School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Oxford Academy	**District Name**	Anaheim Union High School District
Street	5172 Orange Ave.	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 90630-	**Web Site**	Auhsd.k12.ca.us
Phone Number	714-220-3055	**Superintendent**	Elizabeth Novack, Ed.D.
Principal	Kathy Scott	**E-mail Address**	novack_e@auhsd.us
E-mail Address	scott_k@auhsd.us	**CDS Code**	30664313030616

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

The mission of Oxford Academy is to prepare students to be ethically and academically focused for entrance into college or university post-secondary education. Oxford Academy will provide students with a rigorous educational program in a collaborative setting, with emphasis on mastery of academics, critical thinking, and effective communication skills and character development.

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

There are a number of ways Oxford Academy promotes a family friendly environment. PTSA, OA Foundation, School Site Council, and booster groups for sports and music are active organizations on our campus. PTSA provides parent volunteers for school functions, weekly office assistants, and field trips. The OA Foundation's mission is to provide financial resources and assistance to promote the educational advancement and success of our students. Financial support is generated through the Direct Investment Drive and by partnering with various groups in the community. School Site Council membership is composed of parents, students, and school staff. This council oversees and monitors the spending of categorical funds for the purpose of academic achievement. The counseling staff conducts parent workshops and facilitates family conferences throughout the school year. Timely information is disseminated to parents through Naviance, the school website and Teleparent phone system.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	208
Grade 8	202
Grade 9	199
Grade 10	190
Grade 11	170
Grade 12	166
Total Enrollment	1,135

Student Enrollment by Group (School Year 2009-10)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	12
American Indian or Alaska Native		Two or More Races	
Asian	59.3	Socioeconomically Disadvantaged	28
Filipino	9	English Learners	
Hispanic or Latino	14	Students with Disabilities	
Native Hawaiian/Pacific Islander	0.97		

Average Class Size and Class Size Distribution (Secondary)
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	16	12	11	29.9	11	9	19	32.8	2	13	20
Mathematics	28.1	5	23	12	34.0	0	13	19	31.7	2	17	17
Science	32.2	0	16	21	34.3	0	15	22	33.5	0	13	23
Social Science	30.6	4	9	19	34.7	0	8	20	32.2	3	10	19

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

School Safety Plans are reviewed on an annual basis. The Oxford Academy plan was updated and reviewed on September 20,2010 with the school faculty. The main components focused on safety procedures and where students and staff were to report in case of any type of evacuation emergency. All staff were given specific duties and locations to report to; a map of where students were to report by cluster classes was provided; Lock Down procedures were presented in a handout and reviewed; and then forms and procedures for taking attendance during an emergency was fully reviewed. Emergency drills are conducted at various times throughout the school year to practice procedures that will insure maximum student and staff safety.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.1	0.0	0.0	6.6	16.7	12.3
Expulsions	0.1	0.0	0.0	0.9	1.1	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Oxford Academy is a seventh through twelfth grade college preparatory high school, which opened in September, 1998. The facility was originally built in 1965 and used as a junior high school. The 24 acre site includes 42 regular classrooms housed in six buildings. There are 13 labs which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes a food service kitchen, a multi-purpose room, a library/media center, a gym and a variety of sports fields.

Maintenance and Repair: Site and district maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when school is not in session. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Modernization and construction: Extensive modernization and new construction was completed in September, 2006. The estimated total budget for the project was $21.2 million. The project included eight new classrooms and a gym. Six campus buildings including 33 classroom spaces were modernized.

The most recent site inspection was completed on January 29, 2011.

School Facility Good Repair Status (School Year 2010-11)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Stained ceiling tiles in various rooms. Missing several floor tiles in Room 206. Several sinks are not draining properly in Room 203. Small area needs patch and paint in Rooms 506 and 509.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Outside drinking fountain not working properly. Paint needs touching up in Boys' Restroom.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Roof leaking in Rooms 600 and 603.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	43	42	42	1350
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence	0	0	2	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	378
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2009.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	All students have access to core novels. The core novels serve as the textbook.	0	Yes
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0	Yes
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07.	0	Yes
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0	Yes
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0	Yes
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0	Yes
Visual and Performing Arts			Yes
Science Laboratory Equipment (grades 9-12)	All science labs at Oxford Academy have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,945	$2,467	$6,478	$82,415
District	---	---	$5,575	80,736
Percent Difference: School Site and District	---	---	19.9	-1.8
State	---	---	5,681	69,595
Percent Difference: School Site and State	---	---	35.2	13.2

Types of Services Funded (Fiscal Year 2009-10)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funds generated from OA Foundation's Direct Investment Drive are used to provide a week long summer orientation for incoming seventh graders, provide extended hours for the school library to be open from 7:00 am until 4:30 pm daily, and to provide both math and writing workshops in the summer for academic support and enrichment. Title II funds pay for teachers to attend the College Board Advanced Placement summer training and to pay for teacher release time to develop curriculum maps, assessments, and course alignment.

Teacher and Administrative Salaries (Fiscal Year 2008-09)
This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	47,665	43,096
Mid-Range Teacher Salary	86,735	70,018
Highest Teacher Salary	99,631	89,675
Average Principal Salary (Elementary)	0	0
Average Principal Salary (Middle)	124,631	122,408
Average Principal Salary (High)	136,824	128,615
Superintendent Salary	237,300	204,469
Percent of Budget for Teacher Salaries	39.1	37.5
Percent of Budget for Administrative Salaries	4	5.1

IX. Student Performance

Standardized Testing and Reporting Program
The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	99	10	10	43	48	48	46	50	52
Mathematics	89	92	92	30	31	31	43	46	48
Science	99	98	98	49	53	53	46	50	54
History-Social Science	95	97	97	38	46	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	10	95	97	99
Female	10	89	98	95
Black or African American	92	75	*	*
American Indian or Alaska Native				
Asian	10	96	97	97
Filipino	10	85	10	93
Hispanic or Latino	10	83	98	99
Native Hawaiian/Pacific Islander	10	10	*	*
White	10	88	96	97
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	10	90	98	96
English Learners	*	*	*	*
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	99.4	100.0	99.5	52.7	49.4	49.5	52.9	52.0	54
Mathematics	100.0	100.0	99.5	53.9	53.1	52.3	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	50.8	20.5	28.7	48.0	32.5	19.5
All Students at the School						
Male	1.1	1.1	97.8	1.1	6.6	92.3
Female	0.0	3.2	96.8	0.0	25.0	75.0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0.0	0.0	100.0	0.0	5.8	94.2
Filipino	0.0	9.1	90.9	0.0	18.2	81.8
Hispanic or Latino	0.0	4.0	96.0	4.0	40.0	56.0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	3.0	3.0	93.9	0.0	27.3	72.7
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	0.0	2.7	97.3	2.6	31.6	65.8
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	Results not available	Results not available	Results not available
9	Results not available	Results not available	Results not available

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.
Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	2	1	1
Black or African American			
American Indian or Alaska Native			
Asian	2	0	4
Filipino			
Hispanic or Latino		7	-2
Native Hawaiian/Pacific Islander			
White	5	6	
Two or More Races			
Socioeconomically Disadvantaged	6	0	-2
English Learners			7
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	984	748	767
Black or African American		727	686
American Indian or Alaska Native			728
Asian	989	905	890
Filipino		859	851
Hispanic or Latino	978	698	715
Native Hawaiian/Pacific Islander		746	753
White	983	805	838
Two or More Races			808
Socioeconomically Disadvantaged	981	706	712
English Learners	1000	681	692
Students with Disabilities		493	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	47.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at
http://www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	0	0	0	2	2	5	5	5	6
Graduation Rate	100	100	100	94	90	85	81	80	79

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	100	82.4	94.5
Black or African American	100	83.2	89.7
American Indian or Alaska Native		73.9	95.3
Asian	100	94.9	97.4
Filipino	100	92.1	98.2
Hispanic or Latino	100	77.7	91.6
Native Hawaiian/Pacific Islander	100	86.9	95.2
White	100	85.3	98.1
Socioeconomically Disadvantaged	100	81.7	91.3
English Learners		53.7	98.5
Students with Disabilities	100	51.9	53.4

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Oxford Academy has several current industry pathways to suit the needs and interests of its diverse student body. During the 2009-2010 school year the following career pathways were offered to the Oxford Academy student body: Finance and Business; Health, Science and Medical Technology; Information Technology; and Marketing, Sales, and Services.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	691
% of pupils completing a CTE program and earning a high school diploma	98
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	71.4
Graduates Who Completed All Courses Required for UC/CSU Admission	99.4

Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	2	---
Science	3	---
Social Science	3	---
All courses	14	18.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Each year at least twenty days are designated for focused and site-specific professional development. Vertical teaming has been the focus of Oxford's on-site professional development for the following departments: English, foreign language, math, science, and social science . Oxford implements a weekly late start on Monday mornings to provide a set time for collaboration and professional development. The faculty meets once a month to work on effective instructional strategies. Departments have ten designated Mondays to analyze and revise curriculum maps and common assessments. Teachers meet in grade-alike groups on five different Mondays and six Mondays are designated for teachers to work on grades, conduct parent/student meetings, &/or meet with colleagues. Monday Late Start provides teachers with 75 minutes weekly of focused time for collaboration to reflect on effective and "best" practices, develop benchmark assessments, and to address student needs.

Since 2009-10 the District has provided each school site with an in-house Lesson Design Specialist. This is a teacher on staff who coaches mentors colleagues and leads staff development sessions on using research-based instructional strategies and designing lessons based on the SIOP model. The instructional focus at Oxford Academy has been posting daily content and language objectives, implementing Accountable Talk, and using a variety of formative assessments to consistently check students' learning throughout lesson presentations.

Beginning Teacher Support and Assessment (BTSA) programs are also opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results through DataDirector in order to target instruction to better meet the individual needs of students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.
Classified staff members have many opportunities to participate in district sponsored training designed to enhance their effectiveness with Classified staff members have many opportunities to participate in district sponsored training designed to enhance their effectiveness with students.