

# Oxford Preparatory Academy - Saddleback Valley

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) 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.



### Jeff Rich, Chancellor

Principal, Oxford Preparatory Academy - Saddleback Valley

### About Our School

Oxford Preparatory Academy's vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue university level academic studies, as well as gain skills to be successful in the global community of the 21st century. Our students do not just meet, but exceed grade level expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners. We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop lifelong learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

### Contact

Oxford Preparatory Academy - Saddleback Valley  
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Lake Forest, CA 92630-3935

Phone: 949-916-5672

E-mail: [saddleback.cde@oxfordchampions.com](mailto:saddleback.cde@oxfordchampions.com)

## About This School

### Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) |  |
|--|--|
| <b>District Name</b>                               | Orange County Department of Education                  |
| <b>Phone Number</b>                                | (714) 966-4000   |
| <b>Superintendent</b>                              | Al Mijares   |
| <b>E-mail Address</b>                              | <a href="mailto:amijares@ocde.us">amijares@ocde.us</a> |
| <b>Web Site</b>                                    | <a href="http://www.ocde.us">http://www.ocde.us</a>    |

| School Contact Information (School Year 2016-17) |   |
|--|---|
| <b>School Name</b>                               | Oxford Preparatory Academy - Saddleback Valley  |
| <b>Street</b>                                    | 22882 Loumont Dr  |
| <b>City, State, Zip</b>                          | Lake Forest, Ca, 92630-3935   |
| <b>Phone Number</b>                              | 949-916-5672  |
| <b>Principal</b>                                 | Jeff Rich, Chancellor   |
| <b>E-mail Address</b>                            | <a href="mailto:saddleback.cde@oxfordchampions.com">saddleback.cde@oxfordchampions.com</a>                  |
| <b>Web Site</b>                                  | <a href="http://saddleback.oxfordpreparatoryacademy.com">http://saddleback.oxfordpreparatoryacademy.com</a> |
| <b>County-District-School (CDS) Code</b>         | 30103060133785  |

*Last updated: 1/30/2017*

### School Description and Mission Statement (School Year 2016-17)

Creating long-term academic success takes place through a school-wide, data driven model of reform that shapes the culture of high expectations for every student on campus. This is accomplished by promoting college readiness for all students the moment they arrive at Oxford Prep. Oxford Preparatory Academy staff members merge their collective experience to formulate consistent language, policies, and programs to reinforce our school-wide goals. Adherence to rigorous California State Standards and a focus on student learning are the pillars of our philosophy. To emphasize high academic standards, our core instructional strategy is based on Howard Gardner's Theory of Multiple Intelligences (MI) and how it directly affects student learning. MI is the key philosophy embraced by all stakeholders, enabling students to believe that they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that differing needs are met and that student retention of information is maximized.

To implement this plan of action, we use the Degrees of Learning to visualize the key elements of a strong academic program. The focus is student academic success and the scrolls (Homework, Evaluation, Student Involvement, Student and Staff Involvement, Attendance, Student Recognition, Behavior, Theory of Multiple Intelligences, Special Programs, and Staff Development), grounded in consistent and clear "communication" represent all vital components that make this happen.

Oxford Preparatory Academy structures content to be taught through backwards lesson design planning. Oxford Prep also utilizes CAASPP data and multiple measures of assessment to analyze student achievement and to what extent instructional design shall be modified.

**MISSION AND GOALS** Oxford Preparatory Academy believes that all students are unique and gifted individuals. We are committed to working collaboratively to develop lifelong learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

We fulfill our mission by:

1. Emphasizing high academic standards, respect, patriotism, and courtesy;
2. Providing a structured environment conducive to learning;
3. Expecting active parent participation and support of school policies and programs;
4. Implementing the Theory of Multiple Intelligences as part of instruction;
5. Offering ongoing teacher and parent training;

6. Maintaining consistent communication between home, school, and community;
7. Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction;
8. Ensuring all students are performing at grade level or above, based on California State Standards;
9. Including second language as part of the curriculum; and
10. Developing and revising, on a yearly basis, the Game Plan for Success.

*Last updated: 1/30/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

|  |
|--|
|  |
|--|

*Last updated: 1/30/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | %                           |
| American Indian or Alaska Native    | %                           |
| Asian                               | %                           |
| Filipino                            | %                           |
| Hispanic or Latino                  | %                           |
| Native Hawaiian or Pacific Islander | %                           |
| White                               | %                           |
| Two or More Races                   | %                           |
| Other                               | 100.0 %                     |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | %                           |
| English Learners                    | %                           |
| Students with Disabilities          | %                           |
| Foster Youth                        | %                           |

*Last updated: 1/30/2017*

## A. Conditions of Learning

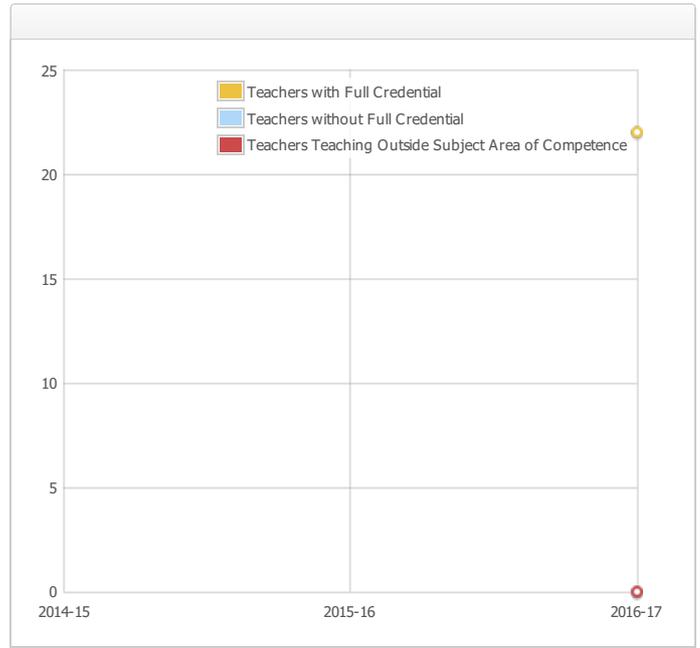
### State Priority: Basic

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 |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  |         |         | 22      |          |
| Without Full Credential   |         |         | 0       |          |
| Teachers Teaching Outside Subject Area of Competence (with full credential) |         |         | 0       |          |



Last updated: 2/21/2017

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners |         |         | 0       |
| Total Teacher Misassignments*                  |         |         | 0       |
| Vacant Teacher Positions                       |         |         | 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.

Last updated: 2/21/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School                      | 100.0%   | 0.0%   |
| All Schools in District          |  |  |
| High-Poverty Schools in District |  |  |
| Low-Poverty Schools in District  |  |  |

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.

*Last updated: 2/21/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

| Subject                | Textbooks and Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | K-5: SRA Imagine It!<br>K-5: SRA Imagine It! Newcomers, English Language Development<br>6-8: Pearson Literature<br>6-8: Pearson Literature, English Language Development Resources   | Yes                        | 0.0 %                                      |
| Mathematics            | K-5: Houghton Mifflin Harcourt School Publishers, Series: California HSP Math(includes Skills Intervention Kit/ELD component)<br>6: Pearson Prentice Hall California Math (includes Skills Intervention Kit)<br>6: Pearson Prentice Hall California Math, English Language Development Resources<br>7: Pearson Prentice Hall California Pre-Algebra, (includes Skills Intervention Kit)<br>7: Pearson Prentice Hall California Pre-Algebra, English Language Development Resources<br>8: Pearson Prentice Hall California Algebra I, (includes Skills Intervention Kit)<br>8: Pearson Prentice Hall California Algebra I, English Language Development Resources<br>Pearson Prentice Hall California Geometry<br>Pearson Prentice Hall California Geometry, English Language Development Resources | Yes                        | 0.0 %                                      |
| Science                | K-5: Houghton Mifflin Harcourt Publishers, Series: California Science<br>K - 8: Houghton Mifflin Harcourt ScienceFusion<br>6: Pearson Prentice Hall Focus on Earth Science<br>6: Pearson Prentice Hall Focus on Earth Science, English Language Development Resources<br>7: Pearson Prentice Hall Focus on Life Science<br>7: Pearson Prentice Hall Focus on Life Science, English Language Development Resources<br>8: Pearson Prentice Hall Focus on Physical Science<br>8: Pearson Prentice Hall Focus on Physical Science, English Language Development Resources  | Yes                        | 0.0 %                                      |
| History-Social Science | K-5: Houghton Mifflin Harcourt School Publishers, Series: Reflections<br>6: Pearson Prentice Hall Ancient Civilizations<br>6: Pearson Prentice Hall Ancient Civilizations, English Language Development Resources<br>7: Pearson Prentice Hall Medieval and Early Modern Times<br>7: Pearson Prentice Hall Medieval and Early Modern Times, English Language Development Resources  | Yes                        | 0.0 %                                      |

8: Pearson Prentice Hall America – History of our Nation

8: Pearson Prentice Hall America – History of our Nation, English Language Development Resources

|                                 |  |           |
|---------------------------------|--|-----------|
| Foreign Language                | K-8: Teacher made materials  | 0.0 %     |
| Health                          | K-8: Teacher made materials  | 0.0 %     |
| Visual and Performing Arts      | K-8: Art Masters' Program utilizes teacher made and donated materials. | 0.0 %     |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A 0.0 % |

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

Last updated: 1/30/2017

## School Facility Conditions and Planned Improvements

Oxford Preparatory Academy Charter School was approved by the Orange County Board of Education. The charter school maintains 27 classrooms on the campus. Oxford Preparatory Academy provides a safe, clean environment for students, staff, and volunteers. The Coordinator of Facilities and the entire custodial 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 and that emergency repairs are given the highest priority. Classrooms, bathrooms, and general areas of the campus are in exemplary repair and receive basic cleaning on a daily basis. Detailed cleaning is done during summer and winter breaks. The school provides maintenance services on a regular schedule and when an emergency occurs. Safety concerns are the number one priority of Oxford Preparatory Academy. The Coordinator of Facilities, along with the Facilities Manager, is proactive and conducts inspections at the school site on a continual basis. Oxford Preparatory Academy recently updated the slurry on the majority of the campus and replenished wood chips on all playground areas.

*Last updated: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| Interior: Interior Surfaces                                     | Good   |   |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| Electrical: Electrical  | Fair   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Fair   |   |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Fair   |   |

## Overall Facility Rate

Year and month of the most recent FIT report:

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/30/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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.

## 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 area of physical education

## 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 2016-17)

The administration regularly utilizes the talents of the staff and parents in formal groups, such as Honour Society, or as individual members of the school community. This type of involvement is a tradition at Oxford Prep. On a consistent basis, the administration meets, confers, and plans with a wide variety of committees and teams. We maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which address identified needs. A variety of parent committees provide the parents of Oxford Prep opportunities to participate in their child's education, which has a positive impact on student academic success.

The Founding Members of Oxford Prep are instrumental in helping foster a school environment that enables children, from kindergarten through eighth grade, to achieve the highest academic standards and become well prepared for their future. They are an advisory group that provides input to the Administrative Team. They work with the Administrative Team and other parent groups to ensure that Oxford Prep's vision, mission, and values are communicated effectively throughout the community.

The Honour Society plays an essential role in our school's educational program. Each parent/guardian and staff person is a member, with no mandatory membership required. Guided by an Honour Society Board, parents are given an opportunity to participate in an advisory role and activities that contribute to the overall success of our program. They assist the administration and staff in obtaining supplementary instructional equipment and materials to further the education of the students; as well as support the philosophy of Oxford Prep through parent and faculty education programs and workshops. Some of the activities and programs include; Emergency Plan materials and supplies, fundraising, family fun nights, and many student body events. In addition to these activities, they support student field trips, awards, supplemental instructional materials, and school enhancements.

The Honour Society Board is comprised of members that are elected to their position each year. Parents are nominated and voted for by parents. An administrator also serves on the Board. The Board meets a minimum of once a month, planning and coordinating activities for parent involvement. They meet with various parents to provide the direction for successful completion of these events.

The English Learner Advisory Committee (ELAC) is made up of elected parents and staff members whose primary function is to monitor the implementation of our Game Plan for Success and School Accountability Report Card (SARC). The parents and staff on the committee provide valuable ideas to guide school personnel in developing programs and meeting the needs of students and parents.

Parents of children attending Oxford Prep understand the importance of their role and involvement in their child's education. Professors notify parents regarding opportunities to volunteer in the classroom. This is another opportunity for parents to demonstrate support and interest in the educational program of Oxford Prep.

Parent attendance is specifically encouraged at the following events: -

University Orientation Night (Back to School Night);

-Open House;

-Classroom Programs; and

-Parent/Professor Conferences

An art program such as "Art Masters" provides enrichment to our art curriculum. Parent volunteers are trained to teach this program which serves as a valuable visual arts experience. It is primarily provided by volunteers; however, Honour Society funds materials and supplies.

## State Priority: Pupil Engagement

*Last updated: 1/30/2017*

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

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

# 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

## School Safety Plan (School Year 2016-17)

The Oxford Preparatory Academy Saddleback Valley emergency plan has been prepared in compliance with California Administrative Code, Title 5, Education section 560, which requires all public schools, Kindergarten through Community College, to have written emergency plans which will be reviewed annually by the local governing board.

The plan is devoted to the welfare and safety of all students and personnel during school hours. This document was developed to serve as an emergency procedure guide to provide Oxford Preparatory Academy personnel with direction in the event of an emergency or disaster affecting employees and the students of Oxford Preparatory Academy.

The major objective of the Emergency Organization Plan is to save lives in the event of a disaster. This plan has been developed with these objectives in mind. The concepts and procedures contained in this document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man-made threats to the environment. This guide provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances; therefore, the guide must be supplemented by the judicious employment of common sense and compliance with the San Bernardino County Superintendent of Schools.

This Emergency Organization Plan was last reviewed, updated, and shared with faculty in September 2016. Safety Committee meetings occur regularly throughout the school year.

*Last updated: 1/30/2017*

## 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 2016-17)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2010-2011 |
| Year in Program Improvement                         |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 8         |
| Percent of Schools Currently in Program Improvement | N/A       | 66.7%     |

Note: Cells with NA values do not require data.

*Last updated: 1/30/2017*

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

| Grade Level | 2013-14            |                     |       | 2014-15 |                    |                     | 2015-16 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 1           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 2           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 3           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 4           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 5           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 6           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| Other       |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/30/2017*

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

| Subject        | 2013-14            |                     |       |     | 2014-15            |                     |       |     | 2015-16            |                     |       |     |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|                | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|                |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |
| Mathematics    |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |
| Science        |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |
| Social Science |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |

\* 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.

*Last updated: 1/30/2017*

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  |                                   |   |
| Counselor (Social/Behavioral or Career Development) | 0.5                               | N/A   |
| Library Media Teacher (librarian)                   | 0.0                               | N/A   |
| Library Media Services Staff (paraprofessional)     | 0.0                               | N/A   |
| Psychologist  | 0.0                               | N/A   |
| Social Worker                                       | 0.0                               | N/A   |
| Nurse   | 0.0                               | N/A   |
| Speech/Language/Hearing Specialist                  | 1.0                               | N/A   |
| Resource Specialist (non-teaching)                  | 1.5                               | N/A   |
| Other   | 4.0                               | 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.

*Last updated: 1/30/2017*

**Types of Services Funded (Fiscal Year 2015-16)**

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Oxford Prep addresses the unique needs of socio-economically disadvantaged students in a sensitive and confidential way by: Providing free uniforms, as needed; Giving diagnostic assessments as early as possible, such as the Basic Phonics Skills Test, to determine reading readiness and performance levels to ensure the most appropriate intervention is employed; Providing free intervention programs (Excellence Academy) before and after school to address academic concerns and students that are "at-risk" of not meeting grade level standards; Utilizing Academic Strategic Success Plans for students who are considered "at-risk" of not meeting grade level standards; Providing equal access to all activities; Directing parents to resources and additional information, as needed; Utilizing a Champion CAASPP Goal form for each student, guiding them toward personal academic goal development and how to attain those goals; and Offering Parent Collegiate Nights to provide families with strategies and support to enhance their child's academic and social-emotional growth.

Oxford Prep runs a full-inclusion program for our EL students. EL students are immersed in English, and will have full access to all content and curriculum. Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and strategies, including visuals, graphic organizers, technology-based language development, and interactive communication. This support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Additionally, staff will support EL parents by providing translation for parent newsletter and other forms of communication as appropriate.

*Last updated: 1/30/2017*

## Professional Development

Oxford Preparatory Academy - South Orange County (Oxford Prep) Charter School offers 175 days of student instruction on a traditional school calendar. Oxford Prep is committed to increasing the instructional skills of teachers and leaders. The Staff Development program at Oxford Prep is aligned with state standards (most recently, Common Core State Standards) and the charter petition. Teachers have a calendar of 190 work days, which include 175 instructional days, ten (10) staff development (non-student) days, two (2) non-student work days (one day prior to and one day after the instructional calendar), and three days for parent/teacher conferences (non-student) days). Forty teacher-prep days are provided within the 190 day work calendar.

The community of Oxford Preparatory Academy recognizes that staff development directly affects student academic success. Professional Learning Communities (PLC's) encourage grade-level articulation and identify needed staff development.

At the beginning of the year, staff development needs are planned after the analysis of student performance results on grade-level assessments, teacher observations, and state assessments. The focus of these long-range plans is that all students achieve proficiency at their grade level. Staff is taught how to calibrate the curriculum to align with the grade level content standards. They are also guided in the elements of directed lesson design.

The process begins with the administrator leading an in-service where a directed lesson is outlined and modeled. Next, first year teachers observe experienced teachers using this technique in their classroom to teach a standard. Later, the teacher is coached by the administration through observation of a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team members provide support for new staff members by modeling effective lessons embedded with Multiple Intelligences (MI).

To deepen teachers' content knowledge and engage all students in learning, our staff attends site workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on curriculum calibration and technology use. Staff is encouraged to enroll in college courses on MI and Gifted Education. Attendance at conferences provides our staff the latest research on instructional strategies.

*Last updated: 1/30/2017*