

# Oxford Preparatory Academy - South Orange County

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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 <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 Pascoe

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 92691

Phone: 19493056111  
E-mail: [denise.pascoe@oxfordchampions.com](mailto:denise.pascoe@oxfordchampions.com)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Capistrano Unified
<b>Phone Number</b>	(949) 305-6111
<b>Superintendent</b>	Kirsten Vital
<b>E-mail Address</b>	<a href="mailto:kmvital@capousd.org">kmvital@capousd.org</a>
<b>Web Site</b>	<a href="http://www.capousd.org">www.capousd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Oxford Preparatory Academy - South Orange County
<b>Street</b>	23000 Via Santa Maria
<b>City, State, Zip</b>	Mission Viejo, Ca, 92691
<b>Phone Number</b>	19493056111
<b>Principal</b>	Denise Pascoe
<b>E-mail Address</b>	<a href="mailto:denise.pascoe@oxfordchampions.com">denise.pascoe@oxfordchampions.com</a>
<b>Web Site</b>	<a href="http://www.oxfordchampions.com">www.oxfordchampions.com</a>
<b>County-District-School (CDS) Code</b>	30664640124743

*Last updated: 1/31/2018*

### School Description and Mission Statement (School Year 2017-18)

#### 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.

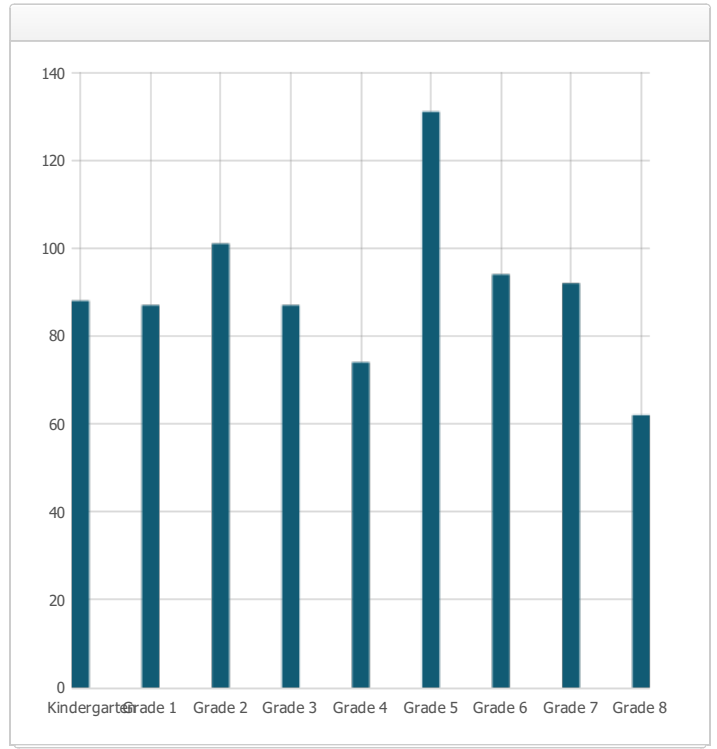
#### Vision

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 lifelong learners.

*Last updated: 1/31/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	88
Grade 1	87
Grade 2	101
Grade 3	87
Grade 4	74
Grade 5	131
Grade 6	94
Grade 7	92
Grade 8	62
<b>Total Enrollment</b>	<b>816</b>



*Last updated: 1/31/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.4 %
Asian	10.2 %
Filipino	1.5 %
Hispanic or Latino	16.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	60.0 %
Two or More Races	10.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	8.9 %
English Learners	3.9 %
Students with Disabilities	9.9 %
Foster Youth	0.0 %

*Last updated: 1/31/2018*

## A. Conditions of Learning

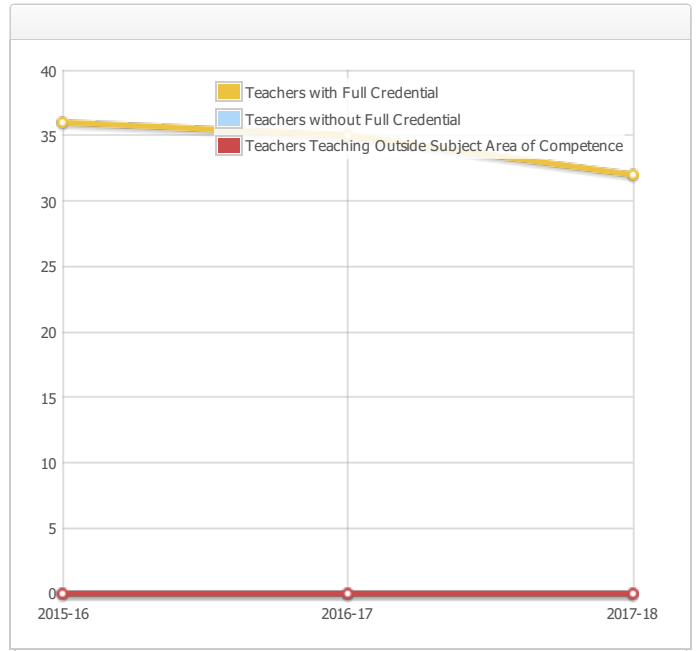
### State Priority: Basic

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

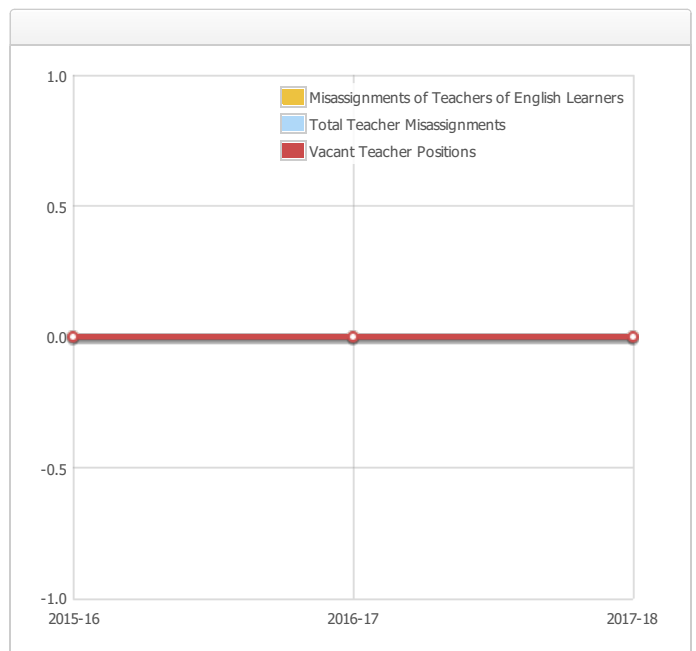
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	35	32	32
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/31/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Oxford Preparatory Academy abides by the philosophy that Language Arts instruction is best taught through Science and Social Studies. As such, the California Content Standards are the primary resource used to guide instruction. In addition, the following resources have been used to facilitate instruction.</p> <p style="text-align: center;">Open Court (K-2) SRA Imagine It! (K-5) - © 2014 McGraw-Hill Education. Includes instructional materials for Newcomers and English Language Learners Pearson Literature (6-8) - © 2017 Pearson Education, Inc. or its affiliate(s) Includes instructional materials for English Language Learners</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">Eureka Math (K-Algebra 1) - COPYRIGHT © 2016 GREAT MINDS Eureka Math is Oxford Preparatory Academy's primary curriculum for teaching standards-based, mathematical instruction. "Eureka Math - also known as EngageNY - is a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules."</p> <p style="text-align: center;">IXL (5-8) - © 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."</p>	Yes	0.0 %
Science	<p>K-8 students at Oxford Preparatory Academy are working with the Next Generation Science Standards through the content standards and supplemental materials.</p> <p style="text-align: center;">Studies Weekly (K-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."</p> <p style="text-align: center;">Science Fusion (7) - ©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."</p> <p style="text-align: center;">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 Science Education from the National Research Council."</p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;">Houghton Mifflin Harcourt (K-5) 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."</p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-	N/A	N/A	0.0 %

12)

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

*Last updated: 1/31/2018*

## School Facility Conditions and Planned Improvements

[https://drive.google.com/file/d/1M-WgdHLZch1iqcPZeGDB06Ex\\_mddNP9Y/view](https://drive.google.com/file/d/1M-WgdHLZch1iqcPZeGDB06Ex_mddNP9Y/view)

*Last updated: 1/31/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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: November 2017

Overall Rating	Good
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*Last updated: 1/31/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	87%	89%	69%	69%	48%	48%
Mathematics (grades 3-8 and 11)	76%	82%	57%	58%	36%	37%

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: 1/31/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	533	522	97.94%	89.46%
Male	272	268	98.53%	86.57%
Female	261	254	97.32%	92.52%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	52	52	100.00%	92.31%
Filipino	--	--	--	
Hispanic or Latino	82	80	97.56%	80.00%
Native Hawaiian or Pacific Islander				
White	334	325	97.31%	91.08%
Two or More Races	49	49	100.00%	91.84%
Socioeconomically Disadvantaged	52	51	98.08%	74.51%
English Learners	23	23	100.00%	86.96%
Students with Disabilities	59	57	96.61%	59.65%
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: 1/31/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	533	522	97.94%	81.80%
Male	272	268	98.53%	85.07%
Female	261	254	97.32%	78.35%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	52	52	100.00%	92.31%
Filipino	--	--	--	
Hispanic or Latino	82	80	97.56%	71.25%
Native Hawaiian or Pacific Islander				
White	334	325	97.31%	81.85%
Two or More Races	49	49	100.00%	85.71%
Socioeconomically Disadvantaged	52	52	100.00%	67.31%
English Learners	23	23	100.00%	91.30%
Students with Disabilities	59	58	98.31%	50.00%
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: 1/31/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	98.0%	93.0%	80.0%	78.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/31/2018*

**Career Technical Education Participation (School Year 2016-17)**

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

*Last updated: 1/31/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	12.1%	16.7%	68.2%
7	11.6%	18.6%	67.4%

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: 1/31/2018

## 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 2017-18)

Art Masters Program - Parent Volunteer Ran

Honour Society- Parent Support Group

Parents can become involved in the Oxford Preparatory Academy- South Orange County family in the following ways: open enrollment, assisting with parent informational meetings, assisting with the lottery process, serving as chaperones on fieldtrips, volunteering as a WatchDAWG, volunteer as a room parent and coaching in athletics.

### State Priority: Pupil Engagement

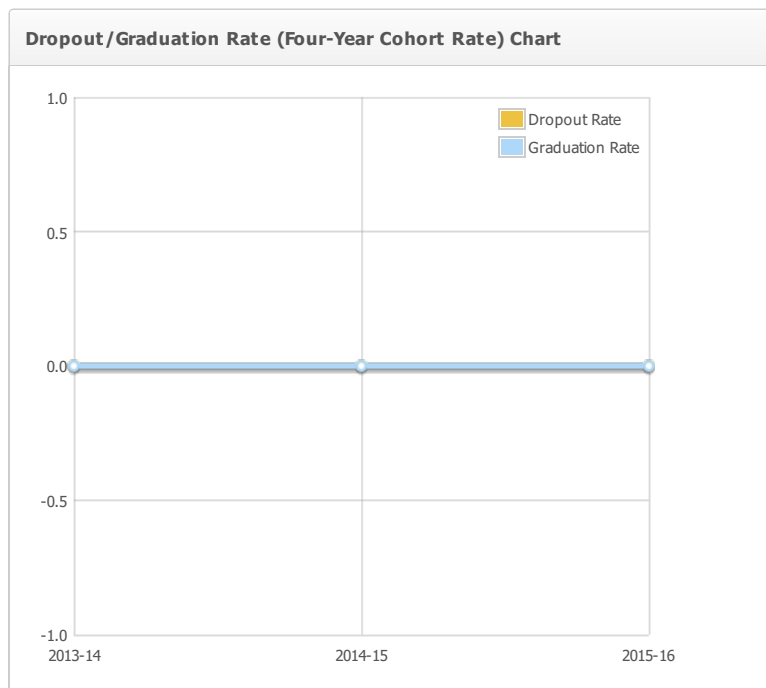
*Last updated: 1/31/2018*

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	96.8%	96.6%	97.2%	81.0%	82.3%	83.8%





**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	95.3%	87.1%
Black or African American	--	80.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.6%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	92.9%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	96.5%	91.0%
Two or More Races	--	94.0%	90.6%
Socioeconomically Disadvantaged	--	94.4%	85.5%
English Learners	--	63.4%	55.4%
Students with Disabilities	--	76.4%	63.9%
Foster Youth	--	--	--

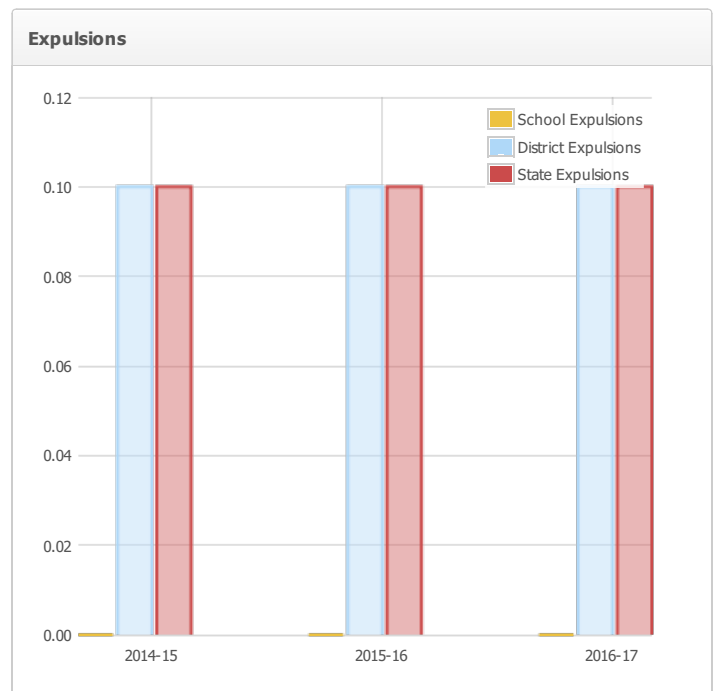
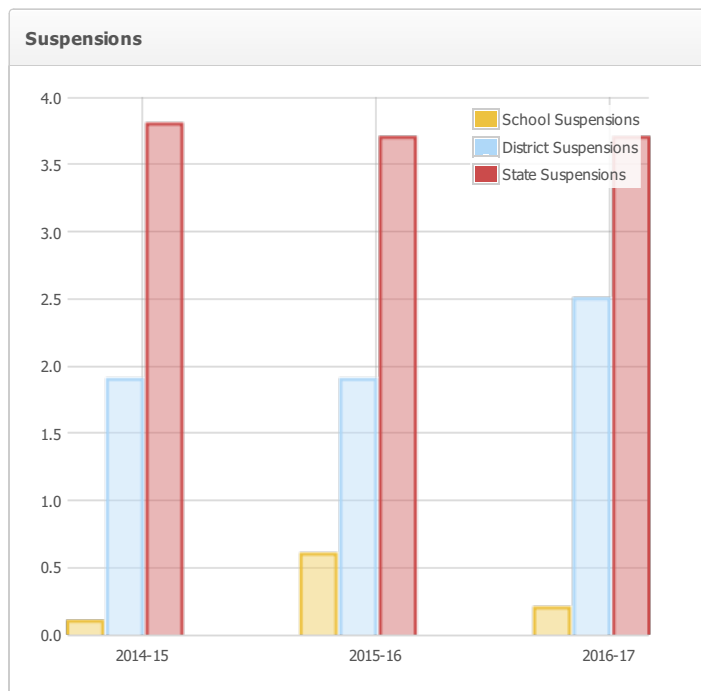
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.1%	0.6%	0.2%	1.9%	1.9%	2.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

## School Safety Plan (School Year 2017-18)

This 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 a written Emergency Plan that will be reviewed annually by the local governing board. The Plan is devoted to the welfare and safety of all students and personnel during school hours. This document 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. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. The concepts and procedures contained in this 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. This Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances. Therefore, the 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). This Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

**THREE LEVELS OF EMERGENCIES:** Emergencies are often described in terms of the following three levels:  
 Level One (School Level) Emergency: A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples include: power outage, unexpected death, or suicide threat.  
 Level Two (Community Level) Emergency: A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students city-wide and may require mutual aid assistance from the fire department, local police, etc. Examples include: intruder or shooting on campus.  
 Level Three (State/Nationwide) Emergency: A major disaster, clearly beyond the response capability of school administrative personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or



students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

*Last updated: 1/31/2018*

## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

*Last updated: 1/31/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	31.0	0	2	0	30.0	0	2	0
1	34.0	0	0	2	29.0	0	2	1	27.0	1	2	0
2	34.0	0	0	2	30.0	0	2	1	30.0	0	2	1
3	35.0	0	0	4	29.0	0	1	2	33.0	0	0	2
4	35.0	0	0	3	33.0	0	0	4	33.0	0	0	2
5	34.0	0	0	3	33.0	0	0	3	33.0	0	2	2
6	34.0	0	0	2	33.0	0	1	2	31.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/31/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)		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: 1/31/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$86146.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2018

### Types of Services Funded (Fiscal Year 2016-17)

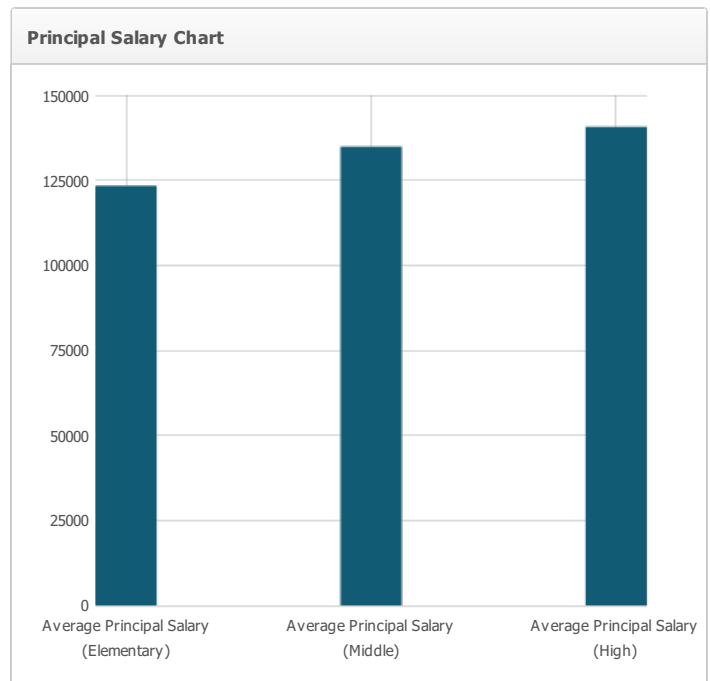
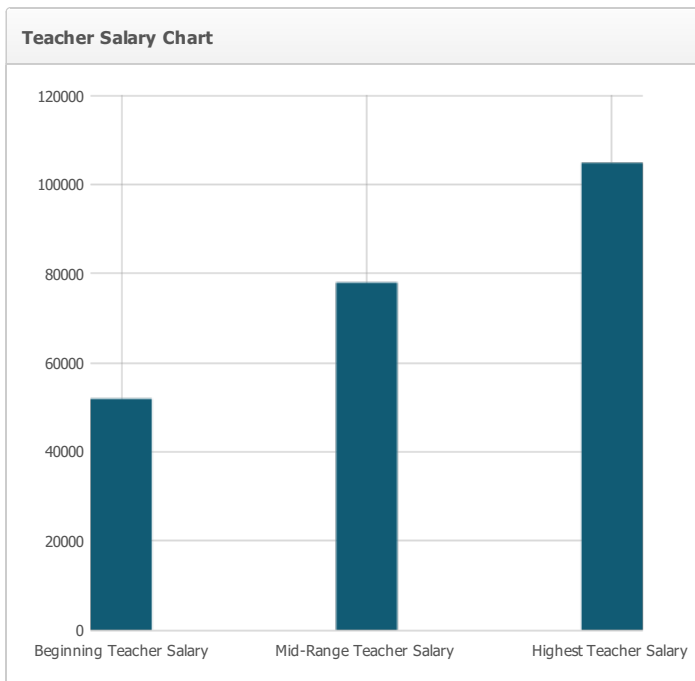
- Free and Reduced Lunch Program
- Honour Society Parent Group Assists with Financial Scholarships of Students in Need
- Provide Services to Students Aligned with the McKinney-Vento Act
- Provide School Uniforms to Families in Need
- Students with Special Needs
- Coordinate with our School Resource Officer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

Last updated: 1/31/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,872	\$47,808
Mid-Range Teacher Salary	\$77,944	\$73,555
Highest Teacher Salary	\$104,828	\$95,850
Average Principal Salary (Elementary)	\$123,351	\$120,448
Average Principal Salary (Middle)	\$134,870	\$125,592
Average Principal Salary (High)	\$140,688	\$138,175
Superintendent Salary	\$305,000	\$264,457
Percent of Budget for Teacher Salaries	41.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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





**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/31/2018*

**Professional Development**

Every Friday throughout the school year is Professional Development. Students are dismissed at 12:30PM and staff meets from 1:30-4:30PM. Topics discussed include: Curriculum, EL, GATE, Academic Interventions, Support for Students with Special Needs, Incorporating Multiple Intelligence Strategies and Data Analysis.

Teachers are supported during implementation through in-class coaching, lead teacher-teacher meetings, teacher-principal meetings, etc.

*Last updated: 1/31/2018*