

Oxford Preparatory Academy - South Orange County

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Amy Kernan, Chancellor and Chief Academic Officer

Principal, Oxford Preparatory Academy - South Orange County

About Our School

The faculty of Oxford Preparatory Academy Charter Schools, "Home of the Champions," is excited to share our special program with you. Our entire staff joins me in welcoming your family to our school community, and we eagerly look forward to working with your child to provide an exemplary education. Our school's academic program is both innovative and challenging, and focuses on the incorporation of the Theory of Multiple Intelligences. Utilizing this approach further advances academic achievement and is one of the many reasons we believe our students excel. Additionally, all students are referred to as Champions, emphasizing the school's ultimate goal of future readiness for all students. Oxford Preparatory Academy has established a tradition of quality instruction, building on a strong partnership between our wonderful families and our amazing school staff. We are all fortunate to be part of a school where student achievement is our focus, and we strive to assure all students succeed academically, socially, and emotionally. As parents, your positive and active involvement is key to making this happen! We have great opportunities here at Oxford Preparatory Academy where our unique educational programs promote innovative instruction, meet high standards, and place student achievement first.

Amy Kernan

Chancellor and Chief Academic Officer

Contact

Oxford Preparatory Academy - South Orange County
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Mission Viejo, CA 92692-1827

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About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	superintendent@capousd.org
Web Site	www.capousd.org

School Contact Information (School Year 2018—19)	
School Name	Oxford Preparatory Academy - South Orange County
Street	23000 Via Santa Maria
City, State, Zip	Mission Viejo, Ca, 92692-1827
Phone Number	949-305-6111
Principal Officer	Amy Kernan, Chancellor and Chief Academic Officer
E-mail Address	soc.cde@oxfordchampions.com
Web Site	www.oxfordchampions.com
County-District-School (CDS) Code	30664640124743

Last updated: 1/16/2019

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

Mission Statement

We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

Vision

The vision of Oxford Preparatory Academy – South Orange County is to maintain a center for higher learning in South Orange County where students from transitional kindergarten (TK) to eighth grade are inspired to pursue university level academic studies, as well as to gain skills to be successful in the global community of the 21st century. Our students not just meet, but exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that make them self-motivated, competent, and lifelong learners.

The preparatory academy is named after Oxford University, which is regarded as one of the world's leading academic institutions. The staff of Oxford Prep creates a collegiate-inspired atmosphere that supports our school vision, where all students are introduced to the educational benefits of attending a higher-learning institution beyond high school. The ideals of Rhodes Scholars, the utmost scholarship at Oxford University, serve as the inspiration behind our collegiate theme and student goals:

- High academic achievement
- Respect for others
- Integrity of character
- A spirit of unselfishness
- Physical vigor
- Potential for leadership

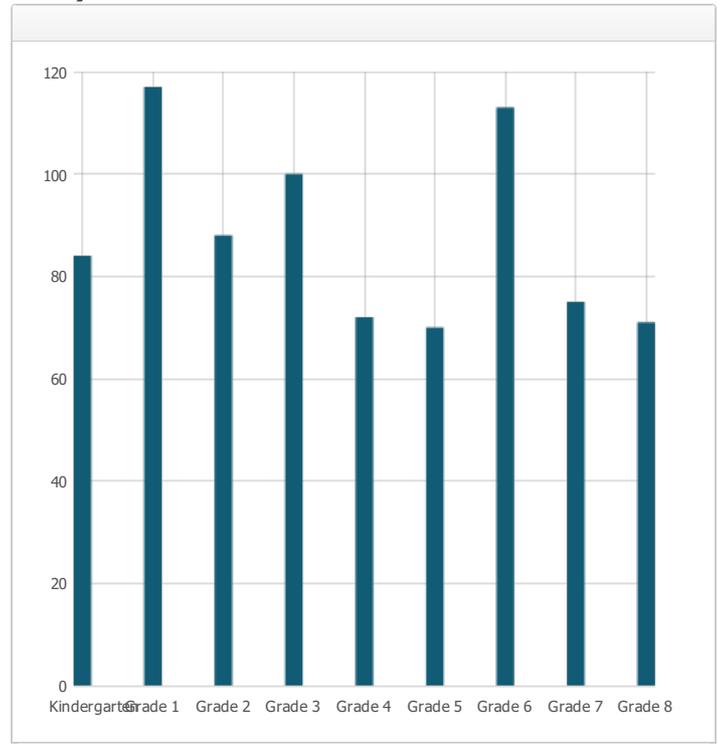
Creating long-term academic success takes place through a school-wide, data driven model of reform that shapes the culture of high expectations for every student on campus. This is accomplished by promoting college readiness for all students the moment they arrive at Oxford Prep.

Oxford Prep staff members merge their collective experience to formulate consistent language, policies, and programs to support school-wide goals. Adherence to a rigorous curriculum (Common Core State Standards and California Content Standards) and a focus on student learning are the pillars of our philosophy. To emphasize high academic standards, our core instructional strategy is based on Howard Gardner's Theory of Multiple Intelligences (MI) and how it directly affects student learning. MI is the key philosophy embraced by all stakeholders, enabling students to believe that they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that differing needs are met and the student retention of information is maximized.

Last updated: 1/16/2019

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

Grade Level	Number of Students
Kindergarten	84
Grade 1	117
Grade 2	88
Grade 3	100
Grade 4	72
Grade 5	70
Grade 6	113
Grade 7	75
Grade 8	71
Total Enrollment	790



Last updated: 1/16/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.3 %
Asian	16.6 %
Filipino	2.3 %
Hispanic or Latino	18.6 %
Native Hawaiian or Pacific Islander	0.1 %
White	52.8 %
Two or More Races	8.1 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.5 %
English Learners	3.0 %
Students with Disabilities	12.3 %
Foster Youth	%

A. Conditions of Learning

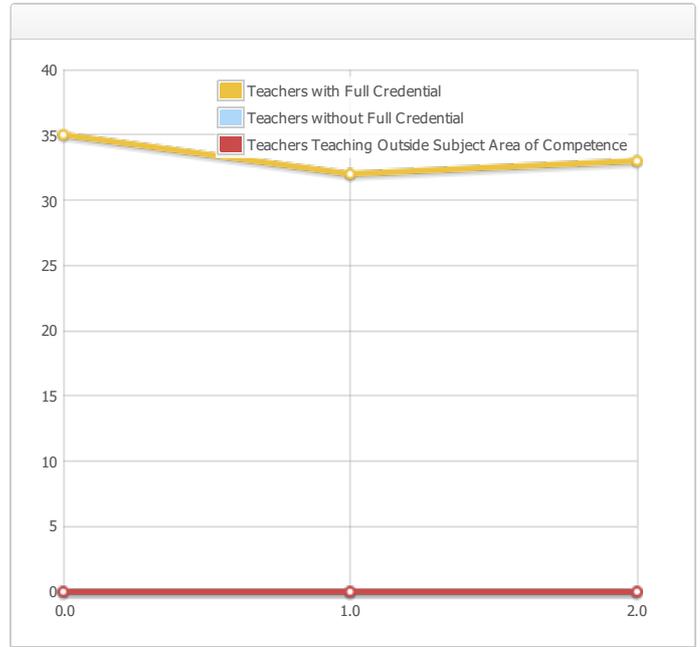
State Priority: Basic

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

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

Teacher Credentials

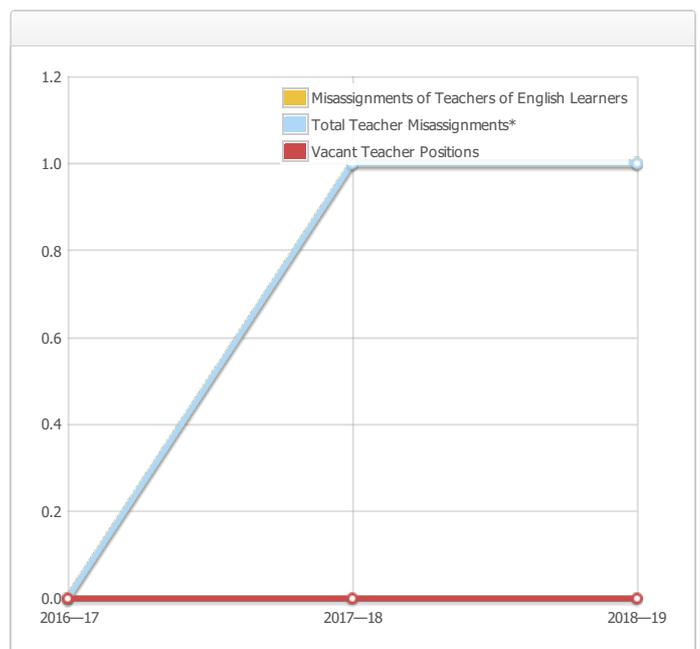
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	32	33	33
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	0



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

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

All curriculum development at Oxford Preparatory Academy adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations.

Last updated: 1/16/2019

Oxford Preparatory Academy sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program.

All textbooks are in adequate supply and in excellent to good condition. The school places great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

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

All curriculum development at Oxford Preparatory Academy adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations.

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Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin California Wonders! (2017) Grades K-5 Houghton Mifflin Study Sync (2017) Grades 6-8	Yes	0.0 %
Mathematics	Eureka Math (K-Algebra 1) - COPYRIGHT © 2016 GREAT MINDS Eureka Math is Oxford Preparatory Academy's primary curriculum for teaching standards-based, mathematical instruction. IXL (3-8) - © 2017 IXL Learning Oxford Preparatory Academy uses IXL as a supplementary resource to provide additional comprehensive standards-aligned content for mathematics. IXL is an "immersive and adaptive K-12 learning experience."	Yes	0.0 %
Science	K-8 students at Oxford Preparatory Academy are working with the Next Generation Science Standards through the content standards and supplemental materials. Studies Weekly (4) - © 2017 Studies Weekly All Rights Reserved "Studies Weekly standards-based curriculum applies a Balanced Literacy approach to education...foster Critical Thinking Skills that help develop a new generation of Responsible Decision Makers." Science Fusion (K-8) - ©2017 Houghton Mifflin Harcourt. "ScienceFusion is a state-of-the-art science program designed for building inquiry and STEM skills and optimized for learning in the classroom." Next Generation Science Standards Scope and Sequence Map (8) - NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press. "The Next Generation Science Standards (NGSS) were developed by educators, content experts and policymakers, using as a guiding document the Framework for K-12	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt (K-8) (2010) Reflections, including English Language Learner instructional materials Pearson Prentice Hall Ancient Civilizations, including English Language Learner instructional materials Medieval and Early Modern Times, including English Language Learner instructional materials History of our Nation, including English Language Learner instructional materials Supplemental Material Thinklaw (5, 7) Studies Weekly (6) - © 2017 Studies Weekly All Rights Reserved "Studies Weekly standards-based curriculum applies a Balanced Literacy approach to education...foster Critical Thinking Skills that help develop a new generation of Responsible Decision Makers."	Yes	0.0 %
Foreign Language			0.0 %

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2019

School Facility Conditions and Planned Improvements

[Facilities Condition Assessment 2017](#)

Last updated: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical		Rodents damage found in ceiling of office. Work order has been placed for pest control.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	3 doors do not open easily. Currently, work orders have been placed to get them fixed.

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	89.0%	85.0%	69.0%	69.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	82.0%	82.0%	58.0%	58.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	502	486	96.81%	84.98%
Male	265	259	97.74%	81.47%
Female	237	227	95.78%	88.99%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	52	51	98.08%	94.12%
Filipino	12	12	100.00%	91.67%
Hispanic or Latino	95	92	96.84%	77.17%
Native Hawaiian or Pacific Islander				
White	292	282	96.58%	84.40%
Two or More Races	45	44	97.78%	90.91%
Socioeconomically Disadvantaged	77	76	98.70%	72.37%
English Learners	38	37	97.37%	72.97%
Students with Disabilities	71	66	92.96%	65.15%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/16/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	502	489	97.41%	82.00%
Male	265	260	98.11%	82.31%
Female	237	229	96.62%	81.66%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	52	51	98.08%	88.24%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	95	93	97.89%	69.89%
Native Hawaiian or Pacific Islander				
White	292	283	96.92%	84.10%
Two or More Races	45	44	97.78%	86.36%
Socioeconomically Disadvantaged	77	76	98.70%	65.79%
English Learners	38	37	97.37%	70.27%
Students with Disabilities	70	65	92.86%	56.92%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/16/2019

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

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/16/2019

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

Oxford Preparatory Academy - South Orange County is a TK-8 school that offers many opportunities in Technical Education. While there is no specific course, all students are engaged in Technical Education at varying needs. Our 3rd through 8th grade students are part of a one-to-one Chromebook program, which includes students who choose to bring their own device for use in the classroom. Chromebooks are utilized in the classroom and have been integrated into all aspects of a students' educational program. They additionally receive on the technical applications of the Chromebook, from coding and STEM robotics, to research and operation of various programs, to navigational tools used in various forms of assessments. The one-to-one Chromebook program has afforded the students a significant advantage on State testing, as tools within the system are taught and practiced, as well as aligns with student goals of becoming life-long learners in the 21st century. Finally, Oxford Preparatory Academy - South Orange County has several technology-based clubs and extra-curricular activities including, but not limited to, Lego and Robotic Clubs.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.0%	28.8%	47.9%
7	9.6%	31.5%	53.4%

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

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

The following committees provide parents enormous opportunities for parent input on school-wide operations and school involvement activities:

English Language Advisory Committee (ELAC)

The English Language Advisory Committee (ELAC) are elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, for a term of one school year. This committee must be comprised of parents of EL students. There is no limit or restriction on the number of parents that can exist at one time. "The parents or guardians, or both, of such pupils must constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school"[Ref. Education Code § 52176].

The responsibilities of this committee include:

Advise the Chancellor and staff on the program and services for English Language Learners; Assist in the development of the school's annual language census; Offer suggestions to the school administration on the most effective ways to ensure regular school attendance; Participate in the school's needs assessment by students, parents, and teachers; Solicit and encourage community participation; and Provide input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

Honour Society

All parents/guardians, as well as staff, are automatically members of the Honour Society. The Honour Society's focus is on school-wide activities and events that promote the vision and mission of Oxford Prep and encourage a positive, family-oriented school climate.

The purpose of the Honour Society is to:

Unite the home and school
Provide students with the best academic, physical and social education available
Developing, promoting, and evaluating educating initiatives
Collaborating with stakeholders regarding schoolwide needs, assessment, and school policy development
Developing School Safety Plan and School Accountability Report Card (SARC)
Establishing and maintaining partnerships with the community
Regularly consulting with parents/guardians under the direction of the Chancellor regarding the school's educational program
Support and promote all fundraising activities, including the Annual Academy Fund
Stress a personal responsibility to family, school, community, and nation

The Honour Society Board is comprised of members that are elected to their positions each year. An administrator also serves on the Board. The Board meets on a regular basis planning and coordinating activities for parent involvement. They meet with various parents to provide the direction for successful completion of these events.

The goal of the Honour Society is to ensure the most beneficial environment in support of student academic success. This is accomplished through a variety of events and activities, for example:

Family Fun Nights
Jog-a-thon
Annual Academy Fund
Student recognition ceremonies
Staff recognition

Learning Partnership Agreement between school and parents:

The "Learning Partnership Agreement" includes the following suggested guidelines:

Sustaining their children's attendance rates of no less than 98%;
Ensuring homework is completed accurately, neatly, and turned in on a daily basis;
Working with their children at home on learning activities;

Volunteering in their children's classrooms, library, office, etc. or for activities sponsored by the school;
Attendance for all meetings regarding decisions relating to their children, such as Individualized Education Plan (IEP) Meetings, Student Success Team (SST) Meetings, Parent/Professor Conferences, etc.
Attendance at the following events: University Orientation Night, Open House, classroom and grade level programs, and Parent Collegiate Days held to inform parents of instructional approaches and/or the educational program;
Attending all Awards Assemblies honoring their child, as well as General Honour Society meetings, as often as possible;

State Priority: Pupil Engagement

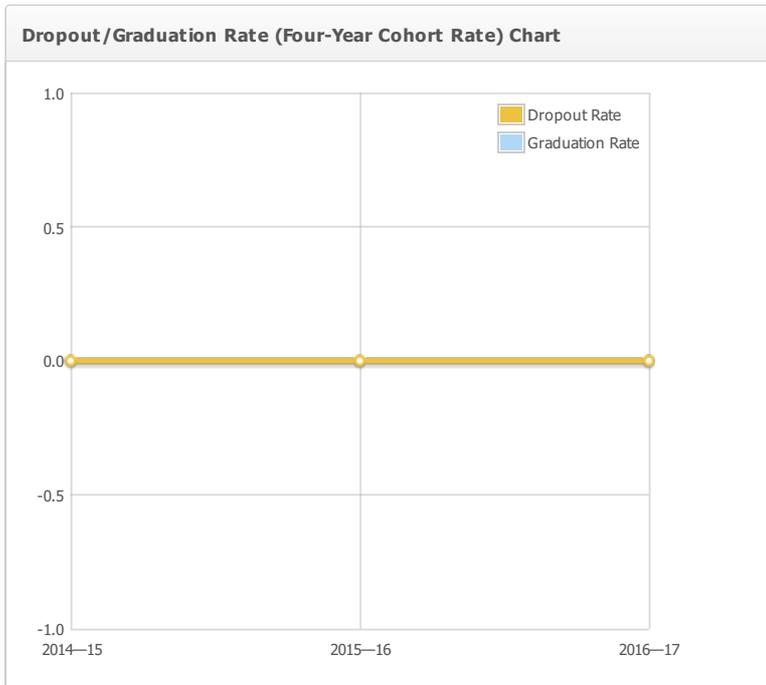
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	1.4%	1.4%	10.7%	9.7%
Graduation Rate	--	--	96.6%	97.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.9%	9.1%
Graduation Rate	--	91.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2019

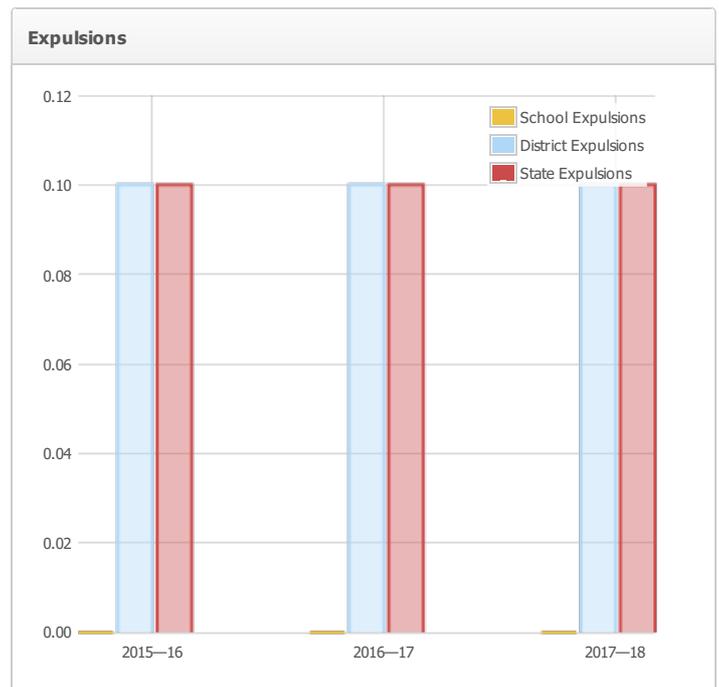
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.6%	0.2%	1.0%	1.9%	2.5%	2.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

Safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students. Proctors circulate throughout the school to assist students and intervene if a problem arises.

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 School Safety Plan was developed by the school 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. Key elements of the Comprehensive School Safety Plan include: 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. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in September 2018 and is reviewed with our school staff at the beginning of each school year. The plan is approved by the School Site Council and Board of Directors annually and shared with the public annually for comment at Open House in January.

Last updated: 1/16/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	31.0		2	
1	29.0		2	1
2	30.0		2	1
3	29.0		1	2
4	33.0			4
5	33.0			3
6	33.0		1	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		2	
1	27.0	1	2	
2	30.0		2	1
3	33.0			2
4	33.0			2
5	33.0		2	2
6	31.0		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0	1	2	
1	28.0		2	1
2	28.0		3	
3	31.0		3	
4	33.0			2
5	33.0		1	1
6	28.0		4	
Other**	22.0		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/16/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7368.0	\$189.0	\$7179.0	\$67316.0
District	N/A	N/A	--	\$86640.0
Percent Difference – School Site and District	N/A	N/A	--	-22924.0%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	605.0%	-13448.0%

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

Last updated: 1/16/2019

Types of Services Funded (Fiscal Year 2017—18)

- Free and Reduced Lunch Program
- Honour Society Parent Group Assists with Financial Scholarships of Students in Need
- Provide Services to Students Aligned with the McKinney-Vento Act
- Provide School Uniforms to Families in Need
- Coordinate with our School Resource Officer to Ensure Student Privacy and Safety

Oxford Preparatory Academy - South Orange County addresses the unique needs of socio-economically disadvantaged students in a sensitive and confidential way by: Providing free uniforms, as needed; Giving diagnostic assessments as early as possible, such as the Basic Phonics Skills Test, to determine reading readiness and performance levels to ensure the most appropriate intervention is employed; Providing targeted and flexible intervention programs to address academic concerns and students that are "at-risk" of not meeting grade level standards; Utilizing Academic Strategic Success Plans for students who are considered "at-risk" of not meeting grade level standards; Providing equal access to all activities; Directing parents to resources and additional information, as needed; Utilizing a Champion CAASPP Goal form for each student, guiding them toward personal academic goal development and how to attain those goals; and Offering Parent Colleague Nights to provide families with strategies and support to enhance their child's academic and social-emotional growth.

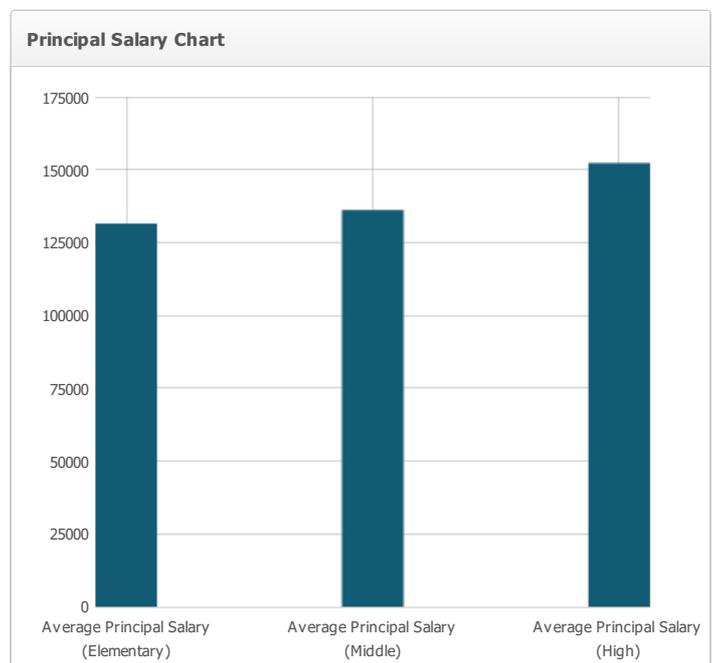
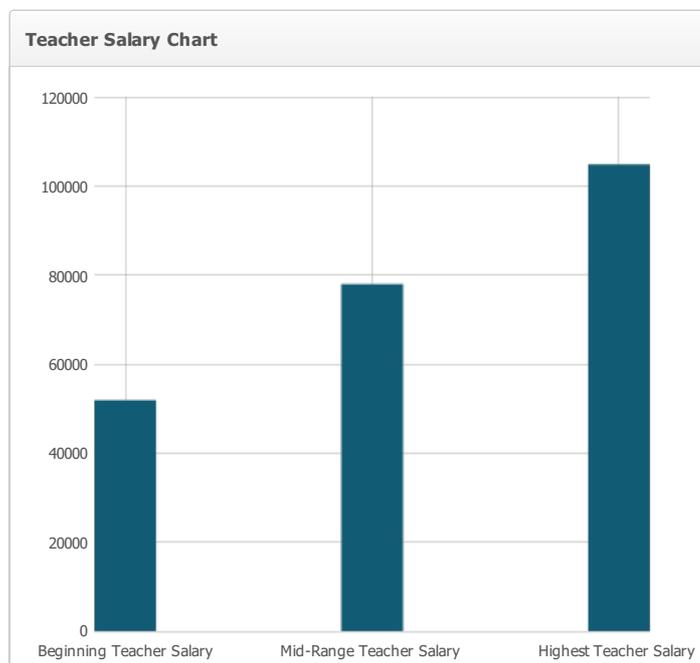
Oxford Preparatory runs a full-inclusion program for our English Language (EL) students. EL students are immersed in English, and will have full access to all content and curriculum. Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and strategies, including visuals, graphic organizers, technology-based language development, and interactive communication. This support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Additionally, staff will support EL parents by providing translation for parent newsletters and other forms of communication as appropriate.

Last updated: 1/17/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,872	\$47,903
Mid-Range Teacher Salary	\$77,944	\$74,481
Highest Teacher Salary	\$104,828	\$98,269
Average Principal Salary (Elementary)	\$131,540	\$123,495
Average Principal Salary (Middle)	\$136,130	\$129,482
Average Principal Salary (High)	\$152,259	\$142,414
Superintendent Salary	\$319,244	\$271,429
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/16/2019

Professional Development

Oxford Preparatory Academy offers professional development opportunities to all certificated and classified staff.

Oxford Preparatory Academy offers three days of professional development prior to the start of the school year as well as four half days of professional development during the school year. In 2018-19, these professional development days were focused on ELA and math curriculum, Student Study Teams, Differentiated learning, Illuminate Assessment training, technology training, and formative and summative assessments.

The school also provides weekly professional development each Friday for 3 hours. This is focused on professional learning communities, where teachers collaborate regarding lesson planning, using data to assess student areas of need, and common assessment planning and analysis. In 2018-19, Friday PLC time was also used for differentiation training, mathematical practices, ELD, and Inclusion training. Individualized math coaching was also provided for middle school teachers throughout the year.

Staff also attending conferences and workshops throughout the year, including special education training, science curriculum, LCAP, Assessment, Renaissance learning, IXL, PBIS, etc.

Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is provided to first and second year teachers and provides skills assistance over a two-year period.

Last updated: 1/16/2019