

Oxford Preparatory Academy - Saddleback Valley

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.



Tammy Lohoff, Chancellor

Principal, Oxford Preparatory Academy - Saddleback Valley

About Our School

Oxford Preparatory Academy's vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue university level academic studies, as well as gain skills to be successful in the global community of the 21st century. Our students do not just meet, but exceed grade level expectations and become critical thinkers as they engage with dynamic teaching that creates self-motivated, and competent learners. 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.

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 Preparatory Academy - Saddleback Valley staff members merge their collective experience to formulate consistent language, policies, and programs to reinforce our school-wide goals. Adherence to rigorous California State 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 that student retention of information is maximized.

To implement this plan of action, we use the Degrees of Learning to visualize the key elements of a strong academic program. The focus is student academic success and the scrolls (Homework, Evaluation, Student Involvement, Student and Staff Involvement, Attendance, Student Recognition, Behavior, Theory of Multiple Intelligences, Special Programs, and Staff Development), and is grounded in consistent and clear "communication" thereby representing all vital components that make Oxford Preparatory Academy - Saddleback Valley successful.

Contact

Oxford Preparatory Academy - Saddleback Valley
22882 Loumont Dr.
Lake Forest, CA 92630-3935

Phone: 949-540-7800
E-mail: saddleback.cde@oxfordchampions.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Al Mijares
E-mail Address	amijares@ocde.us
Web Site	http://www.ocde.us

School Contact Information (School Year 2018—19)	
School Name	Oxford Preparatory Academy - Saddleback Valley
Street	22882 Loumont Dr.
City, State, Zip	Lake Forest, Ca, 92630-3935
Phone Number	949-540-7800
Principal	Tammy Lohoff, Chancellor
E-mail Address	saddleback.cde@oxfordchampions.com
Web Site	http://saddleback.oxfordpreparatoryacademy.com
County-District-School (CDS) Code	30103060133785

Last updated: 1/17/2019

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

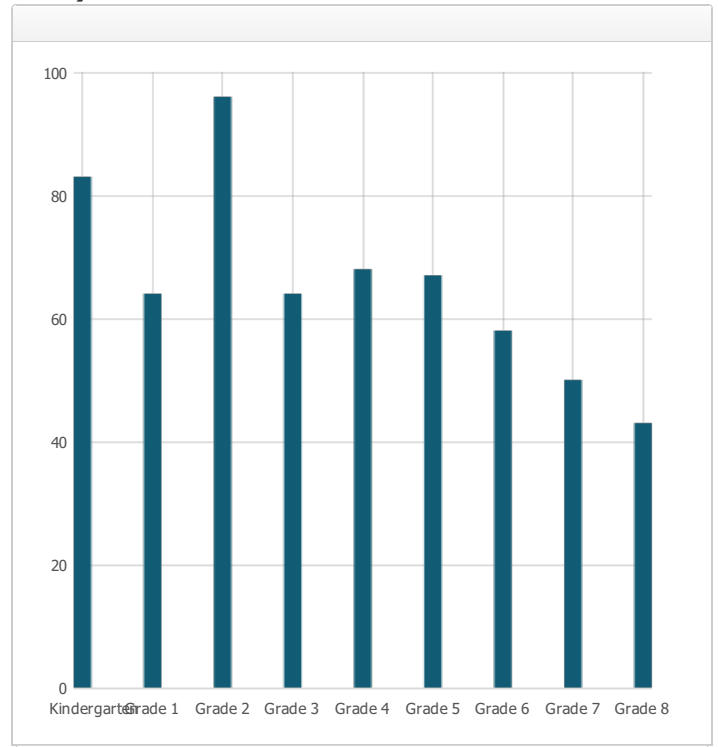
Mission Statement: We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

Vision: Oxford Preparatory Academy's (Oxford Prep) vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue university level academic studies, as well as gain skills to be successful in the global community of the 21st century. Our students do not just meet, but exceed grade level expectations, and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and life-long learners.

Last updated: 1/17/2019

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	64
Grade 2	96
Grade 3	64
Grade 4	68
Grade 5	67
Grade 6	58
Grade 7	50
Grade 8	43
Total Enrollment	593



Last updated: 1/17/2019

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

Student Group	Percent of Total Enrollment
Black or African American	4.2 %
American Indian or Alaska Native	%
Asian	13.2 %
Filipino	3.0 %
Hispanic or Latino	19.6 %
Native Hawaiian or Pacific Islander	1.2 %
White	49.4 %
Two or More Races	9.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.0 %
English Learners	2.2 %
Students with Disabilities	10.6 %
Foster Youth	0.3 %

A. Conditions of Learning

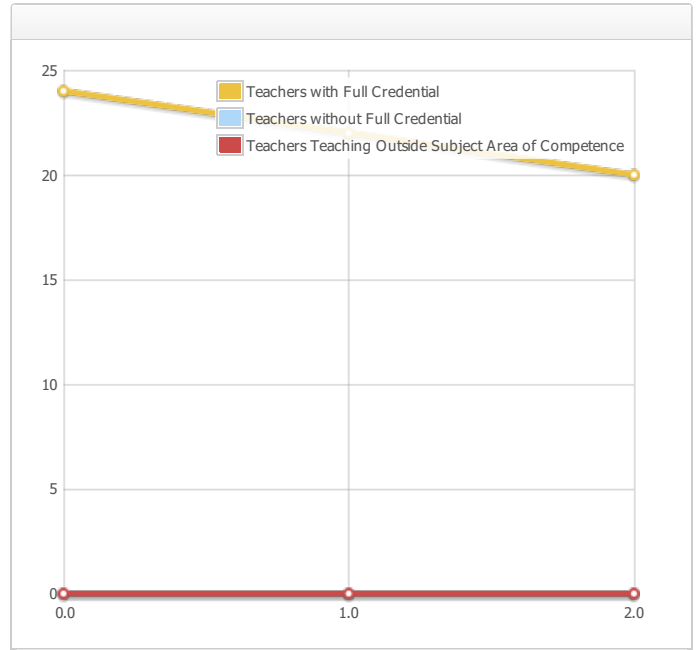
State Priority: Basic

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

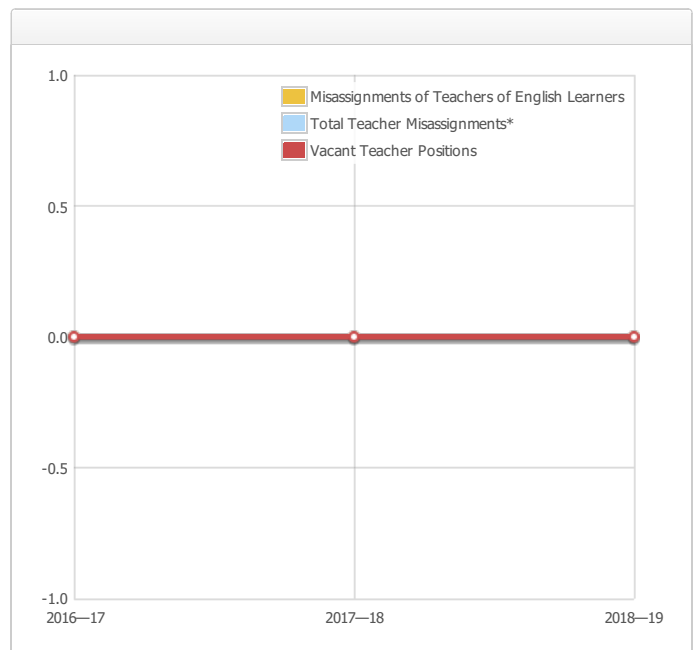
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	22	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/17/2019

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/17/2019

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

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	McGraw Hill - Open Court Reading (Grades TK-2) (2016) McGraw Hill - World of Wonders (Grades 3-5) (2016) McGraw Hill - Wonders CA Comprehensive System with ELD Companion (Grades 3-5) (2016) McGraw Hill - Study Sync CA with designated ELD Companion (Grades 6-8) (2016) Hake Publishing - Grammar & Writing (Grades 6-8) (2017) Writing by Design (Grades K-8) (2018)	Yes	0.0 %
Mathematics	Eureka Math (Grades T K-8) (2016) IXL Online (Grades 3-8, 2017) (K-2 2018)	Yes	0.0 %
Science	Discovery Education (Grades TK-8, 2017) IXL Science (Grades 2-8, 2018)	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt - Reflections Social Studies (Grades 1-5, 2016) Pearson Prentice Hall - Social Studies (Grades 6-8, 2016) IXL Online (Grades 2-8, 2018)	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: 1/17/2019

School Facility Conditions and Planned Improvements

Oxford Preparatory Academy provides a safe, clean environment for students, staff, and volunteers. The custodial staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. Classrooms, bathrooms, and general areas of the campus are in exemplary repair and receive basic cleaning on a daily basis. Detailed cleaning is done during summer, winter, and spring breaks. The school provides maintenance services on a regular schedule and when an emergency occurs. Safety concerns are the number one priority of Oxford Preparatory Academy. The school site administration is proactive and conducts inspections at the school site on a regular basis. The most recent inspection of the facilities was conducted by the Chief of Facilities, Maintenance, Operations and Construction by the Saddleback Valley Unified School District on December 18, 2018. The site was in compliance with the lease agreement. No actions were needed.

We have upgraded all lighting fixtures in the classrooms by installing fluorescent lightbulb tubes, thereby enhancing student safety. All outdoor water fountains have now been transformed into water filling stations with filters. Future projects include installation of upgraded playground equipment.

Last updated: 1/17/2019

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/17/2019

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)	80.0%	77.0%	35.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	74.0%	70.0%	24.0%	30.0%	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	349	342	97.99%	77.49%
Male	173	168	97.11%	72.62%
Female	176	174	98.86%	82.18%
Black or African American	16	14	87.50%	50.00%
American Indian or Alaska Native				
Asian	41	40	97.56%	97.50%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	73	72	98.63%	68.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	174	172	98.85%	79.07%
Two or More Races	30	29	96.67%	86.21%
Socioeconomically Disadvantaged	53	50	94.34%	70.00%
English Learners	38	38	100.00%	76.32%
Students with Disabilities	47	44	93.62%	59.09%
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	349	339	97.13%	69.91%
Male	173	168	97.11%	72.62%
Female	176	171	97.16%	67.25%
Black or African American	16	14	87.50%	50.00%
American Indian or Alaska Native				
Asian	41	40	97.56%	90.00%
Filipino	11	11	100.00%	63.64%
Hispanic or Latino	73	71	97.26%	64.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	174	170	97.70%	68.24%
Two or More Races	30	29	96.67%	86.21%
Socioeconomically Disadvantaged	53	49	92.45%	48.98%
English Learners	38	38	100.00%	68.42%
Students with Disabilities	47	43	91.49%	58.14%
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 - Saddleback Valley 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 2nd 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 - Saddleback Valley 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	7.6%	24.2%	65.2%
7	14.6%	8.3%	64.6%

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

Last updated: 1/17/2019

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 administration regularly utilizes distributed leadership through recognition of staff and parents in formed groups, such as Honour Society and Advisory Council, or as individualized members and stakeholders of the school community. This involvement is a tradition at Oxford Preparatory Academy Charter Schools, and on a consistent basis these groups meet, confer, and plans with administration and staff. Oxford Preparatory Academy - Saddleback Valley maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses the identified needs and supports of the school. A variety of parent committees additionally provide the parent stakeholders the opportunity to participate in their child's education, which has been ascertained to have valuable and positive impact on student academic success.

The Honour Society plays a significant role in our school's educational program. Guided by an Honour Society Board, all stakeholders are encouraged to participate in an advisory and volunteer capacity that results in contributing to the overall success of the school and educational program. They assist the administration and staff in obtaining supplementary instructional resources and materials that further the education of the students; as well as support the philosophy of Oxford Preparatory Academy - Saddleback Valley through parent and faculty education programs and workshops. Some of the activities and programs include; Emergency Plan materials and supplies, fundraising, Family Spirit Nights, educational student programs and events that enhance the students' educational experiences. In addition, the Honour Society also assists in facilitating student field trips, supplemental instructional materials, assemblies, and facility enhancements.

Communication for various events, and stakeholder involvement includes, but are not limited to; school and classroom websites, social media, School Messenger (communication resource,) emails, classroom newsletters, and distribution of home communication (hard-copy). Additional opportunities for stakeholders to demonstrate support includes; Meet Your Teacher opportunities, Back to School Night, Classroom Programs, Assemblies, Open House, Parent Informational Meetings, DLAC meetings, and more.

State Priority: Pupil Engagement

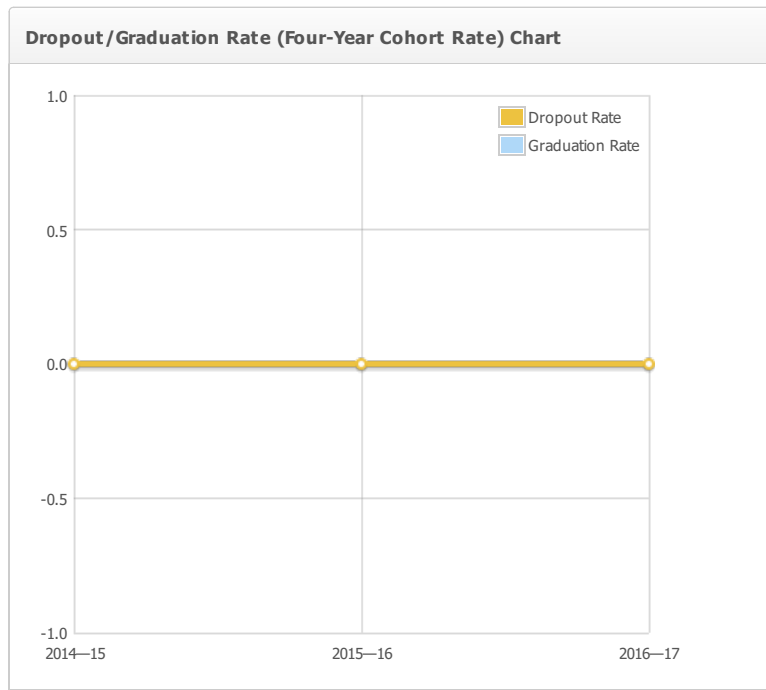
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	--	9.1%
Graduation Rate	--	--	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: 1/17/2019

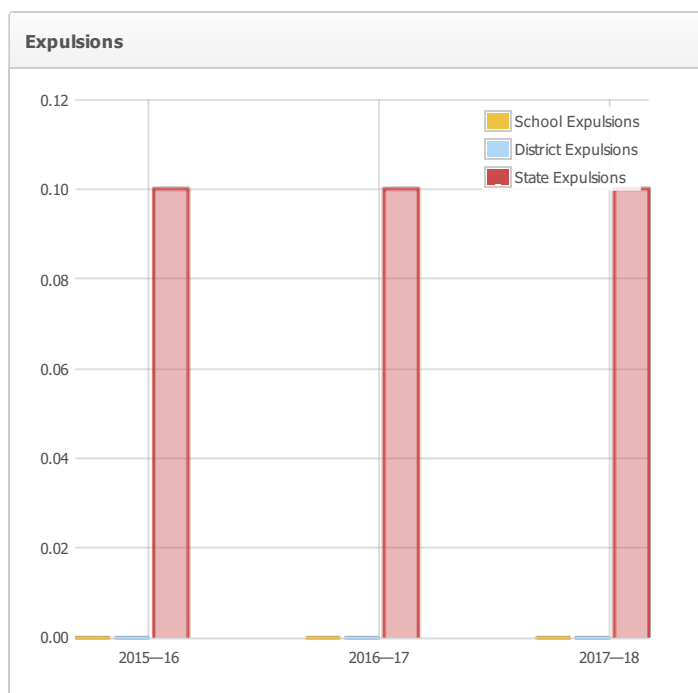
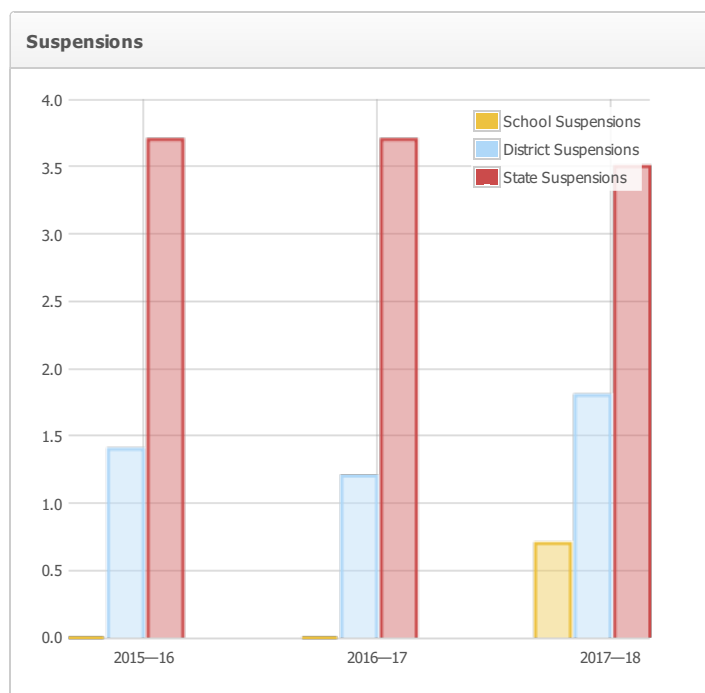
State Priority: School Climate

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	--	0.0%	0.7%	1.4%	1.2%	1.8%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

School Safety Plan (School Year 2018—19)

Oxford Preparatory Academy - Saddleback Valley is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. We ensure the safety of all students and staff by complying with state and federal laws. Oxford Preparatory Academy's Emergency Plan has been prepared in compliance with California Administrative Code, Title 5, Education section 560, which requires all public schools, Kindergarten through Community College, to have written emergency plans, which will be reviewed annually by the local governing board (Oxford Preparatory Academy's Board of Directors.)

The Emergency Plan is devoted to the welfare and safety of all students and personnel during school hours. It was developed to serve as an emergency procedure guide to provide Oxford Preparatory Academy personnel with direction in the event of an emergency or disaster affecting employees and the students of Oxford Preparatory Academy.

The concepts and procedures contained in the document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man-made threats to the environment. The Emergency Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances, therefore, the Emergency Plan must be supplemented by the judicious employment of common sense and compliance with the policies and procedures outlined by the Orange County Superintendent of Schools and the National Incident Management System (NIMS), as well as the Standardized Emergency Management System (SEMS). The Emergency Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

The stakeholders at Oxford Preparatory Academy worked collaboratively to review and update the Emergency Plan in August of 2018. It further is reviewed after each drill, updated to improve procedures, and distributed to all staff members. Collaboration and engagement with the local Sheriff's Department and the school's Sheriff Resource Officer is also a consistent practice. Monthly drills are held in which staff and students practice the various procedures outlined in the Emergency Plan. 2016-17 SARC - Oxford Preparatory Academy - Saddleback Valley Page 16 of 21

Most recent update: September 2018 The Emergency Plan includes procedures for fires, earthquakes, intruder/hostage situations, bomb threats, and other natural disasters. Each staff member is given an Emergency Plan Manual and a Staff Assignment Plan that provides information regarding signals and evacuation procedures.

Last updated: 1/17/2019

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				
1				
2				
3				
4				
5				
6				
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	29.0		2	2
1	34.0			3
2	34.0			2
3	34.0			2
4	34.0			2
5	31.0		2	
6	27.0		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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		3	
1	32.0		2	
2	32.0		3	
3	32.0		1	1
4	34.0			2
5	34.0			2
6	29.0		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.

Last updated: 1/17/2019

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: 1/17/2019

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	\$7464.0	\$204.0	\$7260.0	\$57559.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	686.0%	-23205.0%

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

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017—18)

Oxford Preparatory Academy - Saddleback Valley 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 (College Prep) 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 Collegiate 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

Professional Development

Oxford Preparatory Academy – Saddleback Valley (OPA-SV) has implemented professional development and continuous growth opportunities for all teachers since its inception. OPA-SV's Master Calendar includes weekly minimum days for students in which teachers and staff engage in various training and professional development opportunities during the non-student hours. Additionally, teachers are provided several non-student full days each year plus 3 non-student days that are scheduled for parent/teacher conferences. (i.e., in school year 2016-2017, teachers participated in 12 additional professional development contract days and 3 teacher/parent conference days; in 2017-2018, teachers again participated in 12 additional professional development contract days and 3 teacher/parent conference days; and, in the 2018-2019 school year, teachers will have participated in 9 additional professional development contract days and 3 teacher/parent conference days.

The professional development plan for the 2018-2019 school year is focused on improving academic instruction and achievement for all of our students with a primary focus on improving instruction in Math and differentiation for our English Learners, and Special Education students. These major areas of focus were identified as areas of need based on achievement data, and increasing populations in our subgroups. Areas of concentration include, but are not limited to Math instruction, instructional methods for our English Learners, strategies in differentiation, data analysis, targeted and flexible intervention strategies.

Oxford Preparatory Academy – Saddleback Valley prides itself in meeting the needs of students and teachers by assisting teachers in data analysis and professional learning communities, both as group trainings and individual mentoring. Additionally, we have conducted professional classroom observations and walkthroughs by experts in the specified fields of desired trainings. Experts in the fields of Math, ELD and differentiation conduct classroom walkthroughs, studies, training, and focus groups aligned with the school and student goals to better meet the needs of our students.

Last updated: 1/16/2019