

# Oxford Academy

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

### Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2012-13)

School Contact Information	
School Name	Oxford Academy
Street	5172 Orange Avenue
City, State, Zip	Cypress, CA 90630
Phone Number	(714) 220-3055
Principal	Kathy Scott
E-mail Address	scott_k@auhsd.us
CDS Code	30664313030616

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

#### School Description and Mission Statement (School Year 2011-12)

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 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 (SSC) membership is composed of elected parents, students, and school staff. The SSC oversees and monitors the spending of categorical funds, in which the intended purpose is to enhance academic achievement outcomes. 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 the TeleParent phone system.

#### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 7	204
Grade 8	208
Grade 9	209
Grade 10	185
Grade 11	163
Grade 12	173
<b>Total Enrollment</b>	<b>1,142</b>

#### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	11
American Indian or Alaska Native	0	Two or More Races	2.4
Asian	60.2	Socioeconomically Disadvantaged	32
Filipino	9.4	English Learners	11.6
Hispanic or Latino	14.8	Students with Disabilities	0.1
Native Hawaiian/Pacific Islander	0.4		

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

Subject	2009-10			2010-11			2011-12					
	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	32.8	2	13	20	33.6	2	7	13	33.6	2	9	16
Mathematics	31.7	2	17	17	35.2	0	11	16	33.7	2	8	17
Science	33.5	0	13	23	35.1	1	8	20	35.3	3	3	24
Social Science	32.2	3	10	19	38.2	0	5	14	26.4	7	5	12

\* 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.

## III. School Climate

### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. The Oxford Academy plan was updated and reviewed on September 20, 2011, 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, and a map of where students were to report by cluster classes. 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. Oxford Academy is staffed with a full time security officer who supervises the outside areas of the campus daily from 9:30 am to 5:00 pm.

### Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0	0	0	12.3	10.01	4.55
Expulsions	0	0	0	0.97	0.70	0.52

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2012

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's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Modernization and construction: Extensive modernization and new construction were 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, which included 33 classroom spaces, were modernized. Oxford Academy received a \$100,000 grant from Lowe's to provide major upgrades to the multipurpose room. New stage sound, lighting, and flooring have been added, along with new conference tables, a mounted LCD projector, and a large electronic projector screen above the stage area.

The most recent site inspection was completed on December 10, 2012.

**School Facility Good Repair Status (School Year 2012-13)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Roof leaks at Rooms 401- 410 and at the Gymnasium.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	When raining, water leaks through the doors into the Gymnasium.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	42	40	38	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	2	2	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	3	1	1
Total Teacher Misassignments	3	2	1
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	571
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	0	---
Other	0	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** August 2009

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students have access to 2003 state/ district adopted textbooks.	Yes	0
<b>Mathematics</b>	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.	Yes	0
<b>Science</b>	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.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 laser disc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,648	\$131	\$5,517	\$80,209
District	---	---	\$5,475	\$81,535
Percent Difference: School Site and District	---	---	0.78%	-1.63%
State	---	---	\$5,425	\$67,932
Percent Difference: School Site and State	---	---	0.70%	18.07%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 mathematics 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 refine curriculum maps, assessments, and course alignment.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,634	\$42,660
Mid-Range Teacher Salary	\$84,860	\$69,198
Highest Teacher Salary	\$97,693	\$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$122,243	\$121,140
Average Principal Salary (High)	\$135,376	\$127,707
Superintendent Salary	\$236,654	\$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	100	100	100	48	49	54	52	54	56
Mathematics	92	93	94	31	35	37	48	50	51
Science	98	99	100	53	58	64	54	57	60
History-Social Science	97	97	99	46	49	51	44	48	49

\* 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.

#### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	37	64	51
All Student at the School	100	94	100	99
Male	100	96	100	99
Female	99	92	100	99
Black or African American	100	90		100
American Indian or Alaska Native				
Asian	100	97	100	99
Filipino	100	92	100	96
Hispanic or Latino	99	88	100	97
Native Hawaiian/Pacific Islander				
White	100	91	100	98
Two or More Races				
Socioeconomically Disadvantaged	99	91	100	98
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

\* 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.



### 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	99	99	100	49	58	53	54	59	56
Mathematics	99	100	99	52	55	58	54	56	58

\* 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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	24	29	42	34	23
All Students at the School	0	3	97	1	7	92
Male	0	3	97	1	2	97
Female	0	2	98	0	12	88
Black or African American						
American Indian or Alaska Native						
Asian	0	2	98	0	3	97
Filipino	0	0	100	0	19	81
Hispanic or Latino	0	9	91	3	12	85
Native Hawaiian/Pacific Islander						
White	0	0	100	0	14	86
Two or More Races						
Socioeconomically Disadvantaged	0	7	93	0	8	92
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

### California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.4	34	20.8
9	17.6	27.1	24.1

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2009	2010	2011
Statewide	10	10	10
Similar Schools	10	10	10

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	1	5	5
Black or African American			
American Indian or Alaska Native			
Asian	4	6	4
Filipino			
Hispanic or Latino	-2	-5	10
Native Hawaiian/Pacific Islander			
White		8	4
Two or More Races			
Socioeconomically Disadvantaged	-2	5	5
English Learners	7	-1	1
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	952	995	25,547	779	4,664,264	788
Black or African American	20	989	771	762	313,201	710
American Indian or Alaska Native	0		88	788	31,606	742
Asian	584	999	3,228	927	404,670	905
Filipino	92	993	1,103	889	124,824	869
Hispanic or Latino	145	983	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	7		223	795	26,563	775
White	103	995	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	323	991	18,105	742	2,779,680	737
English Learners	112	1000	11,909	698	1,530,297	716
Students with Disabilities	4		2,573	555	530,935	607

### Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	No

### Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	12
Percent of Schools Currently in Program Improvement	---	57.1

## 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

## California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Dropout Rate (1-year)</b>	0.3	0.6	0	5.3	10.2	12.3	5.7	16.6	14.4
<b>Graduation Rate</b>	100.0	100.0	100.0	84.57	88.68	82.52	78.59	80.53	76.26

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
<b>All Students</b>	100%	87.8%	---
<b>Black or African American</b>	100%	85.2%	---
<b>American Indian or Alaska Native</b>	na	100%	---
<b>Asian</b>	100%	97.2%	---
<b>Filipino</b>	100%	96.8%	---
<b>Hispanic or Latino</b>	100%	83.8%	---
<b>Native Hawaiian/Pacific Islander</b>	100%	90.2%	---
<b>White</b>	100%	92.6%	---
<b>Two or More Races</b>	na	na	---
<b>Socioeconomically Disadvantaged</b>	100%	82.7%	---
<b>English Learners</b>	100%	65.9%	---
<b>Students with Disabilities</b>	100%	77.2%	---

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Oxford Academy has three career pathways that represent industries that suit the needs, interests, and demands of its diverse student body. During the 2011-12 school year courses were offered in the following career industries: Finance and Business; Health, Science and Medical Technology; Information Technology; and Marketing, Sales, and Services.

### Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	422
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	48.4
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	98.8

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	10	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	12	---
Science	6	---
Social Science	10	---
All courses	39	25.5

\* Where there are student course enrollments.

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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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, mathematics, science, and social science. Oxford implements a weekly late-start day 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 twelve designated Mondays to analyze and revise curriculum maps and common assessments. Teachers meet in grade-alike groups on six different Mondays; and four Mondays are designated for teachers to work on grades, conduct parent/student meetings, and/or meet with colleagues. Monday late-start days provide 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 best practices for all learners. 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. Due to budget cuts for the 2012-13 school year, the funding for the Lesson Design Specialist position at Oxford was eliminated. However, leadership capacity has developed among the teachers over the last three years, so the work of the Lesson Design Specialist will continue within each department.

The Beginning Teacher Support and Assessment (BTSA) program also provides opportunities for professional development to new teachers. The District continues to train teachers in the use of strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results through "Illuminate" in order to target instruction to better meet the individual needs of students. All District staff members are supported in their efforts to deliver highly effective lessons.

Classified staff members have many opportunities to participate in District sponsored training designed to enhance their effectiveness with students.