

Oxford Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Oxford Academy
Street	5172 Orange Avenue
City, State, Zip	Cypress, CA 90630
Phone Number	(714) 220-3055
Principal	Alicia Baillie
E-mail Address	baillie_a@auhsd.us
Web Site	http://oxford.auhsd.us/
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 (School Year 2017-18)

School Vision Statement:

“Oxford Academy is a community of innovators dedicated to nurturing the holistic growth of life-long learners who will lead and serve an evolving local and global society”.

Core Values:

Oxford Academy Leads with Excellence, Honor, Creativity, Caring and Fun.

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 2016, 90% matriculated to a four-year college, and 10% 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. Oxford Academy offers the following support programs to help struggling students who are not meeting the required Grade Point Average (GPA): before or after school tutoring, academic probation meetings with teachers and counselors, writing skills workshop, and mathematics support.

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 in ELA and 86% met or exceeded the tested standards in Mathematics. All student groups are meeting the state school-wide targets in English language arts (ELA) and mathematics. Oxford Academy became a California Gold Ribbon school in 2017 and was named as a National Blue Ribbon School in 2013.

Demographic Information:

Oxford Academy, located in Cypress, California, serves 1,206 students in grades seven through twelve. The ethnic composition of the student body is 58% Asian, 15% Latino, 9% White, 7% Filipino/Pacific Islander, and 1% African American. Over 30% of Oxford Academy students participate in the Free/Reduced Lunch program. Additionally, 54% of the student body is reclassified as fluent English proficient students and 70% 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 2016-17)

Grade Level	Number of Students
Grade 7	206
Grade 8	207
Grade 9	206
Grade 10	207
Grade 11	193
Grade 12	185
Total Enrollment	1,204

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	60.5
Filipino	7.7
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.3
White	8.7
Two or More Races	2.5
Socioeconomically Disadvantaged	34.7
English Learners	0.2
Students with Disabilities	0.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	42	41	1199
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments *	4	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2017

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 September 2017.

Subject	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
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 project included eight new classrooms and a gym. Six campus buildings, which included 33 classroom spaces, were modernized. Oxford Academy also received a \$100,000 grant from Lowe's to provide major upgrades to the multipurpose room. New stage sound, lighting, and flooring were 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 8, 2017.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 8, 2017.				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 8, 2017.				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Broken concrete on walkway outside Room 301. Deficiency is included in the ongoing District Project List.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 8, 2017.				
Overall Rating	Exemplary	Good	Fair	Poor
			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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	100	99	47	46	48	48
Mathematics (grades 3-8 and 11)	96	94	29	28	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	605	605	100	99.34
Male	282	282	100	98.58
Female	323	323	100	100
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	378	378	100	99.21
Filipino	46	46	100	100
Hispanic or Latino	97	97	100	98.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	52	100	100
Two or More Races	20	20	100	100
Socioeconomically Disadvantaged	212	212	100	99.53
English Learners	47	47	100	100
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	605	605	100	94.05
Male	282	282	100	95.39
Female	323	323	100	92.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	378	378	100	98.41
Filipino	46	46	100	89.13
Hispanic or Latino	97	97	100	82.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	52	100	90.38
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	212	212	100	90.57
English Learners	47	47	100	100
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	99	98	56	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Oxford Academy has four career pathways that represent industries that suit the needs, interests, and demands of its diverse student body. During the 2016-17 school year courses were offered in the following career industry sectors: Engineering and Design; Health Science and Medical Technology; Information and Communication Technologies; and Marketing, Sales, and Services.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	576
% 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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	91.45
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	92.39

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.9	41	20
9	13.9	38.8	40.8

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 supplemental state and federal 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. Both the administration and the counseling team offer monthly "Coffee/Tea Time" meetings in the morning and evening that serve as an informal forum for parent concerns and questions. Timely, information is disseminated to parents through Aeries Loop and the school website.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.6	0	0	8.6	7.3	6.3	11.5	10.7	9.7
Graduation Rate	99.4	100	100	84.81	87.31	88.61	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	99.46	88.18	87.11
Black or African American	100	91.37	79.19
American Indian or Alaska Native	100	68.75	80.17
Asian	100	99.39	94.42
Filipino	94.74	95.5	93.76
Hispanic or Latino	100	84.98	84.58
Native Hawaiian/Pacific Islander	100	97.3	86.57
White	100	89.27	90.99
Two or More Races	100	91.11	90.59
Socioeconomically Disadvantaged	100	93.74	85.45
English Learners	0	59.37	55.44
Students with Disabilities	100	70.29	63.9
Foster Youth	0	63.16	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2	1.2	0.5	5.4	5.6	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Oxford Academy Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The main components focus on safety procedures and where students and staff are to report in case of any type of evacuation emergency. All staff are given specific duties and locations to report to and a map of where students are to report by cluster classes. Lockdown procedures are presented in a handout and reviewed, and then forms and procedures for taking attendance during an emergency are fully reviewed annually. Emergency drills are conducted at various times throughout the school year to practice procedures that will ensure maximum student and staff safety. Additionally, 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.

Federal Intervention Program (School Year 2017-18)

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	13
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	23	21	12	22	27	12	6	29	26	17	8	26
Mathematics	31	6	7	26	30	5	10	19	25	9	7	11
Science	35	1	9	30	34	1	8	27	34		11	23
Social Science	27	12	6	23	28	11	4	30	28	10	8	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	602
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0.05	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	0	N/A
Other	3	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,911	\$2,134	\$8,777	\$95,692
District	N/A	N/A	\$8,163	\$93,131
Percent Difference: School Site and District	N/A	N/A	7.2	2.7
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	28.7	14.5

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

Types of Services Funded (Fiscal Year 2016-17)

OA Foundation provides funds for extended hours for the school library to be open from 7:00 am until 4:30 pm daily. 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,221
Mid-Range Teacher Salary	\$93,402	\$83,072
Highest Teacher Salary	\$110,430	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,289	\$128,094
Average Principal Salary (High)	\$148,732	\$146,114
Superintendent Salary	\$260,000	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	5	N/A
Social Science	4	N/A
All courses	15	46.4

Cells with N/A values do not require data.

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

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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.