<div style="border:1px solid navy">

Oxford Academy
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

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

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

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	http://oxford.auhsd.us/
Grades Served	7-12
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)

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

Educational Highlights:
One hundred percent of Oxford Academy students are enrolled in courses that meet the University of California (UC) A-G requirements and 100% graduate with UC eligibility. For the senior class of 2015, 87% matriculated to a four-year college, and 13% matriculated to a two-year college. At least 58% of Oxford Academy students are enrolled in Visual and Performing Arts classes. They also participate in intramural sports at the junior high level and CIF sports at the high school level. All Oxford Academy students participate in a comprehensive honors curriculum and are required to enroll in a minimum of four Advanced Placement (AP) courses to graduate. Additionally, students select a Career Technical Education (CTE) pathway: Software and Systems Development, Engineering, Business, or Biomedical Science pathway. Students in the eighth grade complete a reflective portfolio that is presented at student-led parent conferences during the fourth quarter. In February, each senior presents their culminating reflective portfolio to a small group of guest panelists. Oxford Academy offers the following support programs to help struggling students who are not meeting the required Grade Point Average (GPA): Learning Skills class with assigned high school tutors, before or after school tutoring, academic probation meetings with teachers and counselors, writing skills workshop, and mathematics support classes during the summer.

Student Achievement Data:
Oxford Academy students exceeded National and State Common Core Standards as measured by the Smarter Balanced Assessment Consortium (SBAC), 99% of the students tested met or exceeded the tested standards. Oxford Academy has an Academic Performance Index (API) of 995, which is the second highest high school API in the entire state of California. All student groups are meeting the state school-wide targets in English language arts (ELA) and mathematics. Oxford Academy has achieved the rank of 10 (on a scale of 1 to 10) in both the Statewide Rank and the Similar School Rank. Oxford Academy ranks as the top performing school in Orange County. We are also proud that Oxford Academy is currently ranked #16 on U.S. News & World Reports' list of "Best Public High Schools" and #25 Nationally on Top High Schools by Newsweek 2015, and was named as a National Blue Ribbon School in 2013.

Demographic Information:
Oxford Academy, located in Cypress, California, serves 1,212 students in grades seven through twelve. The ethnic composition of the student body is 2% African American, 54% Asian, 21% Caucasian, 7% Filipino/Pacific Islander, 15% Latino, and 1% Native American. Forty-one percent of Oxford Academy students participate in the Free/Reduced Lunch program. Additionally, 52.1% of the student body is reclassified as fluent English proficient students and 72% of Oxford students come from homes in which English is not the primary language. Students' home languages are diverse with twenty-six different languages spoken.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	210
Grade 8	210
Grade 9	210
Grade 10	195
Grade 11	193
Grade 12	176
Total Enrollment	1,194

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	59
Filipino	8.4
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.3
White	10.9
Two or More Races	1.9
Socioeconomically Disadvantaged	38.3
English Learners	0.2
Students with Disabilities	0.3
Foster Youth	0.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	43	43	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	2	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	2
Total Teacher Misassignments *	1	1	4
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 2014-15)

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	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

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 October 2015.

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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses 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
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 September 25, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 25, 2015				
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			Repairs made to main sink in kitchen.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
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			Repairs made to door in health office.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 25, 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	99	44	44
Mathematics	97	28	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	210	207	98.6	0	0	28	72
	8	210	209	99.5	0	0	29	71
	11	188	187	99.5	1	2	6	91
Male	7		95	45.2	0	0	31	69
	8		99	47.1	0	1	32	67
	11		83	44.1	1	2	7	89
Female	7		112	53.3	0	0	26	74
	8		110	52.4	0	0	25	75
	11		104	55.3	0	1	6	93
Black or African American	7		5	2.4	--	--	--	--
	8		3	1.4	--	--	--	--
	11		1	0.5	--	--	--	--
American Indian or Alaska Native	11		1	0.5	--	--	--	--
Asian	7		107	51.0	0	0	22	78
	8		123	58.6	0	1	20	80
	11		122	64.9	1	1	7	92
Filipino	7		9	4.3	--	--	--	--
	8		20	9.5	0	0	35	65
	11		19	10.1	0	5	0	95
Hispanic or Latino	7		55	26.2	0	0	42	58
	8		34	16.2	0	0	38	62
	11		20	10.6	0	0	10	90
Native Hawaiian or Pacific Islander	8		2	1.0	--	--	--	--
	11		2	1.1	--	--	--	--
White	7		28	13.3	0	0	25	75
	8		22	10.5	0	0	45	55
	11		18	9.6	0	6	6	89
Two or More Races	7		3	1.4	--	--	--	--
	8		5	2.4	--	--	--	--
	11		4	2.1	--	--	--	--
Socioeconomically Disadvantaged	7		90	42.9	0	0	37	63
	8		69	32.9	0	1	32	67
	11		70	37.2	1	3	13	83
English Learners	8		1	0.5	--	--	--	--
Students with Disabilities	8		1	0.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		1	0.5	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	210	207	98.6	0	4	17	79
	8	210	209	99.5	0	0	10	89
	11	188	187	99.5	0	4	21	75
Male	7		95	45.2	0	3	15	82
	8		99	47.1	0	0	8	92
	11		83	44.1	0	4	11	86
Female	7		112	53.3	0	4	19	77
	8		110	52.4	0	1	12	87
	11		104	55.3	0	5	29	66
Black or African American	7		5	2.4	--	--	--	--
	8		3	1.4	--	--	--	--
	11		1	0.5	--	--	--	--
American Indian or Alaska Native	11		1	0.5	--	--	--	--
Asian	7		107	51.0	0	2	10	88
	8		123	58.6	0	1	3	96
	11		122	64.9	0	2	17	81
Filipino	7		9	4.3	--	--	--	--
	8		20	9.5	0	0	10	90
	11		19	10.1	0	0	32	68
Hispanic or Latino	7		55	26.2	0	5	29	65
	8		34	16.2	0	0	29	71
	11		20	10.6	0	15	30	55
Native Hawaiian or Pacific Islander	8		2	1.0	--	--	--	--
	11		2	1.1	--	--	--	--
White	7		28	13.3	0	7	14	79

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		22	10.5	0	0	23	77
	11		18	9.6	0	11	17	72
Two or More Races	7		3	1.4	--	--	--	--
	8		5	2.4	--	--	--	--
	11		4	2.1	--	--	--	--
Socioeconomically Disadvantaged	7		90	42.9	0	3	23	73
	8		69	32.9	0	1	16	83
	11		70	37.2	0	9	24	67
English Learners	8		1	0.5	--	--	--	--
Students with Disabilities	8		1	0.5	--	--	--	--
	11		1	0.5	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	98	99	99	61	61	56	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	99
Male	99
Female	99
Black or African American	--
Asian	100
Filipino	100
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	--
White	100
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	99
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Oxford Academy has two career pathways that represent industries that suit the needs, interests, and demands of its diverse student body. During the 2014-15 school year courses were offered in the following career industries: Information Technology; Marketing, Sales, and Services; Biotechnology; and Engineering and Design.

Career Technical Education Participation (School Year 2014-15)

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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	95.86

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	100	100	100	55	46	49	57	56	58
Mathematics	100	100	99	57	51	49	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School		3	97	1	16	84
Male		5	95		10	90
Female		2	98	1	21	78
Asian		1	99		3	97
Filipino			100		31	69
Hispanic or Latino		8	92	3	46	51
White		7	93		27	73
Socioeconomically Disadvantaged		4	96		26	74

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.30	39.10	29.00
9	7.70	30.60	59.80

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	1.30	0.60	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	100.00	98.09	99.40	82.48	84.34	84.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	101.81	84.11	84.6
Black or African American	100	82.8	76
American Indian or Alaska Native		88.89	78.07
Asian	100.97	93.83	92.62
Filipino	100	97.03	96.49
Hispanic or Latino	103.23	81.33	81.28
Native Hawaiian/Pacific Islander	100	76.92	83.58
White	108.33	85.53	89.93
Two or More Races	100	70	82.8
Socioeconomically Disadvantaged		58.25	61.28
English Learners		54.13	50.76
Students with Disabilities	105.71	82	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.78	0.00	0.17	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	31	8	7	24	25	15	11	22	23	21	12	22
Mathematics	31	6	7	24	29	8	8	25	31	6	7	26
Science	36		6	29	34	1	12	24	35	1	9	30
Social Science	30	7	4	24	28	9	9	21	27	12	6	23

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 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,136	$987	$6,815	$88,023
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-12.0	-0.4
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	27.4	17.5

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	18	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	15	N/A
All courses	59	1.8

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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.