Oxford Academy
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Oxford Academy
Street	5172 Orange Avenue
City, State, Zip	Cypress, CA 90630
Phone Number	(714) 220-3055
Principal	Ron Hoshi
E-mail Address	hoshi_r@auhsd.us
Web Site	www.auhsd.us/oxford
CDS Code	30664313030616

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	206
Grade 8	209
Grade 9	206
Grade 10	201
Grade 11	184
Grade 12	166
Total Enrollment	1,172

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	59.9
Filipino	9.1
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0.6
White	10.1
Two or More Races	2.0
Socioeconomically Disadvantaged	36.3
English Learners	0.1
Students with Disabilities	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	39	42	45	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 indepth 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
Reading/Language Arts	English language arts textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). Multiple core novels and/or non-fiction books or texts are assigned to students according to grade-level curriculum. All students have their own copy of these novels and texts.	Yes	0
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.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
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 laser disc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 November 3, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	[ ]	[X]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	100	99	100	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	100
Male	99
Female	100
Black or African American	
American Indian or Alaska Native	
Asian	100
Filipino	98
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	
White	98
Two or More Races	
Socioeconomically Disadvantaged	100
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	100	100	99	49	54	52	54	56	55
Mathematics	93	94	94	35	37	35	49	50	50
History-Social Science	97	99	98	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	5	5	-3
Black or African American			
American Indian or Alaska Native			
Asian	6	4	-2
Filipino			
Hispanic or Latino	-5	10	-11
Native Hawaiian/Pacific Islander			
White	8	4	-8
Two or More Races			
Socioeconomically Disadvantaged	5	5	-3
English Learners	-1	1	-1
Students with Disabilities			

Note: "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.

Career Technical Education Programs (School Year 2013-14)

Oxford Academy has two career pathways that represent industries that suit the needs, interests, and demands of its diverse student body. During the 2013-14 school year courses were offered in the following career industries: Information Technology; and Marketing, Sales, and Services.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	326
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	49.73
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	90.97

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	100	100	100	53	55	46	56	57	56
Mathematics	99	100	100	58	57	51	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	34	23
All Students at the School		4	96		11	89
Male		6	94		10	90
Female		3	97		11	89
Black or African American						
American Indian or Alaska Native						
Asian		2	98		7	93
Filipino			100			100
Hispanic or Latino		9	91		23	77
Native Hawaiian or Pacific Islander						
White			100		21	79
Two or More Races						
Socioeconomically Disadvantaged		10	90		12	88
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.1	35.6	39.0
9	5.8	35.4	54.4

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

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.

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

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	1.3	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	100.00	100.00	98.09	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	101.31	84.19	84.56
Black or African American	100.00	82.48	75.90
American Indian or Alaska Native	0.00	88.89	77.82
Asian	101.05	95.77	92.94
Filipino	100.00	95.24	92.20
Hispanic or Latino	100.00	79.58	80.83
Native Hawaiian/Pacific Islander	0.00	86.36	84.06
White	108.33	89.89	90.15
Two or More Races	100.00	89.10	89.03
Socioeconomically Disadvantaged	109.09	87.67	82.58
English Learners	0.00	52.83	53.68
Students with Disabilities	0.00	59.15	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.8	0.0	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Oxford Academy plan was updated and reviewed on September 20, 2013, 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. Lockdown 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	33.6	2	9	16	31	8	7	24	25	15	11	22
Mathematics	33.7	2	8	17	31	6	7	24	29	8	8	25
Science	35.3	3	3	24	36		6	29	34	1	12	24
Social Science	26.4	7	5	12	30	7	4	24	28	9	9	21

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	568
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,720	$906	$6,815	$87,064
District	---	---	$1,852	$85,155
Percent Difference: School Site and District	---	---	268.0	2.2
State	---	---	$4,690	$72,276
Percent Difference: School Site and State	---	---	45.3	20.5

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,150	$42,957
Mid-Range Teacher Salary	$85,797	$69,613
Highest Teacher Salary	$98,662	$89,407
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$126,652	$120,526
Average Principal Salary (High)	$136,840	$129,506
Superintendent Salary	$243,016	$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	14	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	12	---
Science	6	---
Social Science	15	---
All courses	49	1.7

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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.

The District provides 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, literacy across the content areas, implementing Accountable Talk, and using a variety of formative assessments to consistently check students' learning throughout lesson presentations.

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.