS PFA (Parent Faculty Association) is a strong and solid support to staff and students. Through its annual fundraising, the PFA supports teachers "wish list" items, and conference attendance for professional development. The PFA eNews is a weekly "blast" that is electronically sent home and is available on our web site. It contains information about school events, academic issues, resources for additional support, and district and community events. Ventura County and OPUSD share a joint use facility in the library located on the OPHS campus. The 'Q' online Grade Book portal allows parents and students to review and monitor progress. This system is updated regularly by most teachers and at the quarter for a few.

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

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

Parents, teachers, counselors, administrators, and school board members, are working actively to address student achievement. While evidence indicates that most students are achieving at proficient and advanced levels, our attention will focus on students who are not meeting or exceeding the

expected achievement standards. Full implementation of the new State Standards coupled with the onset of the next generation assessments will put additional pressure on our leadership and staff to develop instructional practices, evaluate resources, integrate technology, and design more benchmark assessments to allow us to deliver effective instruction and accurately measure student achievement. Purchasing textbooks is currently underway as State funding for the transition is now available.

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

As stated above, the boundaries of progress in this area are only imposed by the limitation of resources available for staff development, materials, and teacher collaboration time. With the severe budget cuts we've experienced in recent years, our endeavors were hampered, but the brighter fiscal picture has enabled us to make up much of the ground with regard to supplies and materials. Additional funding acquired through CTE Grants is providing supplies, teacher training and, curriculum development. Teachers, administrators, parents, and students are energized by our progress to date. We continue to implement the new State Standards and are using these resources to support our work.

Oak Park High School

Title I - School Parental Involvement Policy

I. PART I GENERAL EXPECTATIONS

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

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring --

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

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

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

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

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

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

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

PART 3 SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

There is a common misconception that there is no place for parents to be involved in their children's high school experience and that students do not want parents to be involved. OPHS encourages parent involvement.

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

Parent involvement at OPHS includes all of the following:

- Participation in student academic support:
 - Encourage students to
 - Advocate for themselves
 - Fully utilize 7th period support
 - Become aware of student support services and opportunities available:
 - Peer tutoring services available through the College & Career Center
 - College admissions mock testing
 - Become familiar with and regularly visit "Q Connection" online to view grades, attendance and assignments.
 - Learn how to assist your student in their use of Naviance, the online college preparation website customized for our Oak Park students. Parents are encouraged to become familiar with Naviance during their child's freshman year, as there are tools to utilize throughout one's high school career. Seminars on the use of Naviance are offered throughout the year in the College and Career Center.
 - Subscribe to the weekly OPHS e-News ("OPHS eNews Signup" link on homepage.)
- Parent committees of student participation activities:
 - Athletic Boosters - Sports Teams
 - OPPAA - Drama
 - Camarata – Choir
 - OPIMA - Instrumental
 - College & Career Center
 - Parent Faculty Committee (PFA)
 - Become a member
 - Attend the general meetings
 - Hold a leadership position
 - Lead a committee
- Volunteer opportunities organized through the PFA

- Examples -
 - Textbook Distribution
 - Student Registration Week Assistance
 - PFA Committees - (numerous)
 - District wide committees
- School Site Council – Five elected parent positions
 - All parents are welcome to attend the monthly meetings.
This policy has been created for all OPHS families. It is part of the Single Site Plan and is reviewed annually by the School Site Council.

PART V ADOPTION

This policy was adopted by Oak Park High School Site Council on Jan. 19, 2016 and is effective for the 2015-16 school year.

OAK PARK HIGH SCHOOL

Summary of School Goals for Improving Student Achievement

Based on the findings in our 2016 WASC self-study and ongoing Single Plans for Achievement, the stakeholders of our high school have synthesized the needs expressed by all parties into the following goals. These areas are the focus for school improvement for the WASC term of accreditation and will continue to guide the allocation of resources with regards to curriculum improvement, student achievement, and professional development. The WASC Action Plan and Single Site Plan are living documents and are monitored and evaluated annually to meet the changing needs of the school. The Action Plan was revised and approved by the WASC Leadership in 2016.

Goal # 1

Develop a school wide emphasis on the practical application of all parts of the curriculum.

- Modify all current curriculum to emphasize practical applications within the presentation of each new skill to make direct ties to its application to jobs and careers
- Adjust curriculum to allow time for practical applications and career emphasis
- Articulate with middle school teachers in job alike sessions to ensure smooth transition for students
- Continue to modify curriculum as it aligns with California Standards and Frameworks and other adoptions
- Create options for sharing knowledge gained through conference and workshop attendance

Broaden the student understanding of the world of work

- Develop career exploration events (i.e. Guest speakers, internships, externships)
- Administer and publish career aptitude survey to all 9th and 11th graders. Incorporate results into curriculum
- Continued development of CTE Pathways

Goal # 2

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

- Investigate the success of students who carry 7 or 8 classes
- Investigate the success of students placed in classes where they do not meet the stated criteria for entrance
- Study the implications of student involvement with more than one extra curricular activity with exceptional time requirements (i.e. Sports, ASB, Marching Band, Drama, Academic Decathlon, Mock Trial)
- Form a committee to conduct a study about lost instructional minutes due to field trips and other school activities with policies to alleviate student stress.
- Communicate with parents regarding the impact of extended absences
- Investigate a grade level calendar, to consider no more than 2 assessments are scheduled on one day
- Review Homework Guidelines
- Analyze 7th period usage and effectiveness with data regarding student attendance, time usage.
- Explore expanding Instructional Support Services
- Design a process for the implementation of Student Support Groups (i.e. Grief, Eating Disorders, Divorce)
- Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT)
- Reevaluate Summer Work assignments.

Form A: Planned Improvements

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

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

SCHOOL GOAL: Develop a school wide emphasis on the practical application of all parts of the curriculum to broaden the student understanding of the world of work

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?		
Curriculum Offerings, Student and Parent Survey Data, CTE Pathways Data	In the 2016 WASC Focus on Learning Report and through extensive work with Ventura County Office of Education and VC Innovates, along with perception surveys from students and parents it was found that career exploration experiences and courses that are sequenced and articulated to provide students with career readiness are lacking at OPHS	<ul style="list-style-type: none">The increased course offerings and availability of career related experiences.The number of students enrolled in Pathways courses and number of articulated pathways. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>VC Innovates Career Pathways Trust Grant California Incentive Grant OPUSD Budget</p>		
TASK: Update current curriculum and incorporate real world applications within lessons.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Modify all current curriculum to emphasize practical applications within the presentation of each new skill	Department Chairperson Administration Superintendent	Staff Development days Department Release days Current resources LCAP #1 B, C, G, J	Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016

PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS
Modify all current curriculum to make direct ties to its application to jobs and careers	Department Chairperson Administration Superintendent	Staff Development days Department Release days Current resources/materials CPT Grant LCAP #1 B, C, F, G, J	Partial implementation as developed Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016
Adjust curriculum to allow time for practical applications and career emphasis	Department Chairperson Administration Superintendent	Staff Development days Current resources/materials LCAP #1 B, C, G, J	Partial implementation as developed Full implementation by Spring 2017	Completed curricular additions to be presented, in writing, to the Leadership Team by November 2016 Presentation to the Board of Education, Spring 2017
Articulate with middle school teachers in job alike sessions to ensure smooth transition for students	High School and Middle School Department Chairpersons Administration Superintendent	Staff Development days Current resources/materials LCAP #1 B, C, G	Fall 2016	Joint presentation to the Board of Education, Spring 2017
Continue to modify curriculum as it aligns with California Standards and Frameworks and other adoptions	Department Chairpersons Administration Superintendent	Department meetings Training Workshops LCAP #1 B, C	Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018	Progress Report to Leadership Team November 2016 March 2017 November 2017 March 2018 November 2018
Create options for sharing knowledge gained through conference and workshop attendance	Department Chairpersons Administration Superintendent	Time and Money to attend conferences LCAP #1 C	Ongoing	All staff members who attend outside conferences/workshops will verbally report on their experience to their departments and in writing to Administration within one week of their return

TASK: Broaden the student understanding of the world of work					
PROCESS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	REPORT PROGRESS	
Develop career exploration events (i.e. Guest speakers, internships, externships)	Administration College & Career Center Technician CTE Coordinator Leadership	CPT Grant CTE Funding VCI Industry Sector Liaisons LCAP #1 F, G	Fall 2016 Fall 2017 Fall 2018	Chairperson in place and initial planning completed June 2016 Evaluation of event and suggestions for change presented to Administration February 2017 and annually thereafter	
Administer and publish career aptitude survey to all 9 th and 11 th graders. Incorporate results into curriculum.	Administration Counseling	Naviance Survey results LCAP #1 F, I	Fall 2016 Fall 2017 Fall 2018	Summary of survey results Spring 2017 Spring 2018 Spring 2019 Distribution of individual student interest profiles	
Continued development of CTE Pathways	Leadership Team CTE Coordinator Superintendent	CPT Grant Planning Time LCAP #1 C, F, G, J	Ongoing	Summary of development to Leadership annually in September	

Goal 2:

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

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

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?		
2016 WASC FOL Report Challenge Success Student Survey 2015 WASC Staff Survey 2015 Parent Survey 2014 California Healthy Kids Survey	In the 2016 WASC Focus on Learning Report and through extensive work with Stanford University's Challenge Success along with CHKS and perception surveys from staff, students, and parents it was found that school related student stress and anxiety was manifested by poor sleep habits, academic dishonesty, and increased incidents of depression related behaviors.	The development of research based policies and practices that are shown to alleviate school related stress and anxiety. Such as homework guidelines, academic honesty policies, calendaring, test alignments practices, and counseling support.		
TASK : Alleviate student stress				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Investigate the success of students who carry 7 or 8 classes	Counselors Administration	Student database Semester grades LCAP #2 H	Initial report to Leadership October 2016 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Investigate the success of students placed in classes where they do not meet the stated criteria for entrance	Counselors Administration	Student database Semester grades LCAP #2 H	Initial report to Leadership Feb. 2017 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Study the implications of student involvement with more than one extra curricular activity with exceptional time requirements (I.e. Sports, ASB, Marching Band, Drama, Academic Decathlon, Mock Trial)	Counselors	Student database Semester grades Counselor knowledge LCAP #2 H	Initial report to Leadership February 2016 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester

PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Form a committee to conduct a study about lost instructional minutes due to field trips and other school activities with policies to alleviate student stress.	Athletic Director(s) ASB Director	School Activity Calendar	Initial report to Leadership February 2017 Ongoing at conclusion of each semester	Follow up and summary reports at the conclusion of each semester
Communicate with parents regarding the impact of extended absences	Administration	Email blast from Principal PFA communications from Principal LCAP #2 A, B	August November January April	Extended absence report to Leadership at the conclusion of each semester
Investigate a grade level calendar, to consider no more than 2 assessments are scheduled on one day	Administration Leadership Team	Grade Level Calendar in-service LCAP #2 H	Full implementation by Fall 2016	Grade Level Calendars on file in Principal's Office
Review Homework Guidelines	Department Chairpersons	Staff Development day Consistent workload for same class given by different teachers	April 2016 Annual review April of each year	Report to the Leadership Team May 2016 Follow up reports May of each year
Analyze 7 th period usage and effectiveness with data regarding student attendance, time usage.	Administration Department Chairs	Surveys LCAP #2 H	Spring 2016	Report results to Leadership Team March 2016
Explore expanding Instructional Support Services	Administration	Planning time Writing Center Language Lab Funding for teacher supervision LCAP #2 H	Fall 2016	Progress Report to Leadership Team November 2016 Annually
Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT)	Principal	Email blast from Principal PFA communications from Principal Newspaper articles LCAP #2 H	Ongoing	Copy of communications in Principal's Office
Reevaluate Summer Work assignments.	Leadership Team	Planning Time LCAP #2 H	Spring 2016 Annual Review Spring	Report to Leadership Team each spring.
Design a process for the implementation of Student Support Groups (i.e. Grief, Eating Disorders, Divorce)	Counselors Administration	Planning Time LCAP #1 C, F, G LCAP #2 C, F, H	Spring 2016	Report to Leadership April 2016.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$ N/A
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 0
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ N/A
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ N/A
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ N/A
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ Centralized
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ N/A
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ Centralized
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ N/A
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ Centralized
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$0
Total amount of state categorical funds allocated to this school	\$ 0

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ N/A
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ N/A
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ N/A
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ N/A
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ N/A
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ Centralized
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ N/A
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ N/A
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ Centralized
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ Centralized
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ N/A
<input type="checkbox"/> Other Federal Funds (FLAP Chinese Grant ¹)	\$0
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to this school	\$0

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kevin Buchanan	X				
Randy McLelland			X		
Jan Willis		X			
Cathy Lory		X			
Sheri Boone		X			
Jaqueline Hill				X	
Stacy Garfinkel				X	
Shelly Resnick				X	
Jeff Salzman				X	
Krishnan Ethirajan				X	
Hallie Chuba					X
Morgan Snyder					X
Lexi Garfinkel					X
Meghan Cleary					X
Sarah Salzman					X
Numbers of members of each category	1	3	1	5	5

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

Form E: Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the OPHS School Site Council at a public meeting on:
01/19/2016

Attested:

Kevin Buchanan, Principal

Signature

Date

Sarah Salzman, SSC Chairperson

Signature

Date

II. Resources

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

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

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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

REQUIREMENTS	LEGAL CITATION	Learn-ers (EIA) English	Economic Impact Aid	EIA, State Compensatory Education	Assistance Targeted	Title I, Schoolwide	Title I, Program Improvement	SP Intervention/U Immediate	High Priority Schools	Improving Teacher Quality	Title II, Learn-ers	Title III, English Schools	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	Library Improvement BG
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e)								X								
	EC 52055.620(a)(4)								X								
	EC 52054							X							X		
	EC 35294.1(b)(2)(C)																
	5CCR 3932	X		X	X	X	X	X		X			X	X			
	20 USC 7115(a)(1)(E)						X						X				
	20 USC 6316(b)(3)																
Advisory committee review & Recommendations	20 USC 6315(c)(1)(G)				X												
	20 USC 6314(b)(1), (2)(A)					X											
Written notice of PI status	EC 64001(a)	X		X	X	X	X	X		X			X	X			
	EC 52055.620(b)(1)								X								
	20 USC 6316(b)(3)						X										
II. Governance and Administration																	
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X	X			X	X	X	X	X		X	X
	EC 52853	X		X		X	X							X			X
	EC 41572																
	EC 41507																
	EC 35294.1(a)														X		
	20 USC 7114(d)(2)																
School site council (SSC) constituted per former EC	20 USC 6315(c)(1)(B)				X												
	20 USC 6314(b)(2)(A)					X											
	EC 64001(g)	X	X	X	X	X	X			X	X	X	X	X		X	X

** This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools	Title III, English Learners	Title II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/SP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners	LEGAL CITATION	REQUIREMENTS
														52012	
X	X		X	X	X				X	X	X	X	X	EC 64001(a)	SSC developed plan and expenditures
X														EC 41572	
	X													EC 41507	
		X												EC 35294.1(b)(1)	
X	X	X	X	X	X				X	X	X	X	X	EC 64001(g)	SSC annually updates the plan
		X												EC 35294.2(e)	
X	X	X	X	X	X		X	X	X	X	X	X	X	EC 64001(h)	Governing board approves SPSA
							X							EC 52055.630(b)	
									X					20 USC 6316(b)(3)	Policies to insure all groups succeed
									X					20 USC 6316(b)(3)	Specify role of school, LEA, and SEA; and coordination with other organizations
														EC 52055.640	Submit High Priority annual report after public LEA governing board review
II. Funding															
			X					X						EC 64001(g)	Plan includes proposed expenditures to improve academic performance
			X					X						EC 52853	
			X					X						EC 52054	
									X					20 USC 6316(b)(3)	
														20 USC 6315(c)	
									X					20 USC 6314(b)(2)(A)	
														5 CCR 3947(b)	Describe centralized

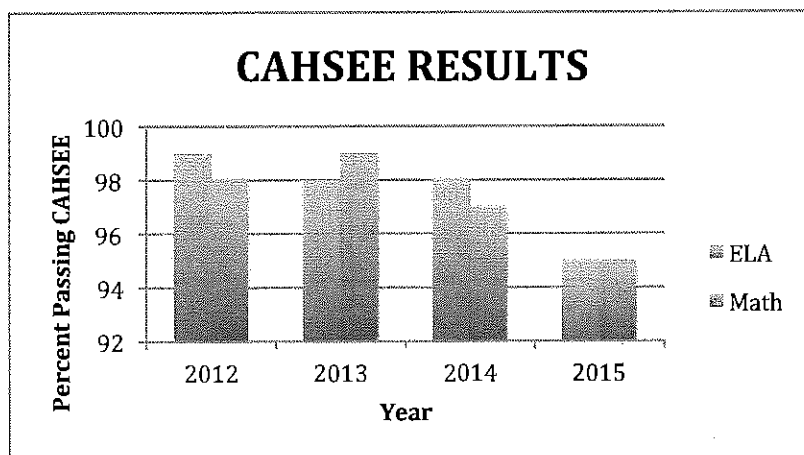
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School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools	Title III, English Learners	Improving Teacher Quality	High Priority Schools	Immediate Intervention/SP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners	LEGAL CITATION	REQUIREMENTS
									X					20 USC 6316(b)(3)	Budget 10% of Title I for staff development
							X			X	X			EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)	Provide highly qualified staff
							X							EC 52055.620(d)	Distribute experienced teachers
VI. Opportunity & Equal Educational Access															
			X					X	X	X	X	X	X	EC52853	Describe instruction for at-risk students
		X						X	X	X	X	X	X	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Describe the help for students to meet state standards
			X						X	X	X	X	X	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	Describe auxiliary services for at-risk students
			X						X	X	X	X	X	5CCCR 3934	Avoid isolation or segregation
VII. Teaching and Learning															
			X					X	X	X	X	X	X	EC 64001(f) 20 USC 7115(a)(1)(A)	Goals based on performance
								X						EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)	Define objectives

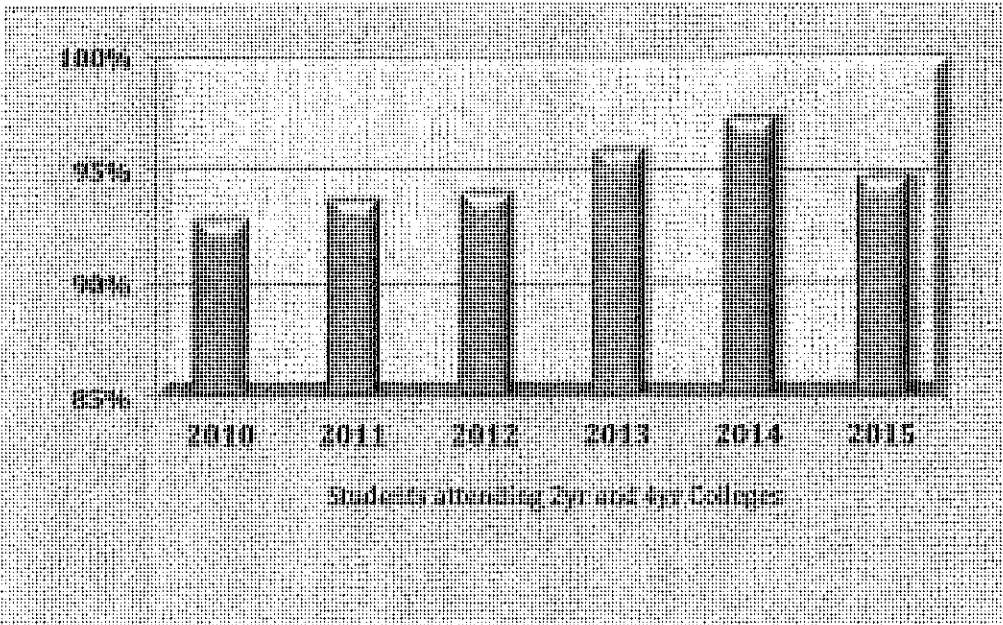
School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools	Title III, English Learners	Time II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/SP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Educational Compensation	Economic Impact Aid (EIA) English Learners	LEGAL CITATION	REQUIREMENTS
						X		X	X	X	X	X		EC 52054 5CCCR 3930	Steps to intended outcomes
									X	X	X	X		5CCCR 3930	Account for all services
							X							EC 52055.620(a)(3) EC 52054 5CCCR 3931	Provide strategies responsive to student needs
								X			X		X	20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	
										X				20 USC 6314(b)(1), (2)(A)	Describe reform strategies that:
										X	X			20 USC 6315(c)	-Allow all to meet/exceed standards;
										X				20 USC 6316(b)(3)	-Are effective, research based;
									X		X			20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B) EC 52054	-Strengthen core academics;
							X			X				EC 52055.625(b), (c)	-Address under-served populations;
										X				20 USC 6314(b)(1)(I), (2)(A)	-Provide effective, timely assistance;
									X					20 USC 6316(b)(3); 20 USC 6314(b)(1)(B), (2)	-Increase learning time
											X			20 USC 6315(c)(A); 20 USC 6314(b)(1)(B), (2)	-Meet needs of low-performing students
										X				20 USC 6314(b)(1)(H), (2)	-Involve teachers in

School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title IV, Safe & Drug-free Schools	Title III, English Learners	Improving Teacher Quality	High Priority Schools	Immediate Intervention/SP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners	LEGAL CITATION	REQUIREMENTS
										X			20 USC 6315(c)(1)(H)	academic assessments
									X	X			20 USC 6314(b)(1)(J), (2)(A)	-Coordinate state and federal programs
									X	X			20 USC 6315(c)(1)(D)	-Transition from preschool
													20 USC 6314(b)(1)(G), (2)(A)	
						X							EC 52055.625(f)(1)	Provide an environment conducive to learning
						X							EC 52055.620(a)(6)	
			X										20 USC 7114(d)(1)	
					X			X	X	X	X	X	5CCR 3931	Enable continuous progress
					X			X	X	X	X	X	EC 52055.625(b)(1), (c)(1)	Acquire basic skills, literacy
								X	X	X	X	X	5CCR 3937	
								X	X	X	X	X	EC 52853	Align curriculum, strategies, and materials with state standards or law
			X										EC 52065.625(b)(2)(D),(c)	Provide high school career preparation
											X		5CCR 4403	

Participation Rates, API, Graduation Rates					
	2010	2011	2012	2013	2014
Participation Rate	99	98	100	99	99
Graduation Rate	99.67	99.35	98.71	98.06	97.57
API Target/Growth	895/907	907/908	908/929	929/916	916*
*API 3-yr avg. per CDE					



Class of 2015 Matriculation Outcomes	# of students	% of students
4Yr College Acceptance	254	70.16%
4Yr College Attendance	235	64.91%
2yr College Attendance	109	30.10%
Total College Attendance (2Yr & 4Yr)	343	95.10%
Average GPA Class of 2015		3.256
Total completed UC/CSU "a-g" requirements	311	85.90%
Career Education	1	0.30%
Employed	2	0.60%
Military	7	1.90%
LDS Mission	1	0.30%
Year Off	7	1.90%
Total non-college attendees	18	5.00%



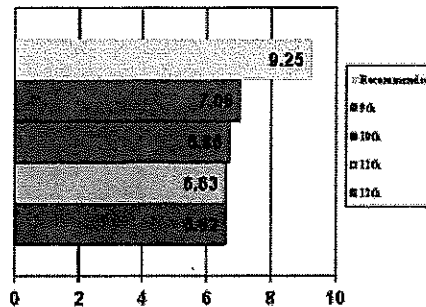
Survey Results -Sleep

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



Figure 5. Average Hours of Sleep by Grade Level on a Typical School Night

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



Survey Results

Student Stress & Academic Worries

- 81% of participants reported they were often or always stressed by schoolwork
- 72% reported that schoolwork often or always kept them from time with family or friends.
- 64% have felt forced to drop an activity because of the amount of schoolwork they have once in the past month.
- 43% reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 54% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than

Survey Results - Homework

Average time spent in hours on HW during week and weekend

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

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

Average Time Spent on Homework during School Week & Weekend

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

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

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

*The numbers in parentheses are standard deviations

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

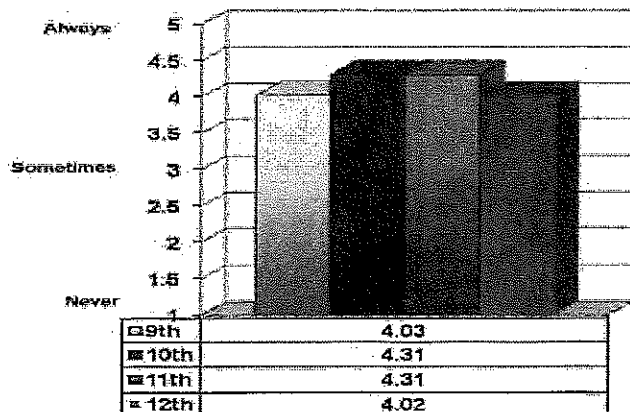
- 32% felt they had the "right" amount of homework.
- 66% reported they had "too much" homework.

Student School Stress & Academic Worries

We asked students three questions to assess how often they feel stressed over school work and with what activities school work interferes, and eight questions regarding how often they worry about academic-related issues like college acceptance, tests, and their performance on schoolwork. Figure 7 includes mean scores on students' stress over schoolwork by grade level. Table 7 includes mean scores on the academic worries scale.

- 81% of participants reported they were often or always stressed by schoolwork.
- 72% of participants reported that schoolwork often or always kept them from having time with family or friends.
- 73% of participants reported that schoolwork often or always kept them from getting enough sleep.
- 64% have felt forced to drop an activity because of the amount of schoolwork they have.

Figure 7. Mean of How Often Students Experience Stress from Schoolwork by Grade Level



CAASPP Results 2015, Grade 11, Number of Students Enrolled: 371
English Language Arts/ Literacy Overall Results:

	Students Tested (Percent of Enrollment)	Number of Students with Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	357 (96.2%)	356	2649.0	41%	36%	14%	8%
Male	170 (45.8%)	170	2631.8	34%	38%	18%	11%
Female	187 (50.4%)	186	2664.8	48%	35%	11%	5%
Special Education	23 (6.2%)	22	2524.1	13%	4%	39%	39%
English Learners	3 (0.8%)	3	*	*	*	*	*
I-FEP	38 (10.2%)	38	2711.0	71%	24%	3%	3%
R-FEP	21 (5.7%)	21	2627.5	33%	38%	14%	14%
State of California	418,893 (92.1%)	418,802	2591.9	23%	33%	24%	20%
CA Spec. Education	34,060 (7.5%)	33,912	2479.8	3%	11%	26%	60%

CAASPP Mathematics Overall Results:

	Students Tested (% of Enrollment)	Number of Students with Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	357 (96.2%)	357	2638.1	26%	31%	24%	19%
Male	169 (45.6%)	169	2637.6	28%	27%	24%	21%
Female	188 (50.7%)	188	2638.5	24%	35%	24%	17%
Special Education	23 (6.2%)	23	2460.9	4%	4%	4%	87%
English Learners	3 (0.8%)	3	*	*	*	*	*
I-FEP	38 (10.2%)	38	2729.7	68%	13%	13%	5%
R-FEP	21 (5.7%)	21	2637.5	24%	38%	14%	24%
State of California	418,893 (91.9%)	418,179	2560.3	11%	18%	25%	45%
CA Special Education	33,835 (7.4%)	33,723	2444.8	1%	3%	10%	85%

ACT	Number of Tests	English Avg. Score	Mathematics Avg. Score	Reading Avg. Score	Science Avg. Score	Composite Avg. Score
2015	163	27.9	27.5	27.6	27.0	27.6
2014	141	25.7 [21]	26.0 [23]	25.6 [22]	25.4 [21]	25.8
2013	147	26.5	26.9	26.8	25.5	26.6 [21.87]

Advanced Placement Course Enrollment and Exam Results

	2011	2012	2013	2014	2015
Enrolled in AP Courses	Not Available	Not Available	467	461	500
Students taking AP exams	337	353	427	407	452
Percent taking AP exams	Not Available	Not Available	91.4%	88.3%	90.4%
Number of Exams	681	760	854	824	998
Students with Scores 3+	308	322	373	372	401
% with Scores 3+	91.4%	91.2%	87.4%	91.4%	88.7%

2015 EAP in ELA And Math

	Ready	Conditionally Ready	Not Yet Ready	Not Ready
ELA/Literacy Overall	41%	36%	14%	8%
Mathematics Overall	26%	31%	24%	19%

2015 CAASPP Test Results

CST Science - Grade 10 Life Science

Oak Park High School

County Name: Ventura County

District Name: Oak Park Unified District

School Name: Oak Park High School

Reported Enrollment	368
Students Tested	356
% of Enrollment	96.7%
Students with Scores	356
Mean Scale Score	429.5
% Advanced	67%
% Proficient	23%
% Basic	10%
% Below Basic	1%
% Far Below Basic	0%

WASC Parent Survey Sample Responses

Areas of Strength	Suggested Areas of Improvement
My child finds the classes he/she is taking are challenging. 95% Strongly Agree or Agree	The school offers opportunities for my child to gain "real world" experiences through job shadowing apprenticeships and volunteering. 53% Disagree
My child is receiving a good preparation for college. 94% Strongly Agree or Agree	The time required for co-curricular activities leave enough time to adequately complete academic assignments. 66% Disagree
Teachers set high expectations for performance. 92% Strongly Agree or Agree	Teachers provide regular feedback on assignments and tests so that you and your child know how he/she is doing in class and what he/she needs to do to improve. 65% Disagree
My child feels comfortable and content attending OPHS. 92% Strongly Agree or Agree	

The Single Plan for Student Achievement 2015-2016



Oak View High School

56 73874 5630199
CDS Code

Date of this revision: January 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person:	Stewart McGugan
Position:	Principal
Telephone Number:	818.735.3217
Address:	5701 Conifer Street, Oak Park, CA 91377
E-mail Address:	imcgugan@opusd.org

Submitted for approval by the District Governing Board in February 2016

OAK PARK UNIFIED SCHOOL DISTRICT MISSION STATEMENT:

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, which includes academic achievement, personal growth, and social responsibility.

"Educating Compassionate and Creative Global Citizens"

When we talk about **compassion**, we understand the literal meaning of the word, which is co-suffering. Compassionate people understand the plight and difficulties of others and work to alleviate suffering wherever it exists. We can demonstrate and practice compassion to others, to animals, to the environment. Children learn about compassion by observing adults practice it and by what they hear adults say. Schools can teach students about compassion in many ways, through literature, history, discussion, and by providing opportunities to do good.

Creativity is the spark that makes life interesting. We all possess it and it is important that a school system help students to discover it within themselves and nurture it. Creative people are interesting, solve problems, have open minds, and see the world in new ways. Creativity is probably the most important '21st century skill.'

We are **citizens** of our locality, of our state, and of our nation. We are also citizens of the world. When we look at the Earth from space we do not see borders and boundaries. We are part of a web of people who share this place. Being a good global citizen means participating in our own democracy, having a sense of social responsibility for the people around us, of our nation, and of the world, and caring for the environment we all share and will pass on to our posterity.

OAK VIEW HIGH SCHOOL MISSION STATEMENT:

Oak View High School, in partnership with home, community, business, and higher education, offers an alternative educational experience where students are the first priority. Our students are encouraged to reach their full potentials in a safe, personalized, caring, instructional environment. Our program provides the skills, knowledge, insight, and character building experiences, which are necessary to make the successful transition from school to productive careers, to become global citizens, and have rewarding lives. We are implementing the new California State Standards and preparing students for college and careers through study and career related experiences. We ensure our mission through our Global Learning Goals, which include the use of current technology, and the development of appropriate social skills through caring, compassionate interactions by all stakeholders.

OAK PARK UNIFIED SCHOOL DISTRICT PROFILE

As of September 2015, 4,632 students were enrolled in the Oak Park Unified School district. There are currently eight schools in the District: Brookside, Oak Hills and Red Oak Elementary schools (K-5), Medea Creek Middle School (6-8), Oak Park High School (9-12) and Oak View High School (continuation 10-12), Oak Park Neighborhood School (Preschool) and Oak Park Independent School (K-12 Independent Study).

Student achievement at all levels is high and over 95% of the graduating seniors go on to college. Brookside, Oak Hills, Red Oak, Medea Creek and Oak Park High have all been named California Distinguished Schools. Oak Hills, Brookside, Medea Creek and Oak Park High have received national recognition as Blue Ribbon Schools. Oak View High has been recognized as a Model Continuation School.

Parents are very involved in the schools of Oak Park. Traditional schools have a PTA, PFA or PFC, as well as an active School Site Council where parents participate in important decisions regarding their children's education and the school's programs. OPIS and OPNS have active parent support groups. Special Education services are available for K-12 students in the Resource Program and in Speech and Language. Special Day Classes serve students in grades K-12.

Oak Park Unified School District's motto is "Educating compassionate and creative global citizens." It has established itself as an excellent district with an enthusiastic, talented teaching, counseling, administrative, and support staff that is dedicated to excellence for all children. Current technology is a high priority and is available for staff and student use at all levels.

Dr. Anthony Knight is Superintendent of the Oak Park Unified School District. Current members of the Board of Education are Barbara Laifman, current President of the School Board, Allen Rosen, Vice President. Drew Hazelton, Clerk, Denise Helfstein, member, and Derek Ross, Member.

OAK VIEW HIGH SCHOOL PROFILE

The Oak Park Unified School District was formed in 1979. Oak View High School was established in 1982 to serve as an alternative educational environment supporting the needs of students who require a more individualized approach to learning. The school is in a residential area and shares a site with the district's Administrative Support Services. The majority of students are Caucasian and come from middle to upper class two income families. Home values in the community have risen to the \$600,000-\$1,200,000 price range. There are several apartment complexes in the community as well.

In addition to being accredited by WASC over the past 20 years, Oak View High School has been recognized as a Model Continuation School several times, most recently in 2014 as one of 24 schools in California out of 479 continuation schools in the state.

Most students come to Oak View to make up credits necessary for graduation and to address personal and social issues that are challenges to their educational progress. Special Education, 504 and English Learner services are provided to students who qualify. These students use district adopted textbooks and supplementary materials based on district and state standards.

Oak View is known for maintaining high expectations and clear goals and objectives for students in a supportive environment. Problems normally associated with high school settings can largely be avoided. At Oak View High, one will find positive conflict resolution, appropriate behavior and language, a strong work ethic, a unified and knowledgeable staff, close relationships with and among students, and a positive, safe and healthy environment.

The dedication and commitment of our three teachers, part time Special Education teacher, part time counselor, part time psychologist and office manager make Oak View a special place for students to become very successful. We strive to reignite a love for learning within each student. The staff works very hard to build a sense of "school family," as students demonstrate care and respect for one another.

Oak View High School has four portable classrooms, an administrative building and an athletic field to meet the needs of the forty plus students enrolled. Approximately sixty-eight percent of our students are from Oak Park High School, the district's comprehensive high school, while thirty-two percent are inter-district transfer students. Our inter-district percentage is less than the 42% of inter-district transfer students at Oak Park High School.

Starting in the 2015-2016 school year, our goal has been to direct our students towards a Career Pathways mentality. We really want them to begin to think of their lives after school, and for many students this will be entering directly into the work force. In order to implement different programs with careers in mind, we changed the hours of the school day to allow for our new Internship Program, Incentive Day (Flex Friday), and Outlying Credit Program. We also encourage our teachers to have more time to collaborate on cross-curricular ideas and on any professional development. The new school day runs from 8:35 a.m. to 1:40 p.m. on Monday, Tuesday and Wednesday. On these days we have two 90-min and two 45-min periods. On Thursday, we run from 8:35 a.m.- 12:40 p.m. and from 8:35 a.m. – 11:45 a.m. on Friday. The school grading period is on a quarter system. Students earn one credit for every fifteen hours of positive attendance and completed work. Students have the opportunity to take a Work Experience class after school to earn credits for having a job.

By altering our schedule to free up Friday from standard classes, we are able to provide exciting new opportunities for our students. On Fridays, students can either participate in the Internship Program or the Incentive program, Outlying Credit Program classes that we have introduced. In our new Internship program, we have collaborated with our Maintenance and Operations Department at our District Office to offer HVAC and Electricity classes and Brookside Elementary School within the district to provide students with exposure to these three possible career paths. In the Incentive Program, students who have displayed acceptable behavior, earned perfect attendance, and have completed all coursework for the week may elect to take the day off on Friday. The theory is that they have earned the day off through their actions during the 4-day school week. For those students who have not earned the privilege, we have developed an Outlying Credit Program. Here, the students attend school and spend the day in a teacher-run class. They work on incomplete assignments or on other work that will help these students accrue outlying credits.

Finally, we have been able to work closely with Ventura County Innovates (VCI) who have assisted us in providing exciting new classes (Digital Imaging and Manufacturing Guitars) for our students during Fridays. This year we are offering classes in investment (Insurance), digital imaging, manufacturing guitars, environmental science, anatomy and physiology, and job skills (resume building, interview skills, etc).

Our staff strives to connect with our student body and their families on a daily basis. For example, every morning, the principal and/or counselor greet the students as they are being dropped off for school. We joke about running a valet service for them and it boosts the morale to have this interaction at the beginning of every day. In addition, the principal, psychologist, counselor or a teacher will lead a mindfulness exercise with the students. This lasts for a short five minutes, but we have seen a tremendous improvement in student interaction and overall behavior.

In order to communicate with the families throughout the year, we send out Oak View's newsletter in the form of a flyer that we send via USPS and email. This helps to keep parents, students and staff connected on school activities and events. It is very helpful and informative. The principal has also created a twitter account that is on the Oak View High School web page with daily to weekly updates.

Oak View High School meets all district graduation and CDE requirements. In the spring of 2012 the Board of Education approved 230 credits for graduation from Oak View High School. Neighboring school districts require 230 credits. Teacher-directed instruction is district, state, and New California Standards based, employing engaging, differentiated and critical thinking assignments through a variety of teaching strategies that include addressing learning modalities and motivation. Students at Oak View are encouraged to take classes through adult education, ROP and the community colleges. Special Education, 504 and English Learner services are provided to students who qualify.

Accountability to standards is measured through formal and informal assessments,

teacher designed formative and summative tests through the EADMS (Educator's Assessment Data Management System), and benchmark testing, projects. Accountability measures include the monitoring of regular attendance, the California Standardized Testing and Reporting Program (STAR), The New California State Standards and the Smarter Balance Testing, the California High School Exit Exam (waiting for guidance from the WASC Visiting Team, 2016), the SRI Reading Inventory, California Healthy Kids Survey, Naviance, Myers Briggs Inventory of Learning Styles and Preferences, benchmark testing, and Children's Academic Intrinsic Motivation Inventory (CAIMI).

Unique characteristics of the school includes the partnership of students, staff, parents, and district administration that has created an alternative education setting known for its academic achievement, well-behaved students, and positive, healthy environment. There is an emphasis placed on the significance of developing self-worth within each of our students. This supportive environment has provided the structure in which all of our students are successful: one that fosters high expectations and a strong sense of family and mutual caring. There has been constant support from the Board of Education that has approved a 17:1 student teacher ratio, and has celebrated the 417 graduates from the school.

Evidence that this school performs above and beyond the performance of a normally effective continuation school include the fact that parents from other districts enroll their students here rather than in continuation schools in their own districts because of the excellent reputation Oak View High School has built; the fact that for 33 years it continues to graduate students with 230 credits who may have otherwise dropped out; academic growth of students calculated from grade point averages from enrollment and at graduation; the technology that the district provides teachers and students with which to expand learning experiences and be 21st century technologically competent; the close-knit family atmosphere that the talented staff creates in which they counsel, teach, and plan for the future with their students; a character building philosophy and programs that are aimed at the whole teenager, and community outreach efforts.

Another good opportunity for our students is that they are able to participate in extra curricular activities at Oak Park High School including: Life Skills Retreat, Drama productions, Choir, Band, electives, as well as having full use of the College and Career Center. Every Thursday students at OVHS are either in a walking class, a sports class, or a Community Service class. Our students and/or ASB host, participate, and organize several events during the year. We play in the annual basketball tournament against other schools in the county. We also take part in a Turkey Walk, Halloween BBQ, Lokrantz gift giving community service to disadvantaged youth, and Senior Dinner Roast (Teachers). We invite district office staff to many of these functions. It creates a sense of unity and pride in what we are doing.

Oak View High School Assessment Plan

Purpose and Goals

Assessment results demonstrate the level of attainment of our Global Learning Goals. Progress towards learning 21st century skills is a focus in the analysis of both formative and summative measures. Our goal is that all Oak View graduates are college and career ready.

- Student self concept as *life-long learners*, rather than *just a student*
- To assess student progress and monitor achievement over time
- To determine the effectiveness of the instructional program
- To inform and modify instruction
- To identify the needs of individual students
- To identify students in need of remediation and/or specialized programs
- To communicate results to students, parents, staff and the Board of Education.

Focus on Student Learning through Assessment

Oak View High School will continue to move towards a student-centered approach that addresses 21st century skills and the New California State Standards. Thus, classroom projects and collaborative learning experiences that resemble real-life work will continue to be developed. Students receive continual information and feedback about their learning progress. Authentic learning receives more emphasis. We will focus on the intrinsic value of learning from a task and the assessment. Students are asked to participate in setting their learning goals, and monitoring these goals and those of their peers.

Types of Assessment

Formative

Formative assessment occurs before and during a unit of study. Formative assessment can gauge prior knowledge and readiness, as well as monitoring progress. The information gives teachers and students the guidance needed to modify instruction as necessary and to improve learning. Our students grow as learners when the formative data is used constructively to meet their individual needs and to help them become self-directed learners. By using formative assessments, students develop the skills to become self-directed learners. Further, teaching is effective as they differentiate instruction by using formative assessment results.

Strategies include, but are not limited to:

- Assessing baseline reading and basic math skills SRI and utilizing EADMS pre and post tests.
-

- KAHoots quiz system on-line that checks understanding before proceeding.
Students like this.
- Determining thinking, personality and learning styles
- Examining student work
- Self-assessment and peer editing
- Observation
- Anecdotal notes
- Student journaling
- Questioning and interviewing
- Attendance and behavior data

Summative Assessment

Assessment done after the fact, after the unit, is summative. The results enable teachers to identify learning areas to address in more depth or with alternative strategies. Students can identify learning strengths and weaknesses through EADMS pre and post testing. The ever-present grading requirements are measured through summative assessments. Additionally, over-all school performance is measured, in part, through the statewide testing program, a summative assessment of progress towards the New California State Standards.

Strategies include, but are not limited to:

- Quizzes and tests
- State-wide assessment i.e. STAR, CAHSEE(waiting for guidance from the WASC Visiting Team, 2016), CAASPP
- Pre-post reading inventory SRI
- Products (projects)
- Oral presentations
- Essays and summative research projects
- Labs
- Notebooks
- No Red Ink language mechanics

Reporting and Communicating Results

Assessment results are communicated through a variety of means. Students, parents, staff and district personnel are updated through such means as:

- Parent on- line access to progress and grades
 - Email and telephone communication
 - Face to face conferences
 - Good gram notes and award certificates sent home
 - Attendance calls to parent
 - Behavior issues notices and conferences
 - School assemblies recognizing progress
-

- Student work displays
- School newsletter
- Open House
- School Board Reports by principal
- Board of Education on campus visits

Narrative Summary

New California State Standards Analysis

At the beginning of the school year we review and analyze the standardized test results for the prior spring administration. EADMS benchmark implementation this year informs instruction through its pre and post-tests. We examine both group and individual results, including subtest results. We discuss how to modify our syllabi to better address the key standards as measured by these summative assessments. Next, teachers discuss the results with students and we recognize individual accomplishment on the tests. With the CAHSEE in the past, we identified students who had not passed one or both tests and remediated in class or through a special class devoted to CAHSEE preparation.

Assessments in the Classroom

Throughout the school year, the formative and summative assessment strategies described earlier, are administered in the classrooms. EADMS benchmark tests will be utilized in all classrooms as materials become available.

Staff Meeting Agenda Items

Each Friday afternoon, the Oak View staff convenes for a staff meeting, teachers meet on Tuesdays, and informal conversations about student issues occur daily. The agenda regularly includes a review and discussion about various assessment results. Next, the staff will plan and implement strategies, such as:

- A review of attendance and behavior data may result in having parent conferences, classroom interventions, counseling, referral to support agencies
 - The teachers plan writing across the curriculum activities
 - We convene to look at student work together
 - Planning school wide assessment events
 - Based on data and assessment, teachers consult with each other for feedback and suggestions
 - Teacher staff meetings involve cross-curricular /interdisciplinary planning of lessons, assignments, and projects.
-

ANALYSIS OF DATA

For the 2014-2015 school year, 100% of our 12th graders passed the CAHSEE. Historically, all Oak View students are successful in meeting the Exit Exam requirement in time for graduation. Students needing remediation and intervention are often enrolled in CAHSEE intervention programs throughout the school year and we expect to maintain the 100% pass rate for all 12th graders who are required to pass. We had a total of 11 student graduate and 0 student who were considered dropouts.

The *Scholastic Reading Inventory (SRI)* provided very good data on reading comprehension skills. Over 80% of students are proficient or advanced in their reading.

We graduated 11 students in June 2015. We are very pleased with growth in GPA noted from enrollment to graduation

Our suspensions decreased from 16 to 11 in 2013-2014 and decreased from 11 to 8 in 2014-2015. We feel that with the New Alternatives to Suspensions for all Students (EC 48900.5) that we are offering a safe and orderly environment. With the implementation of Meditation, we feel that this is a contributing factor to discipline/suspension on the decline. OVHS is a place for all students to be safe and comfortable in their learning. Constant contact with parents, referrals to counselors, alternative disciplines then sending home are keys to making it a well rounded school. Administration works on a positive behavior approach being more diligent on campus and trying to develop a relationship with every student.

Students are engaged in writing across the curriculum, in all the subject matter areas. Each year, students enter several essay contests. In 2013-2014, two students were recognized for their Rotary Club Essay Contest entries, California Model School Essay, California Continuation Education Association and Susan Allen's class received the California Readers Literacy Award.

On the CSTs, the number of students taking a particular test ranges from three to twenty-five. We know these small samples create challenges in interpreting the results. The STAR program cautions us about making generalizations and conclusions with such a small sample.

There are several challenges to success on the STAR assessments. Students are required to take certain STAR in 10th Grade Science, yet their Oak View schedule is, at times, not able to include them in the course instruction prior to the test. Scores are affected. Conversely, some students finish an entire course by January, yet do not take the STAR test until April or May. Content retention is then a challenge. Mandated tests are difficult for students with a history of academic and personal challenges. A significant number of our students are diagnosed with attention deficit issues,

additional learning difficulties and social-emotional challenges. We observe the results in less than positive test scores. We are looking forward to the results of the CAASPP testing in 2015-2016.

The *Basic Math Skills Assessment* identifies students with gaps in essential skills that form a basis for the requirements in higher math. The assessment pinpoints the areas needing remediation. Teachers provide remedial lessons throughout the year and post test in the spring. The spring 2015 results show that students remain behind in basic skills. Our teachers will continue to assist those students needing extra help to achieve mastery and will provide weekly quizzes and reinforcement activities.

Ongoing formative assessment in all math classes gauge the knowledge, skills and problem solving abilities. Teacher-generated assessment measures include chapter and unit tests. This year, we are continuing to create packets of remedial math problems to address specific, individual areas of need as determined on this assessment-while concurrently enrolled in Consumer Math, Algebra I or Geometry.

The principal and teachers analyze all of the standardized test scores and implement measures to address low performing students and the weakest skills indicated by the tests. Math and English teachers use data to group students by skill deficiencies for remedial instruction.

Students participate in the Myers Briggs inventory and other self-discovery experiences, providing valuable insight about their learning style and preferences. The information is also used to develop differentiated teaching/learning approaches and to plan post secondary options.

Under the leadership of the principal, the teachers emphasize the most predominant standards- the power standards- as they strive to help students master the content standards. We will review our scope, sequence and pacing plans for each class. Using the STAR Student Reports, CAIMI, SRI and Math exams teachers and our counselor meet with students to establish areas of strengths and areas where improvement is needed. The principal and counselor conduct bi-annual credit checks for all students.

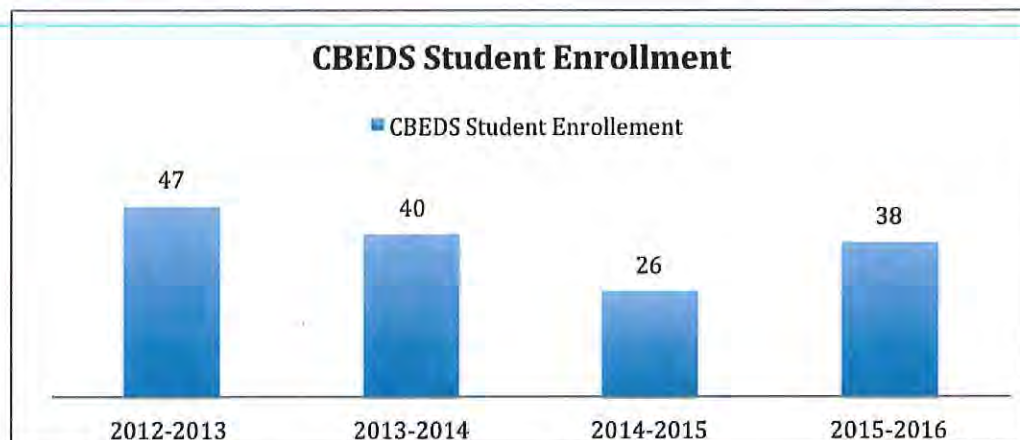
Last year over 80% of students reported being drug-free, as determined in June 2015. The Clean Teen Program fosters a healthy, drug-free life-style and rewards are given to students who participate. A chemical dependency support meeting was added once per week during the school day. Students who have alcohol and drug problems are encouraged by the principal and counselor to attend additional counseling meetings with their parents. We are running a new prevention and intervention drug and alcohol group once a week with the help of Ventura County Public Health. The counselor also meets with students in her group one on one to see if there are any concerns that the student does not want to present in the group setting.

We believe that a safe and healthy school environment enhances achievement and growth. The California Healthy Kids Survey was administered in spring of 2014. In addition, student journals and counseling sessions provided data on the emotional issues facing our students. Results indicate a need to continue to reduce the incidence of thoughts and actions involving self-injury and feelings of deep sadness, as well as inappropriate texting and on line messages to other students. We maintain our prevention and intervention strategies that address these issues. On the positive side, the school family atmosphere at Oak View and caring staff is documented by student comments and expressed in their essays.

We ensure that all students complete the 230 credits required for a diploma. Analysis of student transcripts directs the counselor and faculty to assign courses each quarter that are most needed by students. Staff are constantly informing students of their credit status, and assisting them in their completion of all graduation requirements. Teachers and our counselor prepare each student with post-graduation plans.

Assessment of CAHSEE scores has resulted in specialized training for teachers aimed at helping our students succeed when taking this test. We will continue to use CAHSEE subtest scores to address remediation and instruction. Our passing rate results have exceeded other continuation high schools in the county (waiting for guidance from the WASC Visiting Team, 2016).

1. CBEDS 2012-2016



Oak View's student population generally mirrors the population of our feeder high school. Currently, 81% of the school population is Caucasian; 55% of students are male, 48% of students are female. There are 7 10th grade students, 11 11th grade students, and 19 12th grade students. Oak View High School is an alternative high school program, which serves grades 9 to 12 with student population averaging 50 students. Typically the numbers gradually increase from September to April and stabilize near the end of the school year. The 2012-13 school year started with low enrollment and 2 teachers. It was a tough year, but the teachers kept all classes going and enrollment increased so a ½ time teacher was added. During the 2014-15

school year there was a drop to 37 students during the spring semester. This year teachers taught regular classes and Home Hospital. Teachers took on additional responsibilities to deal with all these students, but did so to keep the doors to Oak View open. The drop in enrollment caused the staff to examine its program and to explore meaningful ideas that would increase student enrollment. With the support of the district and Ventura County Office of Education, the school has instituted a career/pathway program to offer hands-on career readiness classes that may lead to internships. The schedule has been modified to accommodate these classes and to encourage students to participate in taking the classes, shadowing and internship experiences. As a result of this program, enrollment is up for the 2015-2016 school year. As of January 2016 the enrollment is 50.

2. Ethnicity Breakdown

Table 2.1 Ethnicity Breakdown 2012-2013

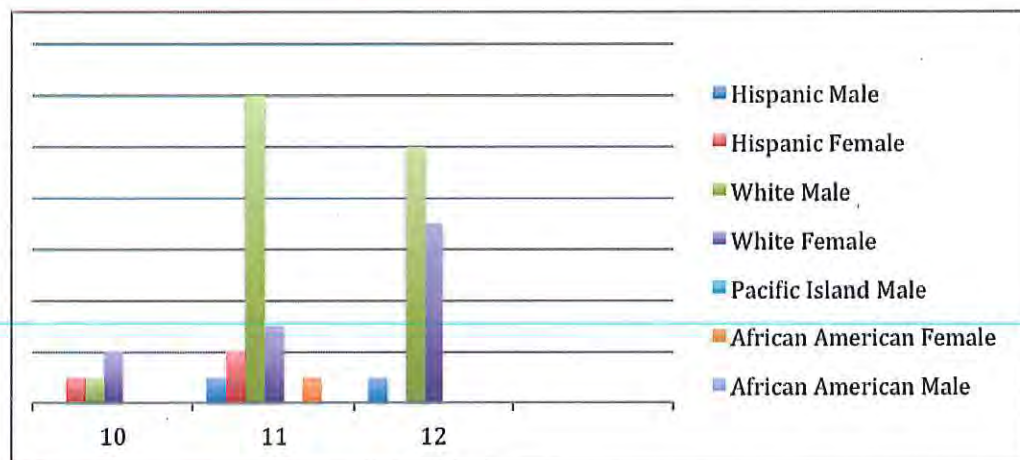


Table 2.2 Ethnicity Breakdown 2013-2014

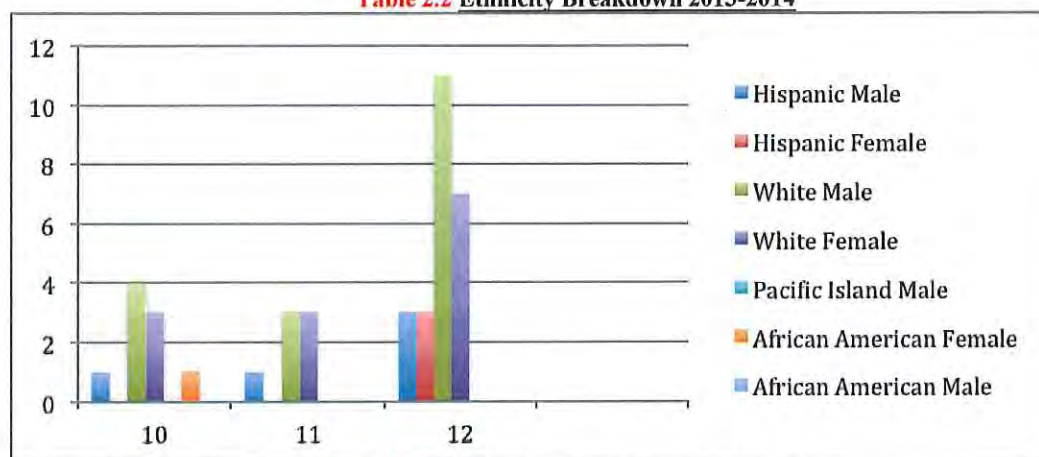


Table 2.3 Ethnicity Breakdown 2014-2015

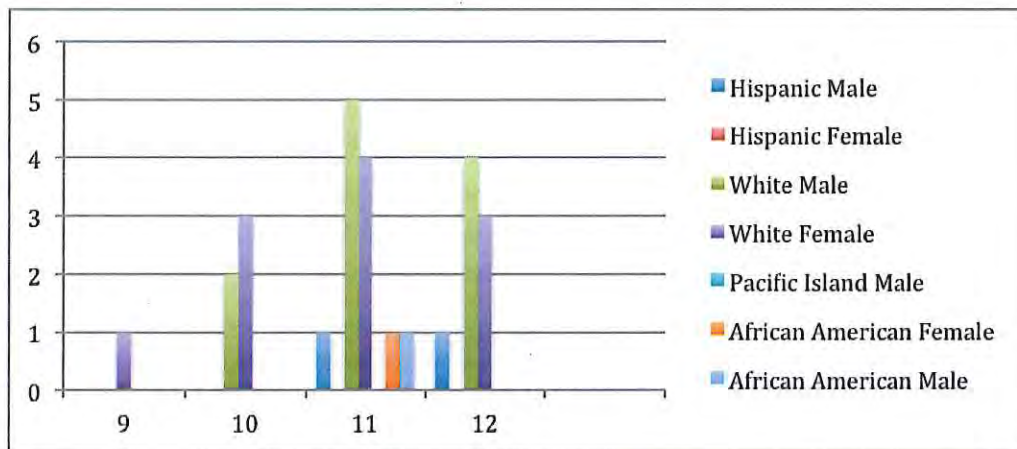
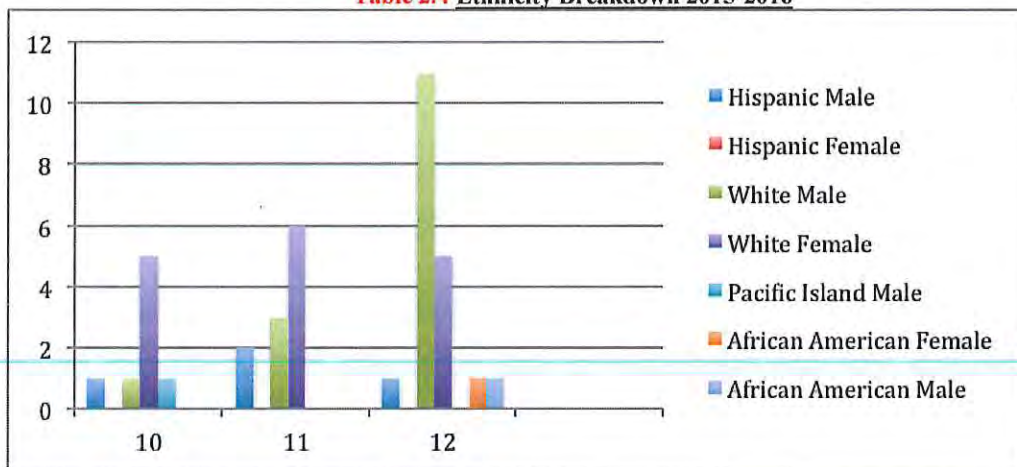


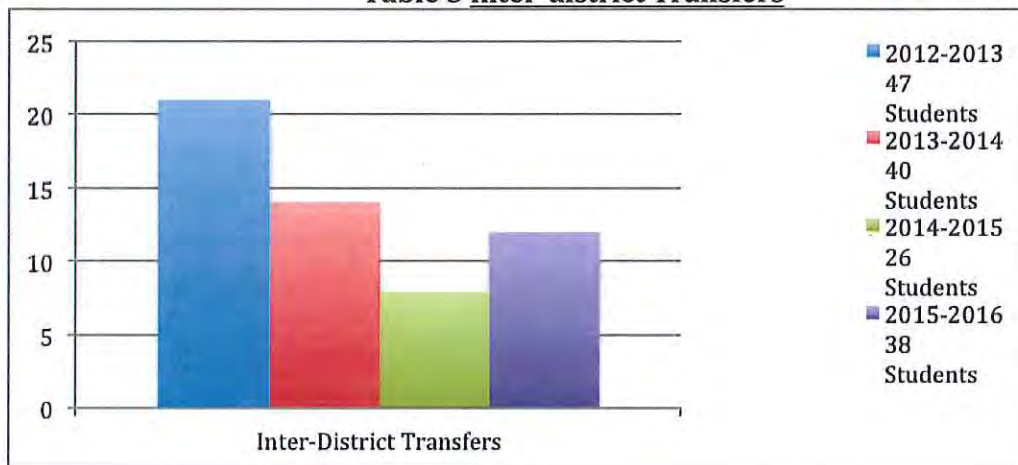
Table 2.4 Ethnicity Breakdown 2015-2016



The ethnicity of the Oak View High School population reflects that of its traditional high school, Oak Park High School. Of 38 students currently enrolled, there are 15 Caucasian males or 39% of the student population, and 16 females or 42%; there are 4 Hispanic male students or 11%; 1 African American Female, and 1 African American Male or 6%; and 1 9th grade Hispanic male 3%.

3. Inter District Transfers 2012-2016

Table 3 Inter-district Transfers



Most of our students come to us from Oak Park High School; however each year we have inter-district transfer students due to the fact that the Oak Park Unified School district is a District of Choice. In the 2015-16 school year there were 12 inter-district students out of a total student population of 38, or 32% of enrollees. Oak View's program is known in the county and permit families report that OVHS has a reputation of being a "kinder, gentler, and nurturing" continuation school as compared to their home district counterparts. It is anticipated that with the new career/pathway program the enrollment at Oak View High School will increase.

4. Special Education

Table 4.1 Special Ed Students IEP

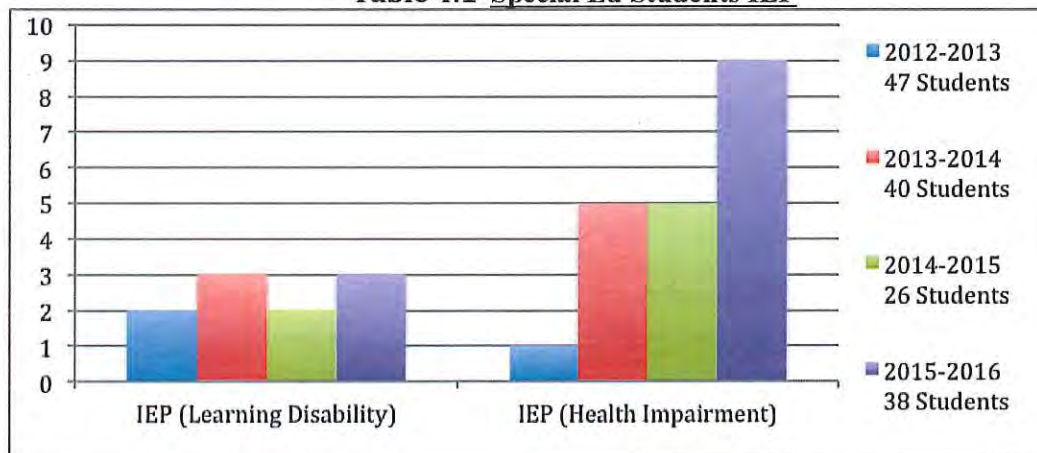
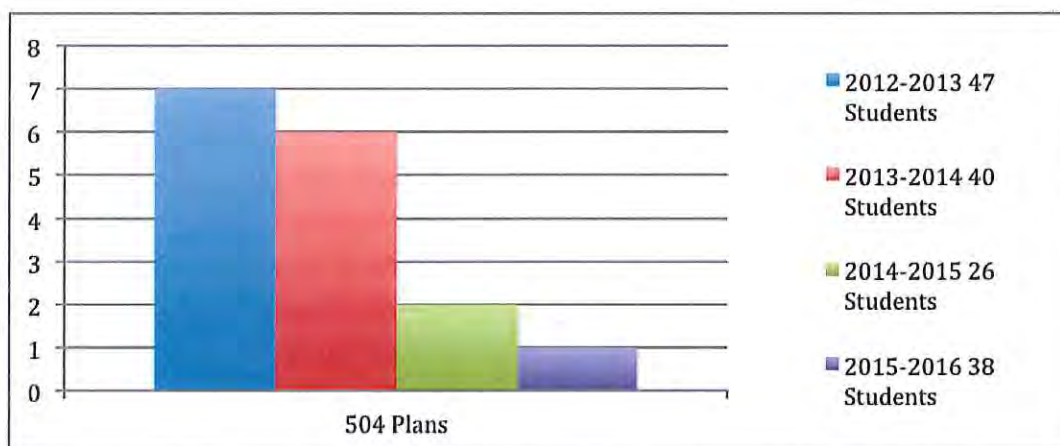
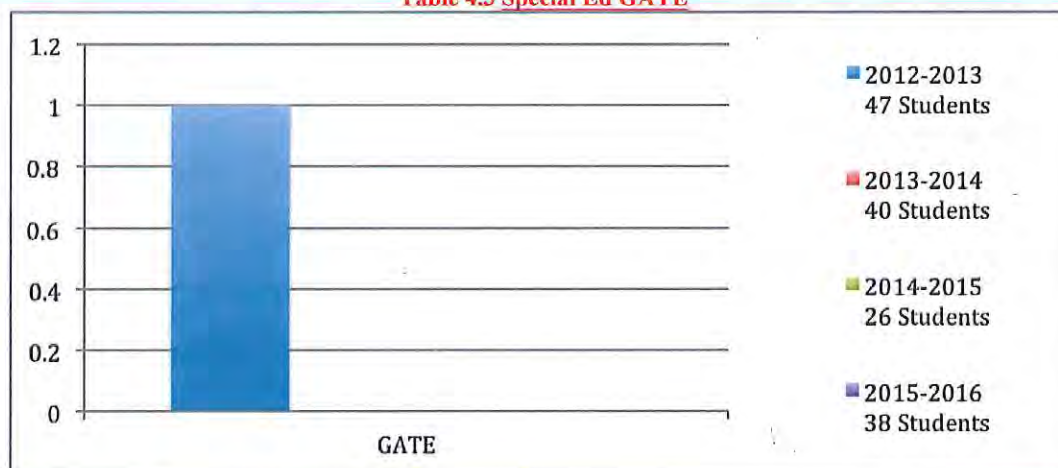


Table 4.2 Special Ed Students 504



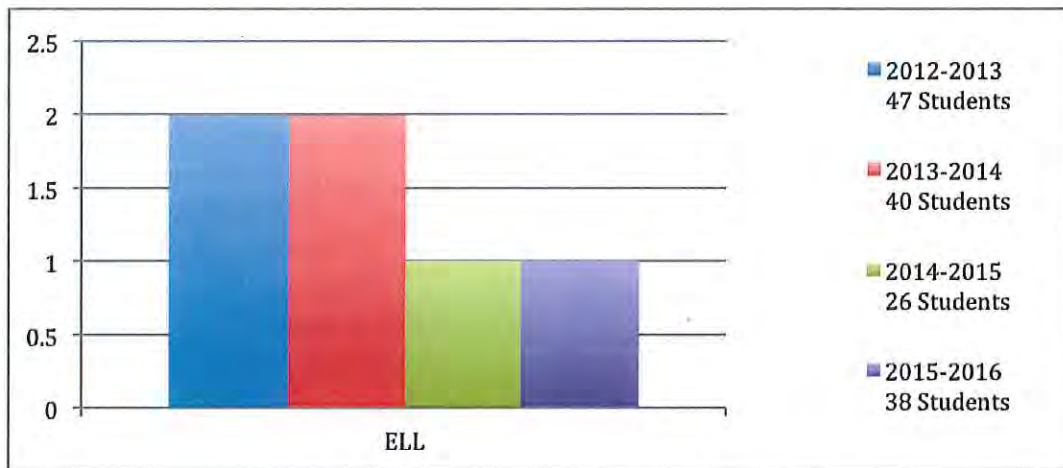
Students with learning challenges succeed at Oak View High School due to the teacher directed classrooms, one-on-one assistance, direction/instruction from their teachers, in addition to the weekly support available to them from the Resource teacher. The numbers of I.E.P students with health impairments have increased to 25% of the school enrollment over the past 4 years. Students with anxiety, depression, ADHD, and bipolar disorder among other issues, come to Oak View because the district psychologists and special education teachers have seen success with these students while here. For the 2012-2014 school years there were 13 students with 504 plans. For the 2014-2016 years there has been a reduction to 3 students. This reduction can be attributed to the access to the curriculum that is available to these students. Accommodations are part of what we do here.

Table 4.3 Special Ed GATE



Oak View High School does not attract GATE identified students per se, however there are many students whom teachers regard as highly talented and extremely intelligent. They thrive in this environment that encourages creative critical thinking and dialogue.

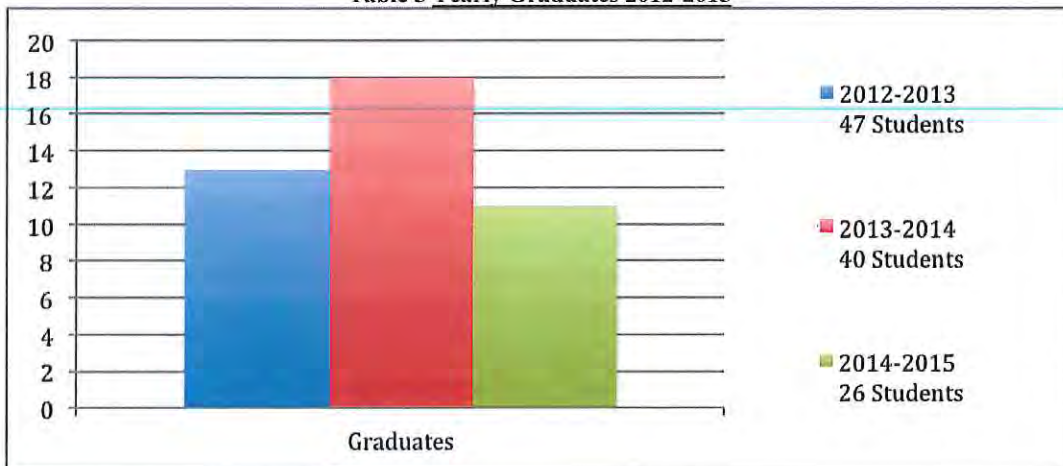
Table 4.4 Special Ed Students ELL



Over the past 4 years only 6 students identified as ELL have attended Oak View High School. One student graduated, one student left Oak View to attend an on-line school, and one student has been enrolled here for the past 4 years, 2012-2016. Susan Driscoll from the district office does ELL testing annually.

5. Yearly Graduates 2012-2015

Table 5 Yearly Graduates 2012-2015



Students can enroll and exit our program at any time during the school year, but normally will do so at the beginning or end of a grading period in order to maximize credit acquisition at the previous school. There is support for students to return to the high school once they have met the criteria of recovered credits and have demonstrated acceptable behavior and attendance. One or two students elect to do this each year. There are a few students who elect to remain at Oak View for a fifth year in order to complete graduation requirements and this is proving to be a good option. These students are positive role models for the other students as demonstrated in their behaviors, determination, and work ethics. Oak View has a very stable student population and once students arrive at Oak View, the majority elects to stay until graduation, usually an average of 8 quarters. Students complete requirements at their own

pace. This graph shows that the numbers of graduates for the past 3 years have been 13, 18, and 11 last year. It is hoped that the new career pathway program attracting more students will increase the numbers of graduates.

6. CHSPE / GED 2012-2015

	CHSPE	GED
2012-2013	0	0
2013-2014	1	0
2014-2015	0	0

Several students have selected to take the CHSPE or GED over the years, but very few have of late.

7. Drop Outs 2012-2015

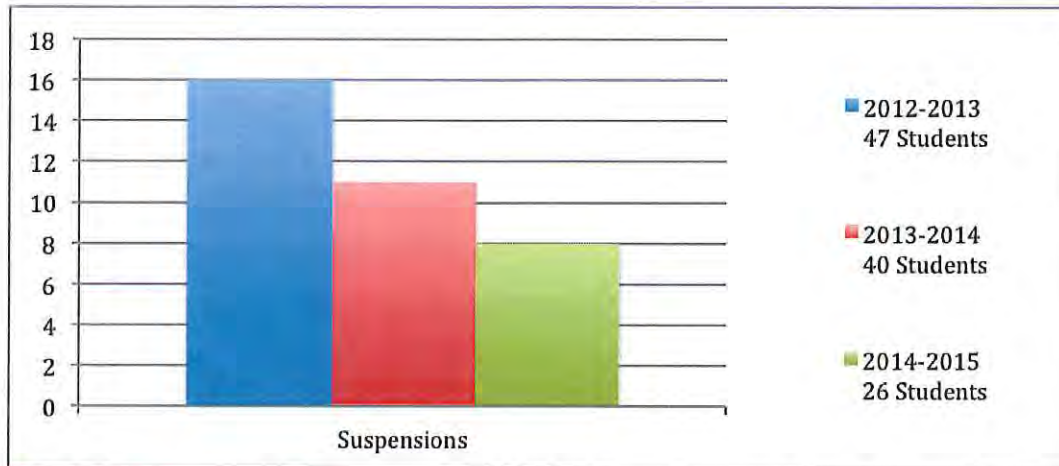
Table 7 Drop Out 2012-2015



The number of dropouts has increased over the past 3 years. The arrival of a new principal who tightened up discipline and applied appropriate consequences such as exiting from high school was a factor in dealing with students who had criminal elements such as students facing jail and/or on parole. There are also students who are not motivated to complete work toward their high school diplomas and are extremely disruptive. It is hoped that the new career pathway program will serve to keep students enrolled with practical skills classes and career preparation opportunities/experiences. For the 2014-2015 school year we did not have any drop outs.

8. Suspensions 2012-2015

Table 8 Suspensions 2012-2015
(Total number students with out-of-school suspensions)



The numbers of suspensions has decreased due to the presence of the counselor and principal on campus. They provide a more proactive than reactive environment in which to constructively help students who are involved in disciplinary issues. The school's mindfulness program, girls' empowerment group, boys' teen issues group, and drug prevention group are part of the positive redirection approach. As of January 2016, there have been 2 students suspended.

9. Average Attendance 2012-2015

Table 9 Average Attendance 2012-2015

Sustained Daily Attendance

2007-2008	95.37% of students met attendance requirements
2008-2009	95% of students met attendance requirements
2009-1010	95.5 % of students met attendance requirements
2010-2011	N/A
2012-2013	
2013-2014	88.65% of students met attendance requirements
2014-2015	95.05% of students met attendance requirements

ASAM was discontinued, however Oak View's daily attendance is an important indicator that positively affects student academic achievement. Students' attendance has historically been high. Students are motivated to attend school. We had one down year 2013-2014, but over the past two years we have increased dramatically. Students are motivated to attend. Our Office Manager personally calls all parents if a students is tardy or absent.

10. Accounting Progress Reporting (API) 2012-2014

Table 10 Accounting Progress Reporting (API) 2012-2013

2011 Base API	2012 API	Growth in API from 2011 to 2012
474	631	+157

2012 Base API	2013 API	Growth in API from 2012 to 2013
631	639	+8

Due to state testing changes there is not data for 2014-2015. Data shows API growth over the last 3 years.

11. California High School Exit Exam (CAHSEE) 2012-2015

CAHSEE 2012-2013

Math

Grade	Participated	Passed	Percent
12	13	12	92
11			
10			

Language Arts

Grade	Participated	Passed	Percent
12	13	13	100
11			
10			

CAHSEE 2013-2014

Math

Grade	Participated	Passed	Percent
12	3	3	100%
11	4	2	50%
10	9	5	55%

Language Arts

Grade	Participated	Passed	Percent
12	2	2	100%
11	2	1	50%
10	9	7	77%

CAHSEE 2014-2015

Math

Grade	Participated	Passed	Percent
12	0	0	N/A
11	7	6	86%
10	7	7	100%

Language Arts

Grade	Participated	Passed	Percent
12	0	0	N/A
11	5	5	100%
10	7	6	86%

12. Scholastic Reading Inventory / BASIC MATH SKILLS 2012-2015

Table 12.1 Scholastic Reading Inventory (SRI) 2012-2015

2012-2013

Tested		Advanced		Proficient		Basic		Below Basic
Total #	#	%	#	%	#	%	#	%
32	14	37	16	42	8	21	0	0

2013-2014

Tested		Advanced		Proficient		Basic		Below Basic
Total #	#	%	#	%	#	%	#	%
36	10	28	22	61	3	8	1	3

2014-2015 – Test not given

2015-2016

Tested		Advanced		Proficient		Basic		Below Basic
Total #	#	%	#	%	#	%	#	%
44	8	18	19	43	11	25	6	14

Table 12.2: Oak View High School Basic Math Skills Assessment

	FALL 2013	SPRING 2014	FALL 2014	SPRING 2014	Fall 2014	Spring 2015
Percent of Items Correct	Percent of Total # of Students (33 tested)	Percent of Total # of Students (27 tested)	Percent of Total # of Students (26 tested)	Percent of Total # of Students (32 tested)	Percent of Total # of Students (26 tested)	Percent of Total # of Students (32 tested)
10%	0	0	0	0	0	0
20%	0	0	0	0	0	0
30%	7%	7%	0	0	0	0
40%	15%	7%	4%	0		0
50%	12%	3%	8%	6%	8%	6%
60%	18%	24%	31%	18%	31%	18%
70%	24%	39%	15%	22%	15%	22%
80%	9%	13%	38%	32%	38%	32%
90%	12%	7%	4%	16%	14%	16%
100%	3%	0	0%	6%	0	6%

This teacher-made assessment establishes a score of 85% or higher for successful placement in Algebra I. Only two students scored 85% percent or better. We are examining our course design and placement of students in Algebra and Geometry, including the consideration of creating a two-year Algebra course. This year, we are creating packets of remedial math problems to address specific, individual areas of need as determined on this assessment-while concurrently enrolled in Consumer Math, Algebra I or Geometry. We also remediate skills in the CAHSEE Prep course (waiting for guidance from the WASC Visiting Team, 2016).

13. California Content Standards Tests

13 – California Content Standards (STAR)

Table 13.1 Language Arts 10th Grade 2012-2013

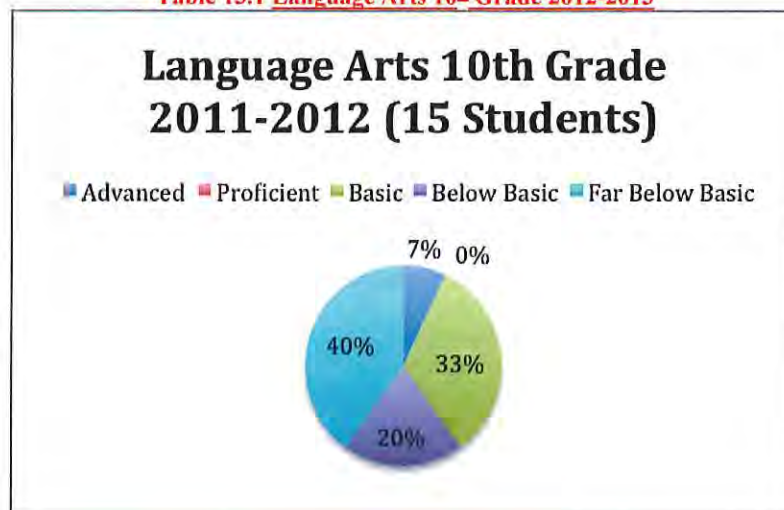


Table 13.2 Language Arts 11th Grade 2012-2013

Language Arts 11th Grade 2012-2013 (? Students)

Advanced Proficient Basic Below Basic Far Below Basic



Table 13.3 Life Science 10th Grade 2012-2013

Life Science 10th Grade 2012-2013 (6 Students)

Advanced Proficient Basic Below Basic Far Below Basic

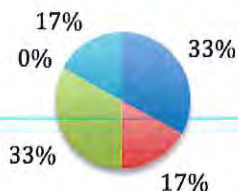


Table 13.4 Life Science 10th Grade 2013-2014

Life Science 10th Grade 2013-2014 (10 Students)

Advanced Proficient Basic Below Basic Far Below Basic



Table 13.5 Life Science 10th Grade 2014-2015

Life Science 10th Grade 2014-2015 (8 Students)

Advanced Proficient Basic Below Basic Far Below Basic

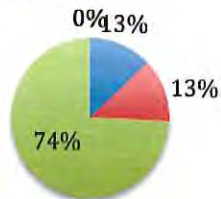


Table 13.6 World History 10th Grade 2012-2013

World History 10th Grade 2012-2013 (6 Students)

Advanced Proficient Basic Below Basic Far Below Basic

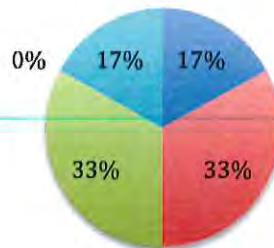


Table 13.7 US History 11th Grade 2012-2013

US History 11th Grade 2012-2013 (5 Students)

Advanced Proficient Basic Below Basic Far Below Basic



Table 13.8 Algebra 10th Grade 2012-2013

Algebra I 10th Grade 2012-2013 (12 Students)

■ Advanced ■ Proficient ■ Basic ■ Below Basic ■ Far Below Basic

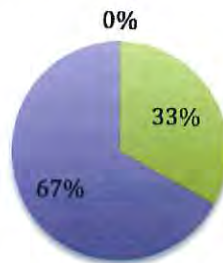


Table 13.9 Algebra 11th Grade 2012-2013

Algebra I 11th Grade 2012-2013 (7 Students)

■ Advanced ■ Proficient ■ Basic ■ Below Basic ■ Far Below Basic

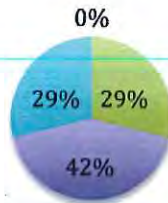


Table 13.10 Geometry 10th Grade 2012-2013

Geometry 10th Grade 2012-2013 (2 Students)

Advanced Proficient Basic Below Basic Far Below Basic

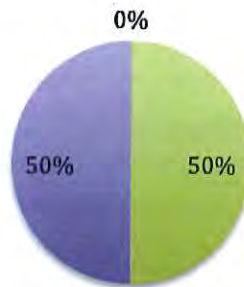


Table 13.11 Geometry 11th Grade 2012-2013

Geometry 11th Grade 2012-2013 (10 Students)

Advanced Proficient Basic
Below Basic Far Below Basic



14. California Assessment of Student Performance & Progress (CAASPP)

CAASPP - Summative Mathematics Grade 11 2014-2015

	% Above Standard	%At/Near standard	%Below Standard
Concepts & Procedures		5% (1)	95% (19)
Problem Solving , Modeling, & Data Analysis		40% (8)	60% (12)
Communicating Reasoning		55% (11)	45% (9)

This was the second year of this test. The format was on-line. This year teachers will be assigning ice-breaker practice sessions for this format throughout the year. Oak View's school population has historically been test and math-phobic, entering with low math knowledge. These results are also not available at the end of the year so that students and teachers can assess progress together. Teachers believe that this testing does not work for Oak View students. In the 2016-2017 school year they will be using EADMS pre/post testing which will be better data that students and teachers can use together to assess progress. A way to motivate students to put forth more effort will be to tie progress into the grade earned in the math class.

CAASPP Summative Language Arts/Literacy Grade 11

2014-2015

	% Above Standard	%At/Near standard	%Below Standard
Reading	10% (2)	60% (12)	30% (6)
Writing	10% (2)	55% (11)	35% (7)

There were no results released from this test the first year. For this, the second year of testing, teachers and administration viewed the results as satisfactory. Improvement in test scores will be figured into the grade earned in class and credits.

15. Grade Point Average (GPA) Growth

Table 15.1 Grade Point Average Growth 2012-2013
GPA Growth for 2012-2013 Graduates

Graduate	GPA entering OVHS	GPA at graduation from OVHS	Increase in GPA	Number of quarters in attendance at OVHS
1	1.54	2.71	1.17	8
2	1.21	2.48	1.20	9
3	2.66	1.83	-.83	2
4	1.56	3.13	1.57	4
5	1.83	3.14	1.31	5
6	1.25	3.22	1.97	8
7	2.0	1.74	-.26	7
8	2.13	3.42	1.29	4
9	.846	2.70	1.96	11
10	2.29	3.61	1.32	6
11	1.03	2.54	1.51	11
12	1.70	3.61	1.18	4
13	2.12	3.60	1.48	6
14	2.50	3.24	.74	4
15	1.42	3.47	2.05	5
Average Totals	1.73	2.96	1.23	6.2

Table 15.2 Grade Point Average Growth 2013-2014
GPA Growth for 2013-2014 Graduates

Graduate	GPA entering OVHS	GPA at graduation from OVHS	Increase in GPA	Number of quarters in attendance at OVHS
1	1.45	2.35	.9	6
2	2.40	3.89	1.49	5
3	2.22	3.54	1.32	5

4	1.73	3.15	1.42	4
5	1.21	2.74	1.53	14
6	1.84	3.01	1.17	7
7	1.83	3.35	1.52	6
8	1.33	2.89	1.56	8
9	2.31	3.25	.94	12
10	2.20	3.71	1.51	6
11	2.69	3.94	1.25	9
12	2.06	3.74	1.68	9
13	.77	3.95	3.18	12
14	1.72	3.91	2.19	7
15	1.14	3.64	2.50	11
16	1.87	3.06	1.19	10
17	.94	3.73	2.80	10
18	2.13	3.6	1.47	6
Average Totals	1.77	3.41	1.65	8.17

Table 15.3 Grade Point Average Growth 2014-2015

GPA Growth for 2014-2015 Graduates

Graduate	GPA entering OVHS	GPA at graduation from OVHS	Increase in GPA	Number of quarters in attendance at OVHS
1	1.63	3.92	2.29	9
2	2.19	3.44	1.25	8
3	1.35	2.37	1.02	8
4	1.27	3.89	2.62	11
5	2.0	2.62	.62	4
6	.75	3.19	2.44	14
7	2.08	3.3	1.22	2
8	2.62	2.75	.13	4
9	3.19	3.56	.37	10
10	2.84	3.63	.79	4
11	1.48	2.6	1.12	8
Average Totals	1.94	3.20	1.26	7.45

16. Oak View High School Outside School Credits

Table 16.1 Oak View High School Outside School Credits 2012-2013

Oak View High School Outside School Credits

2012-2013

Work Experience	Adult School	Community Service	Community College	On-line Classes	Outside/ Private Organization
7	0	15	2	1	0

Table 16.2 Oak View High School Outside School Credits 2013-2014

Oak View High School Outside Credits
2013-2014

Work Experience	Adult School	Community Service	Community College	On-line Classes	Outside/ Private Organization
6	0	11	1	2	0

Table 16.3 Oak View High School Outside School Credits 2014-2015

Oak View High School Outside Credits
2014-2015

Work Experience	Adult School	Community Service	Community College	On-line Classes	Outside/ Private Organization
6	0	11	1	2	0

17. Life Skills Retreat Participants

Table 17 Life Skills Retreat Participants 2012-2015

Life Skills Retreat Participants

2012-2013	0 Students
2013-2014	8 students
2014-2015	4 students

18. CHILDREN'S INTRINSIC MOTIVATION INVENTORY (CAIMI) Test

2014 and 2015 results indicated a clear upward trend in general motivation as years of attendance increase.

2014: 27.4 - 45.6

2015: 28.2 - 37.6

A two-year comparison shows an increase in motivation across the board, the largest being a 20-percentile increase in general motivation (approximately one standard deviation).

Other results;

The most significant area of difference is in motivation of first year students, with girls significantly more motivated than boys in all areas.

	Reading	Math	Social studies	Science	General
Female	80.6	31.2	59.8	62.6	55
Male	12	2.5	23.3	34.8	12.5

The Children's Academic Intrinsic Motivation Inventory (CAIMI) was conducted for the first time at OVHS in 2014. It is normally for students in grades 4-8 with academic difficulties, however the CAIMI is an excellent resource for differentiating motivation from achievement and ability factors in students who lack interest in school. It is a valuable part of evaluating academic failure or delay. Distinguishing between motivation, achievement, and ability is of utmost importance to allow for a more complete and accurate assessment of school difficulties and for developing specific interventions. These results were reviewed by all staff members to review not only their lack or joy for learning, but also to review what areas they have an academic interest. We purposely left all of the students names off the chart above.

Staffing and Professional Development

Oak View High School supports the OPUSD Moral Imperatives, including the belief in professional development as critical to fulfilling our vision for teaching and learning. This needs to be authentic and differentiated just as instruction is for our students. Teachers benefit from having choices and are eager to invest in their own professional development plan and implementation. We promote and support a culture of life-long learning among all staff.

Oak View teachers and classrooms are recognized as 21st century teachers and classrooms. Teachers continue to develop their skills through training in teacher laptop skills, document camera use, smart response technology, power point, prezzi smart board presentations, and website design.

Based on student data, achievement and needs, our staff development is focused on developing clear expectations across a standards-based curriculum, enhancing the academic rigor of teaching and learning, content literacy, test-taking skills, and differentiated instruction for all students and subgroups. Teachers refine skills in language arts and math strategies. Teachers are supported through both district and site funding in conference attendance that meets their professional development needs. Staff participate in district-sponsored training, individualized conferences, and site level Faculty Study Groups that focus on specific teaching and learning topics. For example, training was completed in CPR, on line curriculum software implementation, student health (diabetes) training, Office Word and how to develop a math assessment portfolio. Teachers and staff completed training in student self-injury identification strategies. Additionally, teachers are prepared to implement the TUPE program, aimed at tobacco and drug prevention.

In 2013, Susan Allen, an OVHS teacher is working with a group of OPUSD district teachers and the UCLA Critical Thinking Institute. This professional development meets once a month with teacher to teacher collaboration that explores how the Common Core and other curriculum standards support in building relationships with students to engage in effective communication, collaboration, critical thinking, and creativity skills. Another OVHS teacher, Randi Liepman is working on completing professional development in the area of VPSS Social Science Tier 1 and 2, and VPSS Mathematics Tier 1 and 2 (completed, 2/2014). Randi is also in the process of completing the CTI program in 2014-2015. The NCLB imperatives for highly qualified teachers are supported at Oak View High School. In collaboration with OPUSD personnel and secondary education support staff, we are ensuring that all teachers are documented as highly qualified.

Teaching and Learning

The amount of instructional time offered at Oak View High School meets or exceeds State requirements. The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 180 minutes of instructional time per day. Students at our school spend on average 270 minutes in classes 5 days per week. Minimum days are used for mandated and end of unit class testing. The four-period school day consists of 45, 90, 90, 45 minute class periods. The first period of the day is generally scheduled for the mathematics classes, and the last period is for electives that meet every day. Students take a total of 4 courses. Electives of 90 minutes are given at different times throughout the year depending on student course needs. 45-minute periods are worth 2.5 credits whereas 90-minute period classes are equal to 5 credits.

Class projects and class assignments are completed during class periods. If a student does not complete class assignments, they may do so for homework. Students who want to accelerate can complete additional study within classes or outside of class as per their individual learning plans. Within each class, a variety of

teaching strategies is used such, as dyads, group work, peer tutoring or individual projects and presentations. Assignments and instruction are directed toward engaging the various learning modalities i.e. reading orally and silently; oral discussion, summaries, presentations, dramatizations, debates; writing independently, and artistic multi-media projects that include music.

Scoring rubrics are developed by teachers as well as with students for specific projects in each course. Specific rubrics are used in all group work assignments, essays, career, social science and science projects. There are behavioral rubrics as well as academic rubrics.

Instructional delivery includes integrating technology into all phases of its instructional program. All classrooms utilize the student laptops to engage students and improve learning. OVHS students are involved in challenging learning experiences that have been substantially enhanced with the technology that has become an integral part of their instruction. Smart boards and computers on wheels are used regularly to deliver instruction and to engage students in research and related projects. Each year, our school library increases it's collections of literature and parent support materials through both purchases and donations from school, district and community sources.

This year we are working on the implementation of deploying new one to one iPads for all students with our Measure C6 technology bond. We will work hand in hand with the district office and technology committee. Our new Science teacher, KC Kelem, is overseeing the technology committee for OVHS.

In 2013, we have formed a relationship with the Ventura County Behavior/Public Health (VCBPH) to form two teen groups helping with the prevention and intervention of drug and alcohol use. The counselor is a former intern at OVHS and is extremely knowledgeable of our students and their needs. In 2014, the VCBPH increased the number of hours to 5 hours per week for the counselor.

The school selects field trips within budget considerations, such as planetarium, Holocaust Museum, California Science Center, Long Beach Aquarium, Getty Muesum, Rubicon Theater, LoKrantz school and the Developmental Children's Center.

Instruction is often differentiated, with additional assistance given to students who have learning disabilities or limitations and/or students who lack motivation, while more capable students are provided challenging work. The personal attention and assistance helps to facilitate student success. The staff demonstrates a willingness to learn and try new ways to deliver instruction. They support and mentor each other with the goal of increasing student achievement.

The staff examines student work at staff meetings, including student writing, math tests, and PowerPoint projects sharing instructional strategies. They share basic common rubrics. Focusing on student work for each subject area is difficult due to the

small number of teachers. Since most of our teachers teach mathematics, they can collaborate effectively on this topic. The teachers share informally such topics in regard to as how to evaluate PowerPoint projects and trouble-shooting. Peer editing is a strategy that is being discussed for application in all classes. If implemented, this should give students tools with which to improve their own writing and add motivation to an extended audience beyond the teacher. Susan Allen is taking the lead on the CAASPP training, meeting with staff to show techniques and tools from the UCLA Critical Institute Training. We have also devoted several staff meetings to training.

Instructionally, the principles of higher levels of thinking outlined in Bloom's Taxonomy serve as a guide in lesson planning and as an integral part of the use of technology by students. Through PowerPoint projects, students are engaged in practicing and demonstrating the Global Learning Goals. Lecture is limited in the design of most classes.

Teaching strategies vary in order to keep student interest high. Motivating instructional materials are researched and purchased. Teachers are focused on differentiating the curriculum and assignments when appropriate. Teachers strive to ensure that instruction in all classes includes experiences that engage all learning modalities. Students work for their grades and as teachers receive work from the majority of students earning A's and B's, they are validated in keeping courses challenging and interesting. The Gold and Silver Honor Rolls often have over 50% of students achieving GPA's of 3.0 or higher.

Credit System:	15 Hours.....	One Credit
	30 Hours.....	Two Credits
	45 Hours.....	Three Credits
	60 Hours.....	Four Credits
	75 Hours.....	Five Credits
	Quarter.....	15 Credits Assigned
	Semester.....	30 Credits Assigned

230 credits are required for a high school diploma.

Teachers get feedback from many students who go on to junior college and are successful.

The course outlines and unit plans show the alignment with the State standards and frameworks as well as district standards. Blueprints have been used to match site/district and state standards.

Students at Oak View High School have access to all core classes that they must complete in order to meet diploma requirements. Enrollment in off-campus physical education experiences is monitored, logged and approved for school credit. Interested

students on a case-by-case basis may enroll in a class at Oak Park High, including upper level math, foreign language and visual/performing arts classes at Oak Park High School.

The Workability Program, which targets employment and job placement for special needs students, has placed three students in part time employment.

There is an annual field trip to Moorpark College that is open to seniors and other interested students. A majority of our students who elect to attend college do so at Moorpark College or another junior college. Many students are concurrently enrolled at Moorpark College. Students have access to Career Technical Education (CTE) programs through Ventura County Schools as well as neighboring school districts. Work experience Education is offered at Oak View High School. The Oak Park Unified School District uses state/board approved instructional materials and those are incorporated as much as possible into our curriculum. Teachers are sensitive to issues of diversity and tailor their classroom activities and discussions with these and district/community ethnic/diversity issues in mind.

Parents have access to student grades, progress reports, CAASPP and STAR reports through the online district "Q" reporting system. Progress reports are mailed home as well as posted on "Q". The counselor and teachers meet with students who fall behind, and their parents are contacted. Plans are then explored and agreed upon to remedy the situation.

The principal is also in close contact with parents, particularly if the student has behavior or drug/alcohol problems. He meets with students, parents and staff in group meetings as needed. Parents receive STAR reports each fall and will receive CAASPP testing in the future. All Call telephone reminders are made to parents reminding them of when report cards are being issued. However, Parent Survey responses indicated that they would like to have even more information about student progress. In an effort to address this, the staff will set aside a week in February/March this year for parent conferences for interested parents. In addition, staff has sent out an invitation to come to class and observe instruction. We have implemented a mandatory "First 5" meeting for all new students to OVHS. This meeting is held after their first 5 weeks of attending OVHS, we review progress, goals and ask any clarifying questions. Assessment of the effectiveness of parent/teacher conferences will occur as well as the impact of parents' classroom observations. Math and reading skills assessments are mailed home. Teachers provide ongoing email messages to parents.

Discussions occur at formal and informal meetings concerning meeting State and District standards and aiming for "rigorous" study. Teachers set high expectations and support students in their achievements. The staff believes in challenging students with meaningful content, not watering down the curriculum. The staff meets often daily to discuss how to best help students who are struggling with serious issues.

Teachers are available to tutor students before and after school in an effort to meet these expectations. Teachers allow students to correct and resubmit work in order to improve their grades. Late work is accepted and students are continually required to work. Multiple opportunities are provided for students to complete assignments and earn needed hours. Teachers are available before and after school to tutor students

The staff uses a variety of rewards that include: food treats, coupons, early outs, good news cards, extra credit and hours, and field trips. Students who make the Gold Honor Roll, Silver Honor Roll, Step Up Awards, and AAA awards (excellence in attitude, achievement, and attendance) have their names posted in the office and in the monthly newsletter. Awards are given in class or in front of the entire student body during the "Friday Checkout" meeting. Quite often the entire school talks about what has happened during the week—good things and challenges. Finally, emotional graduation ceremonies celebrate each graduate.

Teachers can request supplementary instructional materials, in order to enrich and strengthen their programs. Teachers receive district textbooks that are board-approved. Computers are available for class use in all classrooms. In addition, we are in the process of deploying new one-to-one iPads for students. The school site has a discretionary operational budget that allows for instructional material purchase.

The students at OVHS refer to the school as "my school," and not as "this place," "this school," or in other ways that attached the stigma embedded in the popular meaning of a continuation school. When asked, "Would you like to graduate here or at the school from which you were sent," the overwhelming response was, "Here, this is my school." With very few exceptions, parents responded, "I wish I had known about OVHS long before my son/daughter enrolled here."

Opportunity and Equal Access

The staff is always available to counsel students and work with parents in order to best understand each student's needs and plan accordingly. The principal and teachers share ideas about different schedules, additional classes, and student/teacher ratios to better meet student needs. Students transfer to Oak View on a voluntary basis. A Student Study Team conference is held with the counselor from Oak Park High School, principal from Oak View, student, parent and teacher to discuss student placement plan and options. Students from other districts are welcomed on a space-available basis. Parent/student interviews and meetings are conducted to determine the appropriateness of the placement. Class schedules and educational planning is conducted including transition plans. Out-of-district students generate attendance apportionment for OPUSD/Oak View and students receive services identical to Oak Park residents. The Oak Park Unified School District is committed to providing an outstanding program for Oak View students as demonstrated by the funding required to maintain a 17:1 student/teacher ratio.

As per district policy, Special Education students are placed at Oak View if it is determined by an IEP team that Oak View can best meet their needs. Special education services are provided at this school site as well as a supportive tutorial Study Skills class at Oak Park High School. Our small class size and attention given to individual students supports special needs students.

Students at Oak View High School have access to all core classes that they must complete in order to meet diploma requirements. Although not a frequent request, on a case-by-case basis, students interested in pursuing foreign language study may enroll in an Oak Park High School foreign language class or at the community college. Enrollment in off-campus physical education experiences is monitored, logged and approved for school credit. There is a written procedure by which interested students on a case-by-case basis may enroll in visual/performing arts or other classes at Oak Park High School.

Students attend Oak View High School on a voluntary basis via requests from parents and their students. For some students who are credit deficient, there is a policy in place that will make a strong recommendation for placement in a more flexible environment in order to catch up credits. Placement at Oak View is the result of a Student Study Team that collaborates with student, parent, teacher, counselor, and principal who determine together if the alternative high school is in the best interest of the student. Students are usually recommended for transfer to Oak View because of credit deficiencies. Students understand that they may return to the comprehensive high school once credit deficiencies are eradicated. Whole class instruction has been found to be the most effective instructional strategy over the years and is the dominant mode of delivery; however, within that framework, students may work to complete work faster and obtain additional assignments. Independent study projects are offered to help students catch up or move ahead. Students are able to design their own goals for each semester. Encouragement and incentives are provided for timely completion.

The staff and students abide by a mutual code of Respect, Responsibility, and Restraint. They develop meaningful positive relationships that are new to some students. The family atmosphere dominates, but it is clear that it is a privilege to attend classes here and that understanding of one another is critical. Teaching and modeling mutual respect among all students and staff is the school's strongest theme. The clean Teen program emphasizes keeping drug talk and glamorization of drugs out of classes. The conduct code is spelled out in the student handbook. Consequences for discipline include trash pick up, detention, and apologizing to others. Logical consequences are employed which work toward mending fences and students can learn from the event. The school is big on apologies. The approach is more parental and less punitive. The staff believes that more rejection is not the answer. The staff in their deep caring about these young people can become drained at times and that is when they support each other intensely. They are advocates for the students, their

plans and dreams, advising and counseling them frequently. Staff and students, work, laugh, celebrate and sometimes grieve together.

In the fall of 2013, students were interviewed, as part of our Model School Visit and “family” was the term used to label what they felt about their teachers and school. Throughout the faculty and student body, the term “respect” was also used to describe relationships to OVHS, faculty, and one another. This was the environment the visiting team described and the environment experienced during the team’s visit to the school: “mutual respect,” “safe,” “going places,” and “family.” This is how they characterized their relationships and enrollment at OVHS.

Students have access to counseling services that meet their social, academic, career, and emotional needs. Each student meets regularly with staff to ensure that his or her individual learning plan clarifies goals, embodies a long-range perspective, and is both comprehensive and balanced.

Students have access to career preparation, employability skills training, and job opportunity information at the school. Provisions are made to ensure a successful transition from school to career, and the school has a work experience credit program.

Oak View High School Title I - School Parental Involvement Policy

PART I GENERAL EXPECTATIONS

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

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

- Families.
- Make copies available in the school office.
- Placed in Registration Online forms.
- Placed on the OVHS Website.

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

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

4. Oak View High School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved. This information about the Title 1 program will be disseminated to parents during Student Study Team Meetings

5. Oak View High School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.

6. Oak View High School will provide information about Title 1 Programs to parents of participating children in a timely manner:

- Quarterly updates as to student's progress.
- Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Oak View High School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
- Members of the Student Study Team will describe the program to the parents
- Back to School Night program will assist in informing parents about curricular activities

8. Oak View High School will provide parents of participating children, opportunities to participate in the decision making process relating to the education of their children:

- Teachers and parents have the right to request a meeting to discuss the academic progress of students.
- During Student Study Team meetings parents are encouraged to actively participate in the decision making process.
- Five week progress grade reports and quarterly report cards will be posted for parents for academic progress and achievement.

9. Oak View High School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Board Policy outlining complaint procedures can be found in the parent handbook, posted on the school's website and available in the school's office.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Oak View High School will build the school's and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

- Back to School events
- School Site Council Meetings open to the public
- Parent volunteerism and participation
- Districtwide committees developing curriculum and policy

2. The school will incorporate the School Parental Involvement Policy as a component of its School-Parent Compact:

- The District-Parent Compact and the School-Parent Compact are found in the registration packets and in the school office.
- All families are required to read, sign and return both compacts.

3. The school, with the assistance of the District, will provide parents with the following information in the following ways:

- The state's academic content standards
 - The state's student academic achievement standards
 - The state and local academic assessments including alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators
-

This will be accomplished by conducting meetings including Open House, Back to School Nights, and parent conferences.

4. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent participation by:

- Informing teachers of school and District parent involvement policies.
- Discussing strategies for involving parents at regular staff meetings and District workshops.

5. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

- School Newsletter which are sent to all families
 - The school website that is updated regularly
 - SST confirmation letters that are sent to all families of participating students
 - Teacher /Parent communiqués
-

Form A: Planned Improvements in Student Performance

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

Oak View ACTION PLAN 2016-2022

Oak View High School's School-wide Action Plan

Oak View High School's data and evidence have been examined during daily staff touch-base exchanges, weekly staff meetings, and monthly Site Council meetings. The staff has determined that the following critical learning priorities will be emphasized for the next 6 years. They include 3 critical academic needs: Priority 1.A, 1.B, and 1.C. In addition we have identified 4 additional major needs goals.

Critical Academic Needs

PRIORITY 1: To increase knowledge and skills of Oak View High School students in mathematics, English language arts and literacy in history, social studies, science and technical subjects.

PRIORITY 1.A: Mathematics: to create critical thinkers and problem solvers through the skills of logic and mathematics.

- California Assessment of Student Performance and Progress (CAASPP) and maintain through 2022.
- The difference between pre and post scores on the EADMS benchmark tests in mathematics courses will increase 10%. Single School Plan Goal A

Statement: Improve student achievement of math course content standards.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Cost
1. Use diagnostic assessments to determine gaps in basic math skills and to provide remedial assistance. Pre and post testing	<ul style="list-style-type: none"> Students will demonstrate increased knowledge of mathematics. 	<ul style="list-style-type: none"> EADMS Diagnostic assessments Criterion- referenced remedial math materials. Ms. Allen Mrs. Liepman Mrs. Kelem 	<ul style="list-style-type: none"> August pre & May post-testing On-going 	<ul style="list-style-type: none"> Benchmarks: progress in pre/post formative testing via EADMS. Cost of EADMS (District)
2. Transition to The	<ul style="list-style-type: none"> Students will demonstrate 	<ul style="list-style-type: none"> EADMS 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Emphasis on critical thinking

New California State Standards.	critical thinking.	<ul style="list-style-type: none"> Textbooks to match New California State Standards Ms. Allen Mrs. Liepman Mrs. Kelem 	<ul style="list-style-type: none"> Teachers creating new assessments. Cost of Textbooks TBD
3. Utilize a useful on-line math support program for the course skills.	<ul style="list-style-type: none"> Effective support programs will increase student interest and motivation. 	<ul style="list-style-type: none"> Examine and pilot computer assisted alternative, instructional materials such as Kahn Academy in all math courses. Mrs. Kelem Mrs. Liepman 	<ul style="list-style-type: none"> Acquisition and implementation of materials Increased EADMS benchmark test scores.
4. Consumer math course.	<ul style="list-style-type: none"> Increased student test scores and demonstrations of knowledge via EADMS benchmark pre and post testing. 	<ul style="list-style-type: none"> Implementation of EADMS assessment materials. Evaluate and acquire new instructional materials for the Consumer math course. Explore on-line resources such as currently used IRS website and banks for this course. Ms. Allen 	<ul style="list-style-type: none"> Increased student test scores and demonstrations of knowledge via EADMS benchmark pre and post testing. Cost of Textbook TBD

PRIORITY 1.B.: To create effective communicators by raising reading and language arts skills.

- By June 2016, the majority of students will score at nearly met or above, on the California Assessment of Student Performance and Progress (CAASPP) and maintain through 2022.
- The difference between pre and post scores on the EADMS benchmark tests in English courses will increase 10%. Single School Plan Goal A
- Scholastic Reading Inventory (SRI): By the end of each year the majority of students will be proficient or advanced in reading. Single School Plan Goal B
- Annually, 100% of 12th grade students needing the high school exit exam as a graduation requirement have passed the CAHSEE. This goal will continue if/when the test is reinstated

Global Learning Goals: Effective Communicators, Self-directed workers, Creative Critical Thinkers

Statement: Improve student achievement of content standards.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Cost
1. Reading program has been re-designed to increase student engagement and facilitate adult reading and writing skills. Resources are both print and internet media.	<ul style="list-style-type: none"> • Implementation of New California State Standards reading standards, across the curriculum. 	<ul style="list-style-type: none"> • School library with a variety of genres of interest to students in English classroom. • Red Ink on-line • Donations to library • New Mac Airs with dual platforms • Ms. Allen 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Students will demonstrate high rates of proficiency in Common Core standards; baseline is 70%.
2. All students will engage in specific instruction for expository writing in all classes.	<ul style="list-style-type: none"> • Strengthen student writing skills in all courses. 	<ul style="list-style-type: none"> • In-service with teachers by Susan with shared rubrics. • Computers 1-1 ratio • All teachers 	<ul style="list-style-type: none"> • Monthly at staff meetings 	<ul style="list-style-type: none"> • Staff analysis/discussion of student writing samples from all courses.
3. SRI reading pre and post test assessments.	<ul style="list-style-type: none"> • Increase in reading levels and student monitoring of their own improvement. 	<ul style="list-style-type: none"> • SRI computer testing Ms. Allen 	<ul style="list-style-type: none"> • September or time of enrollment of each 	<ul style="list-style-type: none"> • Majority of students will show gains on the Scholastic Reading Inventory. • SRI Cost \$500

				year and May	
4. Target the New California State Standards and OVHS standards-based syllabi.	<ul style="list-style-type: none">Transition to the new standards	<ul style="list-style-type: none">Rubrics subject-specific for the standardsDistrict Curriculum CouncilNovels, non-fiction worksEADMS assessmentsMs. Allen	<ul style="list-style-type: none">On-going	<ul style="list-style-type: none">Improvement in student skills as demonstrated in EADMS assessments.	
5. Students will judge their own writing and projects, and those of their peers, using clear expectations, rubrics and model papers as guides.	<ul style="list-style-type: none">Increased competencies in self and peer evaluation of writings.	<ul style="list-style-type: none">Benchmark writing assessments (EADMS)Peer writing groupsSubject specific rubricsAll Teachers	<ul style="list-style-type: none">On-going	<ul style="list-style-type: none">Student writing samples that meet rubric criteria in all courses.Increased peer editing skills	
6. To improve reading and writing skills to become strategic readers in the content areas.	<ul style="list-style-type: none">Emphasis on written assignments in all classes that follow genre specific rubrics.	<ul style="list-style-type: none">Specific content area assignments and instruction to provide practice and improve reading and writing skills.All teachers	<ul style="list-style-type: none">SRI pre and post tests in Fall and Spring	<ul style="list-style-type: none">Improved content area grades, EADMS benchmark and New Smarter Balance Assessment scores and SRI scores	

PRIORITY 1.C.: To increase student attainment of skills and knowledge in science and social science content areas.

- Currently we are awaiting direction from the state regarding the new NGSS inquiry based science. There are insufficient EADMS resources for science and social science content areas. KC Kelem is modifying the science curriculum in the direction of NGSS standards. The new CAASPP will be a performance test modification when available. Until then the 10th grade STAR CST science testing will continue.

• Global Learning Goals: Effective Communicators, Self-directed Workers, Creative Critical Thinkers, Healthy and Productive Citizens

Statement: Improve student achievement of content standards.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Costs
1. Target the New California State Standards and OVHS standards-based syllabi.	<ul style="list-style-type: none"> • Transition to the new California standards that emphasize literacy in history, social studies, science and technology. 	<ul style="list-style-type: none"> • EADMS benchmarks when they are available. • Randi and Susan received Common Core training in math and social studies in September 2012. • KC received NGSS science training. • Critical Thinking Institute training taken by all teachers. • District and county training workshops. • On-line resources related to subject areas. • Rubrics subject-specific for the standards. • Ms. Kelem • Mrs. Liepman 	<ul style="list-style-type: none"> • Examination and assessment of student STAR science test scores in September of each year. • On-going instruction 	<ul style="list-style-type: none"> • Increases in EADMS test performance scores in science and social science courses. DO Cost: DO Cost • Student demonstrations of improved critical thinking skills.

PRIORITY 2: 21st Century Learners: To develop skills and knowledge for success in work and life in the 21st century and to increase our focus on career education, awareness, and exploration for all students.

- The goal is to increase the current 50% of students using the career pathways program to 70% of students enrolled in 1 or more pathway courses as classes are added annually through 2022.

Global Learning Goals: Effective communicators, Self-directed Learners and Individuals, Creative and Critical Thinkers

Statement: To prepare students for post high school	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Costs
1. Increase student competencies in computer technology through computer literacy research skills, identify and evaluate on-line resources, presentations.	<ul style="list-style-type: none"> Equip students with computer technology knowledge and skills. 	<ul style="list-style-type: none"> Ipads Class set of MacAirs with dual platforms for the English class. Implement new District technology standards Imbed computer instruction in all courses. All Teachers 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Improved skills as evidenced by student projects and presentations. Student work evaluated through rubrics based on New California Standards. Cost: Bond Measure C6
2. Infuse technology across the curriculum and apply technology effectively.	<ul style="list-style-type: none"> Student access to computers and instruction via Smartboards in all classrooms. 	<ul style="list-style-type: none"> Attend district sponsored technology training sessions. Pilot programs for the school district. All staff 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Student research papers Student Power point presentations Student work products Multi-media projects Student evidence of critical thinking in projects, assignments and class discussions. Cost : Bond Measure C6
3. Computer assisted instruction.	<ul style="list-style-type: none"> Strengthen student computer skills and provide course content support. 	<ul style="list-style-type: none"> Pilot on-line educational resources. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Increased student performance in classroom assignments and tests.

				<ul style="list-style-type: none"> Increased knowledge and demonstrated application of computer resources. Selected on-line course work helps students to complete unfinished partial credits.
4. To increase our focus on career education, awareness, and experiences for all students.	<ul style="list-style-type: none"> To provide career pathway experiences and training for students as a concrete preparatory avenue to post high school careers/jobs. To increase classes being offered through Ventura Innovates program. Encourage enrollment in CTE and work experience 	<ul style="list-style-type: none"> A major expansion of opportunities for students to explore careers has been developed to start during the first 10 weeks of the 2015-2016 school year. The staff is creating an Internship, Incentive program for students to participate in on Thursdays and Fridays. Their hours will be tabulated and daily summaries of their experiences documented. Ventura County Innovates curricula for courses will be phased in to become part of the Oak View High School Career Pathways Program. The school district and local community are involved in supplying opportunities for internships and shadowing experiences. Employability work program for special education students. Naviance: administered by the counselor separate from careers class. Ms. Allen 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Completion of Careers class that is a required one semester intensive personalized career search and scrutiny of personal interests, characteristics and attributes that would ensure satisfaction and success. Increased student enrollment in new careers/pathway courses taught by Ventura Innovates and Oak View teachers. Increased partnerships for career speakers, job shadows, and internships, with local service organizations and businesses. Increased student employment, work experience, CTE enrollment. Counselor led field trips to the county CTE facility. Students taken include students with IEP's and 504's. The counselor follows up the field trip with visits to each classroom to rev up enthusiasm for students to register for an CTE program. Two students have completed the welding program over the

		Teachers. Counselor, Workability SELPA Advisor, Principal		<p>past 2 years.</p> <ul style="list-style-type: none"> • Creation of jobs class which walks students through the process of getting and keeping a job. Required course for juniors. • Yearly trip for upper class students to Moorpark College and California Lutheran University • The biology and earth science textbooks have career information at the end of each chapter that students and teachers read and discuss. Students discuss careers in geography, mathematics, history, and English classes focusing on personal characteristics and attributes that would contribute to successful careers related to the various subjects. • Cost Textbooks \$5000 • Cost VCI <u>Grant</u> \$30,000
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Additional Major Needs Goals

PRIORITY 3: Enhance Support Services to assist all students at all grade levels enrolled at Oak View High School.
Global Learning Goals: Self-directed Learners and Individuals, Healthy and Productive Citizens

Statement: To ease the transition to the alternative high school and provide on-going social, psychological, and academic support to all students.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Costs
1. Develop and implement an orientation plan that includes assisting all new students in adjusting to Oak View.	<ul style="list-style-type: none"> To create a welcoming, friendly school climate that eases adjustment to an alternative high school given the unfortunate stereotypical negative view of alternative high schools. 	<ul style="list-style-type: none"> Written plan The staff are in the process of making an orientation packet for new enrollees. A list of rules is provided to all students so that from the beginning of the school year, expectations are clear. Entrance questionnaire and presentation for new students. Learning style Inventory CAIMI testing First 5 weeks meeting with students and their parents. Acclimation period via varying 	<ul style="list-style-type: none"> Beginning of school and for individuals upon enrollment 	<ul style="list-style-type: none"> Positive assimilation into the school student body. Decrease in discipline referrals and interventions by administrative staff. Parent feedback. Completion of benchmark testing in a timely manner. Beginning of the year team building activity across the whole school. During the first week of school, all students take the Myers Briggs Multiple Intelligence Survey, Grit Survey, Growth and Fixed Mindset Survey,

		<p>time in each class to begin with to assist adjustment.</p> <ul style="list-style-type: none"> • Match-up students to guide new students. • Benchmark testing • A video clip about Oak View is on our website. • Staff has plans to produce a slideshow of graduates and post on the Oak View website; ideally they would like one geared to students and one to parents. • First 5: parent, student, staff meeting at the end of the first 5 weeks of school for new enrollees. <p>Counselor Jeremy Rogers Site Staff</p>	<p>Brain training and transcript planning for all students.</p> <ul style="list-style-type: none"> • Cost of CAIMI: \$500
2. Develop focus activities.	<ul style="list-style-type: none"> • To inform students about career and future training option open to them. 	<ul style="list-style-type: none"> • Naviance Career Inventories • CAIMI motivational inventory. • Transcript planning meetings for all students conducted throughout the school year. • Career class for seniors • Jobs training class for juniors., preparation for Careers class. • Ventura Innovates courses and shadowing, internship opportunities available through Oak View's Career Pathways Program. • 2-3 hour presentation for 9th & 10th grade students • Counselor meets with all students several times 	<ul style="list-style-type: none"> • Increases in the • Numbers of students meeting graduation requirements. • Increased motivation and positive attitude. • At the end of each quarter external credits are examined and placed in transcripts.

		throughout the year about credits and post high school plans.		
3. "What's Left" Charts for all students with remaining credits needed for graduation and continuous counseling regarding completion of credits.	<ul style="list-style-type: none"> Increased motivation, awareness, planning, and involvement of all students in achieving their graduation requirements and participation in post high school exploratory career experiences. 	<p>Counselor Jeremy Rogers</p> <ul style="list-style-type: none"> Individual Graduation Status tracking sheets that the counselor uses with each student in keeping track of their credits and course completion needs. Individual credit summaries posted CTE Ventura Innovates courses on campus <p>Counselor Jeremy Rogers Teachers & Principal Ventura Innovates teachers Business and district office personnel</p>	<ul style="list-style-type: none"> On-going updating of charts and transcripts throughout the school year. On-going individual appointments and group meetings throughout the years. 	<ul style="list-style-type: none"> Comparative GPA charts indicating students' achievement growth from entering and graduating from Oak View High School. Numbers of participants in Ventura Innovates Career Pathway Program. Increases in the numbers of students taking care of meeting graduation requirements such as directed studies, adult ed classes etc. Our counselor meets with seniors at the beginning of each quarter to map out students' credit needs for graduation. Information is mailed home to parents. He advises students about CTE, work experience, courses available through adult education and on-line course options. A purpose of the tours of the CTE center, Moorpark College, and California Lutheran University conducted by counselor Jeremy is to encourage students to enroll in these institutions' supplemental instructional

				<p>courses of study.</p> <ul style="list-style-type: none"> At the end of each quarter external credits are examined and placed on transcripts.
<ul style="list-style-type: none"> 4. Inform parents about OVHS program and ways to earn credits for graduation. 	<ul style="list-style-type: none"> Continue to inform parents about their students' progress toward accruing 230 credits for graduation and also provide information of the new Career Pathways Program and the course options available to students. 	<ul style="list-style-type: none"> The counselor notifies parents by mail of senior graduation credit status. Parents are welcome to make appointments to discuss these reports. The principal and counselor work closely with Oak Park High School's counselors to recruit students into attending Oak View. The principal regularly attends SST meetings at Oak Park High School to explain Oak View's setting and credit recovery options. Notification of career courses taught through Ventura County Innovates through school newsletters. <p>Counselor Teachers Principal School Psychologist Office Manager</p>	<ul style="list-style-type: none"> At enrollment On-going Yearly 	<ul style="list-style-type: none"> Handbook—return of agreement pages Newsletter <i>Oak Views</i>. The newsletter is available online. Numbers of parents who respond to special notifications and who attend functions. Coverage of Oak View events by the local newspaper, <i>The Acorn</i>. A reporter attends and writes articles about the school. Parent testimonials about their student's experience at Oak View High School added to the school website. Recruitment presentations to explain the Oak View program occur yearly as needed. Students are invited from OPHS to obtain information about the school and its programs.

PRIORITY 4: To support and promote Healthy, Productive and Accountable Citizens who make responsible choices and show caring and respect for others.
Global Learning Goals: Healthy, Productive and Accountable Citizens

Statement: To support all students in their personal lives and relationships.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress / Costs
1. Services to special needs students.	<ul style="list-style-type: none"> To facilitate student academic success and emotional well-being. 	<ul style="list-style-type: none"> Case manager Susan Mach at Oak View High School. IEP summary sheets given to teachers Ms. Allen serves as the teacher lead in IEP's and summarizing learning plan information for teachers. Workability Specialist District psychologist increased to half-time at Oak View. 	<ul style="list-style-type: none"> On-going: at least twice per week works with students. 	<ul style="list-style-type: none"> Meeting progress toward IEP goals. Pupil support is ongoing within the school day. Community and district support staff. The Director of Pupil Services meets with the Oak View staff when needed. Resource teacher comes to Oak View regularly and follows up with special education students. The staff works closely with special education leaders to provide better services and clear plans for IEP's and 504's. The resource specialist meets individually with all IEP or 504 students each week. The Workability Specialist collaborates with the counselor to arrange the field trip to the CTE facility in

				Camarillo.
<ul style="list-style-type: none"> 2. School group support structure that offers personal and social mental health assistance to support all teenagers. 	<ul style="list-style-type: none"> Increased self-understanding and self-respect among all students. 	<ul style="list-style-type: none"> Principal conducts Friday Checkouts assemblies in which teachers and staff give recognition to students who have demonstrated positive attitudes and support for others. Decreased discipline issues in classrooms. Improvement in grades and credits earned. Gender-based teen groups led by school counselor. Girl Empowerment Day Activities On-going individual and group counseling Reinforce and recognize positive peer relations through awards and verbal praise. Senior Exit Survey to gain data about ways in which students have changed since attending Oak View. With the principal and staff, the counselor is developing a comprehensive intake checklist to help identify special needs. This will be used to offer more complete personalized services to students. Ventura Behavioral Health Counselor Janet Vandruff Teachers & Principal 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Counselor conducted groups for boys and girls concerning teen topics such as “at-risk” behavior and risk factors, media influence, conflict resolution, and goal setting throughout the school year. Student self-referrals to see the counselor by signing in on a list on the counselor’s office door. Counselor credit checks with students. A district school psychologist, case managers, and the director of pupil services are responsive to requests from Oak View. Partnership with Ventura County Crisis Intervention Team in response to suicide/self harm incidents in the community. Triple A (AAA) and Step-Up recognition award certificates given at school assemblies four times per year. Students who exhibit positive attitudes, attendance and achievement in each class are honored. Recognition is for growth in character, polite, kind behaviors, and for staying clean from drugs and alcohol.

3. Continue to fine-tune tardy policy.	<ul style="list-style-type: none"> To emphasize attitude, attendance, and achievement throughout the school. 	<ul style="list-style-type: none"> Policy for student to be dropped from a class after 10 tardies except for reviewed special circumstances. Staff reinforces the negative consequences of tardiness, but realize that tardiness will always be an issue. SARB resources Site Team 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Attendance data Decreased tardies
4. Support for drug/alcohol dependent students.		<ul style="list-style-type: none"> Wednesday counseling with drug counselor specialist. 12 Step elective voluntary chemical dependency intervention class. Clean Teen program Accountable talk school policy Jeremy attended a Ventura County sponsored workshop on drug addiction/use and, detection of being under the influence. Triage is the goal in helping students. Site team Principal Janet Vandruff, Ventura Behavioral Health 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Elective credits given to students who make positive choices such as attending NA, AA, or therapy meetings. Enrollment in Janet Vandruff's (from Ventura County Behavioral Health) groups. The primary function of the groups is drug and alcohol information and intervention through empowerment groups. Public recognition of lengths of student sobriety. Expanded Clean Teen groups Attendance at Clean Teen trips: Numbers of students qualified to be rewarded with breakfast at a local restaurant, bowling, attending movies and in-house Clean Teen activities for rewards i.e. games, movies, talent shows. ASB is involved in selecting and planning.

5. Anti-bullying activities	<p>Staff awareness and Immediate intervention.</p>	<p>Authentic learning experiences at Ventura Mission and other in-classroom projects that address tolerance, such as making anti-bullying brochures for school distribution.</p> <p>Guest speakers to address the issues of bullying and harassment.</p> <p>There is collaboration with Oak Park High School regarding cyber-bullying. Cyber bullying and sexting are down under 5% according to the Healthy Kids' Survey.</p> <p>Last year speaker came for 3 days (6hrs.) I "Teen Dating and Violence Prevention Program" through Interface Children & Family Services.</p> <p>District's digital citizenship training fully implemented at Oak View.</p> <p>District cyber bullying policies.</p> <p>Site Team</p>	<p>On-going</p>	<ul style="list-style-type: none"> Decrease in referrals Integration of student at lunch tables Healthy Kids survey results Each student develops affirmations to support our goal. Healthy Kids Survey showed that 50% of students felt safe at school; 25% had experienced harassment; 80% reported having a caring relationship with the adults at school; teasing incidents are low at 1 incident per month; very little evidence of spreading rumors at 13%, which is the lowest in the district. Daily users of alcohol were 20% and 15% pot. On-going counseling, behavioral referral intervention conferences, parent contacts, possible suspensions, mediation process with school counselor. Talk about bullying, harassment as aggression in the Boys and Girls counseling groups. Staff reinforcement zero tolerance regarding bullying and harassment. Participation in the Life Skills Retreat arranged through Oak Park High School.
6. Community Service	<p>Positive experiences of students in</p>	<p>ASB arranges charity and social events</p>	<p>On-going</p>	<ul style="list-style-type: none"> Numbers of tutors who volunteer at elementary schools.

	community service and charity projects.	throughout the year. These include the Turkey Walk fundraiser at Thanksgiving, and gift collection and delivery to the Lokrantz School for Developmentally challenged children, which Oak View has been doing since December 1996. <ul style="list-style-type: none"> • Serving at Missions • Change collections • Authentic learning experiences in community service. • Community Service Club which has projects within and in the community. • The National Charity League sponsors scholarships for girls which fosters community service. Staff Counselor Principal	<ul style="list-style-type: none"> • Credits earned for community service. • Participation in charity activities and projects.
7. Self-direction and planning skills assisted by continuous counseling toward credit completion.	<ul style="list-style-type: none"> • To develop individual goal setting abilities within students. 	<ul style="list-style-type: none"> • Accrual of 230 credits toward graduation Ms. Allen Jeremy Rogers, counselor Teachers 	<ul style="list-style-type: none"> • On-going individual meetings with each student. • Careers class • Monitoring of credits earned each quarter by students. • On the school's Road to Graduation symbols are moved as credits are earned. • Graduation of seniors with post high school plans.
8. Improve intervention strategies for students involved in chronic peer disturbances such as	<ul style="list-style-type: none"> • Staff awareness and immediate intervention. • Teaching coping strategies and student self- 	<ul style="list-style-type: none"> • Girls' retreat • Boys counseling groups • Teen issues groups for boys and girls • OPUSD leadership team 	<ul style="list-style-type: none"> • On-going • Philosophy of accountable talk being reinforced by staff and demonstrated by students. • Decreased referrals • Increased attendance

gossiping, complaining and disrespecting.	directed modifications of these types of behaviors.	<ul style="list-style-type: none"> • Counseling intervention. • Peer mediation • Possible initiation of a 504 plan. <p>Site Team Counselor Principal</p>	<ul style="list-style-type: none"> • Decreased suspensions
9. Workability program to support job skill and placement for special needs students.	<ul style="list-style-type: none"> • SELPA teacher's resources Ventura County SELPA teacher 	<ul style="list-style-type: none"> • Student resumes Student job placements 	<ul style="list-style-type: none"> • 3 students are enrolled in the Workability Program this school year and 2 last year, providing career exploration and support for special needs students with IEP's.
10. Leadership opportunities within the school and classroom and beyond.	<ul style="list-style-type: none"> • Empowerment of students to become involved in meaningful activities beyond the classroom. 	<ul style="list-style-type: none"> • Organization of and participation in school and charitable events. • ASB activities • Student representative on Site Council • Other OPUSD schools i.e. Outdoor Education counselors, tutors • Department of Parks and Recreation • Aquarium Club to maintain the district aquarium. • Students in the Gardening Club maintain a small garden of flowers and vegetables. • Yearbook team and video yearbook team. Yearbook editor and co-editor. • Students raise the flags each day, and patio awning. Students serve as office 	<ul style="list-style-type: none"> • On-going

		<p>and classroom aides.</p> <ul style="list-style-type: none"> ASB arranges charity and social events throughout the year. These include the Turkey Walk fundraiser at Thanksgiving, and gift collection and delivery to the Lokrantz School for Developmentally challenged children, which Oak View has been doing since December 1996. Students serve as office and classroom aides <p>Randi Liepman, ASB advisor Entire Site Team</p>		
<p>11. To maintain field trip experiences.</p>	<ul style="list-style-type: none"> To expand student cultural, historic, and scientific experiences as part of students becoming life-long learners. 	<ul style="list-style-type: none"> Budget CTE field trip. Girls' trips. Moorpark visit Mission visits and tours in which students set tables, serve lunch, clean up, and learning about the homeless--an authentic learning experience. Moorpark teaching zoo 2015 for biology students. Long Beach Aquarium 2015 all students CA Science Center Academic field trips determined by classes being taught. Ecology trip with EcoHelpers in Santa Monica. Academic field trips: Rubicon Theater, Ronald Reagan Library, Getty Villa, 	<ul style="list-style-type: none"> Calendar of school experiences for the school year. 	<ul style="list-style-type: none"> Evaluations of experiences and alignments of experiences to standards

			Holocaust Museum			
			• Site Team			

PRIORITY 5: To enhance teaching and learning collaboration and professional development.

Global Learning Goals: Effective Communicators, Creative Critical Thinkers, Self-directed Learners and Individuals, Healthy and Productive Citizens

Statement: Staff committing to the most effective instructional practices.	Goal	Resources/Responsible persons	Timeline	Evidence of progress / Costs
1. Teach to the preferred learning styles of students.	<ul style="list-style-type: none"> Optimizing student learning through student/teacher understanding of learning styles. 	<ul style="list-style-type: none"> Students take Myers-Briggs Learning Style Inventory Staff takes Myers Briggs inventory Multiple Intelligence Inventory Adjust curriculum to students' needs Teachers create directed Study learning opportunities for student credit recovery. 	<ul style="list-style-type: none"> On-going At the beginning of each school year, and for new enrollees. 	<ul style="list-style-type: none"> Improved grades Susan provides information on the MBLI for students and teachers to use in their respective classes. Increased understanding of student learning styles and designing instruction to help optimize student learning.
2. Improve intervention strategies for students involved in chronic peer disturbances such as gossiping, complaining and disrespecting.	<ul style="list-style-type: none"> Creation of a school environment of mutual respect. 	<ul style="list-style-type: none"> Staff development conferences CCEA Convention Special education resources in the district. On-going counseling from counselor, principal and teachers. Jeremy and staff conduct mindfulness sessions; he acts immediately when a problem arises. Concerns are addressed at weekly meetings. Site Team 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Emails from teachers to parents. Parent/staff/student meetings Fewer referrals Staff awareness and immediate intervention. Students remain until graduation. Staff collaboration as a team to intervene quickly CCEA Costs \$1000

			<ul style="list-style-type: none"> • Counselor & school psychologist 		
3. Examine and interpret individual and group reports for state testing including CAASPP and EADMS.	<ul style="list-style-type: none"> • Utilize student assessments to strengthen student learning. 	<ul style="list-style-type: none"> • Look at student by student growth • EADMS benchmark test score analysis. • Disaggregated data • Syllabi • Teaching and learning plan • Technology <p>Teachers & Principal</p>	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Teachers examine group and individual CAASPP results in September. • Specific analyses of EADMS benchmarks for every student in all classes for reinforcement and planning curriculum to support the learning standards. • Friday study hall for make-up work or extra work. 	
4. Improve the alignment among assessment, texts/materials and curriculum content, sequence and pacing, using the New California Standards to drive the process; insure the assignment of rigorous problems to solve that contain the structure of the New California Standards questions and vocabulary.	<ul style="list-style-type: none"> • Implement EADMS assessments which evaluate student achievement for benchmark standards. 	<ul style="list-style-type: none"> • Incorporation of instructional techniques and strategies into each other's classes. • EADMS Benchmarks to clearly identify what students must know and do. • EADMS resource not just for benchmark testing, but also for bell-work, formative and summative assessments in classrooms. • Writing across the curriculum. <p>Teachers Principal</p>	<ul style="list-style-type: none"> • Weekly, formally during staff and teacher meetings and informally. 	<ul style="list-style-type: none"> • Increases in EADMS testing in each course. • Better writing scores. • Increased writing in all core classes. • Teachers work with English teacher to accomplish this goal. • Increases in benchmark testing scores. • Increase in California State Standards Test scores. • Students write journals relating to the previous day's study in science and English classes. • English bell-work also includes language mechanics. 	

				<ul style="list-style-type: none"> Journals are being introduced as bellwork in social science classes. Q & A bellwork sessions in science classes. Student work samples to critique at staff meetings using shared rubrics. Open-ended assessments
<p>5. The staff meets as a study group to examine professional development articles and student work samples.</p>	<ul style="list-style-type: none"> To maintain intensive collegial collaboration in order to increase student academic achievement. 	<ul style="list-style-type: none"> Professional development opportunities that individual teachers elect to attend. <ul style="list-style-type: none"> CTU trainings Development of rubrics Staff meetings ASCD training program materials. Site Team 	<ul style="list-style-type: none"> Tuesday and Friday teachers' meetings 	<ul style="list-style-type: none"> Developmental training program for teachers and students for writing across the curriculum. Continued development of project and inquiry based learning within individual classrooms through cross-curricular projects. Evidence is the actual projects.

PRIORITY 6: Increased Parent Support and Involvement will assist students in achieving all of the Global Learning Goals.
Global Learning Goals: Effective Communicators, Self-directed Learners and Individuals, Creative and Critical Thinkers, Healthy and Productive Citizens.

Statement: Increased parent support and involvement will assist students in achieving all of the Global Learning Goals.	Goal:	Resources/Responsible persons	Timeline	Evidence of Progress
1. Share information constantly. i.e., parent conferences, Open House, Back to School Night, Student Careers presentations.	<ul style="list-style-type: none"> Continue to explore ways to continually inform parents about student progress and school events. 	<ul style="list-style-type: none"> Hard copies of Progress Reports are mailed 4 times a year at mid quarters. Newsletter Good news postcards All-call telephone notifications E-mails sent to parents Q makes communication with parents easier and more effective. Report cards are available on-line. Hard copies available upon parent request Teachers, principal, counselor 	<ul style="list-style-type: none"> On-going invitations to recurring and on-going special events such as Turkey Walk, holiday gift giving to special needs children, open school events and fall semester student careers project presentations 	<ul style="list-style-type: none"> Parent attendance at Back to School Night and Open House. Participation of parents and alumni in Halloween festivities, holiday gift drive, Manna food drive, barbeques, field trips, and special events. Good attendance at First 5 Meetings. Continued evidence that parents are more proactive than reactive.
2.Site Council membership	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Site Council members call each other and parents exchange emails and phone numbers. Parents participate in staff recognition and appreciation efforts. Parents collaborate with school staff regarding emotional needs, testing, treatment and 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> E-mail information & communication. Good parent attendance at school functions and participation in special school projects.

		<p>counseling options, including emailing parents about their students' social and emotional needs on a daily basis.</p> <p>Site Council contacts all parents to inform them about school activities and community outreach events such as the Turkey Walk Food program each Thanksgiving, and the holiday gift drive for underprivileged children.</p> <ul style="list-style-type: none"> • Site Council has been active in fundraising. <p>Site Team Parents, Student representative</p>		
<p>3. A monthly newsletter, <i>Oak Views</i>, produced by Ms. Allen and the Media/English classes is sent to parents and community supporters informing them of activities, accomplishments, and honors earned by students.</p>		<ul style="list-style-type: none"> • Susan attaches the school district superintendent's budget updates to the school newsletters or budget reports are sent to all parents. • Computers <p>Teachers, students, principal, parents, district office personnel</p> <p>Ms. Allen, students & Site Team</p>	<ul style="list-style-type: none"> • Bi-monthly to monthly 	<ul style="list-style-type: none"> • Mailing of newsletter and feedback • Amount of student participation in creating newsletter

Priority 7: To formalize our assessment program.

Global Learning Goals: Effective Communicators, Self-directed Learners and Individuals, Creative and Critical Thinkers, Healthy and Productive Citizens.

Statement: Continue formalizing the comprehensive assessment program that is in place.	Goal	Resources/Responsible persons	Timeline	Evidence of Progress
<p>1. To formalize an assessment plan, using a data set of major indicators of student achievement and annually review these data for achievement trends, needs, and modification of instruction. Report to parents periodically.</p>		<ul style="list-style-type: none"> • The staff together at the initial staff meeting of the year reviews CAASP test data. • We have a written plan with an analysis of data. • Modifications in instruction based on data results. • Assessment instruments include EADMS benchmark tests, CST science, student pre/post admission GPA's, # graduates per year, ADA rates, ASAM indicators, dropout rates, and numbers of 90 day enrollees. • Charts, graphs • Site Team 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Improvement in mathematics and English CAASP and EADMS test scores in all courses. • Assignments, essays, projects, SRI scores, student surveys, collation of IEP's and addressing student needs in their IEP's, attendance, referrals, improvements in GPA's, outside credits earned, Healthy Kids Survey results, dropout students, GED or CHSPE students. • On-going formative assessments in all classes including chapter and unit tests, • Myers Briggs Inventory and CAMI motivational Inventory. • Clean Teen program

						participation, credit completion, • Senior Exit Survey
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C. FOLLOW-UP PROCESS:

On a yearly basis we will evaluate what we have accomplished for each critical learning and support priority. Revisions and changes will be an on-going element during weekly staff meetings and monthly Site Council meetings.

Progress regarding Oak View High School's Action Plan is reported to stakeholders in the following manner:

- School Board reports
 - Data and evidence shared routinely with stakeholders
 - Staff meetings
 - Progress reports in the school newsletters
 - Updates to students through class discussions
 - Parent meetings
 - The staff prepares annual Reports with goal setting for the next school year.
 - All-call and all emails, Twitter Feeds
 - ASB meetings
- In order to monitor the progress on improvement, the following is implemented:
- A WASC progress report is prepared annually by the staff and reported to stakeholders
 - The staff team meets weekly and regularly to plan activities to meet the goals.
 - Discussion and feedback will be provided to the School Site Council on a monthly basis
 - Maintain alignment with the Single School Plan
 - Adhere to Assessment Plan

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>

School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$

Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP1

1 Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program		<input type="checkbox"/>
	Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG)		<input type="checkbox"/>
	Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
	Total amount of federal categorical funds allocated to this school	\$	

Total amount of state and federal categorical funds allocated to this school \$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Stewart McGugan	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Allen	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randi Liepman	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KC Kelem	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Roberts	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Kellie Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Wendy Specker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Hallie Buenafe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	3	1	2	1

Form E: Recommendations and Assurances

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

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

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **January 19, 2016.**

Attested:

Stewart McGugan
Typed name of School Principal

Signature of School Principal

Date

Kellie Watson
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement Oak Park Independent School

2015-2016



56 73874 5630256
CDS Code

Date of this revision: JANUARY 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Stewart McGugan

Position: Principal

Telephone Number: 818.735.3217

Administration: 5701 Conifer Street, Oak Park, CA 91377
Classrooms: R-1 through R-5

E-mail Address: imcgugan@opusd.org

Oak Park Unified School District

**Submitted for approval by the District Governing Board
February 2016**

SCHOOL VISION AND MISSION

OAK PARK UNIFIED SCHOOL DISTRICT Mission Statement:

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, which includes academic achievement, personal growth, and social responsibility.

OAK PARK INDEPENDENT SCHOOL Mission Statement:

Oak Park Independent School, in alliance with the home, offers an alternative educational pathway to meet the California Content Standards and goals of the Oak Park Unified School District. Students are encouraged to reach their potential in a personalized and caring instructional environment that includes the flexibility to pursue performing and visual arts, athletics and other creative passions. The program provides the necessary differentiated support where students at all ability levels may develop appropriate skills and knowledge necessary to make the successful transition from school to productive careers, continued higher education, and rewarding lives.

OAK PARK UNIFIED SCHOOL DISTRICT PROFILE

As of December 2015, there are 4632 students in the Oak Park Unified School District. There are currently eight schools in the District: Brookside, Oak Hills and Red Oak Elementary schools (K-5), Medea Creek Middle School (6-8), Oak Park High School (9-12) and Oak View High School (continuation 10-12), Oak Park Neighborhood School (Preschool) and Oak Park Independent School (K-12 Home schooling and Independent Study). Student achievement at all levels is high with over 95% of the graduating seniors going on to college. Brookside, Oak Hills, Red Oak, Medea Creek and Oak Park High have all been named California Distinguished Schools. Oak Hills, Brookside, Medea Creek and Oak Park High have received national recognition as Blue Ribbon Schools. Oak View High has been recognized as a Model Continuation School. Parents are very involved in the schools of Oak Park. Traditional schools have a PTA, PFA or PFC, as well as active School Site Council where parents participate in important decisions regarding their children's education and the school's programs. OPIS and OPNS have active parent support groups. Special Education services are available for K-12 students in the Resource Program and in Speech and Language. Special Day

Classes serve students in grades K-12. Oak Park is an excellent district with an enthusiastic teaching staff that is dedicated to excellence for all children. Current technology is a high priority and is available for student use at all levels.

INDEPENDENT SCHOOL PROFILE

Oak Park Independent School was established to serve as an alternative educational environment supporting the needs of students who require a more individualized approach to learning. The school has five classrooms at the District Office Site. Students come to the school from many different areas of Ventura County. Oak Park Independent School serves kindergarten through 12th grade students using home schooling, independent study, on-line and college class strategies to meet their unique requirements.

In the spring of 2013, OPIS was awarded by the WASC Accreditation a term of six years with a three-year review visit. We will submit our three-year progress report May 2016.

Oak Park Independent School is an alternative educational program for students in grades kindergarten through 12 for families and students with the time, energy and desire to learn at home. Regular attendance at weekly teacher meetings is critical to academic success. In addition, students spend three to six hours per school day completing work. Parents of elementary children are required to give direct instruction, correct work, and oversee projects. Students are credited for attendance based upon the amount of work completed and assessment of their learning. Elementary students and their parents meet with their credentialed teachers in a classroom located on the District Office Site each week for one hour to review student work, have their learning assessed, and obtain weekly assignments. These children use district adopted textbooks and supplementary materials based on district and state standards.

Middle school students meet with an assigned teacher every one or two weeks, when they turn in completed assignments, learning is assessed, and new assignments obtained.

High school students require a high level of motivation and independent learning and planning skills, as the students themselves are primarily responsible for their learning. Students in grades 9-12 usually meet weekly or bi-weekly with credentialed teachers at the District Office Campus. Some appointments may be longer based on needs. Students

work with district adopted textbooks as well as supplementary materials. Teachers monitor the success of all students, administer assessments, and make referrals as needed. Students in this program must earn 240 credits in order to receive a high school diploma. The high school program offers college prep and non-college prep programs. The courses are approved by the UC system as meeting a-g requirements.

Students and parents of Oak Park Independent School are motivated and involved with the school community. At home, parents are asked to set aside a permanent learning station/study area. Through the cooperation of Oak Park Independent School's teachers and parents, students are offered enrichment classes and activities including a Science Fair, Authors' and Artists' Fairs, field trips, academic labs, and cross-aged tutoring. Students at the high school level are encouraged to take community college classes. Oak Park Independent School students meet all of the course and graduation requirements of the Oak Park Unified School District. Instruction is delivered through a variety of strategies that meet state and district standards.

Self-motivation and self-discipline are keys to success in a home study/independent study setting. Students who are not able to complete their assignments successfully are returned to their neighborhood school.

In the summer of 2014, with the significant growth in student population in the OPIS program, the school moved from its original Red Oak Campus site to the District Office site, adjacent to the Oak View high school campus. This move has allowed the principal to spend more time with the OPIS staff and has made it much easier to communicate on a daily basis. We have five recently refurbished buildings that are absolutely beautiful. We have added lunch tables to a small courtyard in front of the buildings where students and staff can eat or study. There is beautiful landscaping throughout the new area and a beautiful sign to identify that this is home to which OPIS sits in front of the school. Our staff feels like we finally have a campus that we can call home.

We now have one classroom that is solely dedicated to our labs, so we do not have to share a room with a teacher while the lab is going on. Having to share the space in the past was extremely distracting for all of our students and teachers. With the additional space, OPIS was able to add two new academic labs, which give all levels of students extra opportunities to come in for extra help with assignments and get additional clarification to their questions. Parents were asking for extra time with teachers and this was a great solution.

OPIS has also ramped up the OPIS Associated Body (OSB) and has added a middle school OSB program that is meeting weekly. OSB, as well as the additional labs, gives our students an opportunity to interact with their peers, which is sometimes difficult in an independent school setting. We have also teamed up with Ventura County Innovates (VCI) and Oak View High School to offer two electives; Manufacturing Guitars and Digital Imaging Heat Transfer. Through various fundraisers, OSB was able to raise money to support our military troops, our school and other local elementary schools. The OSB also created logos and school colors for OPIS.

Staff

There are currently eight full-time teachers, and one .5 FTE teacher to meet the instructional needs of our increased enrollment. One teacher predominantly works with elementary students and some middle school students. The other teachers work with middle and high school students individually, covering all of the required courses needed for graduation. The teachers have maximum caseloads of 28 students each. Each week, tutorials are offered to groups of students for specific assistance across the curriculum. In 2014, we hired a full-time Clerical support position instead of having two part time positions. This has allowed for continuity in the program. An office manager supports the Independent School and coordinates the work of the SSA. In the summer of 2015 the clerical support moved to the Alternative Education main office on the Oak View High School campus. The staff is Caucasian and in the 35 to 55 age range. OPUSD does not discriminate based on race, ethnicity, gender, age, or religion. OPUSD is an equal opportunity employer. Oak Park Unified School District recruits and employs qualified, credentialed teachers.

In the summer of 2014, Oak Park Independent School added the services of a school counselor, who is shared with Oak View. This was drastically needed with the high demands of our OPIS students and with the many college applications that need to be addressed.

ANALYSIS OF DATA

School enrollment is 207 students, as of Fall 2015. Students from outside our district total approximately 181 students, which is over 87% of the total enrolled. This poses a challenge as we encounter a wide variety of academic skill sets among our students from various outside districts. Students arrive from private homeschool situations and on-line schools. These K-8 students often have gaps in their learning, while the high school

students are often credit deficient. Prior to enrolling with us, it is not uncommon for numbers of students to have limited time in a public school.

We are quite gender- balanced. Our special education and 504 populations are only a total of 4 students.

The class of 2015 had 44 graduates. Additionally, once again, 100% of OPIS seniors passed the CAHSEE requirement for a high school diploma. Our graduation rate was a solid 100% for the past six years. These results are extremely encouraging and very important to our students' success and graduation. Historically, all OPIS students are successful in meeting the Exit Exam requirement in time for graduation. Students needing remediation and intervention are provided CAHSEE intervention materials throughout the school year and we expect to maintain the 100% pass rate for all 12th graders who are required to pass as a graduation requirement

As we look at the STAR data below, it is noted that as the grade level increases, along with the demands of the subject matter, several more students are in the less than proficient category. We interpret with caution, as the small participation numbers do not lend themselves very well to validity.

Science STAR

In 5th grade science, there were 3 participants and all scored proficient or above.

For the 8th grade science test, 24 students took the test and 75% scored proficient or above.

For the 10th grade life science exam, 22 students took the test and 68% scored proficient or above.

Additional Comments

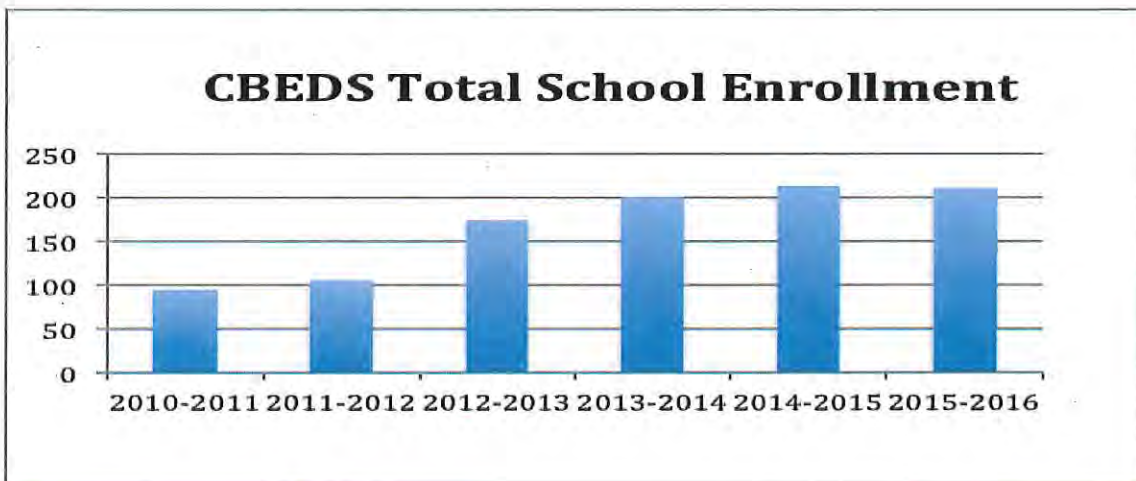
We analyze scores on an individual and course basis and focus particular attention on our scores needing growth. We will review our syllabi in light of the Blueprints, released questions and the emphasis on certain content standards throughout instruction. We will analyze the reporting clusters in each CST, CAASP and revise our focus of instruction, syllabi and pacing guides

Ongoing formative assessment gauges the knowledge, skills and problem solving abilities. Teacher-generated assessment measures include chapter and unit tests. We are revising our course design and placement of students in Algebra and Geometry, and our two-year Algebra course. All students that are coming from outside of the district must take an entrance Math placement exam. This is helping us properly place students in the correct math area. We have supplemented Teaching Texts math program to include more accurate formative assessment of progress towards mastering the content standards by using Kahn Academy. In the 2015-2016 school year we are currently piloting Big Ideas math curriculum and reviewing Oak Meadows English and History adoptions.

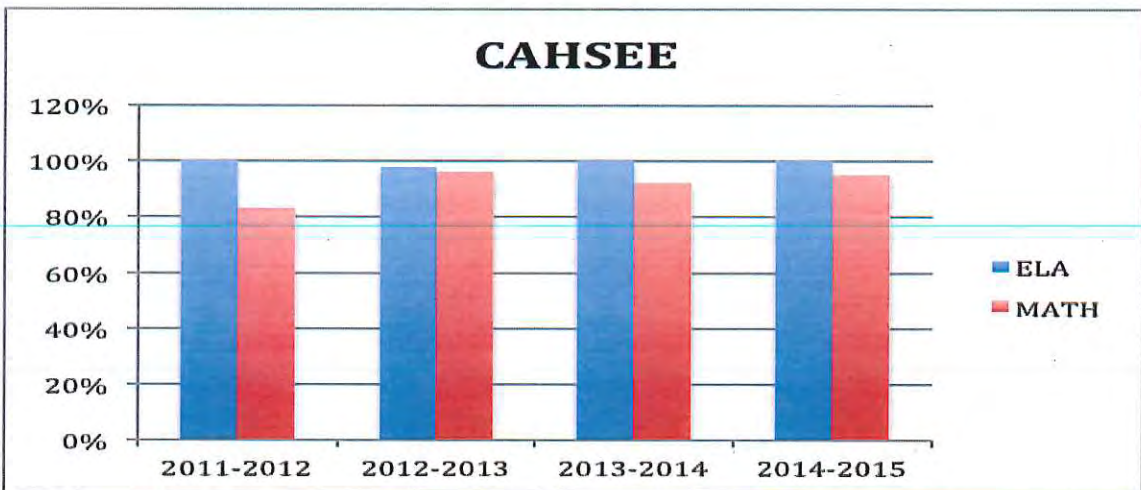
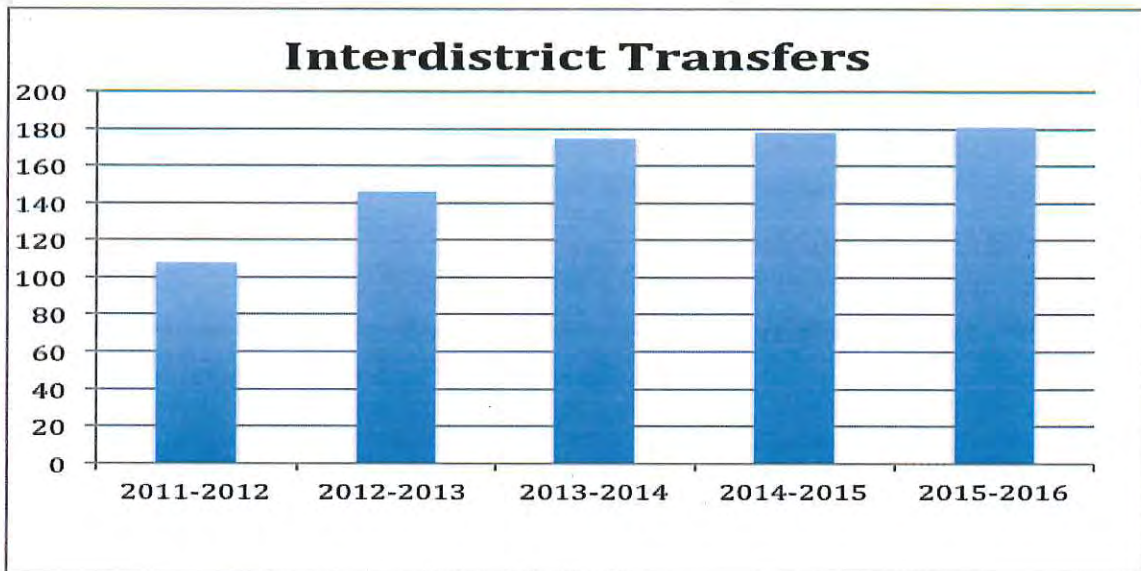
The principal and teachers analyze all of the standardized mandated test scores and implement measures to address low performing students and the weakest skills indicated by the tests. We are using Math scores and the SRI scores to help teachers use data to group students by skill deficiencies for remedial instruction.

The best indicators the classroom teacher has for reading, writing, and speaking skills are the levels of language arts materials they can read and understand, and the level of sophistication in their written skills. The same is true in other classes. The knowledge and skills that students demonstrate on a daily basis are the most valid indices. Teacher-generated assessment tests and projects are used in all classes.

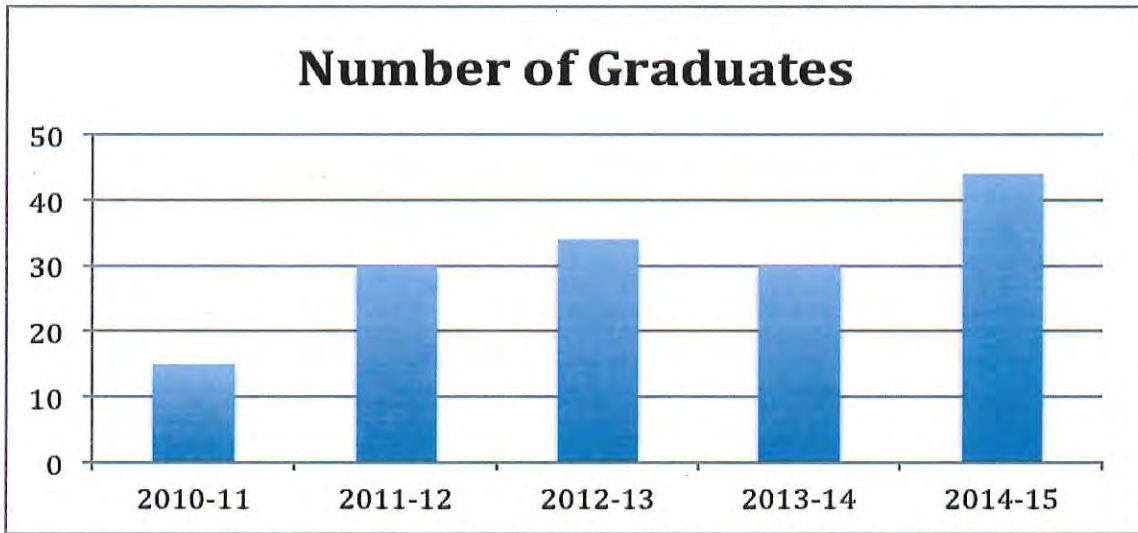
Multi-Year Data



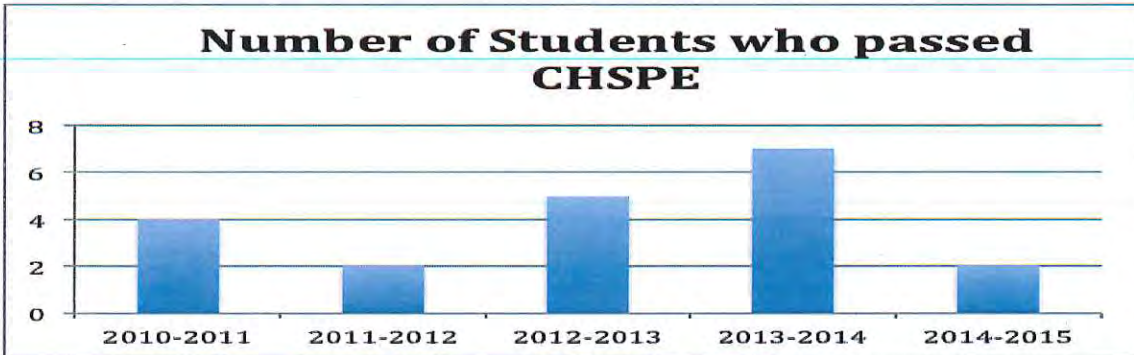
Students living outside of our district continue to be the significant majority of the enrollment.



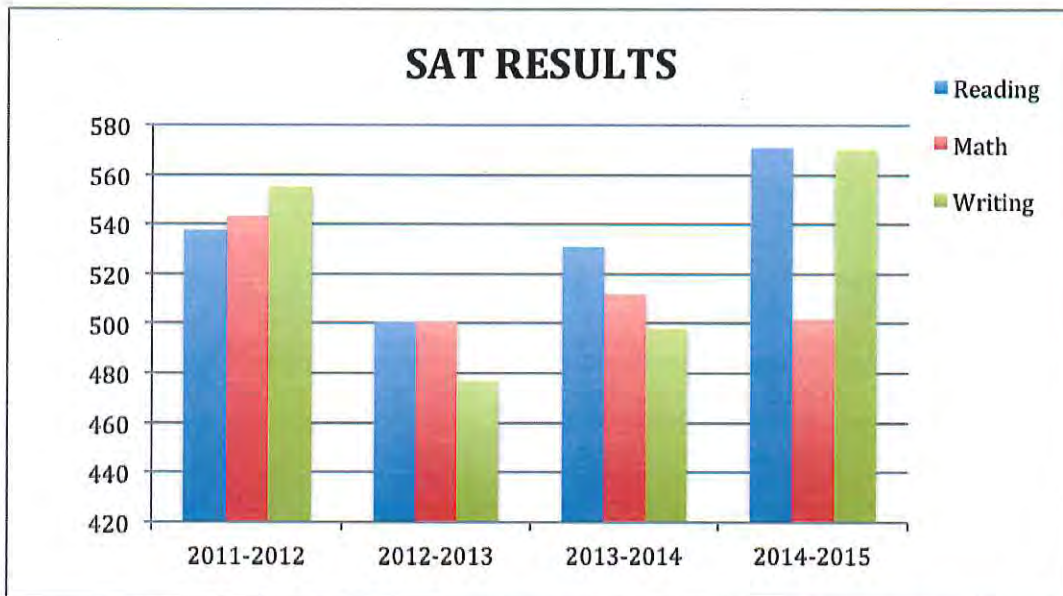
100% of our seniors passed the CAHSEE in time for graduation. The above data summarizes the results for grades 10-12.



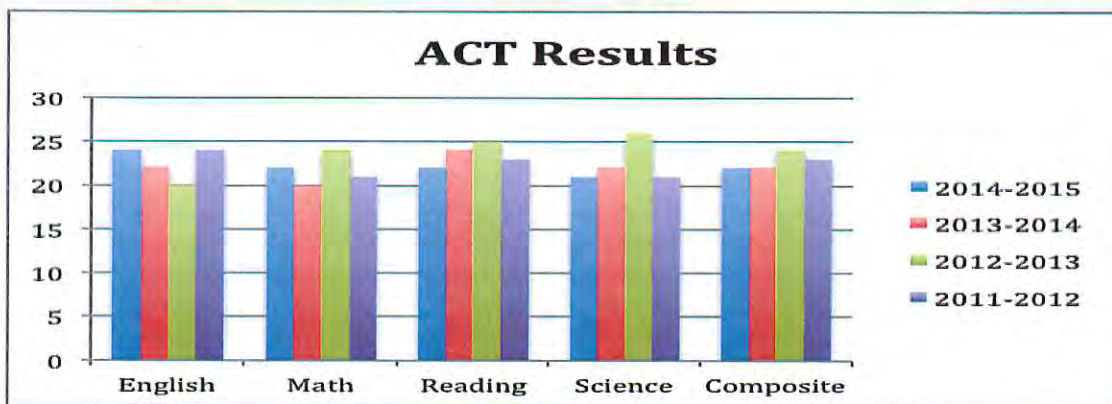
California High School Proficiency Exam (CHSPE)



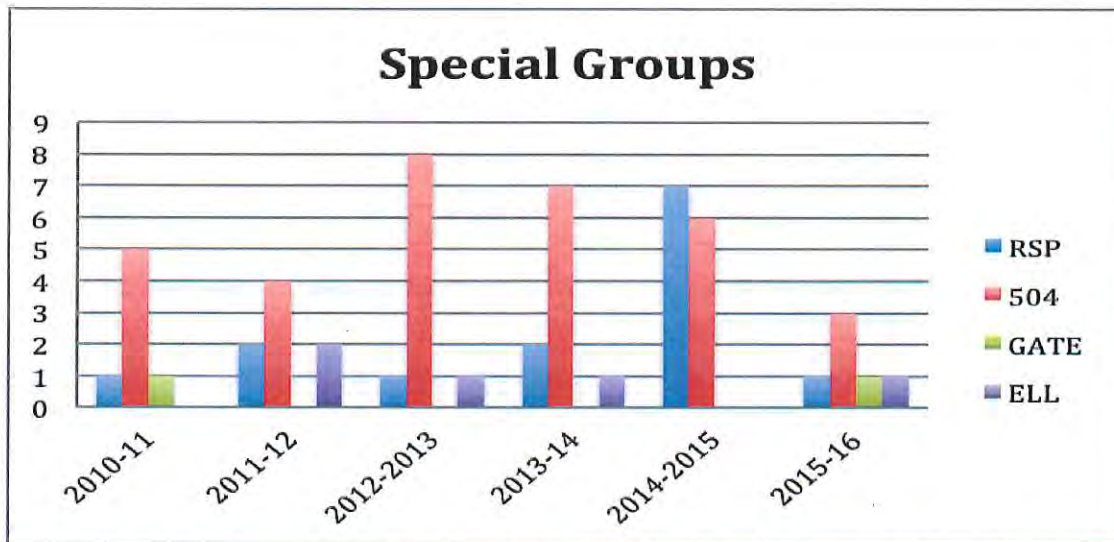
Each year, several students choose to earn their equivalency certificates. Students enter college or career early. Our school counselor meets with parents and students to help make an informed decision.



Scores are quite consistent and in the average range, qualifying our graduates for admission to the Californian State College system. The Reading and Writing scores significantly increased in 2015. We note that school year 2012-2013 was a bit of a low point. The rather small sample size makes it difficult to arrive at totally dependable conclusions.



Scores are quite consistent and in the average range, qualifying our graduates for admission to the Californian State College system. On average we only have 3-5 students take part in the ACT exam each year. The number of students taking the ACT at the very most has only been 6 students in the 2014-2015 school year. Our average OPIS student score compared to the State average is almost identical. The rather small sample size makes it difficult to arrive at totally dependable conclusions.



Special Groups enrollment is on the rise, with attention deficit issues as the predominant issue. Students and parents report that a home learning environment is much better for them.

Track	2015-2016			
School	OPIS			
Count of Student		Gender		
Grade	Ethnicity	Female	Male	Grand Total
01	White		1	1
01 Total			1	1
02	Hispanic	2	1	3
	White	1	1	2
02 Total		3	2	5
03	Asian-Other	1		1
03 Total		1		1
04	Black or African American	1		1
	White	1		1
04 Total		2		2
05	Asian-Asian Indian	1	1	2
	Black or African American		1	1
	Hispanic		1	1
	White	4	2	6

05 Total		5	5	10
06	Black or African American	1		1
	White	2	1	3
06 Total		3	1	4
07	Asian-Chinese	1		1
	Black or African American	1		1
	Hispanic	1	2	3
	White	9	6	15
07 Total		12	8	20
08	Asian-Chinese		2	2
	Asian-Korean		1	1
	Asian-Other	1		1
	Black or African American	1	4	5
	Filipino	1		1
	Hispanic	4	2	6
	White	11	11	22
08 Total		18	20	38
09	Black or African American	2	1	3
	Hispanic	2	1	3
	White	15	11	26
09 Total		19	13	32
10	Asian-Chinese	1		1
	Black or African American	2		2
	Hispanic	1	1	2
	White	10	8	18
10 Total		14	9	23
11	Asian-Asian Indian		1	1
	Asian-Japanese	1	1	2
	Black or African American	1		1
	Filipino		1	1
	Hispanic	2	3	5
	Pac Islander-Hawaiian	1		1
	White	20	11	31
11 Total		25	17	42
12	Black or African American	2		2
	Hispanic	1	2	3
	White	15	9	24
12 Total		18	11	29
Grand Total		120	87	207

In the 2015-2016 school year we have more females than males and have an eclectic group of ethnicity

Staffing and Professional Development

Oak Park Independent School supports the OPUSD Moral Imperatives, including the belief in professional development as the key to fulfilling our vision for teaching and learning. This needs to be authentic and differentiated just as instruction is for our students. Teachers who have gained particular expertise should be teaching other teachers in our district. Teachers need choices and need to invest in their own professional development plan and implementation.

Staff has access and funding support for specialized staff development opportunities. Our elementary teacher teamed up with our district science specialists to work on common core alignment for 4th grade science. They have decided to use the new Science Fusion program and our parents have received it extremely well. All teachers by the end of the year will have participated in math, science and language arts common core awareness training with the District consultant. Teachers participated in Mac Laptop training and learned how to use the updated student database system. Four teachers and the counselor completed the two and half day CCIS (California Consortium for Independent Study) Conference. Two teachers completed their preparation as 21st Century specialists and are beginning to implement the technology with the assistance of 10 student computers and a smart board. One of our teachers completed the Tier 1 and 2 VPSS Science. At the start of the 2015-2016 school year two of our teachers have completed the Critical Thinking Institute training through UCLA. The principal completed a WASC visit as a team member at Agoura high school in 2014.

Teachers have opportunities for leadership development through membership on district committees and through leadership in programs, such as physical fitness test coordination, State testing, tech lites and curriculum council.

The NCLB imperatives for highly qualified teachers are supported at Independent School. In collaboration with OPUSD personnel and secondary education support staff, we are ensuring that all teachers are documented as highly qualified.

The principal sends notifications of staff development opportunities via e-mail to all staff, as does the district office. We are establishing a culture of life-long learning among all staff. We are developing study groups of

teachers to share expertise and to examine model practices, with the goal to improve teaching and learning.

The OPIS school counselor continues to serve all OPIS students. The counselor also participates in professional development through attendance at local and statewide counselor association inservices and other workshops with a focus on adolescent depression, bullying dynamics, girls empowerment groups and chemical dependency issues and is a member of our district Safe Kids Task Force.

Our school counselor has greatly enhanced services and support for our students. He provides regular updates to parents and staff regarding progress towards graduation, counseling issues and meetings with students and parents to enhance achievement and learning.

Independent School supports the California State Board of Education whose policy states " . . . all students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their educational, academic, career, vocational personal and social needs at all levels of development." The foundation of our developmental school counseling addresses:

Academic Development
Career Development
Social Development

Based on student data, achievement and needs, our staff development is focused on developing clear expectations across a standards-based curriculum, enhancing the academic rigor of teaching and learning, content literacy, test-taking skills, and differentiated instruction for all students and subgroups.

TEACHING AND LEARNING

Teachers convene twice per month in a faculty/departmental format. A lead teacher facilitates this group, with a focus on standards-based teaching and learning projects and issues, curriculum adoption and

development. This has been a really nice way to develop leadership among the staff, as well as group cohesion and teamwork.

Studying independently requires rigor and discipline. Elementary students utilize many of the same textbooks as the other OPUSD elementary schools, with additional supplementary materials provided. Students in elementary grades work with their parent/guardian and teacher to master skills and are challenged to go further in each area of study. Some students receive remedial academic assignments to bring their skill levels up whereas others are eager for more difficult assignments. Teachers personalize educational plans for each student and build rigor as student competencies are demonstrated. Courses are district and state standards-based and middle and high school students also use district- adopted textbooks with supplementary materials. The board adopted curricular materials are rigorous. A-G courses have been approved by the U.C. system that indicates challenge and rigor. There are numbers of students who take the SAT and ACT for college entrance. High school students enroll in courses at the junior colleges and succeed; this is rigor and challenge for them and preparation for post high school college work. There are numbers of students who graduate from the OPIS program who go on to succeed at various universities across the country.

Both non-college prep and A-G college prep courses are available to OPIS students. Several of the acting OPIS High School students have chosen the Non-CP route because the rigor of College Prep courses coincide with their busy acting career. High school students concurrently enroll in junior colleges to take challenging courses, especially in science and math.

All students in grades Kindergarten through Grade 12 have access to the Oak Park Unified School District's program. They have personalized lessons within each grade level's standards-based curricula. They have access to a great variety of textbooks and instructional materials geared to their abilities, interests, and needs. Elementary students follow the OPUSD courses of study for each grade. Middle school students adhere to the district course requirements, and high school students complete the 240 credits for graduation, prescribed by the district for its traditional and alternative high schools. Discussions about personal and school-to-career goals begin with middle school students and become very specific as high school students. Teachers encourage students to complete one or more junior college courses, in preparation for 4 year or 2 year college enrollment. Teachers also encourage students to take career-training classes and to get work experience. A meaningful bond is created and the teacher becomes the confidant, cheerleader, and motivator.

In order to get elective classes and upper level science and math courses, some students prefer to take college courses concurrently with their high school studies and this assists them in acquiring courses they need to fulfill graduation requirements. A few students elect to take the California High School Proficiency Exam each year.

OPIS students participate in the district STAR content standards testing and the California Assessment for Student Performance and Progress (CAASPP) testing. The district encourages teachers to discuss student profiles with each student in order to determine the accuracy of the test results. The OPIS staff has started this dialogue with their students. The teachers determine whether the student gave his/her best effort on the test or not. They seek to find remediation tools for students if they ascertain that they are necessary. Site Council parents suggested that test-taking materials be made available to parents who request them to help prepare their students for the formats of the tests. Even though the concept of testing is one that is not central to home schooling parents, they understand the pressures and the need to encourage students to show what they know and can do. The home schooling community, which includes teachers and parents, believe in educating the whole student. They are interested in students having positive self-esteem and confidence. They want their students to enjoy learning without overwhelming pressure during the learning process. The district has an emphasis on developing reading skills in each student. Reading comprehension is at the root of student success in every subject and on many tests. OPIS is committed to doing everything possible to build the reading skills of their students.

Teachers inform parents about student successes and areas in which additional practice is needed especially in grades 2-8. Faculty members conduct writing workshops based on the Columbia Model and provide academic tutorial sessions where students can meet with teachers and get extra assistance. In 2013-2014 we added two new math labs for middle school and high school students and two new general academic labs for all subjects for middle school and high school students. The elementary program has recently piloted the Go Math program and is looking for ways to supplement the curriculum. New out of district students and parents have struggled a little with the adoption of the Go Math Curriculum.

Enrichment field trips are arranged throughout the year and parents accompany their students. Trips scheduled include the California Science Center, Whale Watching, Getty Villa in Malibu, Shakespearean plays Hamlet, Macbeth, and Twelfth Night, Guide Dogs of America, Anacapa Island, Jet Propulsion Laboratory, Reagan Library, D.W. Drum Co., Museum of Natural

History, Van Nuys Airport, Aquarium of the Pacific, Geocaching, Port of Hueneme, and a walking tour of downtown Los Angeles.

Parents participate with their students in community service opportunities such as making blankets and stuffing backpacks for disadvantaged children.

The OPIS staff holds a new family orientation meeting in the spring of each year and an Open House. The school counselor conducts graduation and college information meetings for seniors and their parents, and follows up with individual meetings.

OPPORTUNITY AND EQUAL ACCESS

The OPIS program is totally focused on individual learning plans for each student. The one-to-one teacher to student relationship through regular meetings helps to ensure that the students are completing the required K-12 standards-based courses of the Oak Park Unified School District. Students in grades 9-12 complete courses toward the 240 credits needed for graduation. Community service is now an option for students and school credit is available.

Teachers direct high school students to take courses at junior colleges for challenge and elective experiences. Our counselor works with students to complete high school requirements as well as planning post-high school directions with them. The school counselor conducts a Seniors Evening at the beginning of their senior year in which the various requirements needed for graduation and entering college are described for students and their parents. The addition of a counselor to help teachers with keeping track of credits would be helpful.

Students who demonstrate a lack of adequate progress are reviewed through the Student Study Team process. Strategies and interventions are discussed and implemented to improve student performance. When appropriate intervention fails to bring about positive change, a student may be considered for a 504 plan, if applicable, or a special education assessment may be conducted. All laws and procedures afforded to such students are followed.

504 Plans are developed for students who qualify. This plan is reviewed at least annually and modified accordingly. Similarly, Individualized Education Programs are developed for students who qualify for special education services. OPIS is considered only if it is an appropriate placement to meet the unique needs of the identified student.

These are reviewed at least annually, and revised goals and objectives are developed and implemented. A complete assessment is conducted every three years.

INVOLVEMENT

OPIS has five classrooms located on the District Office Site. The classrooms are clean, neatly organized, and attractive. There are plentiful bookcases and filing cabinets containing the huge variety of instructional materials for students of differing abilities in grades K-12. The bulletin boards display student work and photographs of students participating in different activities. The tables where students and teachers meet are large with room to spread out assignments for the teacher to assess while students take tests or rework assignments.

The independent study format supports learning through the powerful one-to-one student teacher meetings. Students have the teacher's undivided attention to answer their questions, explain successive assignments, administer assessments and discuss subject matter covered. Students know that they can contact their teacher between meetings by telephone or e-mail. Students feel that they have a new, special relationship with a teacher who is more accessible than possible in traditional classrooms with 20-35 plus students. Teachers care about the whole student.

Our website has been greatly enhanced and is a wonderful outreach tool. The school newsletter has its own style and reflects the strong home/school connections in our program. Several of the OPIS parents and students are following the OPIS/OVHS Twitter account and all OPIS parents receive the weekly Enews letter on Sunday nights. Trust, respect and professionalism are found among the staff. The staff meets weekly or bi-weekly to discuss issues of importance and to work to strengthen their instructional programs. They work together, share materials, and sometimes group students for tutorial instruction. If a student is having a hard time understanding a mathematical concept, teachers may ask a colleague to provide a new strategy or explanation. The long hours of staff

meetings required completing the student, parent and staff handbooks and this in-depth self-study has shown the respect and professionalism of the staff. They are committed to working as a group. The staff provides support for one another and shares ideas.

Teachers and the counselor guide students to take classes at local junior colleges, work experience, and community service opportunities. Students can enroll in certain courses at the middle school for electives as space permits. Students may enroll in music and drama classes at the high school, as openings are available as well as computer, science and art classes.

Our counselor will monitor student transcripts, and counsel individual students. Students need reminders about the various activities at the middle and high schools in order that they can decide to participate or not. A school newsletter has been started and information about such events will be included. An effective School Site Council supports our program. Parents, teachers, other school staff, students and community members meet each month and report activities to the Board of Education. Our council members enthusiastically and conscientiously offer guidance.

Oak Park Independent School Title I - School Parental Involvement Policy

PART I GENERAL EXPECTATIONS

Independent School agrees to implement the following statutory requirements:

The school will distribute a School Parental Involvement Policy to parents of child participants, developed and approved by School Site Council.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school will adopt the School Parental Involvement Policy as a component of its school-parent compact.

The school agrees to be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

Distribute the following materials to parents: Districtwide Parental Involvement Policy, the School's Parental Involvement Policy, and the School-Parent Compact

School Site Council will approve these documents each year.

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

Make copies available in the school office.

Placed in Registration Online forms.

Placed on the OPIS Website.

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

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

4. Independent School will convene an annual meeting to inform parents of the following:

That their child's school participates in Title 1

About the requirements of Title 1

Of their rights to be involved. This information about the Title 1 program will be disseminated to parents during Student Study Team Meetings

5. Independent School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.

6. Independent School will provide information about Title 1 Programs to parents of participating children in a timely manner:

Quarterly updates as to student's progress.

Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Independent School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program

Members of the Student Study Team will describe the program to the parents

Back to School Night program/Enews will assist in informing parents about curricular activities

8. Independent School will provide parents of participating children opportunities to participate in the decision making process relating to the education of their children:

Teachers and parents have the right to request a meeting to discuss the academic progress of students.

During Student Study Team meetings parents are encouraged to actively participate in the decision making process.

Five week progress grade reports and quarterly report cards will be posted for parents for academic progress and achievement.

9. Independent School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

Board Policy outlining complaint procedures can be found in the parent handbook, posted on the school's website and available in the school's office.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Independent School will build the school's and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

Back to School events

- School Site Council Meetings open to the public

Parent volunteerism and participation

Districtwide committees developing curriculum and policy

2. The school will incorporate the School Parental Involvement Policy as a component of its School-Parent Compact:

The District-Parent Compact and the School-Parent Compact are found in the registration packet and in the school office.

All families are required to read, sign and return both compacts.

3. The school, with the assistance of the District, will provide parents with the following information in the following ways:

The state's academic content standards

The state's student academic achievement standards
The state and local academic assessments including alternate assessments

The requirements of Title 1

How to monitor their child's progress

How to work with educators

This will be accomplished by conducting meetings including Open House, Back to School Nights, and parent conferences.

4. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent participation by:

Informing teachers of school and District parent involvement policies.

Discussing strategies for involving parents at regular staff meetings and District workshops.

5. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

School Newsletters which are sent to all families

The school website that is updated regularly

SST confirmation letters that are sent to all families of participating students

Teacher /Parent communiqués

PART V ADOPTION

This School Parental Involvement Policy has been developed and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Independent School on January 14, 2015 and will be in effect for the 2014-2015 school year. Independent School's notification to parents of this policy will be in an understandable and uniform format, and provided for community access on the Independent School Website.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal #1 Language Arts

By June 2016, In Language Arts 90% of students will perform in the proficient or advanced levels, as determined by benchmark assessments and grades.

Goal #1 Language Arts					
By June 2016, In Language Arts 90% of students will perform in the proficient or advanced levels, as determined by benchmark assessments and grades.					
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:			
All Students 2-11 12 th grades students		The number of students receiving D/F grades will be decreased in Language Arts. Benchmark assessments at all grades levels will see an increase.			
Means of evaluating progress toward this goal: Analysis of Test Scores Formative classroom assessments SRI results		Group data to be collected to measure academic gains: SRI Data Student Grades			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ² Completion Date	Proposed ³ Expenditures	Estimated Cost	Funding Source

1 See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

2 List the date an action will be taken or will begin, and the date it will be completed.

3 If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Evaluate and implement on line course resources, in collaboration with district tech personnel (Kahn)	September 2015			
<p>A group of teachers/counselor/principal will attend state wide CCIS conferences</p> <p>Target the Key/Power Standards; Use the New California State Standards and standards-based syllabi to drive instruction</p> <p>Refine the alignment of assessments, texts/materials and instruction to the standards, using the New California State Standards blueprint expectations to drive instruction</p> <p>As a faculty team, examine student work samples and common assessments to inform instruction</p> <p>Expand tutorials to include assistance in all core subjects and across grade levels</p> <p>Implement the OPIS/district benchmark and formative assessments in language arts</p> <p>Implement smart board instruction in labs</p> <p>Provide appropriate test-taking skill training and increase the quantity of quizzes and tests in class</p> <p>All students will engage in specific instruction for expository writing standards</p> <p>Prepare students to evaluate their own</p>	<p>September 2015</p> <p>2013-2015</p> <p>Ongoing (new staff)</p> <p>Ongoing</p> <p>October 2014</p> <p>Ongoing</p> <p>September 2013</p> <p>Ongoing</p>	<p>Conference attendance</p> <p>In-service materials</p> <p>Tech Committee/Ty DeLong</p>	<p>\$2000</p> <p>Site/DO</p> <p>DO</p>	

<p>writing and projects, using clear expectations, rubrics and models</p> <p>Monitor the implementation of IEP goals and objectives, including attendance in study skills class support and other designated services, as well as designated accommodations</p> <p>Consult and collaborate with student health care professionals and counselors for recommendations in the implementation of our educational plan for specific students</p> <p>Implement, analyze and adjust instruction through use of SRI Profile Results</p> <p>Diagnose and remediate learning gaps in our special needs population. Collaborate with case managers on the IEP goals and establish clear responsibilities between teacher and case manager for assessment and instruction</p> <p>Inform the site council and parents regarding teaching and learning</p> <p>Create cross curricular mapping for writing skills with 10th grade World History emphasis</p> <p><u>Professional Development Activities for <i>All</i> Plan Goals:</u> <i>Through faculty group meetings and collaboration:</i> Complete VCOE training to be highly</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2015</p> <p>June 2014/Ongoing</p> <p>Ongoing</p> <p>June</p>	<p>Teachers in class test and quizzes</p> <p>Ty DeLong</p> <p>Individual Teachers</p>	
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qualified	2015-Ongoing	Teachers	
Examine the released CAASPP testing questions to inform about rigor, scope and focus for assessment, materials and instruction		Faculty Meetings	
Revise standards-based course syllabi for all courses to address NCSS standards; begin to use the NCSS standards	Ongoing		
Plan instruction, using the concepts, components and strategies of NCSS standards-based instruction	Ongoing		
Using a study group format, faculty reviews current research literature regarding powerful teaching and learning	Ongoing	Staff Meetings	
Continue to develop Rubrics and model papers to be used across classrooms, particularly in language arts writing standards development	Ongoing	Individual Teachers Faculty Meetings/DO Committees	
Develop Test-Taking instructional strategies Insure Academic Rigor with higher thinking skills in student work assignments across all subjects and classrooms	Ongoing		\$500
In faculty group meetings, utilize effective practice in group dynamics, collaboration and teambuilding strategies to improve instruction and learning	June 2014-Ongoing		
OPIS teachers will continue to participate in district curriculum meetings and			

<p>projects, and collaborate with VCOE consultants, textbook representatives and district language arts and math teachers regarding strategies, materials, and assessments, and pacing and sequence plans</p> <p>OPIS teachers will host visits from other site faculty and will visit other sites as appropriate for collegial sharing and learning</p> <p>Focus instruction on the Power/Key State Standards in teaching and learning materials and activities</p>	Ongoing			
	Ongoing			
	Teachers			

Goal #2 Mathematics and Science

By June 2016, students taking Mathematics and Sciences in all grades will perform in the proficient or advanced levels, based on grade level assessments and report card grades.

By June 2016, all grade 2-6 students will have participated in at least four of the elementary academic labs.

<p align="center">By June 2016, 75% of students will have participated in two or more math labs at the high school or middle school levels.</p> <p align="center">By June 2016, 100% of all students taking Biology, Chemistry or Physics will participate in all science labs.</p>						
goal:	Student groups and grade levels to participate in this	group:	Anticipated annual performance growth for each			
All students			Grades 2-6	as much as 30% growth		
			Grades 7-12	as much as 50% growth		
Means of evaluating progress toward this goal:		gains:	Group data to be collected to measure academic			
Analysis of test scores Formative classroom assessment Attendance records for academic labs			Rosters from labs Meeting notes from Committee Report Cards			
<p>Actions to be Taken to Reach This Goal⁴</p> <p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <p>Refine the alignment of assessments, texts/materials and instruction to the standards, using the Common Core blueprints and released questions to drive instruction; insuring the use of rigorous problems with Common Core structure and vocabulary, with pacing and sequence to address the power</p>	Start Date ⁵	Proposed Expenditures ⁶	Estimated Cost	Funding Source		
	Completion Date					
	Ongoing					

⁴ See Appendix B: Chart of Requirements for the SPSPA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

standards and CAASPP testing.				
Implement Smart Board instruction Continue to use math placement assessments for all new students	Ongoing			
In grade nine, the 8 th graders who completed Algebra Readiness will take a two-year Algebra (Alg 1A and 1B) course, beginning in grade 9	Ongoing			
Purchase additional computer assisted texts and materials for math program, including <i>Teaching Texts</i> , <i>Kahn</i> supplemental on line	Ongoing			
Identify and evaluate the rigor of standards-based content in <i>Teaching Textbooks</i> and align with the <i>CAASPP</i> guides.	Ongoing			
Provide specific remedial instruction, both individualized and through expanded math tutorial labs for students	Ongoing			
Provide appropriate test-taking skill training and more opportunities for quizzes and tests in the classroom and in labs	Ongoing			
All students will engage in specific instruction to remediate deficiencies in math skills.	Ongoing			
Students deemed below basic will engage in required meetings and activities as coordinated by the school counselor, for	February 2014			
		Math grade level or subject specific testing materials		District
		Books increase in enrollment	\$5000	District
		Expand lab offerings at all levels	\$1000	District
		Teacher lead one on one meetings		

necessary transitions to next grade level	Ongoing	Counselor		
<p>Monitor the implementation of IEP or 504 goals and objectives, including attendance in study skills class support and other designated services, as well as designated accommodations</p> <p>Consult and collaborate with student health care professionals for recommendations to our educational plan for specific students</p>	Ongoing	Counselor/Ventura County Behavioral Health		
<p>Inform the site council and parents regarding teaching and learning</p> <p>Collaborate with the district office tech department for the implementation of a smartboard</p>	Ongoing	Site council meetings Tech Department	\$5000 \$300	District District
<p>Send all call emails to parents advertising new labs and the importance of them</p> <p>Review the Next Generation Science Standards geared towards power standards.</p>		All call system		District

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe ⁷)	\$

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

Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:⁸

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

Names of Members	Principal	Classroom Teacher	Classified Staff	Elementary Parents	Secondary Parents	Community Member	Secondary Student
Stew McGugan	X						
Barbara Harrison		X					
Linda Roberts			X				
Debra Reublin					X		
Jacque Mills					X		
Christine Brown						X	
Lori Glazer		X					
Gabrielle Reublin							X
Numbers of members of each category	1	2	1	0	2	1	1

Form E: Recommendations and Assurances

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

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

 X Other Site Council considered recommendations, information and input from opusd curriculum council, opusd leadership team, principal's group, ASB student group and other parents

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council at a public meeting on:

January 18, 2016

Attested:

Stewart McGugan
Typed name of school principal
Date


Signature of school principal

Jacque Mills
Typed name of SSC chairperson



Signature of SSC chairperson Date

Form C: Programs Included in this Plan – Brookside Elementary School

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
List and Describe Other State or Local Funds <input checked="" type="checkbox"/> <ul style="list-style-type: none"> GATE Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0 

BES

Federal Programs under the Elementary Secondary Education Act		Allocation
<input type="checkbox"/>	Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 0 
Total amount of state and federal categorical funds allocated to		\$ 0 

Form C: Programs Included in this Plan – *Oak Hills*

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0 <i>0</i>


Oak Hills

Federal Programs under the Elementary Secondary Education Act		Allocation
<input type="checkbox"/>	Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0 16,237
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 0 16,237
Total amount of state and federal categorical funds allocated to		\$ 0 16,237

Form C: Programs Included in this Plan

Red Oak

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> GATE Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0 

Red Oak

Federal Programs under the Elementary Secondary Education Act		Allocation
<input type="checkbox"/>	Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0 69,597
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 0 69,597
Total amount of state and federal categorical funds allocated to		\$ 0 69,597

Form C: Programs Included in this Plan –

MCMS

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0 <i>0</i>

MCMMS

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0 77,553
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/> Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0 77,553
Total amount of state and federal categorical funds allocated to	\$ 0 77,553

Form C: Programs Included in this Plan – **OPHS**

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation VCE	\$0 94,958
Total amount of state categorical funds allocated to this school	\$0 94,958

OPHS

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/> Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to	\$ 94,958



Form C: Programs Included in this Plan –

OVHS

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0

OVHS



Federal Programs under the Elementary Secondary Education Act		Allocation
<input type="checkbox"/>	Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/>	Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 0 
Total amount of state and federal categorical funds allocated to		\$ 0 

Form C: Programs Included in this Plan — *CPIS*

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <i>Purpose: Assist expectant and parenting students to succeed in school</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education <i>Purpose: Help educationally disadvantaged students succeed in the regular program</i>	\$ 0
<input type="checkbox"/> Economic Impact Aid/English Learner Program <i>Purpose: Develop fluency in English and academic proficiency of English learners</i>	\$ 0
<input type="checkbox"/> Peer Assistance and Review <i>Purpose: Assist teachers through coaching and mentoring</i>	\$ 0
<input type="checkbox"/> Professional Development Block Grant <i>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</i>	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant <i>Purpose: Prevent students from dropping out of school</i>	\$ 0
<input type="checkbox"/> Quality Education Investment Act <i>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</i>	\$ 0
<input type="checkbox"/> School and Library Improvement Program Block Grant <i>Purpose: Improve library and other school programs</i>	\$ 0
<input type="checkbox"/> School Safety and Violence Prevention Act <i>Purpose: Increase school safety</i>	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education <i>Purpose: Eliminate tobacco use among students</i>	\$ 0
<input type="checkbox"/> List and Describe Other State or Local Funds <ul style="list-style-type: none"> • GATE • Common Core Implementation 	\$ 0
Total amount of state categorical funds allocated to this school	\$ 0 <i>⓪</i>

DPIS

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0
<input type="checkbox"/> Other federal funds (list and describe) ¹³	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0 
Total amount of state and federal categorical funds allocated to	\$ 0 

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.4.a. APPROVE RESOLUTION #16-01 REDUCING OR
DISCONTINUING PARTICULAR KINDS OF SERVICE**

ACTION

ISSUE: Should the Board of Education approve Resolution #16-01 Reducing or Discontinuing Particular Kinds of Service?

BACKGROUND: In considering needs for the 2016-2017 school year, it has been determined that, at this time, staffing must be reduced.

ALTERNATIVES: 1. Approve Resolution #16-01 Reducing or Discontinuing Particular Kinds of Service?
2. Do not approve Resolution #16-01 Reducing or Discontinuing Particular Kinds of Service?

RECOMMENDATION: Alternative #1

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
**SUBJECT: B.4.b. APPROVE RESOLUTION #16-02 - RELEASE TEMPORARY
CERTIFICATED EMPLOYEES #1 THROUGH #13**
ACTION

ISSUE: Should the Board of Education approve Resolution #16-02 Release Temporary Certificated Employees #1 through #13

BACKGROUND: In considering needs for the 2016-2017 school year, it has been determined that, at this time, staffing must be reduced. In order to comply with Education Code Section 44955 temporary employees must be released pursuant to Education Code Section 44954. The Resolution authorizes staff to proceed with the release process for employees on temporary contracts.

ALTERNATIVES: 1. Approve Resolution #16-02 Release Temporary Certificated Employees #1 through #13
2. Do not approve Resolution #16-02 Release Temporary Certificated Employees #1 through #13

RECOMMENDATION: Alternative #1

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action:	On motion of	_____	, seconded by	_____	, the Board of Education:
VOTE:	AYES	NOES	ABSTAIN	ABSENT	
Hazelton	_____	_____	_____	_____	
Helfstein	_____	_____	_____	_____	
Laifman	_____	_____	_____	_____	
Rosen	_____	_____	_____	_____	
Ross	_____	_____	_____	_____	
Student	_____	_____	_____	_____	

**BEFORE THE BOARD OF EDUCATION OF THE
OAK PARK UNIFIED SCHOOL DISTRICT
COUNTY OF VENTURA, STATE OF CALIFORNIA**

RESOLUTION NO. 16-02

**RESOLUTION REGARDING NON-REELECTION AND RELEASE FROM
EMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES**

On motion of member _____, seconded by member _____, the following resolution is adopted.

WHEREAS, Education Code Section 44954 requires a governing board to notify certain temporary employees before the end of the school year of the District's decision to not reelect the employee for the next succeeding year;

WHEREAS, the individuals listed below are presently employed as temporary certificated employees by the Oak Park Unified School District and the Board of Education desires to not reelect these employees for the next succeeding school year in any certificated position within this District.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the following employees are not be reelected for employment for the next succeeding school year;

1- 13

BE IT FURTHER RESOLVED AND ORDERED that the Superintendent or designee, provide notice to each of the above-named individuals in accordance with the Education Code that the Board has determined to release and to not reelect him or her for the 2016-2017 school year and that his or her employment is thereby ended upon the close of this current 2015-2016 school year, and that the notification be provided on or before March 15, 2016.

BE IT FURTHER RESOLVED that the Superintendent, or designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

The foregoing Resolution was adopted by the Board of Education of the Oak Park Unified School District on the 16 day of February 2016 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Board of Education of the
Oak Park Unified School District

I, _____, Clerk of the Board of Education of the Oak Park Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Education at its regular meeting held on February 16, 2016.

Clerk, Board of Education of the
Oak Park Unified School District

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.4.c. APPROVE RESOLUTION #16-04 - DETERMINATION OF SENIORITY AMONG EMPLOYEES WITH THE SAME SENIORITY DATE ("TIE BREAKER RESOLUTION")

ACTION

ISSUE: Should the Board of Education approve Resolution #16-04 Determination of Seniority for Employees with the same Seniority Date ("Tie Breaker Resolution")?

BACKGROUND: In order to determine seniority among employees with the same first day of paid service in a probationary position, the attached resolution has been prepared by staff and legal counsel to determine the seniority of certificated staff having the same first day of paid service in a probationary position with the district.

ALTERNATIVES: 1. Approve Resolution #16-04 - Determination of Seniority for Employees with the same Seniority Date ("Tie Breaker Resolution").
2. Do not approve Resolution #16-04 - Determination of Seniority for Employees with the same Seniority Date ("Tie Breaker Resolution").

RECOMMENDATION: Alternative #1

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student	_____	_____	_____	_____

**BEFORE THE GOVERNING BOARD OF THE
OAK PARK UNIFIED SCHOOL DISTRICT
COUNTY OF VENTURA, STATE OF CALIFORNIA**

RESOLUTION NO. 16-04

**DETERMINATION OF SENIORITY AMONG CERTIFICATED EMPLOYEES WITH THE SAME
SENIORITY DATE (“Tie-Breaker Resolution”)**

WHEREAS, pursuant to Education Code Section 44955, the Board is required, as between employees who first rendered paid service to the District on the same date, to determine the order of termination solely on the basis of the needs of the District and its students; and

WHEREAS, Education Code Section 44955 requires that upon the request of any employee whose order of termination is determined as stated above, the governing board shall furnish in writing no later than five days prior to the commencement of the hearing held in accordance with Section 44949, a statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking each employee relative to the other employees in the group.

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. That this Board determines that the needs of the District and the students of this District are best served by resolving seniority ties within the meaning of Education Code Sections 44955, subdivision (b) (third paragraph) and Section 44846, by applying the criteria set forth in paragraphs 4 through 21 below;
2. That as between employees who first rendered paid service to the district in a probationary position on the same date, the order of termination of said employees shall be determined by reference to the criteria which follow and the application thereof to each employee;
3. That the criteria set forth in paragraphs 4 through 21 below are listed in priority order and each criterion shall be used only if the preceding criteria do not delineate the order of termination;
4. As between certificated employees possessing the same seniority date as defined in Education Code Section 44845, and who possess a clear professional, standard, or general teaching credential, as opposed to employee’s possessing only a preliminary credential, intern credential, a short-term staff permit (STSP), a Provisional Intern Permit (PIP), a waiver, or a designated subject career technical education credential, the employees possessing a clear professional, standard, or general teaching credential, will be regarded as having greater seniority for purposes of determining seniority order;
5. Assuming that the preceding paragraph does not resolve all ties between employees having the same seniority date, then employees only possessing a preliminary credential will be regarded as having greater seniority for purposes of determining seniority order than employees possessing only an intern credential, a short-term staff permit (STSP), a Provisional Intern Permit (PIP), a waiver, or a designated subject career technical education credential;
6. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing only an intern credential, will be regarded as having greater seniority for purposes of determining seniority order than certificated employees currently holding only a short-term staff permit (STSP), a Provisional Intern Permit (PIP), a waiver, or a designated subject career technical education credential;

7. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing only a short-term staff permit (STSP), will be regarded as having greater seniority for purposes of determining seniority order than certificated employees currently holding only a Provisional Intern Permit (PIP), a waiver, or a designated subject career technical education credential;
8. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing only a Provisional Intern Permit (PIP), will be regarded as having greater seniority for purposes of determining seniority order than certificated employees currently holding only a waiver, or a designated subject career technical education credential;
9. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing only a waiver, will be regarded as having greater seniority for purposes of determining seniority order than certificated employees currently holding only a designated subject career technical education credential;
10. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing a designated subject career technical education credential, will be ranked lower than employees possessing the credential documents set forth in paragraphs 4 through 9.
11. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees who are No Child Left Behind (NCLB) compliant in the subject matter they are teaching, if applicable, will be regarded as having greater seniority for purposes of determining seniority order than certificated employees who are not NCLB compliant. NCLB can be achieved by exam, coursework or High Objective Uniform State Standard of Evaluation (HOUSSE);
12. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing the appropriate English Language (EL) authorization to teach English Language Learners will be regarded as having greater seniority for purposes of determining seniority order than certificated employees not having certification/authorization to teach English Language Learners;
13. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing multiple subject matter authorizations and supplemental authorization on credentials will be regarded as having greater seniority for purposes of determining seniority order than certificated employees having only multiple subject matter authorizations (ranked by number of subject matter authorizations). Similarly, certificated employees possessing multiple authorizations on credentials will be regarded as having greater seniority for purposes of determining seniority order than certificated employees having only single authorization credentials and multiple supplemental authorizations. Similarly, certificated employees possessing single authorization credentials and multiple supplemental authorizations will be regarded as having greater seniority for purposes of determining seniority order than certificated employees having only a single authorization and single supplemental authorizations. Similarly, certificated employees possessing a single authorization and single supplemental authorization will be regarded as having greater seniority for purposes of determining seniority order than certificated employees having only a single authorization on credentials.
14. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with the following subject matter authorizations, in order of preference, will be regarded as having greater seniority for purposes of determining seniority order:

- (a) Speech and Language
- (b) Special Education with mild to moderate and moderate to severe authorizations
- (c) Special Education with mild to moderate authorization
- (d) Special Education with moderate to severe authorization
- (e) Mathematics
- (f) Chemistry
- (g) Physics
- (h) Geosciences
- (i) Biological sciences
- (j) Foreign Languages
- (k) Fine Arts
- (l) English
- (m) Social Sciences/Social Studies
- (n) History
- (o) Business/Computer Education
- (p) Multiple Subjects
- (q) Physical Education
- (r) Designated Subjects Vocational Education
- (s) Pupil Personnel Services - Counseling
- (t) Pupil Personnel Services - Psychologist
- (u) Early Childhood Education Specialist
- (v) Pupil Personnel Services, Nursing
- (w) Librarian

15. Assuming that the preceding paragraphs do not resolve all ties between certificated employees having the same seniority date, then certificated employees will be ranked by verified years of certificated employee experience as determined by actual step placement on the District Certificated Salary Schedule(s) starting with the greatest number of years to the least number of years.
16. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with a Ph.D. /Ed.D from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a master's degree from an accredited institution of higher education. Similarly, employees with a master's degree from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing two bachelor's degrees. Similarly, employees with two bachelor's degrees from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority than employees possessing a single bachelor's degree from an accredited institution of higher education.
17. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with double majors on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major and a two minors on their transcripts from accredited institutions of higher education. Similarly, employees with a single major and two minors on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major and single minor on their transcripts from an accredited institution of higher education. Similarly, employees with a single major and single minor on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major on their transcripts from an accredited institution of higher education.

18. Assuming that the preceding paragraphs do not resolve all ties between certificated employees having the same seniority date then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education starting with the greatest number of credits to the least number of credits.
19. Assuming that the preceding paragraphs do not resolve all ties between certificated employees having the same seniority date then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education after earning a bachelor's degree starting with the greatest number of credits to the least number of credits.
20. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with demonstrated experience supervising or being responsible for school sponsored extra curricular activities will be regarded as having greater seniority for purposes of determining seniority order than certificated employees having no experience supervising school sponsored extra curricular activities.
21. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then certificated employees with undergraduate majors in the following subject matter areas, in order of preference, will be regarded as having greater seniority for purposes of determining seniority order:
 - (a) Speech and Language
 - (b) Special Education with mild to moderate and moderate to severe authorizations
 - (c) Special Education with mild to moderate authorization
 - (d) Special Education with moderate to severe authorization
 - (e) Mathematics
 - (f) Chemistry
 - (g) Physics
 - (h) Geosciences
 - (i) Biological sciences
 - (j) Foreign Languages
 - (k) Fine Arts
 - (l) English
 - (m) Social Sciences/Social Studies
 - (n) History
 - (o) Business/Computer Education
 - (p) Multiple Subjects
 - (q) Physical Education
 - (r) Designated Subjects Vocational Education
 - (s) Pupil Personnel Services - Counseling
 - (t) Pupil Personnel Services - Psychologist
 - (u) Early Childhood Education Specialist
 - (v) Pupil Personnel Services, Nursing
 - (w) Librarian

Such criteria shall be applied to rank the order of individuals for purposes of layoff and reemployment, subject to exceptions allowed by law.

The foregoing Resolution was adopted by the Governing Board of the Oak Park Unified School District on the 16th day of February, 2016 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President, Governing Board of the
Oak Park Unified School District

I, Drew Hazelton, Clerk of the Governing Board of the Oak Park Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its special meeting held on February 16, 2016.

Clerk, Governing Board of the
Oak Park Unified School District

TO: BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

**SUBJECT: B.5.a. APPROVE CONTRACT FOR NON-PUBLIC AGENCY FOR
SPECIAL EDUCATION STUDENT #08-15/16 - \$96,696**

ACTION

ISSUE: Should the Board of Education approve this contract for non-public agency services for this student?

BACKGROUND: This sixteen-year-old, 11th grade special education student was placed in a residential treatment facility; room and board, and therapeutic services are funded by Ventura County SELPA. The student will attend Heritage School, a certified non-public school with a master contract with Ventura County SELPA. The cost of this placement is \$24,885 for tuition for the regular school year (180 days at \$105 per day) and extended school year (57 days at \$105 per day), \$54,036 for room and board, and \$17,775 for mental health services. The Ventura County SELPA will reimburse the District for costs for room and board and mental health services (\$17,811). The District will receive an estimated \$8,204 in revenue limit funds for students in grades 9-12, which will reduce the actual cost to \$16,681.

ALTERNATIVES: 1) Fund this non-public agency.
2) Do not fund this non-public agency.

RECOMMENDATION: Alternative #1

RATIONALE: The District is required by law to provide the services stated on a student's IEP. Heritage School is a certified non-public school.

Respectfully Submitted

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on February 1, 2016, or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on December 31, 2016, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)		Oak Park Unified School District	
Address		5801 Conifer Street	
City, State Zip		Oak Park, CA 91377	
LEA Case Manager		Susan Roberts	
Phone and E-Mail		sroberts@oakparkusd.org	
Student Last Name		Student First Name	
Grade	D.O.B.	Sex	
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone	Work	Cell	
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone	Work	Cell	

Nonpublic School/Agency		Heritage School (#08-15/16)	
Address		5600 North Heritage School Drive	
City, State, Zip		Provo Utah 84604	
IEP Coordinator Name		Kevin Curtis Contract Administrator (#8-15/16)	
Phone	800 464 3040	Fax	
E-Mail			
Program Administrator Name			
Phone		Fax	
E-Mail			
Education Schedule - Regular School Year			
Number of Days	237	Number of Weeks	
Education Schedule - Extended School Year			
Number of Days	Included above	Number of Weeks	
Contract Begins	February 1, 2016	Ends	December 31, 2016

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER			Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Days or Sessions		Estimated Maximum Total Cost for Contracted Period
	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION <i>Positive attendance only</i>	Heritage			105.00		237 inclusive		24,885.00
B. RELATED SERVICES								
1. Room and Board				228.00		237		54,036.00
2. Mental Health Services				75.00		237		17,775.00
3. Speech/Language a. Group b. Individual c. Consultation								

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: B.6.a. APPROVE 2016 CSBA DELEGATE ASSEMBLY ELECTION OF CANDIDATES

ACTION

ISSUE: Shall the Board of Education elect four representatives to CSBA's Delegate Assembly?

STATEMENT: There are four vacancies for the 2016 Delegate Assembly Ballot Region/Subregion 11B and there are four candidates as follows. OPUSD may vote for two of the three candidates on one ballot and it must be returned to CSBA postmarked on or before March 16, 2015. Voting instructions, ballot, and biographical sketches for each of the candidates are attached.

John Andersen (Conejo Valley USD)
Gregory J. Barker (Moorpark USD)*
Rob Collins (Simi Valley USD)*
Vianey Lopez (Hueneme ESD)*
*denotes incumbent

The names of newly elected delegates will be published and disseminated to the membership by April 1.

ACTION: Move to cast our vote for _____, _____, _____, and _____ as representatives to the CSBA Delegate Assembly for Region/Subregion 11B.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2016**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2016 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-B
(Ventura County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018

**denotes incumbent*

- ☐ John Anderson (Conejo Valley USD)
- ☐ Gregory J. Barker (Moorpark USD)*
- ☐ Rob Collins (Simi Valley USD)*
- ☐ Vianey Lopez (Hueneme ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 11 – Suzanne Kitchens, Director (Pleasant Valley SD)
9 Delegates (9 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Jack C. Garvin (Santa Maria Joint Union HSD), term expires 2016
S. Monique (Monique) Limon (Santa Barbara USD), term expires 2017

Subregion B

Greg Barker (Moorpark USD), term expires 2016
Rob Collins (Simi Valley USD), term expires 2016
Vianey Lopez (Hueneme ESD), term expires 2016
Christina (Tina) Urias (Santa Paula USD), term expires 2017
John Walker (Ventura USD), term expires 2017
Vacant, term expires 2016

County Delegate

Mark Lisagor (Ventura COE), term expires 2017

<u>Counties</u>

Santa Barbara (Subregion A)
Ventura (Subregion B)

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>John E. Andersen</u>		CSBA Region-subregion #: <u>11B</u>
District or COE Name: <u>Conejo Valley Unified School District</u>		Years on board: <u>1</u>
Profession: <u>Financial Advisor</u>	Contact Number: <u>805-390-5487</u>	E-mail: <u>Andersens 5@verizon.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As the son of a community college teacher, I was raised knowing that education is an honorable profession and necessary for a prosperous society. I was taught from a very young age that all citizens need to give back to their community as their skills and blessings permit them. Growing up in a small Central California farming community and now living in one of the state's most affluent communities, I have the personal background and experience to understand California's very diverse socioeconomic makeup. I have the collaborative spirit to work in teams of diverse viewpoints, and the experience to lead teams if called upon. California's public education system cannot survive "business as usual" much longer. Funding remains schizophrenic and the achievement gap is not improving. As demonstrated in my 35 years in business (22 corporate) and nearly 30 years of community activism, I bring the bold, collaborative leadership skills needed.

Please describe your activities and involvement on your local board, community, and/or CSBA.

My family has been part of this community for over 30 years, and our three children all attended our local district K-12. We were members of PTA (or independent associations) for 20 years. I was awarded PTA's Honorary Service Award for contributions to our local schools. I have been active in Scouts, Y programs, youth sports, and high school sports. BOARD OF DIRECTORS (past; including president) – Ventura County Youth Track Conference. BOARD OF DIRECTORS (current; now Vice-Chair) – Surepath (Credit Counseling Agency, private). BOARD OF ELDERS (past) – Monte Vista Presbyterian Church. BOARD OF TRUSTEES (current; Clerk) – Conejo Valley Unified School District. I am interested in developing additional community partnerships for our district, and I pursue this through both formal (Chamber of Commerce) and informal (pastors' group) committees. I have a unique appreciation for the cultural and socio-economic diversity of this community and this county, and I am confident I will represent them well as a Delegate to CSBA.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing many governing boards is stale, bureaucratic thinking. While funding inadequacy originates with the legislature, and achievement gaps originate with the student/family, the failure to overcome them is often rooted in parochial policies and programs, and can be overcome with the right leadership, creative thinking, and courage. Successful governing boards recognize they must innovate (market, partner, innovative instruction). As alternatives to traditional public school continue to expand, districts must recognize parents as the consumers they are. CSBA is in a unique position to serve as a leader and a clearinghouse for innovative solutions. Rather than relying on a once-a-year conference, CSBA should be "driving" year-round webinars and seminars on best (new) practices for instruction, successful community partnerships, and aggressive marketing programs. A second big opportunity is to assist governing boards in being a greater influence in selecting, supporting, and tracking legislators who will truly be education advocates.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: Dec. 16, 2015

Professional Summary

- **WealthCare Alliance – Financial Advisor – 2006 to Present**
 - Provide financial advisory and retirement planning services to both individual and business clients.
 - **J. Jireh and Associates – Senior Account Manager – 1999 -2005**
 - For corporate clients, provide technical staffing support for engineering and IS/IT positions.
 - **Verizon/GTE – Section Manager – 1977-1999**
 - President's Leadership Award – Two-time recipient in program/project management roles.
 - Develop system strategic plans and budgets (departmental; capital) at both a departmental and line-of-business level.
 - Directing work-groups in excess of 40 employees and direct budgets of \$10M.
 - Directing various corporate realignments of information system workgroups.
-

Education, Professional Development

- **Occidental College, 1977; BA, Economics**
 - **Securities Licenses (Financial Services) – Series 7, Series 66, CA Insurance License**
-

Volunteer/Community Organizations

- **Current**
 - Surepath (consumer credit counseling) – Board Member, Vice Chair
 - Conejo Valley Unified School District – Board of Trustees
 - Community Faith Activities – Leader of local pastors group; work with homeless.
 - **Past**
 - PTA/PFA – 1987-2000; Recipient of Honorary Service Award.
 - Ventura County Youth Track Association – 1989 to 2002; Board Member, President.
 - Monte Vista Presbyterian Church – Elder, Teacher, Worship Leader.
-

Relevant Skills, Qualifications

- Group leadership, team building/participation, program/project management
- Budgeting, financial analysis
- Public speaking, lobbying

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Gregory J. Barker</u>	CSBA Region-subregion #: <u>11B</u>
District or COE Name: <u>Moorpark Unified School District</u>	Years on board: <u>24</u>
Profession: <u>Retired Educator</u>	Contact Number: <u>(805) 529 - 2845</u>
E-mail: <u>GBarker@Mrpk.org</u>	
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As an educator of 37 years in Ventura County, my vocation in public education transformed into an avocation. My career for so many years became a calling. Twenty-four years on the Moorpark Board of Education gave me a platform from which to learn and communicate the important issues in education that affect local school districts. I find networking with groups and speaking with individuals regarding educational issues as a trustee to be purposeful, pleasing, and satisfying. Planning dinner meetings for the VCSBA and leading the Association is another platform from which to communicate issues in education. Having taken the opportunity to speak to state and local representatives regarding public education, being a delegate is a simple extension to my continuing service.

I have served on the Ventura County School Boards Association executive board for six years, four as Vice President of Programs, and I am in my second year as President. This is my second year as a delegate. +

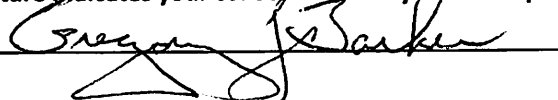
Please describe your activities and involvement on your local board, community, and/or CSBA.

I am not reluctant to lead. As the senior member of my board, I have had the opportunity to serve as President on six occasions and have held a position on the VCSBA executive board for six years. I strive to communicate and bring consensus. Over the years, I have advocated for Board/Management team-building to provide a unified vision and policy-based leadership for all stakeholders. I enjoy the opportunity to engage and reach out. I have interacted with school sites and communicated with parents, administrators, educators, classified staff and students regarding programs and concerns in the district and on campus. I continue to participate and support community events that have supported our children and schools in the community. I am proud to be recognized by the VC Innovates with a Pathfinder Award 2015 for my involvement with the development of Career Technical Education in Moorpark. I yearn to learn. I strive to stay current regarding issues in public education. MIG graduate.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards today is the need for each board member to understand his or her role on an elected governing team. The governing board is the foundation for student success and therefore must learn and stay current with issues in education. This initial step is achieved by training. Board members must learn governing skills and be current with educational issues in order to work as a team to create a vision for student learning. CSBA provides the Masters of Governance, Webinars, the AECCSBA, legislative actions, and networking opportunities to link school boards with the information and conversation needed to tackle the ever shifting public education landscape. VCSBA brings current issues to the forefront with timely presentations on issues that affect all districts in the county. When the school board governs efficiently, the district stakeholders thrive.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: January 4, 2016

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

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Name: <u>Rob Collins</u>		CSBA Region-subregion #: <u>11/B</u>
District or COE Name: <u>Simi Valley USD</u>		Years on board: <u>11</u>
Profession: <u>College Professor</u>	Contact Number: <u>805-527-1946</u>	E-mail: <u>robdisimi@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u>		

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in returning as a Delegate to continue to help CSBA as an advocate for the public schools and students of California. My experiences as a teacher, administrator, Community College Professor, Ventura County and Simi Valley Trustee have given me a lifetime of valuable insight about the issues we are currently faced with in California. I hope to continue to use this experience to improve the quality of education for our students in Simi Valley, California and the nation.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been involved in advocating for public schools and students for many years. I was twice elected President of the Tri-County Education Coalition which is one of the strongest education coalitions in the state. I have served on CSBA's Legislative Committee. I have been elected to the Ventura County School Board and to the Simi Valley Unified School Board. I have served three years as President of the Simi Valley School Board. I also continue to be active in many other activities in my community. I am currently serving on the Executive Board of the Ventura County School Board Association (VCSBA). Over the years I have been on the Advisory Board for the Simi Valley Education Foundation, Advisor for Teen Court, Academic Decathlon Coach, and Director of the local "Read Across America" program. I currently serve as Vice Chair of the Simi Valley Heroin Prevention Task Force which has received nationwide attention in helping communities educate and inform about the dangers of drug addiction and abuse.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe the biggest challenge we currently face is trying to get California to adequately fund our public schools. It is tragic that a rich state like California is so far below the average of other states in funding their public schools. California allocates \$3,427 per pupil less than the national average. In order to move California to the national average, the state would have to spend at a minimum an additional \$10 Billion. California's failure to adequately fund education reflects a failure on the part of California's law makers.

CSBA is currently suing the state of California for not meeting the Constitutional duty to adequately fund our students in California. We all need to help CSBA in this legal fight by educating the public and our local legislators on the need to make education funding a top priority. If we are to meet the Common Core Standards, close the achievement gaps, and have our students Career and Job ready in this 21st Century, we must help CSBA in this critical struggle in every way we can.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Rob Collins

Date: 1/5/2016

Rob Collins
3708 Martz Street,
Simi Valley, CA. 93063
805-527-1946

QUALIFICATIONS:

Retired from the Simi Valley Unified School District after thirty years as a teacher and school administrator. First elected to the Simi Valley Board of Education in 2004 and re-elected in 2004 and 2008. Served three years as President of the Board. Past member of the Ventura County Board of Education. Currently teach Political Science classes as an adjunct professor at College of the Canyons in Santa Clarita. Named "Teacher of the Year" in Simi Valley in 1998. Past-President of the Tri-County Education Coalition. Served for two years on the CSBA Legislative Committee. Currently on the Executive Board of the Ventura County School Board Association and completing my third term as a member of the CSBA Delegate Assembly. Also currently the Vice Chair of the Simi Valley Heroin Prevention Task Force.

EDUCATION:

- M.A Degree in American History
- B.A. Degree in History/Political Science; minor in Speech and Debate
- Standard Secondary and Administrative Service Credentials
- Many years of teaching at the Middle School, High School and College levels.

LEADERSHIP EXPERIENCE:

- Elected to three terms on the Simi Valley Board of Education.
- Past Member of the Ventura County Board Of Education.
- Past President of the Tri County Education Coalition.
- Executive Board Member of the Ventura County School Board Association.
- Served on CSBA Legislative Committee.
- High School Academic Decathlon Coach for 15 years— Won four Ventura County Championships.
- Past Advisory Board Member of the Simi Valley Education Foundation.
- Advisor of the Simi Valley Teen Court Program for ten years.
- Western Association of Schools and Colleges (WASC) Visiting Team Member.
- Past Director of Simi Valley "Read Across America" program.
- Currently Adjunct Professor of Political Science at College of the Canyons.
- Currently Vice Chair of the Simi Valley Heroin Prevention Task Force.
- Member of Leadership Simi Valley, Class of 2006.

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

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Name: <u>Vianey Lopez</u>	CSBA Region-subregion #: <u>II B</u>
District or COE Name: <u>Hueneme Elementary School District</u>	Years on board: <u>3</u>
Profession: <u>Office Administrator</u> Contact Number: <u>805-204-7500</u>	E-mail: <u>vianey.lopez56@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>1 year</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As the student population in California has changed, with an increase in the number of Latino students, I believe there is more room for representation and advocacy on their behalf. My interest in continuing as a delegate comes from the responsibility I believe I have to represent and advocate for minority and Latino students. I want to have a more active role in the activity of CSBA that influences the policies that can help students succeed, not only during their time as students but also what will help them after they graduate high school. I am a product of the school district I represent and have continued to live in the same neighborhood where I grew up. My experience in this public school system allowed me to succeed then as a student and now as a professional and it can do the same for many more students.

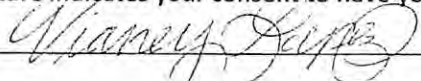
Please describe your activities and involvement on your local board, community, and/or CSBA.

My first priority in community involvement is in my local school board, I have worked to have a presence in the district schools to be a resource for those I represent including students and parents. Outside of the school board I have been involved in different organizations that include my position as a board member for a non-profit organization focused on youth leadership and development, known as Future Leaders of America. My membership in the local chapter of the League of United Latin Americans (LULAC) has contributed to my awareness and support of civil rights issues happening locally and nationally. Through the Ventura County Women's Political Council I have been active in promoting and advocating for women's rights through leadership of women in local and elected office.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

While every governing board has different challenges, I believe funding is at the core of the most commonly shared issues across the state. What a district and board can accomplish is based on the financial stability and the resources available to accomplish the goals and mission of districts. CSBA can help address this issue by continuing the advocacy work with elected officials at the state level and as needed through legislation. Opportunities for training and information provided by CSBA also contributes to the growth and improvement of boards by understand the challenges they face and finding solutions to those issues.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 01/07/16

Vianey Lopez

3004 Jackson St. Oxnard, CA 93033 | vianey.lopez56@gmail.com | (805) 204-7500

Education

Pepperdine University

Malibu, CA

April 2012

Master of Public Policy

Loyola Marymount University

Los Angeles, CA

August 2009

Bachelor of Business Administration in International Business and Travel and Tourism

Experience

Congresswoman Lois Capps

Santa Barbara, CA

May 2013 – present

District Manager and Scheduler

- Maintain calendar of activity for representative while keeping track of and corresponding to event invitations
- Supervise internship program, interviewing and managing interns and projects
- Oversee 3 district offices and staff, being key contact for activity in district

Oxnard Downtown Management District

Oxnard, CA

January 2012 – present

Program Coordinator

- Organized records and evaluated systems to improve office efficiency
- Maintained financial records of income and expenditures for organization
- Provided support in programming and marketing initiatives to enhance district

Congresswoman Lois Capps

Port Hueneme, CA

May 2010 – December 2011

Congressional Caseworker

- Assist constituents in federal agency related matters to obtain timely consideration
- Serve as a liaison between constituents, federal agencies and Rep. Capps
- Conduct research in support of constituent concerns for information and processes

Oxnard CVB/ CA Welcome Center

Oxnard, CA

October 2009 – August 2010

Administrative Assistant/ Concierge

- Retain volunteer ambassador program through communication and record keeping
- Perform daily office duties including answering phones, sort mail, small projects
- Restructure and maintain documentation of daily and monthly visitor statistics

Early Academic Outreach Program, UCSB Oxnard, CA

June – July 2009

STEM Math Institute Lead Tutor

- Supervised tutoring staff and assisted in the management of the summer program
- Organized college fair for parent-student Open House event and Awards Night
- Collaborated with program director and counselor to create program manual
-

Other Experience

Future Leaders of America

Ventura, CA

April 2011 – present

Board Member

- Contribute to redevelopment of low participating board to more active group
- Board Secretary April 2011-February 2013; Treasurer as of February 2013
- Documented board meetings and maintained records of relevant documents

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: ~~JANUARY 19, 2016~~ FEBRUARY 16, 2016

SUBJECT: B.7.a. REVIEW AND APPROVE AMENDMENT TO BOARD POLICY 4112.8, 4212.8, 4312.8 – EMPLOYMENT OF RELATIVES– ~~First~~ Second Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives?

BACKGROUND: Board Policy 4112.8, 4212.8, 4312.8 is being reviewed by the Board to update if necessary.

ALTERNATIVES:

1. Approve the amendment to Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives.
2. Do not amend Board Policy 4112.8, 4212.8, 4312.8 – Employment of Relatives.

RECOMMENDATION: Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4112.8, 4212.8, 4312.8(a)

Employment of Relatives

The Governing Board desires to maximize staff and community confidence in district hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

(cf. 4030 – Nondiscrimination in Employment)

(cf. 9270 – Conflict of Interest)

The Board prohibits the appointment of any person to a position for which his/her relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee **or Board Member** from participating in any decision that singularly applies to any of his/her relatives. ***The Superintendent or his/her designee shall inform the Governing Board when any person hired or promoted by the District is a relative of a current district employee.***

(cf. 4111/4211/4311 – Recruitment and Selection)

(cf. 4115/4215/4315 – Evaluation/Supervision)

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the Superintendent or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department or facility as an employee with whom he/she maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other district employees or (2) a conflict of interest for the individuals involved which is greater because of their relationship than it would be for another person.

(cf. 4031 – Complaints Concerning Discrimination in Employment)

An employee shall notify his/her supervisor within 30 day of any change in his/her circumstances that may constitute a violation of this policy.

Legal Reference:

EDUCATION CODE

35107 School district employees

FAMILY CODE

297-297.5 Rights, protections, benefits under the law; registered domestic partners

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers

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BP 4112.8, 4212.8, 4312.8(b)

7292.0-7292.6 Marital status discrimination, especially:

12940 Unlawful employment practices, exceptions

CODE OF REGULATIONS, TITLE

27292.5 Employee selection

Management Resources:

WEB SITES

California Department of Fair Employment and Housing: <http://www.defeh.ca.gov>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

Adopted: 3-6-84

Amended: 7-23-85, 1-21-92, 9-17-02, 6-10-08

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

SUBJECT: B.7.b. APPROVE AMENDMENT TO BOARD POLICY 2121 – SUPERINTENDENT’S CONTRACT - First Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 2121 – Superintendent’s Contract?

BACKGROUND: Board Policy 2121 is being updated to reflect contract components recommended in CSBA’s new Superintendent Contract Template and federal law which prohibits favoring “highly compensated” individuals (i.e. generally the highest paid 25 percent of all district employees) in terms of the level of benefits provided. Policy also reflects new (AB 215) which amends the maximum cash settlement that may be granted upon termination of a superintendent contract executed on or after January 1, 2016 and which provides that no cash or noncash settlement may be given if the termination is for fraud or other illegal fiscal practices. Board Policy 2121 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 2121 – Superintendent’s Contract.
2. Do not amend Board Policy 2121 – Superintendent’s Contract.
3. Adopt a modified version of the amendment to Board Policy 2121 – Superintendent’s Contract.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

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Superintendent's Contract

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 – Goals for the School District)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel and ~~shall, at a minimum,~~ **may** include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031

2. Length of the work year and hours of work

3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 – Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 – Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 – Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 – Leaves)
(cf. 4161.1/4361.1 – Personal Illness/Injury Leave)
(cf. 4161.2/4261.2/4361.2 – Personal Leaves)

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BP 2121(b)

(cf. 4161.5/4261.5/4361.5 – Military Leaves)
(cf. 4161.8/4261.8/4361.8 – Family Care and Medical Leave)

6. The general duties and responsibilities of the position

(cf. 2110 – Superintendent Responsibilities and Duties)

7. The criteria, process, and procedure for evaluation and the conditions for reemployment

(cf. 2140 – Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board.

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract.

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice.

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date.

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment.

~~12. The duration of the contract, which shall be for no more than four years pursuant to Education Code 35031.~~

~~13. The salary, benefits, and other compensation for the position~~

~~14. The conditions for termination of the contract including the maximum cash settlement that the Superintendent may receive upon termination of the contract~~

The Board shall deliberate in closed session of a regular meeting about the terms of the contract, except that salary or other compensation shall be discussed in public at a regular meeting.

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BP 2121(c)

(Government Code 54956, 54957)

(cf. 9320 – Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

~~The Board shall ratify the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request.~~

~~(Government Code 53262)~~

~~*(cf. 1340 – Access to District Records)*~~

~~*(cf. 3580 – District Records)*~~

~~During an existing contract, the Board may reemploy the Superintendent on mutually agreed upon terms and conditions. However, the Superintendent's contract shall be extended only by Board action subsequent to a satisfactory evaluation of the Superintendent's performance and in accordance with Government Code 3511.2. (Education Code 35031)~~

~~*(cf. 2140 – Evaluation of the Superintendent)*~~

Decision not to Reemploy

~~If the Board determines to not reemploy the Superintendent at the expiration of his/her contract, the Board shall provide written notice to him/her at least 45 days in advance of the expiration of the term of the contract. (Education Code 35031)~~

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 – Termination Agreements)

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash

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***settlement shall not exceed the Superintendent's monthly salary multiplied by 12.
(Government Code 53260)***

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal practices, ***no cash or noncash settlement of any amount shall be provided*** ~~the maximum settlement shall be as determined by an administrative law judge but no greater than the Superintendent's monthly salary multiplied by six.~~ (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position.
(Government Code 53243-53243.4, 53260)

~~The Board may terminate the Superintendent's contract of employment in accordance with law and applicable contract provisions. If the unexpired term of the contract is more than 18 months, the maximum cash settlement shall be no greater than the Superintendent's monthly salary multiplied by 18. The cash settlement shall not include any noncash items other than health benefits, which may be continued for the unexpired term of the contract up to 18 months or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)~~

~~(cf. 4117.5, 4217.5/4317.5 — Termination Agreements)~~

Legal Reference:

EDUCATION CODE

35031 Term of employment

41325-41329.3 Conditions of emergency apportionment

GOVERNMENT CODE

3511.1-3511.2 Local agency executives

53243-53243.4 Abuse of office

53260-53264 Employment contracts

54954 Time and place of regular meetings

54956 Special Meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

UNITED STATES CODE, TITLE 26

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Administration

BP 2121(d)

***105 Self-insured medical reimbursement plan; definition of highly compensated individual
UNITED STATES CODE, TITLE 4
300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals
CODE OF FEDERAL REGULATIONS
1.105-11 Self-insured medical reimbursement plan***

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template, 2015

~~Maximizing School Board Governance: Superintendent Evaluation, 2006~~

~~Maximizing School Board Governance: Superintendent Selection and Employment, 2004~~

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

Adopted: 4-2-91

Amended: 9-17-02, 9-16-03, 4-19-05, 3-20-12

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

SUBJECT: B.7.c. APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 4030 – NONDISCRIMINATION IN EMPLOYMENT - First Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4030 – Nondiscrimination in Employment?

BACKGROUND: Board Policy 4030 is being updated to reflect the mandate to adopt policy necessary to implement the state’s nondiscrimination laws. Policy also updated to reflect new law (AB 987) which prohibits districts from retaliating or otherwise discriminating against a person for requesting accommodation of his/her disability or religious beliefs, regardless of whether the accommodation request is granted. New regulation includes the designation of the district’s coordinator for nondiscrimination in employment, addresses measures to prevent employment discrimination and harassment, and incorporates complaint procedures and material on other remedies formerly in AR 4031 – Complaints Concerning Discrimination in Employment which CSBA is recommending deleting. Board Policy 4030 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 4030 – Nondiscrimination in Employment.
2. Do not amend Board Policy 4030 – Nondiscrimination in Employment.
3. Adopt a modified version of the amendment to Board Policy 4030 – Nondiscrimination in Employment.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE: AYES NOES ABSTAIN ABSENT

Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

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BP 4030(a)

Nondiscrimination in Employment

The Governing Board ***is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment*** ~~desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities,~~ ***protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights*** and are free from harassment in accordance with law. The Board prohibits any district employees from discriminating against or harassing any other district employees and job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

~~(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)~~

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

~~(cf. 5145.7 – Sexual Harassment)~~

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges or employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)

(cf. 4154/4254/4354 – Health and Welfare Benefits)

~~Prohibited discrimination consists of any adverse employment action, including termination or denial of job promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.~~

Prohibited discrimination on the basis of ~~The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on~~ ***an employee's or job applicant's religious belief or observance, including his/her the person's religious dress or grooming practices, or any conflict between the person's religious belief, observance, or practice and an employment requirement. In accordance with Government Code 12940, prohibited*** ~~The prohibition against discrimination~~ ***on the basis of religious creed also includes the district failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting***

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BP 4030(b)

~~*discrimination.* based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940)~~

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe and pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who ***opposes any discriminatory employment practice by the district or its employee, agent, or representative or who*** complains, testifies, assists, or in any way participates in the district's complaint procedures ~~instituted~~ pursuant to this policy. ***No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subject to any punishment or sanction, regarding of whether the request was granted. (Government Code 12940)***

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

~~The following position is designated as Coordinator(s) for Nondiscrimination in Employment:~~

Assistant Superintendent, Human Resources

Oak Park Unified School District

5801 E. Conifer Street

Oak Park, CA 91377

~~Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaints.~~

~~Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031—Complaints Concerning Discrimination in Employment.~~

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BP 4030(c)

~~(cf. 4031 – Complaints Concerning Discrimination in Employment)~~

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent **or designated district** coordinator as soon as practical after the incident. All other employees **are encouraged** to report such incidents to their supervisor immediately. **The district shall protect any employee who does not report such incidents from retaliation.**

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4117.4 – Dismissal)~~

~~(cf. 4118 - Suspension/Disciplinary Action))~~

~~(cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~

Training and Notifications

~~The Superintendent or designee~~

~~(cf. 4131, 4231, 4321 – Staff Development)~~

~~The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin or application form that is used in employee recruitment. (34 CFR 100.6, 106.9)~~

~~The district's policy shall be posted in all district schools and offices including staff lounges and student government meeting rooms. (5 CCR 4960)~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

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BP 4030(d)

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and Regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

621-634 Age of Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 American with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104-7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shepard v. Loyola Marymount, (2002) 102 CDalApp.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

~~Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002~~

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Adopted: 1-21-92

Amended: 9-17-02, 6-8-10, 9-18-12, 2-19-13

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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AR 4030(a)

Nondiscrimination In Employment

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer to inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

***Assistant Superintendent, Human Resources
5801 E. Conifer Street
Oak Park, CA 91377
818-735-3200***

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the Superintendent or designee shall implement the following measures.

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)

- a. Including them in each announcement, bulletin, or application form that is used in employee recruitment***
- b. Posting them in all district schools and offices, including staff lounges and other prominent locations***
- c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available***

(cf. 1113 – District and School Web Sites)

(cf. 1114 – District-Sponsored Social Media)

2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been a victim of any discriminatory or harassing behavior

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

3. Provide training to employees, volunteers, and interns regarding the district's

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AR 4030(b)

nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

(cf. 1140 – Volunteer Assistance)

(cf. 4131/4231/4331 – Staff Development)

4. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law.

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: *A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the Superintendent or designee.*

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 4032 – Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

2. Investigation Process: *The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.*

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AR 4030(c)

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 – District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Files)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Corrective Action: No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report shall also include any corrective actions(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the

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AR 4030(d)

coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

*(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 9321 – Closed Session Purposes and Agendas)*

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filling such complaints are as follows:

- 1. To file a valid complaint with DFEH, within one year of the alleged discriminator act(s), unless an exception exists pursuant to Government Code 12960*
- 2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)*
- 3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 30 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)*

~~Unlawful discrimination or harassment of an individual includes:~~

- ~~1. Slurs, epithets, threats or verbal abuse~~
- ~~2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures~~
- ~~3. Unwelcome jokes, stories, teasing or taunting~~
- ~~4. Any other verbal, written, visual or physical conduct against the individual which:~~
 - ~~a. Adversely affects his/her employment opportunities, or~~

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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AR 4030(d)

~~— b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment~~

~~Any employee or job applicant who feels that he/she has been or is being unlawfully discriminated against or harassed should immediately contact his/her supervisor, the nondiscrimination coordinator or the Superintendent in order to obtain procedures for reporting a complaint. Such complaints shall be filed in accordance with AR 4031—Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor when the supervisor is the alleged offender.~~

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~

~~Any supervisor who receives a discrimination/harassment complaint shall immediately notify the nondiscrimination coordinator or the Superintendent, who shall ensure that the complaint is appropriately investigated in accordance with district policy and regulations.~~

~~The Superintendent or designee shall ensure that annual training is provided to all employees regarding the issues of discrimination.~~

Adopted: 9-17-02

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2016

**SUBJECT: B.7.d. APPROVE AMENDMENT TO BOARD POLICY 4121 –
TEMPORARY/SUBSTITUTE PERSONNEL – First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4121– Temporary/Substitute Personnel?

BACKGROUND: Board Policy 4121 is being updated to reflect new law (AB 304) which amends the Healthy Workplaces Healthy Families Act (AB 1522, 2014) to (1) authorize paid sick leave accrual on a basis other than one hour for each 30 hours worked, provided that the accrual is on a regular basis and the employee will have 24 hours of accrued sick leave available by the 120th calendar day of employment; (2) clarify that retired annuitants who have not reinstated to the applicable public retirement system are excluded from participation in these leave benefit provisions; and (3) provide that the district has no obligation to inquire into the purposes for which an employee uses sick leave or paid time off. Board Policy 4121 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 4121– Temporary/Substitute Personnel.
2. Do not amend Board Policy 4121– Temporary/Substitute Personnel.
3. Adopt a modified version of the amendment to Board Policy 4121– Temporary/Substitute Personnel.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:
VOTE: AYES _____ NOES _____ ABSTAIN _____ ABSENT _____

Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____

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BP 4121(a)

Temporary/Substitute Personnel

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

(cf. 4112.2 - Certification)

Hiring

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

(cf. 4113 - Assignment)

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

(cf. 4117.14/4317.14 - Postretirement Employment)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

(cf. 4117.3 - Personnel Reduction)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular district employees are absent due to leaves or long-term illness, the Board may classify a teacher who is employed for at least one

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BP 4121(b)

semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day-to-day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)
2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)
3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)
5. Serve only for the first semester because the district expects a reduction in student enrollment during the second semester due to midyear graduations (Education Code 44921)

For purposes of classifying employees pursuant to item #1 or 2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

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Personnel

BP 4121(c)

Some substitute and temporary employees may participate in the health and welfare plans or other fringe benefits of the district.

Paid Sick Leave

Except for a retired annuitant who is not reinstated to the retirement system, any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 23 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

~~Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)~~

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care or treatment of an existing condition or for preventive care. ~~The diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5~~

2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 – Personal Illness/Injury Leave)

(cf. 4261.1 – Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 – Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75

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Personnel

BP 4121(d)

percent of the number of days the regular schools of the district are maintained during one school year. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the district's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, his/her previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

(cf. 4116 - Probationary/Permanent Status)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant positions in the district for which he/she is certified. Preference for available positions shall be determined by the Board as prescribed by Education Code 44845 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, a temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the district for at least 75 percent of each of the two consecutive years, shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee

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BP 4121(e)

served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference:

EDUCATION CODE

22455.5 Provision of retirement plan information to potential members
22515 Irrevocable election to join retirement plan
37200 School calendar
44252.5 State basic skills assessment required for certificated personnel
44300 Emergency teaching or specialist permits
44830 Employment of certificated persons; requirements of proficiency in basic skills
44839.5 Employment of retirant
44845 Date of employment
44846 Criteria for reemployment preferences
44909 Employees providing services through categorically funded programs
44914 Substitute and probationary employment computation for classification as permanent employee
44915 Classification of probationary employees
44916 Time of classification; statement of employment status
44917 Classification of substitute employees
44918 Substitute or temporary employee deemed probationary employee; reemployment rights
44919 Classification of temporary employees
44920 Employment of certain temporary employees; classifications
44921 Employment of temporary employees; reemployment rights (unified and high school districts)
44953 Dismissal of substitute employees
44954 Release of temporary employees
44955 Layoff of permanent and probationary employees
44956 Rights of laid-off permanent employees to substitute positions
44957 Rights of laid-off probationary employees to substitute positions
44977 Salary schedule for substitute employees
45030 Substitutes
45041 Computation of salary
45042 Alternative method of computation for less than one school year
45043 Compensation for employment beginning in the second semester
56060-56063 Substitute teachers in special education

GOVERNMENT CODE

3540.1 Educational Employment Relations Act, definitions

LABOR CODE

220 Section inapplicable to public employees
230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
233 Illness of child, parent, spouse or domestic partner
234 Absence control policy
245-249 Health Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired person
5503 Physical examination for employment of retired persons
5590 Temporary athletic team coach
80025-80025.5 Emergency substitute teaching permits

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Personnel

BP 4121(f)

COURT DECISIONS

McIntyre v. Sonoma Valley Unified School District (2012) 206 Cal.App.4th 170

Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 Cal.App.4th 446

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal.App.4th 187

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260, 1277

Kavanaugh v. West Sonoma Union High School District, (2003) 29 Cal.4th 911

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Adopted: 10-16-12

Amended: 8-18-15

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16, 2017

SUBJECT: B.7.e. ADOPT AND APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 5111.1 – DISTRICT RESIDENCY – First Reading

ISSUE: Should the Board of Education adopt and approve the proposed amendment to Board Policy and Administrative Regulation 5111.1 – District Residency?

BACKGROUND: Board Policy 5111.1 is new policy reflecting new law (AB 1101) which mandates any district that elects to conduct investigations of student's residency to adopt policy with specified components, including (1) the circumstances under which the district may initiate an investigation; (2) the investigatory methods that may be used, including whether the district may use of the services of a private investigator; (3) a prohibition against surreptitious photographing or video-recording of student who are being investigated; and (4) an appeals process. Policy also contains materials formerly in AR re: enrollment not required district residency. Regulation updated to reflect new law (SB 200 and AB 224) which provides that a student will be deemed to meet residency requirement if his/her parent/guardian lives with the student in the place of his/her employment within district boundaries at least three days during the school week. Regulation also contains material formerly in AR 5111.12 – Residency Based on Parent/Guardian Employment authorizing district to grant residency status to students whose parent/guardian is employed within district boundaries for at least 10 hours during the school week (Allen bill transfers), and reflects provisions of SB 200 and AB 224 which provide that this option will sunset July 1, 2017 unless further legislation is passed. Board Policy 5111.1 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Adopt and approve the amendment to Board Policy 5111.1 – District Residency.
2. Do not amend Board Policy 5111.1 – District Residency.
2. Adopt a modified version of the amendment to Board Policy 5111.1 – District Residency

RECOMMENDATION: Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5111.1(a)

District Residency

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

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Series 5000

Students

BP 5111.1(b)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency. The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5111.1(c)

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)
(cf. 6145.6 - International Exchange)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination
35160.5 Intradistrict open enrollment
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 Compulsory education law, especially:
48204 Residency requirements
48204.1-48204.2 Evidence of residency
48300-48316 Student attendance alternatives, school district of choice program
48350-48361 Open Enrollment Act transfers
48852.7 Education of homeless students; immediate enrollment
48853.5 Education of foster youth; immediate enrollment
48980 Notifications at beginning of term
52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CSBA PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5111.1(d)

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

Adopted:

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

SERIES 5000

STUDENTS

AR 5111.1(a)

District Residency

Criteria for Residency

A student shall be deemed to have complied with residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parents/guardians reside within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

(cf. 6173.1 – Education for Foster Youth)

3. The student has been admitted through the district's interdistrict attendance ~~program~~ ***option, such as an interdistrict attendance agreement, “school district of choice” transfer, or Open Enrollment Act transfer.*** (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 – Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48207)

(cf. 6183 - Home and Hospital Instruction)

8. ***The student’s parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)***

~~In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)~~

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

SERIES 5000

STUDENTS

AR 5111.1(b)

(cf. 5111.12—Residency Based on Parent/Guardian Employment)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education 48204)

- 1. The additional cost of education the student would exceed the amount of additional state aid received as a result of this transfer.*
- 2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.*
- 3. Other circumstances exist that are not arbitrary.*

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the students continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

SERIES 5000

STUDENTS

AR 5111.1(c)

~~(cf. 5145.6 – Parental Notifications)~~

Proof of Residency

~~The Superintendent or designee shall annually verify the student's residency and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)~~

~~(cf. 5111 – Admission)~~

~~(cf. 5125 – Student Records)~~

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following:
(Education Code 48204.6)

1. Property tax payment receipts
2. Rental property contract, lease, or payment receipts
3. Utility service contract, statement, or payment receipts
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

~~(cf. 5141 – Health Care and Emergencies)~~

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

SERIES 5000

STUDENTS

AR 5111.1(d)

However, a homeless or foster youth shall not be required to provide proof residency as a condition of enrollment in district schools (Education Code 48853.5; 42 USC 11432)

(cf. 6173 – Education for Homeless Children)

(cf. 6173.1 – Education for Foster Youth)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

Failure to Verify Residency

~~When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or reliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)~~

~~If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the Superintendent or designee within 10 school days. The Superintendent or designee shall review any new evidence and make a final decision within 10 school days.~~

~~If any district employee reasonably believes that the parent/guardian of a student has provided false or unreliable evidence of residency, the Superintendent or designee shall make reasonable efforts to determine whether the student meets legal residency requirements.~~

Safe At Home/*Confidential Address* Program

When a student or parent/guardian participating in the Safe at Home Program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries **but** shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. ~~The Superintendent or designee.~~ (Government Code 6206, 6207)

(cf. 3580 - District Records)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

SERIES 5000

STUDENTS

AR 5111.1(e)

Legal Reference:

EDUCATION CODE

~~35351 Assignment of students to particular schools~~

~~46622-46611 Interdistrict attendance permits~~

~~48050-48054 Nonresidents~~

~~48200-48208 Compulsory education law~~

~~48356 Open Enrollment Act transfer; fulfillment of residency requirement~~

~~48853.5 Education of foster youth; immediate enrollment~~

~~48980 Notification at beginning of term~~

~~52317 ROP, Admission of persons including nonresidents to attendance area~~

FAMILY CODE

~~6550-6552 Caregivers~~

GOVERNMENT CODE

~~6205-6210 Confidentiality of residence for victims of domestic violence~~

CODE OF REGULATIONS, TITLE 5

~~432 Varieties of student records~~

UNITED STATES CODE, TITLE 42

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

COURT DECISIONS

~~Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47~~

Management Resources:

CDE LEGAL ADVISORIES

~~0303.95 Verification of residency, LO: 1-95~~

OFFICE OF CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

~~Dear Colleague Letter, May 6, 2011~~

WEB SITES

~~California Department of Education: <http://www.cde.ca.gov>~~

~~California Secretary of State: <http://www.ss.ca.gov>~~

~~Office for Civil Rights, U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ocr>~~

Adopted: 8-5-92

Amended: 9-17-02, 7-04, 11-07, 11-11

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: FEBRUARY 16 2015

SUBJECT: B.7.f AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 5141 – HEALTH CARE AND EMERGENCIES – First Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 5141 – Health Care and Emergencies?

BACKGROUND: Board Policy 5141 is being updated to reflect new law (SB 658) which requires the principal of any school that has an automated external defibrillator (AED) to annually provide employees with information on sudden cardiac arrest, the school’s emergency response plan, and the proper use of an AED and which eliminates the requirement that the principal designate the trained employees who will be available to respond to an emergency that may involve the use of an AED. Regulation also reflects provisions of SB 658 which require the district to notify local emergency medical services agency regarding the existence, location, and type of AED acquired, require that instruction on how to use the AED be posted next to every AED, and reduce the inspection requirements to once every 90 days. Board Policy 5141 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 5141 – Health Care and Emergencies.
2. Do not amend Board Policy 5141 – Health Care and Emergencies.
3. Adopt a modified version of the amendment to Board Policy 5141 – Health Care and Emergencies.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5141(a)

Health Care And Emergencies

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3516 – Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 – Infectious Diseases)

(cf. 5142 – Safety)

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when student accidents and injuries occur and that parents/guardians are notified of accidents as appropriate.

(cf. 3530 – Risk Management/Insurance)

(cf. 5143 – Insurance)

(cf. 6145.2 – Athletic Competition)

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

Automated External Defibrillators

The Board authorizes the **Superintendent or designee to** placement of automated external defibrillators (AEDs) at designated school sites for use by **school employees in an emergency.** ~~designated personnel who have volunteered to receive training in the use of AEDs.~~

The Superintendent or designee shall develop guidelines for employees regarding ~~the use of~~ these devices and shall ensure that employees receive **information that describes sudden cardiac arrest, the school's emergency response plan, and the training on their proper use of an AED.** ~~and handling.~~ The guidelines shall also specify the placement, security, and maintenance ~~as well as recommended use of the AED.~~

The authorization of AEDs in district schools shall not be deemed to create a guarantee or obligations to use the **that an AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or will be used in the case of** ~~able to use an AED in an emergency or any expectation that the AED will operate properly.~~

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5141(b)

Legal Reference:

EDUCATION CODE

32040-32044 First aid equipment

49300-49307 School safety patrols

49407 Liability for treatment

49408 Information for use in emergencies

49409 Athletic events; physicians and surgeons; emergency medical care; immunity

49417 Automated external defibrillators

49470 Medical and hospital services for athletic program

49471 Medical and hospital services not provided or available

49472 Medical and hospital services for pupils

49474 Ambulance services

51202 Instruction in personal and public health and safety

CIVIL CODE

1714.21 Defibrillators; CPR; immunity from civil liability

FAMILY CODE

6550-6552 Caregivers

HEALTH AND SAFETY CODE

1797.196 Automatic external defibrillators, immunity from civil liability

1797.200 Emergency medical services agency

1799.102 Personal liability immunity

CODE OF REGULATIONS, TITLE 8

5193 California Bloodborne Pathogens Standard

CODE OF REGULATIONS, TITLE 22

100031-100042 Automated external defibrillators

Management Resources:

WEB SITES

American Heart Association: <http://www.americanheart.org>

American Red Cross: <http://www.redcross.org>

California Department of Health Services: <http://www.dhs.ca.gov>

Adopted: 5-24-78

Amended: 5-20-86, 8-18-92, 9-17-02, 5-17-05

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5141(a)

Health Care and Emergencies

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually request that parents/guardians provide the following information:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and e-mail address, if applicable
4. Name, address and telephone number of an alternative contact person to **whom** the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency when the parent/guardian cannot be reached
5. Local physician to call in case of emergency

(cf. 5021 – Noncustodial Parents

~~(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)~~

(cf. 5142 – Safety)

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

Notification/Consent for Medical Treatment

Whenever a student requires emergency or urgent medical treatment while at school or at school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency contact form in order to obtain consent for the medical treatment.

If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/student has previously filed with the district a written objection to any medical treatment other than first aid.

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5141(b)

care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice ~~from the caregiver~~ that the minor student is no longer living with the caregiver ***of if the Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit.*** (Family Code 6550)

(cf. 5111.1 – District Residency)

The caregiver's consent to medical care shall be superseded by an contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. (Family Code 6550)

Automated External Difibrillators

When an automated external defibrillator (AED) is placed in a district school, the Superintendent or designee shall ***notify an agent of the local emergency medical services agency of the existence, local, and type of AED aquired.*** ~~ensure that there is a written plan in place which describes the procedures to be followed in the event of an emergency that may involve the use of an AED, including, but not limited to, requirements for immediate notification of the 911 emergency telephone number and trained office personnel at the start of the procedures.~~ (Health and Safety Code 1797.196, ***1797.200***)

The Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

The Superintendnet or designee shall develop a written plan which describes the procedures to be following in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures should include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

(cf. 0450 – Comprehensive Safety Plan)

~~The Superintendent or designee shall annually provide school employees a brochure that describes the proper use of an AED and is approved in content and style by the American Heart Association or American Red Cross. Similar information shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)~~

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5141(c)

~~The principal shall designate the trained employees who shall be available to respond to an emergency that may involve the use of an AED during the hours of classroom instruction or when a school-sponsored activity is occurring on school grounds. (Health and Safety Code 1797.196)~~

~~The Superintendent or designee shall ensure that all AEDs are maintained and regularly tested in accordance with applicable laws and the operation and maintenance guidelines set forth by the manufacturer, American Heart Association, and American Red Cross. (Health and Safety Code 1797.196)~~

The princioal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

- 1. Sudden cardiac arrest***
- 2. The school's emergency response plan***
- 3. The proper use of an AED***

Instruction on how to use the AED, in no less than 14-point type, shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

Each AED shall be checked for readiness ***at least biannually and*** after each use. ~~and at least every 30 days if the AED has not been used in the preceding 30 days.~~ ***In addition, the Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED. The Superintendent or designee shall*** maintain records of these checks. (Health and Safety Code 1797.196)

(cf. 3580 – District Records)

Adopted: 5-24-78

Amended: 9-1-92, 9-17-02, 5-17-05, 11-05, 2-15

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: VII.1. MONTHLY ENROLLMENT AND ATTENDANCE REPORT

INFORMATION

ISSUE: Shall the Board receive and review a status report on District enrollment and attendance through Month 6 of the 2015-16 school year?

BACKGROUND: As student enrollment and attendance plays a key roll in determining General Fund revenues, staffing, and expense, it is critical that the Board and Administration carefully monitor these factors in assessing both appropriate student support and the District's financial position. Accordingly, staff has prepared the attached enrollment and attendance information through the end of the most recent reporting period to assist in this review.

RECOMMENDATION: None. Information only.

Prepared by: Shannan Kaesberg, Senior Accountant, Fiscal Services
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

MONTHLY REPORT OF ENROLLMENT AND ADA

Board Meeting February 16, 2016

Page 1

Site/ Grade	YEAR TO DATE		Month 1		Month 2		Month 3		Month 4	
	ENRL*	ADA	ENRL*	ADA	ENRL*	ADA	ENRL	ADA	ENRL	ADA
BES										
K	95	89.14	92	90.84	93	89.24	93	89.01	93	89.17
1	89	84.83	86	84.32	88	83.65	88	85.53	88	85.56
2	86	82.75	85	83.21	85	83.06	85	83.13	85	82.67
3	85	82.47	85	83.26	84	82.00	85	83.40	86	82.50
4	119	114.50	118	116.11	117	114.94	117	114.07	117	114.56
5	133	127.84	131	128.32	132	127.82	132	128.00	132	129.44
SDC	1	1.40	2	2.00	2	2.00	1	1.33	1	1.00
Total	608	582.93	599	588.06	601	582.71	601	584.47	602	584.90
ADA % **		95.88%		98.17%		96.96%		97.25%		97.16%
OHES										
K	98	94.75	99	94.42	99	95.65	99	96.40	98	95.11
1	69	68.61	71	69.37	71	69.41	71	70.27	70	67.78
2	84	81.71	84	82.05	84	82.47	84	82.47	84	81.72
3	85	81.72	84	82.42	83	81.76	82	81.13	83	80.33
4	91	89.73	93	90.89	93	90.82	92	91.13	92	89.56
5	100	97.94	101	97.53	101	99.00	101	99.20	101	98.83
SDC	1	0.99	1	1.00	1	1.00	1	1.00	1	1.00
Total	528	515.45	533	517.68	532	520.11	530	521.60	529	514.33
ADA % **		97.62%		97.13%		97.77%		98.42%		97.23%
ROES										
K	95	90.45	95	89.16	94	91.00	95	91.40	94	90.33
1	94	89.06	92	87.63	92	88.88	92	89.40	92	89.11
2	111	109.11	112	108.95	112	109.88	113	109.40	113	109.56
3	85	81.71	85	83.58	83	82.47	83	81.40	83	80.66
4	117	110.67	116	110.95	113	111.13	113	108.60	116	110.06
5	102	98.10	100	97.78	100	99.35	101	97.60	101	97.61
SDC	0	-	0	-	0	-			0	-
Total	604	579.10	600	578.05	594	582.71	597	577.80	599	577.33
ADA % **		95.88%		96.34%		98.10%		96.78%		96.38%
MCMS										
6	357	345.96	355	349.00	355	347.53	355	346.53	355	343.95
7	381	371.58	384	374.32	386	374.76	386	375.07	386	372.95
8	357	348.70	361	351.95	360	350.18	359	350.47	359	348.47
SDC	3	2.96	3	2.79	3	3.00	3	3.00	3	3.00
Total	1098	1,069.20	1103	1,078.06	1104	1,075.47	1103	1,075.07	1103	1,068.37
ADA % **		97.38%		97.74%		97.42%		97.47%		96.86%
OPHS										
9	404	393.92	409	399.11	408	396.00	407	394.20	404	393.58
10	395	386.92	402	393.37	402	390.88	400	388.87	400	385.00
11	353	341.85	361	348.58	361	342.94	360	340.80	360	341.42
12	369	356.83	373	361.57	373	357.71	372	358.33	371	356.21
SDC	1	1.74	2	2.11	2	1.88	2	2.00	2	1.95
Total	1522	1,481.26	1547	1,504.74	1546	1,489.41	1541	1,484.20	1537	1,478.16
ADA % **		97.32%		97.27%		96.34%		96.31%		96.17%
OVHS										
10-12	49	36.56	35	33.27	38	34.75	37	34.44	39	35.12
ADA % **		74.61%		95.06%		91.45%		93.08%		90.05%
OPIS										
K-12	228	215.45	215	203.79	221	217.29	220	216.33	223	218.42
ADA % **		94.50%		94.79%		98.32%		98.33%		97.95%
Other ***	3	5.25	2	1.06	2	1.06	2	1.30	2	1.48
TOTALS										
K-12	4640	4,485.20	4634	4,504.71	4638	4,503.51	4631	4,495.21	4634	4,478.11
ADA % **		96.66%		97.21%		97.10%		97.07%		96.64%

* Enrollment is as of last day of school month.

** % of Attendance is ratio of ADA generated during the period divided by last day enrollment.

*** Other is Home Hospital, Non Public Schools, and Extended Year

Updated February 3, 2016 sk

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MONTHLY REPORT OF ENROLLMENT AND ADA

Board Meeting February 16, 2016

Page 2

Site/ Grade	Month 5		Month 6		Month 7		Month 8		Month 9		Month 10	
	ENRL	ADA	ENRL	ADA	ENRL	ADA	ENRL	ADA	ENRL	ADA	ENRL	ADA
BES												
K	92	85.20	95.00	89.95								
1	89	85.67	89.00	83.74								
2	86	83.13	86.00	81.47								
3	85	81.87	85.00	81.53								
4	118	112.73	119.00	114.16								
5	132	127.00	133.00	125.68								
SDC	1	1.00	1	1.00								
Total	603	576.60	608	577.53								
ADA % **		95.62%		94.99%								
OHES												
K	98	93.06	98.00	93.68								
1	68	67.40	69.00	67.21								
2	83	79.33	84.00	81.95								
3	85	81.88	85.00	82.37								
4	91	88.80	91.00	86.89								
5	100	96.00	100.00	96.84								
SDC	1	1.00	1	0.95								
Total	526	507.47	528	509.89								
ADA % **		96.48%		96.57%								
ROES												
K	93	89.33	95.00	90.79								
1	94	88.47	94.00	90.79								
2	112	109.07	111.00	107.95								
3	84	80.00	85.00	81.58								
4	116	111.40	117.00	111.58								
5	102	97.66	102.00	98.42								
SDC	0	-	0	-								
Total	601	575.93	604	581.11								
ADA % **		95.83%		96.21%								
MCMS												
6	356	341.53	357.00	345.61								
7	383	365.47	381.00	365.61								
8	359	343.93	357.00	345.34								
SDC	3	3.00	3	3.00								
Total	1101	1,053.93	1098	1,059.56								
ADA % **		95.72%		96.50%								
OPHS												
9	404	390.67	404.00	388.56								
10	399	385.80	395.00	376.94								
11	359	344.53	353.00	332.66								
12	369	353.93	369.00	352.11								
SDC	1	1.60	1	0.89								
Total	1532	1,476.53	1522	1,451.16								
ADA % **		96.38%		95.35%								
OVHS												
10-12	44	35.33	49.00	42.75								
ADA % **		80.30%		87.24%								
OPIS												
K-12	224	219.53	228	221.89								
ADA % **		98.00%		97.32%								
Other ***	3	4.75	3	5.25								
TOTALS												
K-12	4634	4,450.07	4640	4,449.14								
ADA % **		96.03%		95.89%								

* Enrollment is as of last day of school month.

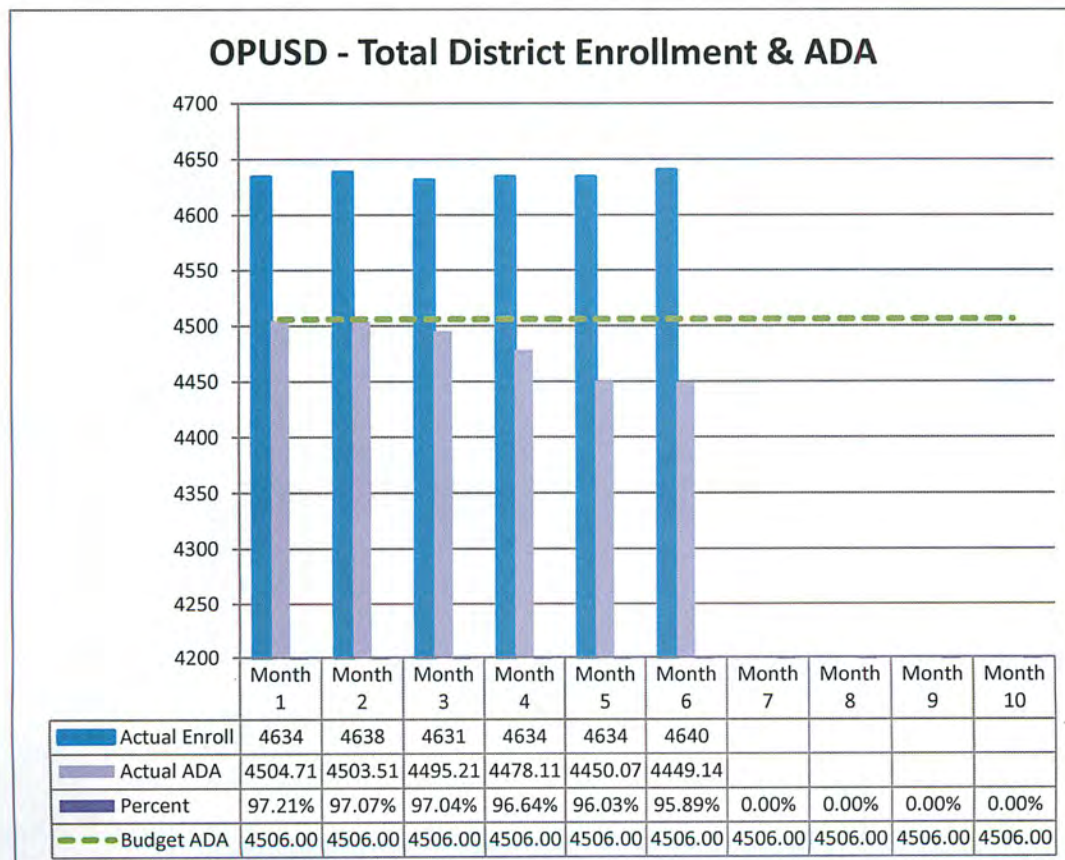
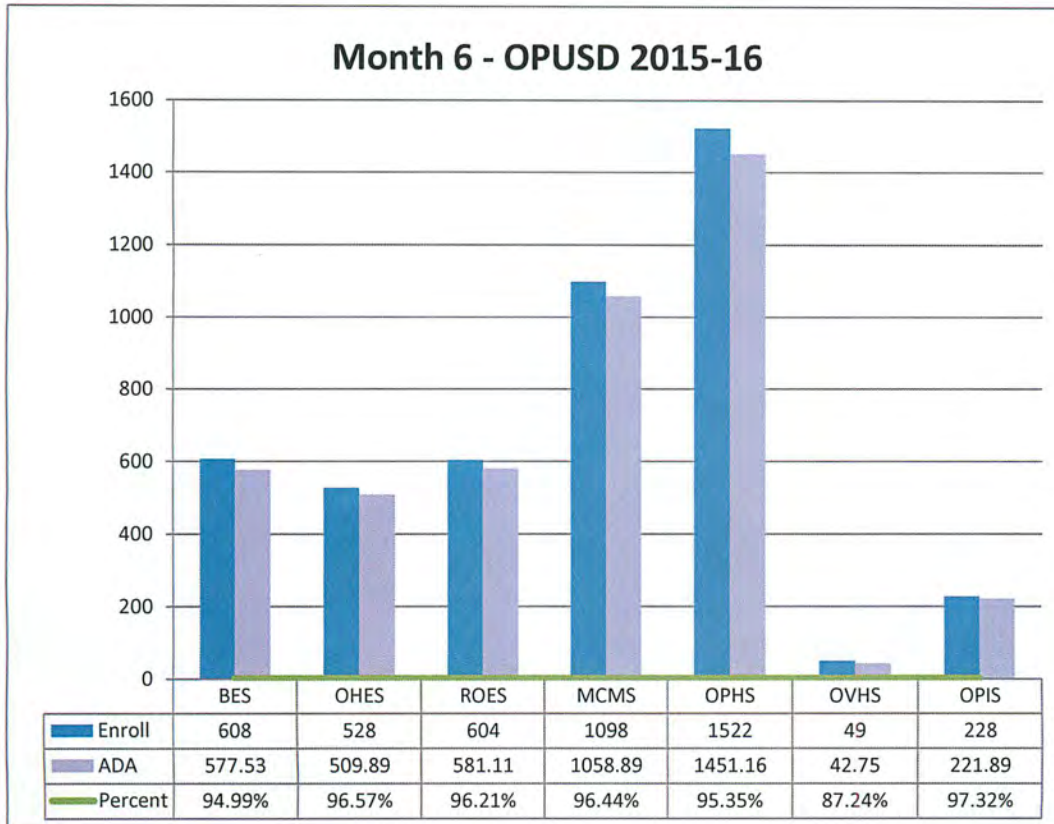
** % of Attendance is ratio of ADA generated during the period divided by last day enrollment.

*** Other is Home Hospital, Non Public Schools, and Extended Year

Updated February 3, 2016 sk

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OAK PARK USD - ATTENDANCE



TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: FEBRUARY 16, 2016
SUBJECT: VII.2. MONTHLY CASH FLOW REPORT

INFORMATION

ISSUE: Shall the Board receive and review a status report on District's actual and projected cash flow through January 31st of the 2015-16 school year?

BACKGROUND: Continuing its practice of the last several years, the Business Office produces a cash flow report each month as an ongoing tool to assist the Administration and Board in analyzing and managing its cash and remaining cash-solvent. Continuing its practice of the last several years, the Business Office produces a cash flow report each month as an ongoing tool to assist the Administration and Board in analyzing and managing its cash and remaining cash-solvent. The current report is attached for the Board's information and review.

RECOMMENDATION: None; for information only.

Prepared by: Barbara Dickerson, Director, Fiscal Services
Martin Klauss, Assistant Superintendent, Business and Administrative Services

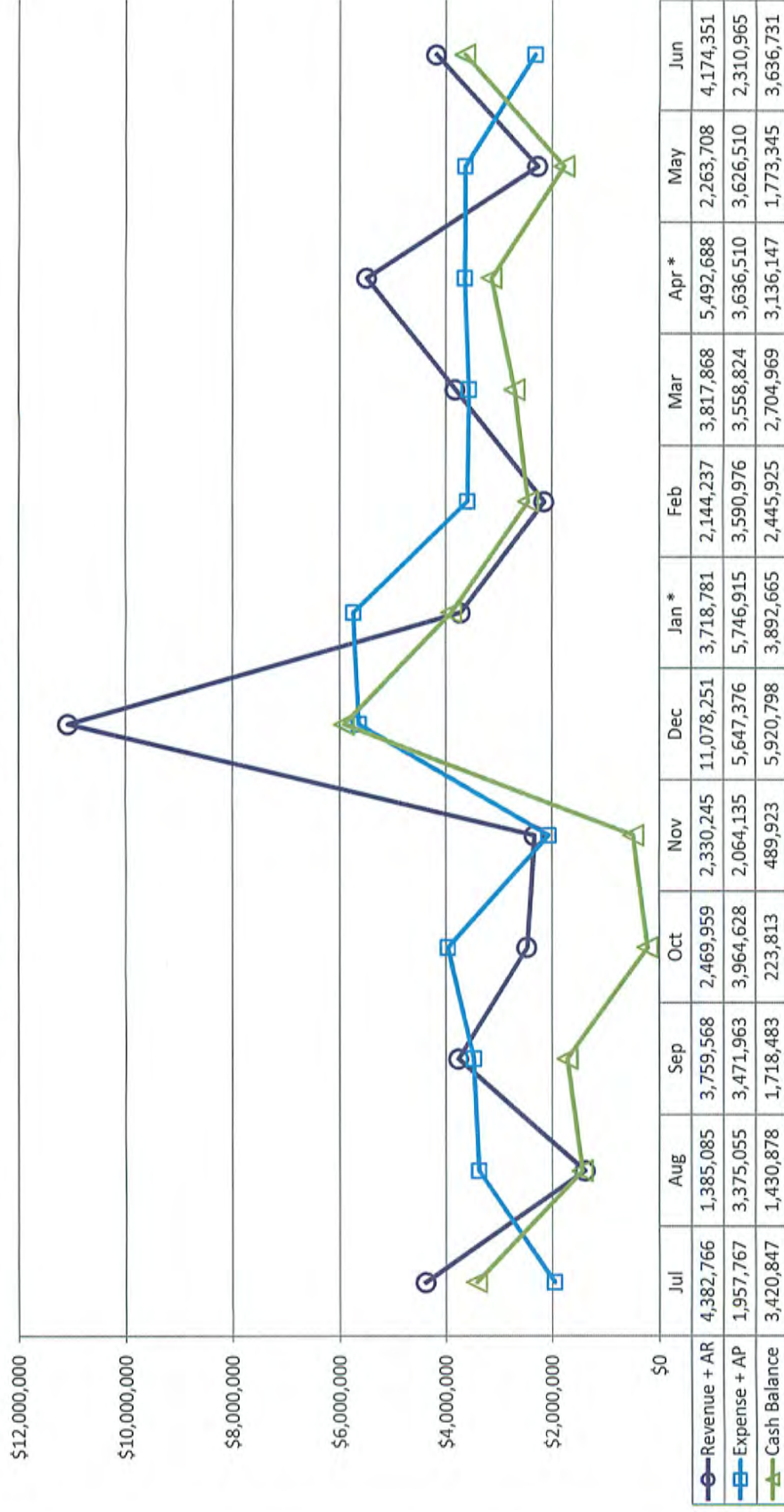
Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW												
Year: 2015-16 Budget												
Budget: 1st Interim												
Actuals through January 31, 2016												
BEGINNING BALANCE BASED ON 2014-15 YEAR-END ACTUALS												
	Object	July	August	September	October	November	December	January	February	March		
A. BEGINNING CASH	9110	\$995,848	\$3,420,847	\$1,430,878	\$1,718,483	\$223,813	\$489,923	\$5,920,798	\$3,892,665	\$2,445,925		
B. RECEIPTS												
Revenue Limit Sources												
Principal Apportionment	8010-8019	923,232	923,232	3,167,343	1,661,819	1,661,819	3,167,343	1,661,819	1,747,251	2,932,617		
Property Taxes	8020-8079	80,614	192	0	28,819	129	6,029,771	212,506	33,214	46,068		
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0	0	0		
Federal Revenue	8100-8299	5,322	2,686	17,605	27,937	-8,299	32,109	38,143	1,073	274,684		
Other State Revenue	8300-8599	229,924	1,365	0	204,154	-27,164	1,028,763	1,497,813	0	66,117		
Other Local Revenue	8600-8799	109,005	194,312	379,157	497,511	265,180	818,917	314,496	276,295	411,977		
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0		
All Other Financing Sources	8930-8979	0	0	73,509	0	0	0	0	0	0		
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0		
TOTAL RECEIPTS		1,348,097	1,121,787	3,637,615	2,420,239	1,891,665	11,076,903	3,724,777	2,057,833	3,731,464		
C. DISBURSEMENTS												
Certificated Salaries	1000-1999	135,429	1,878,648	1,891,751	2,244,417	2,037,150	2,014,391	2,015,057	2,014,855	2,015,233		
Classified Salaries	2000-2999	189,581	461,594	497,642	619,936	594,899	549,507	545,805	550,777	551,647		
Employee Benefits	3000-3999	58,475	723,548	761,495	836,360	796,965	793,286	792,258	790,000	790,000		
Books, Supplies	4000-4999	22,344	90,227	73,156	253,723	146,407	154,992	271,630	56,217	77,661		
Services	5000-5999	160,630	233,251	356,881	611,307	305,660	371,541	516,464	259,219	289,427		
Capital Outlay	6000-6599	13,647	66,364	82,157	12,700	26,319	39,611	134,394	22,174	14,673		
Other Outgo - Excess Costs	7000-7499	46,822	-6,307	8,405	10,405	22,923	8,405	36,741	57,234	19,684		
Interfund Transfers Out	7600-7629	0	0	0	300,000	40,000	40,000	0	40,000	0		
All Other Financing Sources	7630-7699	0	0	0	0	0	0	0	0	0		
Other Disbursements/Non Expenditures		0	0	0	0	0	0	0	0	0		
TOTAL DISBURSEMENTS		626,927	3,447,324	3,671,487	4,888,848	3,970,322	3,971,734	4,312,348	3,790,476	3,758,324		
D. BALANCE SHEET TRANSACTIONS												
Accounts Receivable	9200	184,669	263,299	121,953	49,720	438,581	1,348	-5,996	86,404	86,404		
Accounts Payable	9500	-1,330,840	72,269	199,524	924,220	306,186	-75,642	-9,567	199,500	199,500		
Current Loans (Cross Yr TRAN/Other)	9640	0	0	0	0	1,600,000	-1,600,000	0	0	0		
Current Loans (Current Yr TRANS)	9640	2,850,000	0	0	0	0	0	-1,425,000	0	0		
TOTAL PRIOR YEAR TRANSACTIONS		1,703,829	335,568	321,477	973,939	2,344,767	-1,674,294	-1,440,563	285,904	285,904		
E. NET INCREASE/DECREASE (B-C+D)		2,424,999	-1,989,970	287,605	-1,494,670	266,110	5,430,875	-2,028,134	-1,446,739	259,043		
F. ENDING CASH (A+E)		3,420,847	1,430,878	1,718,483	223,813	489,923	5,920,798	3,892,665	2,445,925	2,704,969		
G. ENDING CASH, PLUS ACCRUALS												

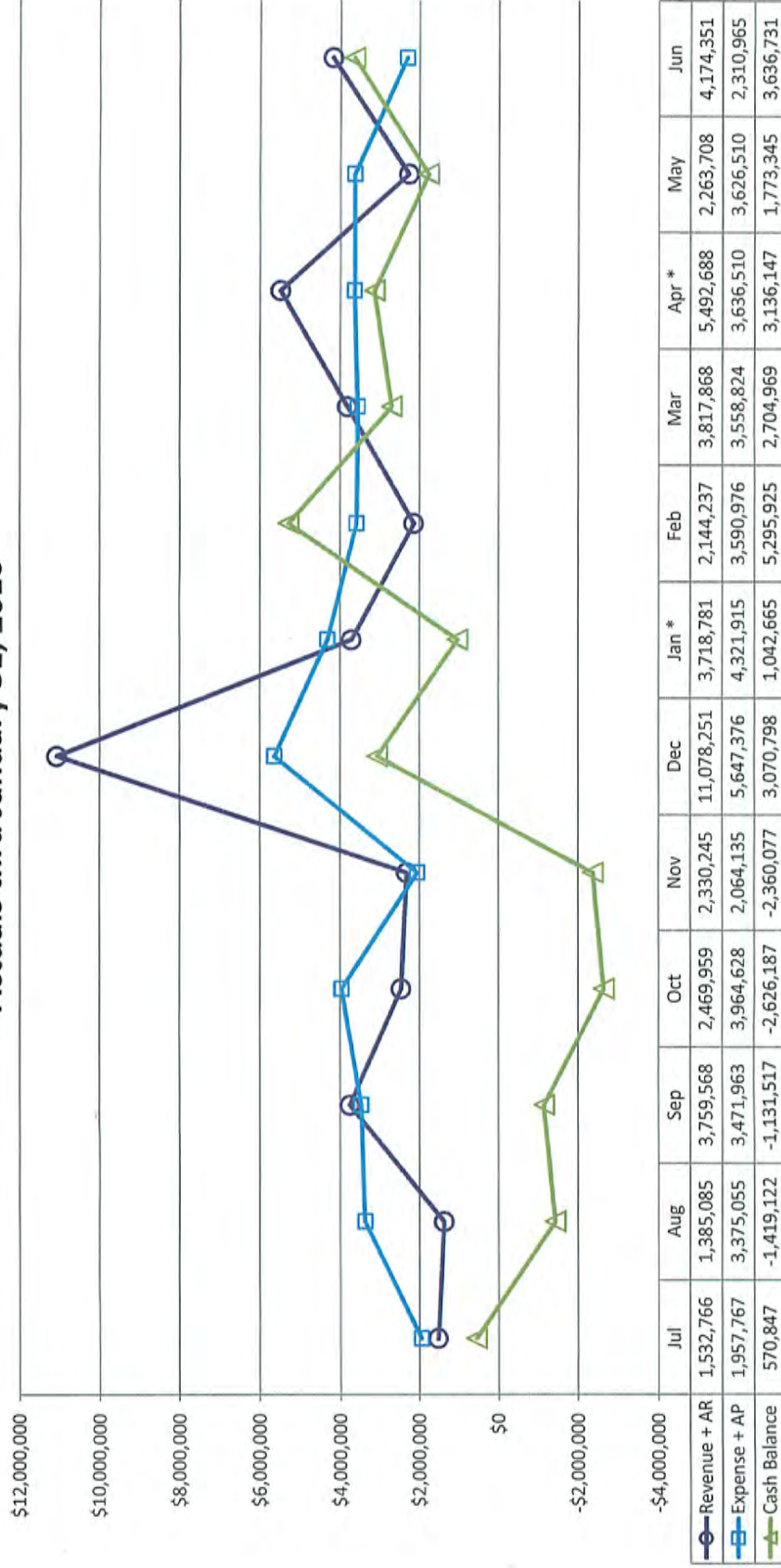
OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW							
Year: 2015-16 Budget							
Budget: 1st Interim							
Actuals through January 31, 2016							
	Object	April	May	June	Accruals	Total	
A. BEGINNING CASH	9110	\$2,704,969	\$3,136,147	\$1,773,345			
B. RECEIPTS							
Revenue Limit Sources							
Principal Apportionment	8010-8019	1,726,336	1,726,336	3,031,366	0	24,330,513	
Property Taxes	8020-8079	2,284,398	114,066	297,599	0	9,127,374	
Miscellaneous Funds	8080-8099	0	0	0	0	0	
Federal Revenue	8100-8299	0	0	98,373	469,226	958,859	
Other State Revenue	8300-8599	541,468	1,031	34,217	583,747	4,161,435	
Other Local Revenue	8600-8799	854,082	335,871	604,657	179,197	5,240,657	
Interfund Transfers In	8910-8929	0	0	0	0	0	
All Other Financing Sources	8930-8979	0	0	0	0	73,509	
Other Receipts/Non-Revenue		0	0	0	0	0	
TOTAL RECEIPTS		5,406,284	2,177,304	4,066,210	1,232,170	43,892,347	
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	2,015,574	2,015,724	370,444	132,274	20,780,945	
Classified Salaries	2000-2999	550,094	550,793	564,572	24,840	6,251,687	
Employee Benefits	3000-3999	790,000	790,000	330,675	354	8,253,417	
Books, Supplies	4000-4999	57,529	57,526	45,320	-4,368	1,302,363	
Services	5000-5999	303,463	335,068	530,230	33,987	4,307,126	
Capital Outlay	6000-6599	102,525	26,095	31,926	101,456	674,040	
Other Outgo - Excess Costs	7000-7499	16,825	50,804	214,821	16,310	503,071	
Interfund Transfers Out	7600-7629	0	0	800,000	0	1,220,000	
All Other Financing Sources	7630-7699	0	0	0	0	0	
Other Disbursements/Non Expenditures		0	0	0	0	0	
TOTAL DISBURSEMENTS		3,836,010	3,826,010	2,887,987	304,853	43,292,649	
D. BALANCE SHEET TRANSACTIONS							
Accounts Receivable	9200	86,404	86,404	108,141	0	1,507,330	
Accounts Payable	9500	199,500	199,500	577,022	0	1,461,172	
Current Loans (Cross Yr TRANS/Other)	9640	0	0	0	0	0	
Current Loans (Current Yr TRANS)	9640	-1,425,000			0	0	
TOTAL PRIOR YEAR TRANSACTIONS		-1,139,096	285,904	685,163	0	2,958,502	
E. NET INCREASE/DECREASE (B-C+D)		431,178	-1,362,802	1,863,386	927,318	3,568,200	
F. ENDING CASH (A+E)		3,136,147	1,773,345	3,636,731	927,318	3,568,200	
G. ENDING CASH, PLUS ACCRUALS					4,564,048		

OPUSD - Cashflow Actuals thru January 31, 2016



* NOTE: TRAN loan proceeds included in Revenue and Cash Balance lines: July \$2,850,000.
TRAN repayment included in Expense and Cash Balance lines: January \$1,425,000 and April \$1,425,000.

OPUSD - Cashflow without TRAN Actuals thru January 31, 2016



* NOTE: TRAN loan proceeds not included in Revenue and Cash Balance lines: July \$2,850,000.
TRAN repayment not included (January \$1,425,000 and April \$1,425,000).

TO: MEMBERS, BOARD OF EDUCATION
FROM: Sara Ahl, Principal, Brookside Elementary School
DATE: February 16, 2016
SUBJECT: Monthly Board Report for Brookside Elementary School

SCHOOL EVENTS:

- We held our school spelling bee on January 8, 2016. Fifth grader, Allie Wang, prevailed and will be representing Brookside at the county spelling bee.
- Music Van visited 3rd and 5th grade students once again this year! Students enjoyed hands on experiences with a variety of musical instruments. A big thank-you to the PTA and to the New West Symphony for this fabulous program!



- We have our annual Shakespeare program coming to Brookside on February 16 and February 18, thanks to PTA funding. This year's play will be an accessible, shortened, adapted version of Shakespeare's *The Tempest*. It is called, *The Player's Tempest*. Students will participate in workshops in their classrooms before attending a final presentation by professional actors in the afternoon. Themes that will be addressed by the workshops and the performance include: use of imagination, recognizing and building of stock characters to tell stories, ways of solving conflict, and the effectiveness of Shakespeare's language in painting verbal pictures. The entire program supports the California Educational Standards of: Word Recognition, Comprehension of the Written Word, Literary Response, Comprehension of Speakers, and Delivery of Oral Communication. This program is coordinated by the Kingsmen Shakespeare Company.
- The PTA Tile Wall Fundraiser was held on Saturday, January 30th. Over 100 families came to paint tiles with guidance from parent volunteers and staff from Color Me Mine in Calabasas. The tiles will be installed as a tile wall on the exterior of the 200 building. This was a wonderful community event that children and parents seemed to very much enjoy (including the grilled cheese and tater tots!).



FIELD TRIPS:

- All fourth grade classes visited the Ventura Mission during the first week of February.

SCHOOL SITE COUNCIL:

Brookside School Site Council met on January 12. The topic of focus was the school's Single Plan for Student Achievement, which will be presented to the board for approval at this month's meeting. The council will meet again on February 9 and agenda items will include school safety and the School Safety Plan.

CALENDAR HIGHLIGHTS:

Feb 16 & 18	Kingsmen Shakespeare Program
Feb 20	Brookside PTA's "Give to Grow" Gala
Feb 22	Road to Fitness Kickoff
Feb 25	2 nd Grade Musical Performance

Respectfully submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: Members of the Oak Park Unified School District Board of Education

FROM: Erik Warren, Principal, Oak Hills Elementary School

DATE: February 16, 2016

SUBJECT: Monthly Board Report

Facilities Improvements

Our new Literacy room has arrived! Oak Hills is very excited to have a new relocatable classroom to house our three Literacy specialists. Susan Jacobs, Bryce McPhillips, and Andi Hunt, who coordinates the program, have been working out of two small trailers and whatever other space they could come up with to support about 50 students in grades K-5 every day. The new classroom with partitions and a SmartBoard has already been a great benefit to the program. We owe a big thank you to Martin, Julie, and the rest of the District team for all the work, problem solving and support they gave in making our new classroom a reality.

Student Council

The Oak Hills students elected their homeroom representatives to form the second semester Student Council. All candidates who run for homeroom representative positions are welcomed and encouraged to participate as a members-at-large regardless of the outcome of the elections. The Council then elected its officers from among its members. After hearing speeches and reviewing posters, the council members elected the following officers:

President:	Gavin Wallace
Vice-President:	Jared Cornick
Secretary:	Ella Belsky
Treasurer:	Avery Mansmann
Publicists:	Ethan Smith
	Aahva Shah
	Talya Modaberpour
	Rachel Rabinovitz
	Annie Faxas

This council is already taking on some exciting projects and we look forward to their leadership in the coming months.

Abilities Awareness Program

All of our Oak Hills students have some amazing abilities. We are consistently amazed at what these hard-working students can achieve. To help students understand how we all have different abilities, Oak Hills students participate in a series of carefully designed activities. For example, students are challenged to navigate the campus without sight, manipulate small items without full use of their hands, and read without being able to easily recognize letters or words. It is a great way for students to discover how everyone has different abilities, and that sometimes when one ability is taken away, other abilities can grow in exceptional ways to help compensate. We owe a huge thank you to a virtual army of parent volunteers who made this event possible.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: Jon A. Duim, Principal, Red Oak Elementary School

DATE: February 16, 2016

SUBJECT: Monthly Board Report

Scholastic Book Fair

Our school library hosted the Scholastic Book Fair from January 28 to February 2nd. The theme of the Fair was Feelin' Groovy. We received a lot of positive feedback from students and parents on the 1960's theme. On opening night, two food trucks provided dinner and treats for families while local author, Drew Daywalt, read his newest book, *The Day the Crayons Came Home*. Many books were bought by parents and given to teachers for Valentine's Day to enlarge their classroom libraries.

College Sweatshirt Day

College Sweatshirt Day was on Thursday, January 21. Staff members wore a sweatshirt and/or t-shirt from a college that they attended. The purpose was to demonstrate to our students that we as a staff value education, that we want them to aspire to attend a college (and be life-long learners), and that teachers and staff members are professionals who attended college themselves. Teachers talked to their classes about their college experiences, the value of the education that they received and how education can help students to achieve their goals in life.

Ancestor Show

On January 28, our four 2nd grade classes together presented their Ancestor Show in our MPR. The show included the singing of a number of patriotic and immigrant songs. In-between were individual student sharing of stories and information about the experiences of their grandparents and original nation of origin. The performance was given in front of a packed audience of parents and relatives.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: BRAD BENIOFF, PRINCIPAL, MEDEA CREEK MIDDLE SCHOOL

DATE: FEBRUARY 16, 2016

SUBJECT: MONTHLY SCHOOL REPORT

Future Business Leaders of America February 6th: the MCMS chapter, sponsored by Barbara Wechter, will join the OPHS chapter at an activity beginning at West Ranch High School in Valencia and culminating at Magic Mountain.

Ability Awareness Faire February 9, 10th: In 7th grade physical education experience, through different hands-on stations, what it feels like to live with a disability. Many thanks to MCMS parents for putting on this amazing event.

W.E.B. Luncheon February 11th: Another great leadership/connectedness activity pairing 8th grade mentors with 6th graders. Thanks to Counselors Rob Sitomer and Dianne Large.

MCMS Choir to OPHS February 16th: Choir director Elana Levine takes her class to work with OPHS choir for period 6.

Demonstration Day at MCMS February 17th: This is MCMS teachers' implementation of Inquiry-Based Learning. Teachers who are taking part in the CTI workshops have been experimenting, anywhere from a couple of months to over a year, in their classrooms with what they are learning. On this day teachers are coordinating their experimentation efforts to take place on the same day for colleagues and the community to observe. Teachers are incorporating inquiry thinking (often student generated) and problem solving into larger themes or units of study, as examples.

STEAM Night February 18th: A variety of professionals in the science, technology, engineering, art and math fields will be available for students and families to interact, ask questions and get excited about career and interest opportunities that await!

MCMS V. Lindero February 18th @ 3:00: Our 8th graders meet again at Medea for a great game! Thanks to coach Kegley and the MCMS P.E. department.

Hoops For Heart February 23, 24: Coach Jacobs annually helms this fundraising PE activity to benefit the American Heart Association.

History Day February 24, 3-6 p.m.: MCMS has over 40 student groups who have developed a project and presentation around the theme of: "Exploration, Encounter & Exchange in History." Projects will be presented and judged; awards will be given out, all by 6:00!

WEB Training February 24-26th: Our counselors will be attending this follow-up training in Temecula for this great program implemented last year at MCMS.

California Association of Gifted Conference February 26th-28th: Several MCMS teachers are looking forward to attending this annual conference.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: Members of the Oak Park Unified Board of Education
FROM: Kevin Buchanan, Principal, Oak Park High School
DATE: February 16, 2016
SUBJECT: Monthly Board Report

COURSE ADVISEMENT – February 25

On February 25, 2016, counselors and administrators visit classrooms to discuss with students course selection procedures for the upcoming school year. The same evening parents and students meet with teachers, counselors and administrators to help plan class selection for the 2016-2017 year. Materials will be distributed to all returning students prior to the meeting so that parents and students can review options for classes next year.

FUTURE FRESHMEN COURSE ADVISEMENT - February 22

All incoming freshmen and parents meet with us at a separate advisement meeting on Monday, February 22. This meeting will provide more detail and orientation information for students new to Oak Park High School. Our 9th grade counselor will meet with all grade 8 students at Medea at the beginning of April.

Mary Poppins-The Musical



Directed by Allan Hunt, this musical will be a family favorite and feature live instrumental music provided by OPHS student musicians. Choral Director Heidi Cissell and Musical Director Zachary Borquez are collaborating with Allan to recreate the famous music and songs. OPHS alum Casey Denning is choreographing the show. Ellyn Schneider is coordinating the crew. Ticket sales are strong and we are hoping for four sold out shows.

ACADEMIC DECATHLON

The OPHS ACADECA team competes in the Ventura County competition on February 6th. Coached by Robin Midiri, the team is hoping to improve on their second place finish from last year and make it to the State tournament again. Principal Buchanan is serving as a speech judge in this year's competition but will not be adjudicating OPHS students. Good Luck to all

FBLA – Future Business Leaders of America

OPHS FBLA Teams will travel to the Gold Coast Leadership Conference on February 6 to compete in a series of events that last year garnered our students several first place trophies and entrants into the State competition. Led by Michael Winkler and student Chris Lee, who is the State President, we hope to once again sweep the awards. Good luck to all the team members.

WASC

The WASC Focus on Learning report is complete and has been sent to the visiting team in advance of their visit on March 28. We are now in preparation to host the team and share with them our school and our action plan for the next WASC Cycle.

FEBRUARY ACTIVITIES

February is a busy month with lots of ASB activities such as the Red Cross Blood Drive and Vice Dance. Counseling activities like Future Freshmen night and course advisement. We also have Chinese Culture Night, Fine Arts Assembly and Super Saturday as well as our WASC visit and Spring Sports Clearance.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO ALL: Members of the Oak Park Unified Board of Education
FROM: Stewart McGugan, Director of Alternative Education
DATE: February 3, 2016
SUBJECT: Monthly Board Report (February)



OAK VIEW HIGH SCHOOL



OAK PARK PRESCHOOL FIELD TRIP

Mrs. Liepman's Psychology class was able to visit the Oak Park Preschool to work with the preschool students. Mrs. Liepman arranged this field trip to align with her Psychology class who would be studying the Egocentric stage from Piaget's theory. By observing pre-school age children at play and when interacting with each other and their teachers, our students were able to connect the theories they are learning to the real world. We are very fortunate to have a preschool within our district that is inviting of our students. This field trip is vital to our students and I want to thank everyone who was involved in making sure it occurred.

VCI – DIGITAL IMAGING HEAT TRANSFER AND GRAPHICS

Rubin Reyes, our VCI teacher, took our students on a field trip to the Long Beach Convention Center for a Screen-printing Show. They were able to go on this trip with other Ventura County Continuation school students. One important life lesson these students gained from this field trip was the idea that people are able to make livings using the skills they are being taught in this course. Hopefully, it opened their eyes and inspired them to visualize themselves in a career as well.



Stewart McGugan @OakParkARed Jan 18
WASC Chair/Alex Contreras Visits Digital Imaging Heat Transfer class/Ventura County
Innovate&Mr. Reyes
@oakparkusd

WASC CHAIR VISIT

Our WASC Chair, Alex Contreras (pictured above), visited our VCI classes, our Internship class at Brookside and our Outlying Study Hall classes. He was extremely impressed with our two VCI elective classes. Alex is an avid guitar player and was able to collaborate with our Manufacturing Guitar students about different types of guitars. In our Digital Imaging Heat Transfer class, he was able to see students designing and making Oak Park Unified School District t-shirts for our Maintenance and Operations Department (pictured above). The WASC team will not be able to see these classes because they will only be there from Sunday to Wednesday.

STAR SCHOLAR

This past week, our staff voted that Scott McIntosh to be our Star Scholar. This award is given to our top senior student every year. Here are two quotes from a couple of his teachers. Scott has been working very hard and is very deserving of this award. Congratulations, Scott!

I have enjoyed Scott from the moment he arrived at Oak View four years ago. He is an excellent student and never gives up on an assignment. He takes personal pride in his work and always does his best. In addition, he is a kind and genuine human being. He cares about those around him and is compassionate, polite and respectful. He has

strong religious beliefs and he actively demonstrates it through the manner in which he treats everyone he encounters. Each student and staff member loves Scott. He serves as an example for all of us. The world would be a better place if everyone could be like Scott! – Randi Liepman

Through hard work, dedication, and belief in himself, Scott has developed into the best kind of student. He has just the kind of attitude and ethics teachers dream of and will become a coworker and citizen we can all be proud of. He is a fine young man with much promise and a good friend to us all. – Susan Allen



OAK PARK INDEPENDENT SCHOOL



SPANISH CURRICULUM – LANGUAGE BIRD

Currently, our Spanish curriculum is the Rosetta Stone Spanish program. Although there are many great features to this program, we have been trying to find a curriculum that will allow for student-teacher interaction. We have been looking at incorporating Language Bird into our school because it is UC, Cal State and NCAA approved and it includes a language lab component from which we believe our students could benefit. There is a financial increase if we adapt this curriculum, but we will be working with Dr. Heilbron and the curriculum committee for approval.

STAR SCHOLAR

Congratulations to Alex Kukoff, who has been awarded this year's Star Scholar Award. Every year, we vote on a student who has shined as our top senior. Below is a quote from our school counselor, Jeremy Rodgers. Well done, Alex!

Alex is at the top of her class academically and is very strong in her participation at school and in the community. In addition, she has shown a range of interest in extracurricular activities in the areas of: writing, engineering projects, and volunteering. She has maintained a 3.9 as a high school student and a 4.0 as a college student at Moorpark Community College. In addition, she has been published in Seventeen Magazine (winner of the Seventeen Magazine Annual Short Fiction Contest), featured in an ebook anthology through the New York Times Learning network, and was an ABC "Cool Kid" for her efforts with CrabCAD (engineering project to create a set of movie glasses to aid the deaf and hard of hearing). She has amazed teachers and staff within the Oak Park Independent Study program. - Jeremy Rogers, OPIS Counselor

Respectfully submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: Members of the Oak Park Unified School District Board of Education

FROM: Kim Gregorchuk, Director, Oak Park Neighborhood School

DATE: February 16, 2016

SUBJECT: Monthly Board Report

The Snow Carnival, our biggest fundraiser, is scheduled for Saturday, March 5, 2016. We have a very dedicated group of parents who have been working since early October to ensure the success of our carnival. We have never had sponsors before, but one of our parents approached several local businesses and has secured \$3,250 in sponsorships. This will pay for our snow and most of our other costs, so the bulk of our income will be profit. This is great and will really boost our profit. Another group of parents have been busy organizing ongoing fundraisers with parent volunteers providing after school activities for the children to participate in. With this money we have purchased equipment to be used immediately by the children. Since October, we have purchased two new bikes, a wind tunnel, and magnetic ramps and balls that will be used on a 4' X 8' piece of sheet metal that a parent has donated and will attach to the outside wall. We feel privileged to have such generous parents.

The teachers, I, and Barbara McPhillips, the Reggio DK teacher, attended a professional development workshop on Saturday, January 30th. This was an excellent opportunity to learn more about teaching, learning, and illustrating the children's learning that takes place in an outdoor classroom or natural environment. The workshop emphasized that by making the learning happening outside visible or understood, we could show the value of having children involved in outdoor classrooms, natural environments, and all weather conditions. The workshop was provided by Nature Explore (www.natureexplore.org), and I would recommend it for a teacher of any grade level.

In the classrooms, the children have been investigating kites, kite flying, wind, and movement. They have been building and flying kites in one classroom and using simple machines to move small objects. They have discovered conveyor belts, inclined planes, and gears. It is exciting to see their enthusiasm and eagerness to find ways to make things move or shapes to fly in the wind.

Please be sure to mark your calendars for our March 5th Snow Carnival. We would love to see you there. As always, please visit us anytime!

Respectfully Submitted;

Anthony W. Knight, Ed.D.
Superintendent