

Oxford Preparatory Academy - South Orange County

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Denise Pasco

 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 higher education for all.

Oxford Preparatory Academy has established a tradition of quality instruction, building on a strong partnership between our wonderful families and our awesome school staff. We are all fortunate to be part of a school where "excellence" is our focus. As parents, your positive and active involvement is key to making this happen!

We have a great opportunity here at Oxford Preparatory Academy with our unique educational program: promotes innovative instructional programs; meets high standards; and places student achievement first.

Contact

Oxford Preparatory Academy - South Orange County
23000 Via Santa Maria
Mission Viejo, CA 92692-1827

Phone: 949-305-6111
E-mail: soc.cde@oxfordchampions.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Capistrano Unified	School Name	Oxford Preparatory Academy - South Orange County
Phone Number	(949) 234-9200	Street	23000 Via Santa Maria
Superintendent	Kirsten Vital	City, State, Zip	Mission Viejo, Ca, 92692-1827
E-mail Address	kmvital@capousd.org	Phone Number	949-305-6111
Web Site	www.capousd.org	Principal	Denise Pasco
		E-mail Address	soc.cde@oxfordchampions.com
		Web Site	www.oxfordchampions.com
		County-District-School (CDS) Code	30664640124743

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

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

Oxford Prep is named after Oxford University, regarded as one of the world's leading academic institutions. The staff of Oxford Prep has created 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, serves 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.

Oxford Prep staff members merge their collective experience to formulate consistent language, policies, and programs to establish our school-wide goals. Adherence to rigorous academic 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 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.

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.

We achieve our mission of student academic success through the implementation of the following strategies:

-Each year, state testing data, as well as multiple measures and authentic assessments are utilized to create a plan for improving our academic program.

-After goals are identified, the staff articulates strategies for target improvement areas, including professional development, instructional methods, and curricular materials.

-Planning is accomplished using State Curricular Standards.

-To implement this plan of action, we use the *Degrees of Learning*. The Degrees of Learning focus on "student academic success." The components that make this happen include Homework, Evaluation, Student Involvement, Parent and Staff Involvement, Attendance, Student Recognition, Behavior, Theory of Multiple Intelligences, Special Programs, and Staff Development.

Decision-making and program development by administration, teachers, parents, and other staff tie into this belief on overall student success.

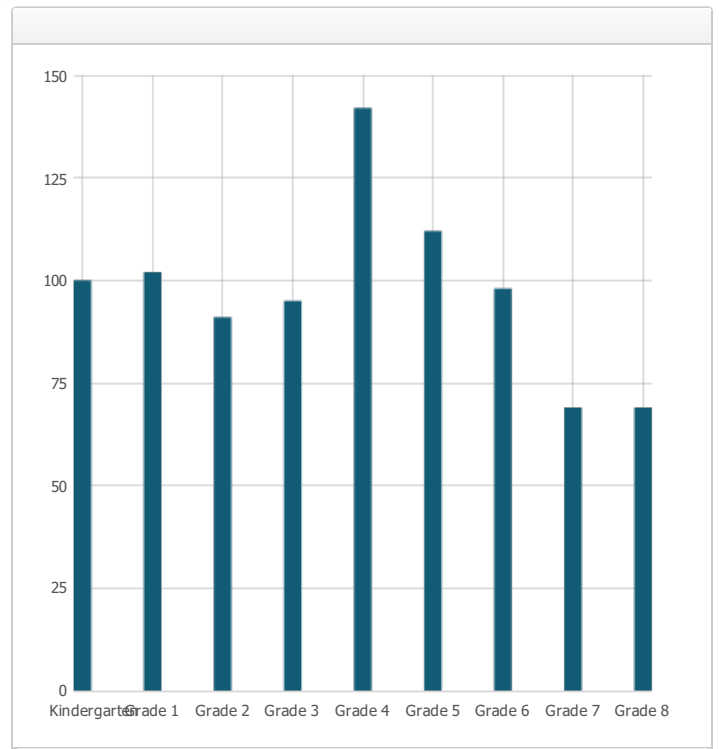
We fulfill our mission by:

1. Emphasizing high academic standards, respect, patriotism, and courtesy;
2. Providing a structured environment conducive to learning;
3. Expecting active parent participation and support of school policies and programs;
4. Implementing the Theory of Multiple Intelligences as part of instruction;
5. Offering on-going teacher and parent training;
6. Maintaining consistent communication between home, school, and community;
7. Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction;
8. Ensuring all students are minimally performing at grade level, based on State Curricular Standards;
9. Including second language as part of the curriculum;
10. Developing and revising, on a yearly basis, the Game Plan for Success that includes effective and data-driven instruction, intervention, and addressing barriers.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	100
Grade 1	102
Grade 2	91
Grade 3	95
Grade 4	142
Grade 5	112
Grade 6	98
Grade 7	69
Grade 8	69
Total Enrollment	878



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.3 %
Asian	10.1 %
Filipino	1.8 %
Hispanic or Latino	15.1 %
Native Hawaiian or Pacific Islander	0.1 %
White	61.5 %
Two or More Races	10.1 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.7 %
English Learners	4.9 %
Students with Disabilities	8.7 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

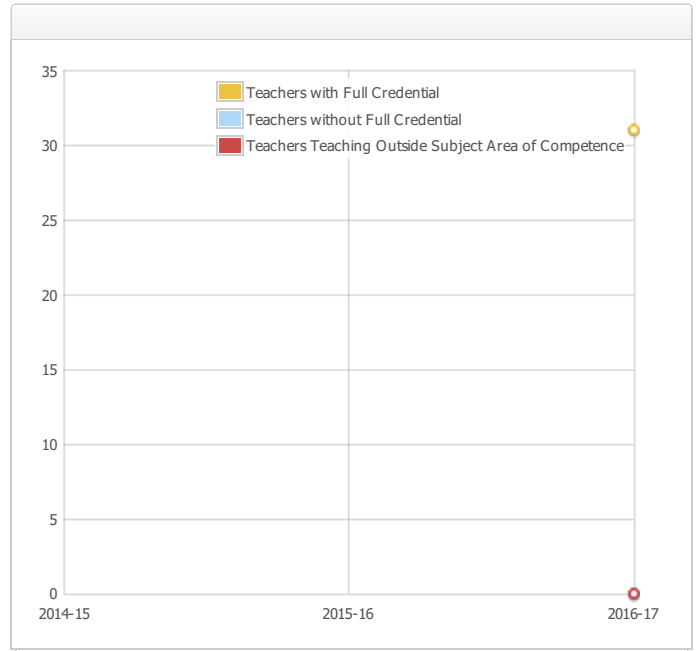
State Priority: Basic

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

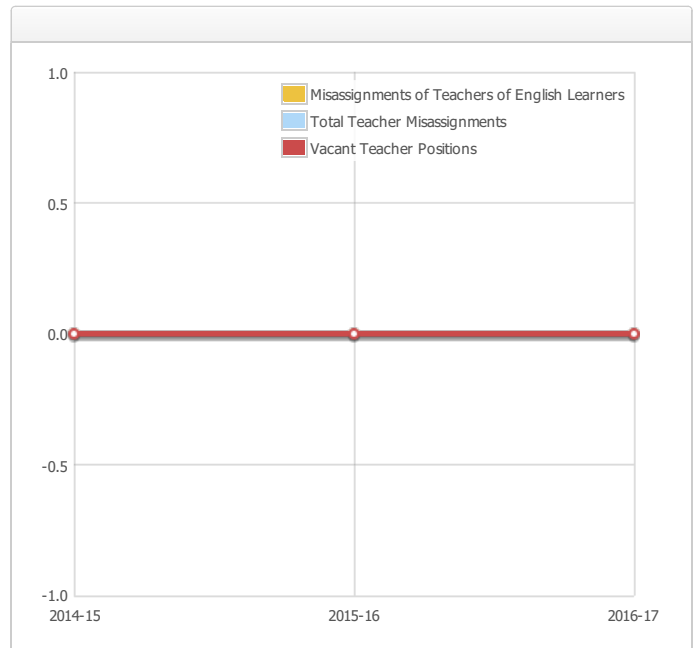
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential			31	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	94.0%	6.0%

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

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: SRA Imagine It! K-5: SRA Imagine It! Newcomers, English Language Development 6-8: Pearson Literature 6-8: Pearson Literature, English Language Development Resources	Yes	0.0 %
Mathematics	K-5: Houghton Mifflin Harcourt School Publishers, Series: California HSP Math(includes Skills Intervention Kit/ELD component) 6: Pearson Prentice Hall California Math (includes Skills Intervention Kit) 6: Pearson Prentice Hall California Math, English Language Development Resources 7: Pearson Prentice Hall California Pre-Algebra, (includes Skills Intervention Kit) 7: Pearson Prentice Hall California Pre-Algebra, English Language Development Resources 8: Pearson Prentice Hall California Algebra I, (includes Skills Intervention Kit) 8: Pearson Prentice Hall California Algebra I, English Language Development Resources Pearson Prentice Hall California Geometry Pearson Prentice Hall California Geometry, English Language Development Resources	Yes	0.0 %
Science	K-5: Houghton Mifflin Harcourt Publishers, Series: California Science K - 8: Houghton Mifflin Harcourt ScienceFusion 6: Pearson Prentice Hall Focus on Earth Science 6: Pearson Prentice Hall Focus on Earth Science, English Language Development Resources 7: Pearson Prentice Hall Focus on Life Science 7: Pearson Prentice Hall Focus on Life Science, English Language Development Resources 8: Pearson Prentice Hall Focus on Physical Science 8: Pearson Prentice Hall Focus on Physical Science, English Language Development Resources	Yes	0.0 %
History-Social Science	K-5: Houghton Mifflin Harcourt School Publishers, Series: Reflections 6: Pearson Prentice Hall Ancient Civilizations 6: Pearson Prentice Hall Ancient Civilizations, English Language Development Resources 7: Pearson Prentice Hall Medieval and Early Modern Times 7: Pearson Prentice Hall Medieval and Early Modern Times, English Language Development Resources	Yes	0.0 %

8: Pearson Prentice Hall America – History of our Nation

8: Pearson Prentice Hall America – History of our Nation, English Language Development Resources

Foreign Language	K-8: Teacher made materials	0.0 %
Health	K-8: Teacher made materials	0.0 %
Visual and Performing Arts	K-8: Art Masters' Program utilizes teacher made and donated materials.	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: 1/30/2017

School Facility Conditions and Planned Improvements

Oxford Preparatory Academy- South Orange County (Oxford Prep) currently leases the current site, located at 23000 Via Santa Maria, Mission Viejo 92691. The Maintenance and Operations Department of the Capistrano Unified School District held a walk-through of the school to inspect the condition of the facilities prior to Oxford Prep taking possession of the entire campus in August, 2012. The Administrative team and custodial crew for Oxford Prep were involved with the inspection. The findings of this inspection rated the school in acceptable working order at the time Oxford Prep took possession of the facilities. This inspection included detecting possible gas leaks, HVAC, windows/doors/gates and fences, interior surfaces, hazardous materials, structural damage, fire safety, electrical, drinking fountains, restrooms, roofs, playgrounds, and overall cleanliness.

Oxford Prep provides a safe, clean environment for students, staff, and volunteers. Since the initial inspection, classrooms, bathrooms, and general areas of the campus are in acceptable repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The school provides maintenance services on a regular schedule or when an emergency occurs.

Capistrano Unified School District recently completed the installation of a new restroom facility on the South side of campus. The facility houses a boy's and girl's restroom, along with separate faculty restrooms. In addition, the Capistrano Unified School District completed the conversion of a portable classroom into a full boy's and girl's locker room. Oxford Prep is currently in the process of adding a new Band room and an additional restroom facility.

The Facilities Manager and the Head Custodian are proactive and conduct inspections at the school site on a continual basis. The Director of Facilities for OPA, along with the Facilities Manager, custodial staff, and school administration, administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus are in working order. If there is an incident of a required repair at the school, it is processed through the submission of a work order or a Site Improvement Request by the staff. The repairs are then completed by Maintenance and Operations staff members of the Capistrano Unified School District. Emergency repairs are given the highest priority. The remaining work orders are handled in the order of priority to ensure efficient service.

The Capistrano Unified School District is the owner of the property and participates in the State School Deferred Maintenance Program to assist with expenditures for major repairs and replacement of existing school building components. Oxford Preparatory Academy will submit a request (if necessary) to Capistrano Unified School District's Maintenance and Operations Department for any type of major maintenance repairs and/or replacement.

Last updated: 1/30/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	87.0%	87.0%	69.0%	69.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	68.0%	76.0%	55.0%	57.0%	34.0%	36.0%

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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	91	93.8%	76.9%
Male	52	47	90.4%	76.6%
Female	45	44	97.8%	77.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	75.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	56	90.3%	76.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	9	81.8%	44.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	131	92.9%	91.6%
Male	74	69	93.2%	87.0%
Female	67	62	92.5%	96.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	21	18	85.7%	77.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	87	93.6%	94.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	93.3%
English Learners	--	--	--	--
Students with Disabilities	17	15	88.2%	66.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	108	99.1%	88.9%
Male	57	57	100.0%	89.5%
Female	52	51	98.1%	88.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.0%	84.6%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	90.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	58	98.3%	89.7%
Two or More Races	13	13	100.0%	84.6%
Socioeconomically Disadvantaged	11	11	100.0%	81.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	96	99.0%	90.6%
Male	56	56	100.0%	87.5%
Female	41	40	97.6%	95.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	85.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	90.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	81.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.5%	95.5%
Male	30	29	96.7%	96.6%
Female	38	38	100.0%	94.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	95.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	67	95.7%	74.6%
Male	42	40	95.2%	75.0%
Female	28	27	96.4%	74.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	87.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	41	95.4%	70.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	75.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	91	93.8%	89.0%
Male	52	47	90.4%	93.6%
Female	45	44	97.8%	84.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	91.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	56	90.3%	87.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	9	81.8%	44.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	131	92.9%	82.4%
Male	74	69	93.2%	87.0%
Female	67	62	92.5%	77.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	21	18	85.7%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	87	93.6%	81.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.0%	73.3%
English Learners	--	--	--	--
Students with Disabilities	17	15	88.2%	80.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	108	99.1%	64.8%
Male	57	57	100.0%	68.4%
Female	52	51	98.1%	60.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.0%	69.2%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	59.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	58	98.3%	65.5%
Two or More Races	13	13	100.0%	61.5%
Socioeconomically Disadvantaged	11	11	100.0%	54.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	96	99.0%	88.5%
Male	56	56	100.0%	85.7%
Female	41	40	97.6%	92.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	71.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	90.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.0%	68.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	67	98.5%	65.7%
Male	30	29	96.7%	65.5%
Female	38	38	100.0%	65.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	58.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	66	94.3%	55.4%
Male	42	40	95.2%	61.5%
Female	28	26	92.9%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.1%	53.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	40	93.0%	57.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	45.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	99.0%	98.0%	93.0%	82.0%	80.0%	78.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	179	177	98.9%	93.2%
Male	99	98	99.0%	94.9%
Female	80	79	98.8%	91.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	15	15	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	97.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	102	100	98.0%	91.0%
Two or More Races	19	19	100.0%	94.7%
Socioeconomically Disadvantaged	20	20	100.0%	85.0%
English Learners	--	--	--	--
Students with Disabilities	18	18	100.0%	61.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/30/2017

Career Technical Education Programs (School Year 2015-16)

Oxford Preparatory Academy-South Orange County is a K-8 school that offers many opportunities in Technical Education. While there is no specific course, all students are engaged in Technical Education at varying levels. Our 3rd through 8th grade students are part of a one-to-one Chromebook program. Chromebooks are utilized within the classroom and have been integrated into all aspects of the students' educational program. They even receive direction instruction from our Computer Lab Instructor on the technical applications of the Chromebook, from coding and STEM robotics, to research and operation of various programs. The Chromebook program has afforded our students a huge advantage on State testing, as tools within the program are taught and practice. In addition, Oxford Preparatory Academy-South Orange County has several technical based clubs available to students as extra-curricular activities. These clubs include Robotics to LEGOs.

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0.0%	0.0%	0.0%

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.

Last updated: 1/30/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The administration regularly utilizes the talents of the staff and parents in formal groups, such as Honour Society, or as individual members of the school community. This type of involvement is a tradition at Oxford Prep. On a consistent basis, the administration meets, confers, and plans with a wide variety of committees and teams. We maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which address identified needs. A variety of parent committees provide the parents of Oxford Prep opportunities to participate in their child's education, which has a positive impact on student academic success.

The Founding Members of Oxford Prep are instrumental in helping foster a school environment that enables children, from kindergarten through eighth grade, to achieve the highest academic standards and become well prepared for their future. They are an advisory group that provides input to the Administrative Team. They work with the Administrative Team and other parent groups to ensure that Oxford Prep's vision, mission, and values are communicated effectively throughout the community.

The Honour Society plays an essential role in our school's educational program. Each parent/guardian and staff person is a member, with no mandatory membership required. Guided by an Honour Society Board, parents are given an opportunity to participate in an advisory role and activities that contribute to the overall success of our program. They assist the administration and staff in obtaining supplementary instructional equipment and materials to further the education of the students; as well as support the philosophy of Oxford Prep through parent and faculty education programs and workshops. Some of the activities and programs include; Emergency Plan materials and supplies, fundraising, family fun nights, and many student body events. In addition to these activities, they support student field trips, awards, supplemental instructional materials, and school enhancements.

The Honour Society Board is comprised of members that are elected to their position each year. Parents are nominated and voted for by parents. An administrator also serves on the Board. The Board meets a minimum of once a month, planning and coordinating activities for parent involvement. They meet with various parents to provide the direction for successful completion of these events.

The English Learner Advisory Committee (ELAC) is made up of elected parents and staff members whose primary function is to monitor the implementation of our *Game Plan for Success* and School Accountability Report Card (SARC). The parents and staff on the committee provide valuable ideas to guide school personnel in developing programs and meeting the needs of students and parents.

Parents of children attending Oxford Prep understand the importance of their role and involvement in their child's education. Professors notify parents regarding opportunities to volunteer in the classroom. This is another opportunity for parents to demonstrate support and interest in the educational program of Oxford Prep.

Parent attendance is specifically encouraged at the following events:

-University Orientation Night (Back to School Night);

-Open House;

-Classroom Programs; and

-Parent/Professor Conferences

An art program such as "Art Masters" provides enrichment to our art curriculum. Parent volunteers are trained to teach this program which serves as a valuable visual arts experience. It is primarily provided by volunteers; however, Honour Society funds materials and supplies.

State Priority: Pupil Engagement

Last updated: 1/30/2017

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

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

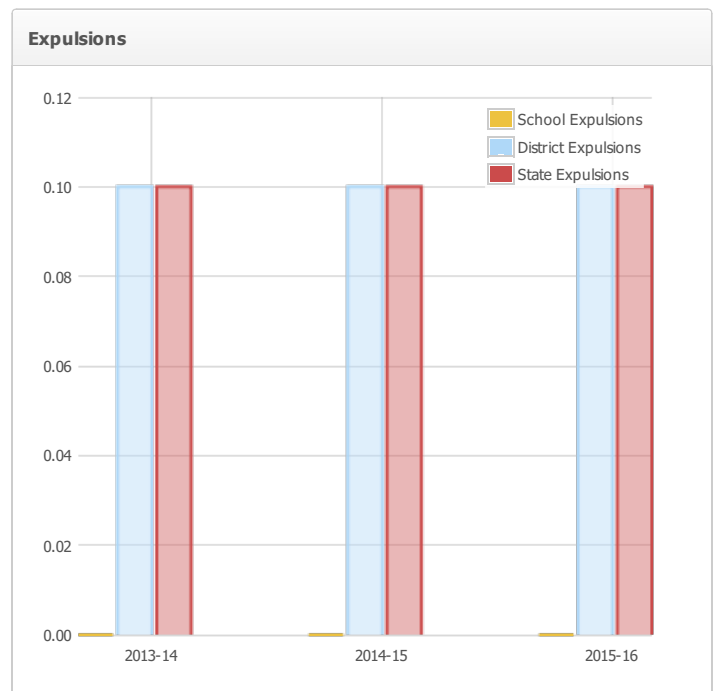
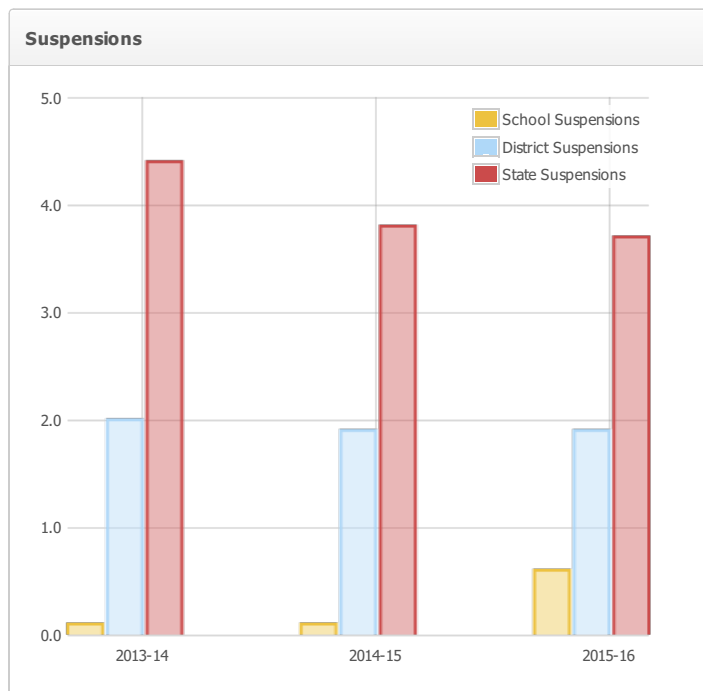
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	0.1	0.6	2.0	1.9	1.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

Oxford Prep 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 Prep'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.

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 staff of Oxford Prep worked collaboratively to review and update the Emergency Plan in September 2016. Monthly drills are held in which staff and students practice the procedures outlined in the Emergency Plan.

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 that provides information on signals and evacuation procedures.

Last updated: 1/30/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.0	0	2	0	32.0	0	2	0	32.0		2	
1	35.0	0	0	2	34.0	0	0	2	34.0			2
2	33.0	0	2	2	34.0	0	0	2	34.0			2
3	33.0	0	1	2	35.0	0	0	4	35.0			2
4	32.0	0	2	1	35.0	0	0	3	35.0			4
5	36.0	0	0	2	34.0	0	0	3	34.0			3
6	32.0	0	1	1	34.0	0	0	2	34.0			3
Other	0.0	0	0	0	0.0	0	0	0	33.0			4

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

Last updated: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	10.0	N/A

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

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

Oxford Prep 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 free intervention programs (Excellence Academy) before and after school 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 Goal form for each student, guiding them toward personal academic goal development and how to attain those goals; Offering Parent Collegiate Nights to provide families with strategies and support to enhance their child's academic and social-emotional growth; Providing information on Fee Reductions for AP exams and peer tutoring; and Directing students and parents to information on college scholarships.

Oxford Prep runs a full-inclusion program for our 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 newsletter and other forms of communication as appropriate.

Oxford Prep complies with all applicable state and federal laws in serving students with disabilities. Oxford Prep has been accepted for membership to the El Dorado Charter Special Education Local Plan Area (El Dorado Charter SELPA). Oxford Prep has been fully transitioned into the El Dorado Charter SELPA as a Local Educational Agency (LEA) as of July 1, 2013. Oxford Prep operates as a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. The administration and coordination of special education and regionalized services complies with the published policies of the El Dorado Charter SELPA.

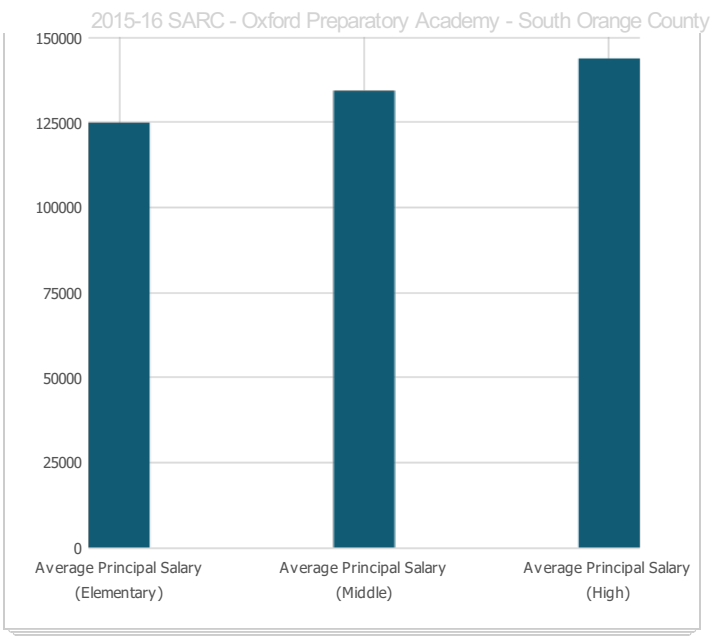
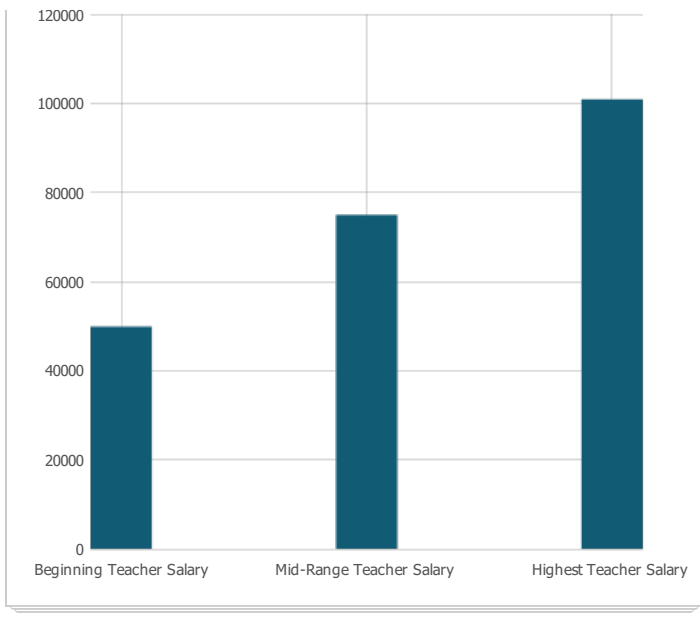
Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,877	\$45,092
Mid-Range Teacher Salary	\$74,947	\$71,627
Highest Teacher Salary	\$100,874	\$93,288
Average Principal Salary (Elementary)	\$124,831	\$115,631
Average Principal Salary (Middle)	\$134,253	\$120,915
Average Principal Salary (High)	\$143,732	\$132,029
Superintendent Salary	\$276,599	\$249,537
Percent of Budget for Teacher Salaries	43.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/30/2017

Professional Development

Oxford Preparatory Academy - South Orange County (Oxford Prep) Charter School offers 175 days of student instruction on a traditional school calendar.

Oxford Prep is committed to increasing the instructional skills of teachers and leaders. The Staff Development program at Oxford Prep is aligned with state standards (most recently, Common Core State Standards) and the charter petition. Teachers have a calendar of 190 work days, which include 175 instructional days, ten (10) staff development (non-student) days, two (2) non-student work days (one day prior to and one day after the instructional calendar), and three days for parent/teacher conferences (non-student) days). Forty teacher-prep days are provided within the 190 day work calendar.

The community of Oxford Preparatory Academy recognizes that staff development directly affects student academic success. Professional Learning Communities (PLC's) encourage grade-level articulation and identify needed staff development.

At the beginning of the year, staff development needs are planned after the analysis of student performance results on grade-level assessments, teacher observations, and state assessments. The focus of these long-range plans is that all students achieve proficiency at their grade level. Staff is taught how to calibrate the curriculum to align with the grade level content standards. They are also guided in the elements of directed lesson design.

The process begins with the administrator leading an in-service where a directed lesson is outlined and modeled. Next, first year teachers observe experienced teachers using this technique in their classroom to teach a standard. Later, the teacher is coached by the administration through observation of a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team members provide support for new staff members by modeling effective lessons embedded with Multiple Intelligences (MI).

To deepen teachers' content knowledge and engage all students in learning, our staff attends site workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on curriculum calibration and technology use. Staff is encouraged to enroll in college courses on MI and Gifted Education. Attendance at conferences provides our staff the latest research on instructional strategies.

Last updated: 1/30/2017