

# Oxford Preparatory Academy - Saddleback Valley

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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/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.



### Tammy Lohoff, 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, and competent 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.

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 - Saddleback Valley 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), and is grounded in consistent and clear "communication" thereby representing all vital components that make Oxford Preparatory Academy - Saddleback Valley successful.

#### Contact

Oxford Preparatory Academy - Saddleback Valley  
22882 Loumont Dr.  
Lake Forest, CA 92630-3935

Phone: 949-540-7800

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



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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 2017-18)	
<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>	949-540-7800
<b>Principal</b>	Tammy Lohoff, 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: 2/1/2018*

### School Description and Mission Statement (School Year 2017-18)

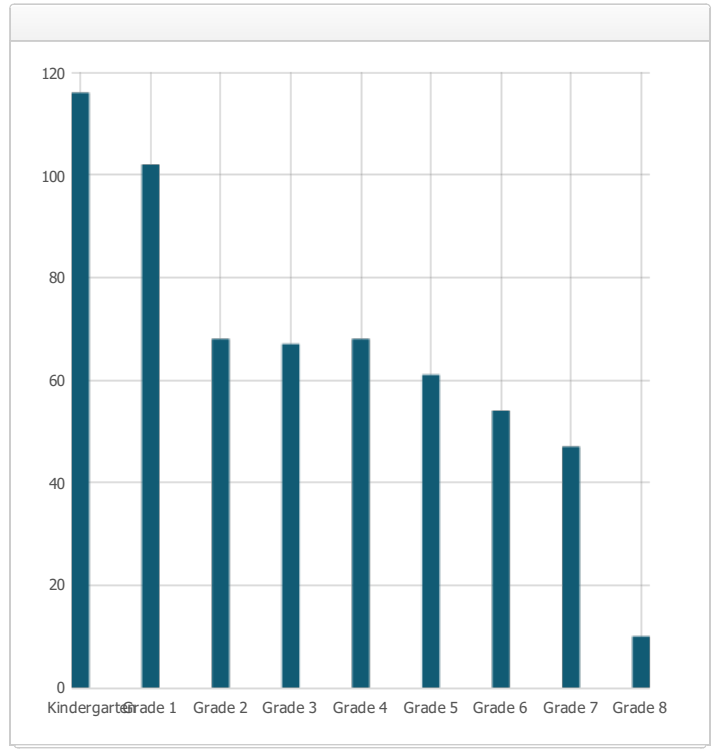
**Mission Statement** We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

**Vision** Oxford Preparatory Academy's (Oxford Prep) 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.

*Last updated: 2/1/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	116
Grade 1	102
Grade 2	68
Grade 3	67
Grade 4	68
Grade 5	61
Grade 6	54
Grade 7	47
Grade 8	10
<b>Total Enrollment</b>	<b>593</b>



*Last updated: 2/1/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	0.0 %
Asian	14.8 %
Filipino	2.5 %
Hispanic or Latino	18.0 %
Native Hawaiian or Pacific Islander	0.5 %
White	52.8 %
Two or More Races	7.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.6 %
English Learners	4.4 %
Students with Disabilities	8.9 %
Foster Youth	0.0 %

*Last updated: 2/1/2018*

## A. Conditions of Learning

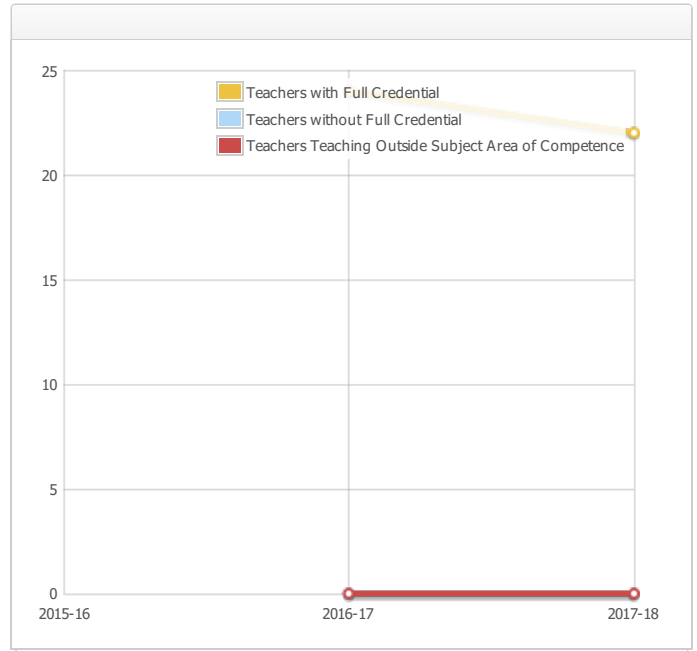
### State Priority: Basic

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

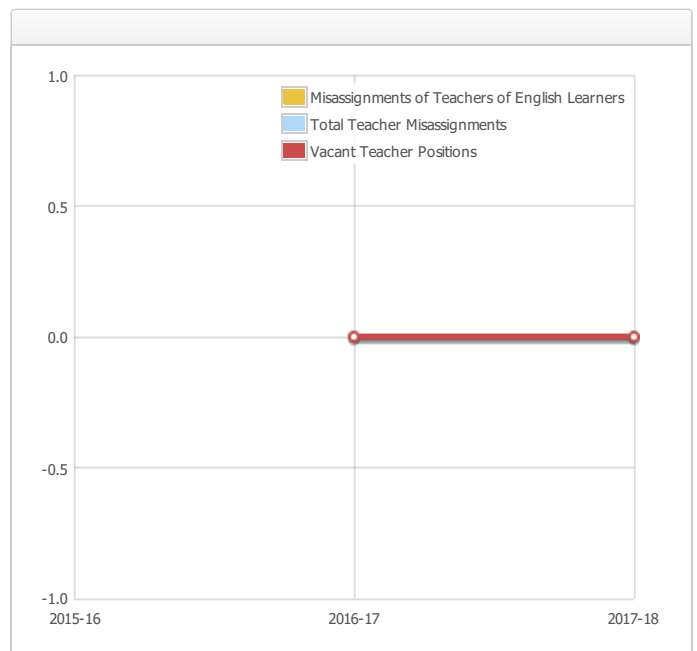
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		24	22	22
Without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0



Last updated: 2/1/2018

#### Teacher Misassignments and Vacant Teacher Positions

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

Last updated: 2/1/2018

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

Year and month in which the data were collected: September 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>• McGraw Hill - Open Court Reading (Grades TK-2)</li> <li>• McGraw Hill - World of Wonders (Grades 3-5)</li> <li>• McGraw Hill - Wonders CA Comprehensive System with ELD Companion (Grades 3-5)</li> <li>• McGraw Hill - StudySync CA with designated ELD Companion (Grades 6-8)</li> <li>• Hake Publishing - Grammar &amp; Writing (Grades 6-8)</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Eureka Math (Grades TK-8)</li> <li>• IXL Online (Grades 3-8)</li> <li>• Zearn Online (Grades K-8)</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt - Science Fusion (Grades TK-8)</li> <li>• Discovery Education (Grades TK-8)</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt - Reflections Social Studies (Grades 1-5)</li> <li>• Pearson Prentice Hall - Social Studies (Grades 6-8)</li> </ul>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 2/1/2018

## School Facility Conditions and Planned Improvements

Oxford Preparatory Academy – Saddleback Valley Charter School was approved by the Orange County Board of Education. The charter school maintains 21 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 condition 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, winter, and spring 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, the Facilities Manager, and the school site administration is proactive and conducts inspections at the school site on a continual basis.

The most recent inspection of the facilities was conducted by the Chief of Facilities, Maintenance, Operations and Construction by the Saddleback Valley Unified School District on October 2, 2017. The site was in compliance with the lease agreement. No actions were needed.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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*Last updated: 2/1/2018*

## 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		80%		35%		48%
Mathematics (grades 3-8 and 11)		74%		24%		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.

*Last updated: 2/1/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	310	308	99.35%	79.87%
Male	148	146	98.65%	73.97%
Female	162	162	100.00%	85.19%
Black or African American	12	12	100.00%	41.67%
American Indian or Alaska Native				
Asian	42	42	100.00%	90.48%
Filipino	--	--	--	
Hispanic or Latino	60	60	100.00%	75.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	158	156	98.73%	80.77%
Two or More Races	28	28	100.00%	85.71%
Socioeconomically Disadvantaged	39	39	100.00%	66.67%
English Learners	30	30	100.00%	86.67%
Students with Disabilities	42	41	97.62%	53.66%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 2/1/2018*

**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	310	307	99.03%	73.94%
Male	148	147	99.32%	74.83%
Female	162	160	98.77%	73.13%
Black or African American	12	12	100.00%	41.67%
American Indian or Alaska Native				
Asian	42	42	100.00%	90.48%
Filipino	--	--	--	
Hispanic or Latino	60	60	100.00%	63.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	158	155	98.10%	74.19%
Two or More Races	28	28	100.00%	89.29%
Socioeconomically Disadvantaged	39	38	97.44%	55.26%
English Learners	30	30	100.00%	80.00%
Students with Disabilities	42	40	95.24%	50.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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.

*Last updated: 2/1/2018*

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

Subject	Percentage 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)					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.

*Last updated: 2/1/2018*

**Career Technical Education Programs (School Year 2016-17)**

Oxford Preparatory Academy - Saddleback Valley is a TK-8 school that offers many opportunities in Technical Education. While there is no specific course, all students are engaged in Technical Education at varying needs. Our 2nd through 8th grade students are part of a one-to-one Chromebook program, which includes students who choose to bring their own device for use in the classroom. Chromebooks are utilized in the classroom and have been integrated into all aspects of a students' educational program. They additionally receive direct instruction from our Computer Lab Instructor on the technical applications of the Chromebook, from coding and STEM robotics, to research and operation of various programs, to navigational tools used in various forms of assessments. The one-to-one Chromebook program has afforded the students a significant advantage on State testing, as tools within the system are taught and practiced, as well as aligns with student goals of becoming life-long learners in the 21st century. Finally, Oxford Preparatory Academy - Saddleback Valley has several technology based clubs and extra-curricular activities including, but not limited to, Lego and Robotic Clubs.

*Last updated: 2/1/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 2/1/2018*

**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	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	23.8%	19.0%	27.0%
7	22.2%	20.0%	28.9%

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.

Last updated: 2/1/2018

## 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)

The administration regularly utilizes distributed leadership through recognition of staff and parents in formed groups, such as Honour Society and Advisory Council, or as individualized members and stakeholders of the school community. This involvement is a tradition at Oxford Preparatory Academy Charter Schools, and on a consistent basis these groups meet, confers, and plans with administration. Oxford Preparatory Academy - Saddleback Valley maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses the identified needs and supports of the school. A variety of parent committees additionally provide the parent stakeholders the opportunity to participate in their child's education, which has been ascertained to have valuable and positive impact on student academic success.

The Honour Society plays a significant role in our school's educational program. Guided by an Honour Society Board, all stakeholders are encouraged to participate in an advisory capacity that results in contributing to the overall success of the school and educational program. They assist the administration and staff in obtaining supplementary instructional resources and materials that further the education of the students; as well as support the philosophy of Oxford Preparatory Academy - Saddleback Valley through parent and faculty education programs and workshops. Some of the activities and programs include; Emergency Plan materials and supplies, fundraising, Family Spirit Nights, educational student programs and events that enhance the students' educational experiences. In addition, the Honour Society also assists in facilitating student field trips, supplemental instructional materials, assemblies, and facility enhancements.

Communication for various events, and stakeholder involvement includes, but are not limited to; school and classroom websites, social media, School Messenger (communication resource,) emails, classroom newsletters, and distribution of home communication (hard-copy). Additional opportunities for stakeholders to demonstrate support includes; Meet Your Teacher opportunities, Back to School Night, Classroom Programs, Assemblies, Open House, Parent Informational Meetings, and more.

### State Priority: Pupil Engagement

*Last updated: 2/1/2018*

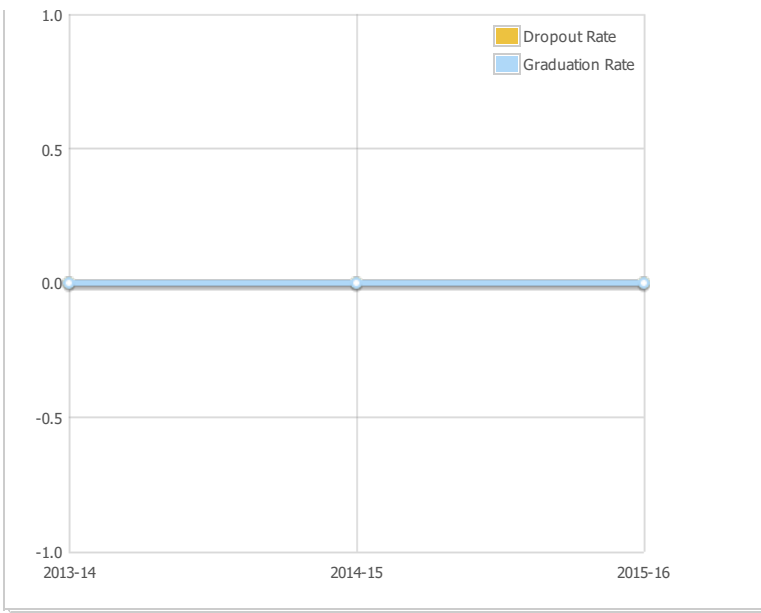
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	29.5%	29.4%	30.4%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 2/1/2018*

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	94.7%	87.1%
Black or African American	--	100.0%	79.2%
American Indian or Alaska Native	--	40.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	62.5%	93.8%
Hispanic or Latino	--	88.4%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	94.0%	85.5%
English Learners	--	74.0%	55.4%
Students with Disabilities	--	78.7%	63.9%
Foster Youth	--	--	--

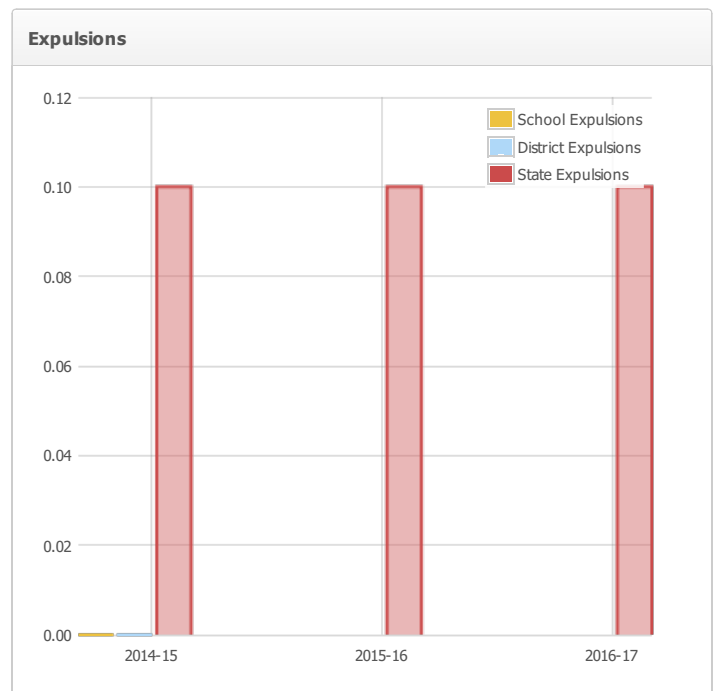
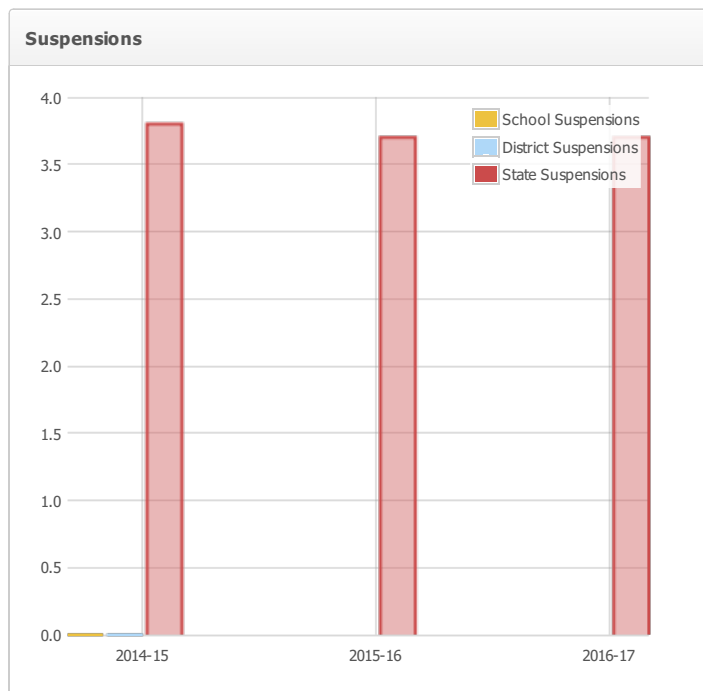
# State Priority: School Climate

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	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/1/2018

## School Safety Plan (School Year 2017-18)

Oxford Preparatory Academy - Saddleback Valley is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. We ensure the safety of all students and staff by complying with state and federal laws. Oxford Preparatory Academy's 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 Emergency Plan is devoted to the welfare and safety of all students and personnel during school hours. It 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 concepts and procedures contained in the 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. The Emergency Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances. Therefore, the Emergency Plan must be supplemented by the judicious employment of common sense and compliance with the policies and procedures outlined by the Orange County Superintendent of Schools and the National Incident Management System (NIMS), as well as the Standardized Emergency Management System (SEMS). The Emergency Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

The stakeholders at Oxford Preparatory Academy worked collaboratively to review and update the Emergency Plan in August of 2017. It further is reviewed after each drill, updated to improve procedures, and distributed to all staff members. Monthly drills are held in which staff and students practice the various procedures outlined in the Emergency Plan.



The Emergency Plan includes procedures for fires, earthquakes, intruder/hostage situations, bomb threats, and other natural disasters. Each staff member is given an Emergency Plan Manual that provides information on signals and evacuation procedures.

*Last updated: 2/1/2018*

## 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	Not in PI	In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0%

*Last updated: 2/1/2018*

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

Grade Level	2014-15			2015-16			2016-17					
	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	0.0	0	0	0	0.0	0	0	0	29.0	0	2	2
1	0.0	0	0	0	0.0	0	0	0	34.0	0	0	3
2	0.0	0	0	0	0.0	0	0	0	34.0	0	0	2
3	0.0	0	0	0	0.0	0	0	0	34.0	0	0	2
4	0.0	0	0	0	0.0	0	0	0	34.0	0	0	2
5	0.0	0	0	0	0.0	0	0	0	31.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	27.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 2/1/2018*

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

Subject	2014-15				2015-16				2016-17			
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* 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: 2/1/2018

**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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 2/1/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7914.0	\$1206.0	\$6708.0	\$57559.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	2.0%	-19.5%

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

Last updated: 2/1/2018

**Types of Services Funded (Fiscal Year 2016-17)**

Oxford Preparatory Academy - Saddleback Valley 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.

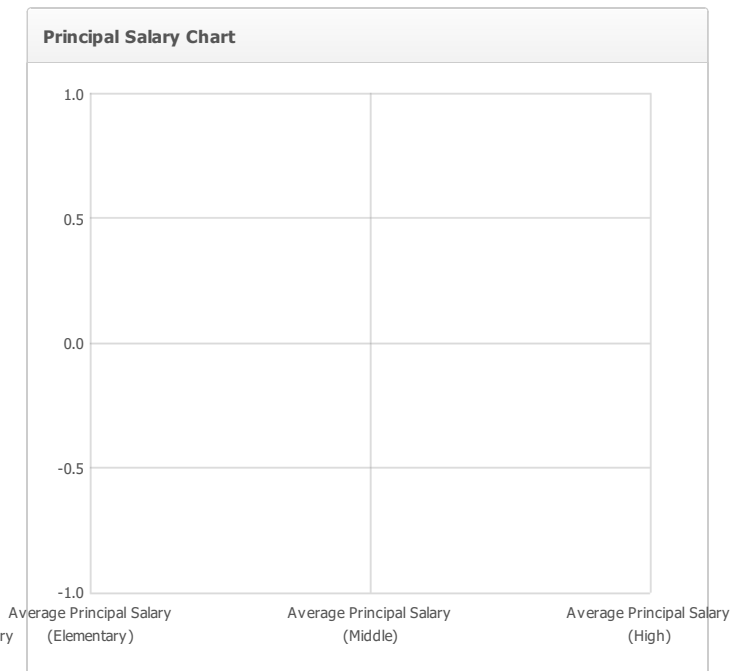
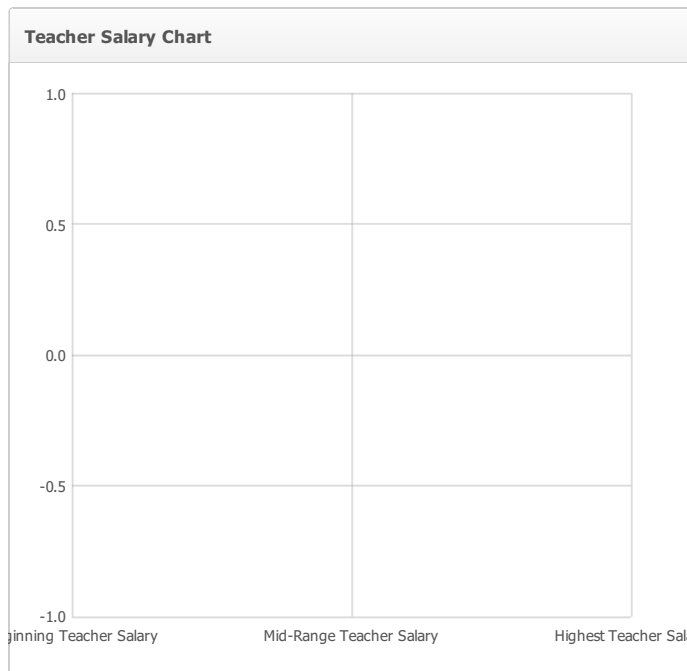
Oxford Prep runs a full-inclusion program for our English Language (EL) students. EL students are immersed in English, and will have full access to all content and curriculum. Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) 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: 2/1/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,374
Mid-Range Teacher Salary	\$	\$67,188
Highest Teacher Salary	\$	\$91,637
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$107,289
Average Principal Salary (High)	\$	\$123,947
Superintendent Salary	\$	\$132,751
Percent of Budget for Teacher Salaries	0.0%	28.0%
Percent of Budget for Administrative Salaries	0.0%	6.0%

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



*Last updated: 2/1/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 2/1/2018*

**Professional Development**

Oxford Preparatory Academy - Saddleback Valley (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 (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: 2/1/2018*