

Oxford Preparatory Academy - Chino 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.

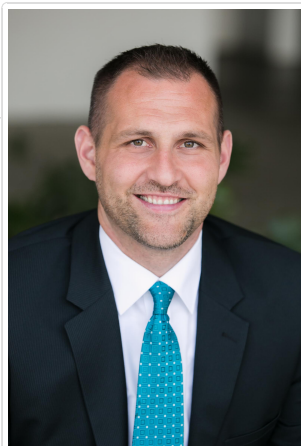
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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.



Andrew Crowe, Chancellor

Principal, Oxford Preparatory Academy - Chino Valley

About Our School

Oxford Preparatory Academy's (OPA) 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 - Chino Valley
5862 C St.
Chino, CA 91710-4471

Phone: 909-464-2672
E-mail: chino.cde@oxfordchampions.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Chino Valley Unified
Phone Number	(909) 628-1201
Superintendent	Wayne Joseph
E-mail Address	wayne_joseph@chino.k12.ca.us
Web Site	www.chino.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Oxford Preparatory Academy - Chino Valley
Street	5862 C St.
City, State, Zip	Chino, Ca, 91710-4471
Phone Number	909-464-2672
Principal	Andrew Crowe, Chancellor
E-mail Address	chino.cde@oxfordchampions.com
Web Site	http://chino.oxfordchampions.org
County-District-School (CDS) Code	36676780121590

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 OPA. 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. OPA 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.

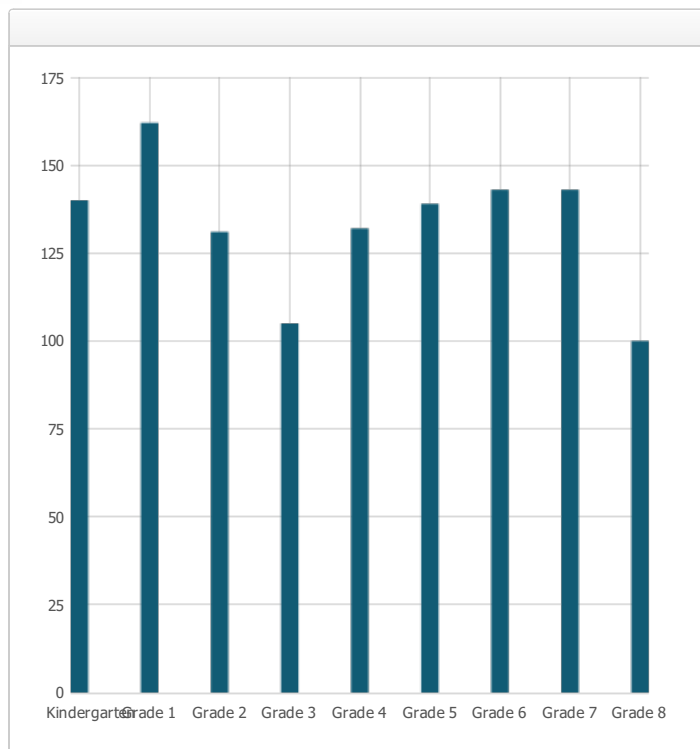
We fulfill our mission by:

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
Kindergarten	140
Grade 1	162
Grade 2	131
Grade 3	105
Grade 4	132
Grade 5	139
Grade 6	143
Grade 7	143
Grade 8	100
Total Enrollment	1195



Last updated: 1/30/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.1 %
Asian	13.8 %
Filipino	5.9 %
Hispanic or Latino	47.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	23.7 %
Two or More Races	6.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.2 %
English Learners	7.7 %
Students with Disabilities	7.5 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

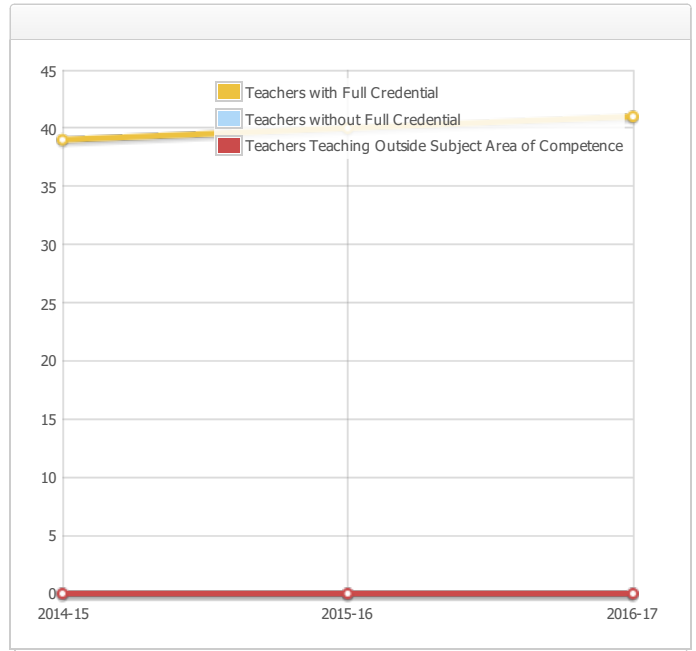
State Priority: Basic

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

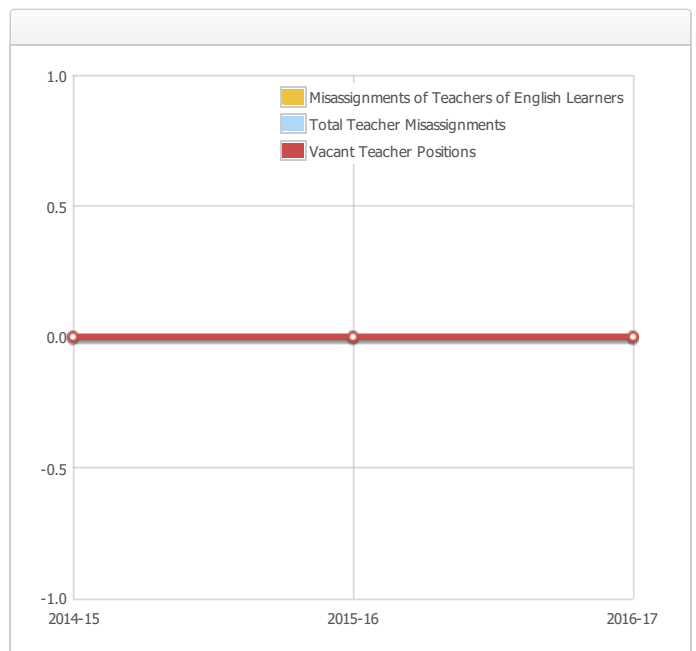
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	40	41	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

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

Last updated: 1/30/2017

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: 12/1/2016

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! K-5: SRA Imagine It! Newcomers, English Language Development 6-8: Pearson Literature 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) 6: Pearson Prentice Hall California Math (includes Skills Intervention Kit) 6: Pearson Prentice Hall California Math, English Language Development Resources 7: Pearson Prentice Hall California Pre-Algebra, (includes Skills Intervention Kit) 7: Pearson Prentice Hall California Pre-Algebra, English Language Development Resources 8: Pearson Prentice Hall California Algebra I, (includes Skills Intervention Kit) 8: Pearson Prentice Hall California Algebra I, English Language Development Resources Pearson Prentice Hall California Geometry Pearson Prentice Hall California Geometry, English Language Development Resources	Yes	0.0 %
Science	K-5: Houghton Mifflin Harcourt Publishers, Series: California Science K - 8: Houghton Mifflin Harcourt ScienceFusion 6: Pearson Prentice Hall Focus on Earth Science 6: Pearson Prentice Hall Focus on Earth Science, English Language Development Resources 7: Pearson Prentice Hall Focus on Life Science 7: Pearson Prentice Hall Focus on Life Science, English Language Development Resources 8: Pearson Prentice Hall Focus on Physical Science 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 6: Pearson Prentice Hall Ancient Civilizations 6: Pearson Prentice Hall Ancient Civilizations, English Language Development Resources 7: Pearson Prentice Hall Medieval and Early Modern Times 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: 12/1/2016

School Facility Conditions and Planned Improvements

Oxford Preparatory Academy (OPA) Charter School was approved by the Governing Board of the Chino Valley Unified School District on January 21, 2010. In August 2010, Oxford Preparatory Academy (OPA) Charter School began leasing the current site from Chino Valley Unified School District. The main campus was built in 1952. The charter school maintains 40 classrooms, a multipurpose room, a Science Lab, a Physical Ed locker room, a music room, a library, a resource center and an administration building.

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.

The Chino Valley Unified School District is the owner of the property and participates in the State School Deferred Maintenance Program to assist with expenditures for major repairs and replacement of existing school building components. Oxford Preparatory Academy will submit a request (if necessary) to Chino Valley Unified School District's Maintenance and Operations Department for any type of major maintenance repairs and/or replacement. During the summer of 2013, Oxford Preparatory Academy, in conjunction with the Chino Valley Unified School District, installed six additional portables and in the summer of 2014 installed an additional portable, to be used for increased student enrollment. In the fall of 2015, Oxford Preparatory Academy installed three additional portables to house the music program, a library and a resource center.

Chino Valley Fire Department conducted its annual fire inspection of the campus in January 2016. Oxford Preparatory Academy was given an all clear and the Fire Marshall granted full compliance to Oxford Preparatory Academy and signed off the facility as exemplary.

Last updated: 12/1/2016

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	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	79.0%	85.0%	54.0%	58.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	59.0%	73.0%	43.0%	46.0%	33.0%	37.0%

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: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	102	98.1%	81.4%
Male	49	47	95.9%	78.7%
Female	55	55	100.0%	83.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.9%	74.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	94.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	75.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	134	123	91.8%	82.1%
Male	63	59	93.7%	79.7%
Female	71	64	90.1%	84.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	75.0%
Filipino	--	--	--	--
Hispanic or Latino	72	66	91.7%	86.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	26	86.7%	80.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.9%	80.0%
English Learners	--	--	--	--
Students with Disabilities	14	11	78.6%	63.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	127	92.0%	83.5%
Male	65	60	92.3%	85.0%
Female	73	67	91.8%	82.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	72	64	88.9%	75.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	92.3%	91.7%
Two or More Races	12	12	100.0%	83.3%
Socioeconomically Disadvantaged	40	36	90.0%	77.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	136	94.4%	86.0%
Male	82	76	92.7%	81.6%
Female	62	60	96.8%	91.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.0%	95.8%
Filipino	--	--	--	--
Hispanic or Latino	57	53	93.0%	84.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.9%	78.4%
Two or More Races	12	11	91.7%	90.9%
Socioeconomically Disadvantaged	28	28	100.0%	78.6%
English Learners	--	--	--	--
Students with Disabilities	17	13	76.5%	38.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	140	97.9%	87.9%
Male	66	64	97.0%	84.4%
Female	77	76	98.7%	90.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	62	60	96.8%	85.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.4%	86.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	36	94.7%	80.6%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	54.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	100	100.0%	89.0%
Male	58	58	100.0%	82.8%
Female	42	42	100.0%	97.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	81.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	90.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	85.7%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	36.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	102	98.1%	72.6%
Male	49	47	95.9%	76.6%
Female	55	55	100.0%	69.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.0%	89.5%
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.9%	66.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	88.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	75.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	134	123	91.8%	75.6%
Male	63	59	93.7%	72.9%
Female	71	64	90.1%	78.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	66.7%
Filipino	--	--	--	--
Hispanic or Latino	72	66	91.7%	68.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	26	86.7%	88.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	30	90.9%	66.7%
English Learners	--	--	--	--
Students with Disabilities	14	11	78.6%	45.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	127	92.0%	73.2%
Male	65	60	92.3%	80.0%
Female	73	67	91.8%	67.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.0%	94.1%
Filipino	--	--	--	--
Hispanic or Latino	72	64	88.9%	60.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	24	92.3%	75.0%
Two or More Races	12	12	100.0%	91.7%
Socioeconomically Disadvantaged	40	36	90.0%	69.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	136	94.4%	72.1%
Male	82	76	92.7%	69.7%
Female	62	60	96.8%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.0%	87.5%
Filipino	--	--	--	--
Hispanic or Latino	57	53	93.0%	60.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.9%	73.0%
Two or More Races	12	11	91.7%	63.6%
Socioeconomically Disadvantaged	28	28	100.0%	67.9%
English Learners	--	--	--	--
Students with Disabilities	17	13	76.5%	38.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	140	97.9%	80.7%
Male	66	64	97.0%	78.1%
Female	77	76	98.7%	82.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	96.3%
Filipino	--	--	--	--
Hispanic or Latino	62	60	96.8%	76.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.4%	73.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	36	94.7%	72.2%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	18.2%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	100	100.0%	62.0%
Male	58	58	100.0%	60.3%
Female	42	42	100.0%	64.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	69.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	52.4%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	18.2%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	94.0%	97.0%	93.0%	67.0%	64.0%	63.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	238	229	96.2%	93.5%
Male	123	119	96.8%	97.5%
Female	115	110	95.7%	89.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.0%	100.0%
Filipino	13	13	100.0%	100.0%
Hispanic or Latino	116	109	94.0%	89.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	59	57	96.6%	96.5%
Two or More Races	16	16	100.0%	100.0%
Socioeconomically Disadvantaged	61	58	95.1%	87.9%
English Learners	--	--	--	--
Students with Disabilities	19	17	89.5%	88.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/30/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6%	18.9%	56.8%
7	10.8%	20.9%	54.7%

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: 1/30/2017

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 following committees provide parents of Oxford Preparatory Academy enormous opportunities for input on school-wide operations and school involvement activities:

FOUNDING MEMBERS GROUP:

The Founding Members Group of Oxford Preparatory Academy is an advisory group that is instrumental in helping foster a school environment that enables children, from transitional kindergarten through eighth grade, to achieve the highest academic standards and become well prepared for their future. Each member gives adequate time and energy and demonstrates high integrity to ensure that Oxford Preparatory Academy's vision, mission, and values are communicated effectively throughout the community. There is no limit or restriction on the number of Founding Members that can exist at any one time. Many of our Founders do not have children. However, they contribute their time and resources to the promotion and support of Oxford Preparatory Academy. Each Founding Member is required to commit to eight (8) hours per month of service.

The responsibilities of this committee include, but are not limited to:

- Attend Founding Member Group meetings and/or functions;
- Serve on at least one major School Start-Up Committee;
- Participate and/or work at Oxford Preparatory Academy fundraisers, Information Meetings, and enrollment sessions;
- Stay informed of all activities pertaining to the Charter;
- Inform others about Oxford Preparatory Academy in a positive manner;
- Participate in training provided by the Founders;
- Assist with charter renewal and Prop 39 process;
- Assist with and provide input on developing, promoting, and evaluating educational initiatives, school-wide plans, accreditations, and grant-writing; and
- Support the decisions voted by the majority of the Founding Member Group as a whole.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

The English Learner Advisory Committee (ELAC) members are elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, for a term of one school year. This committee must be comprised of parents of EL students. There is no limit or restriction on the number of parents that can exist at one time. "The parents or guardians, or both, of such pupils must constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school"[Ref. Education Code § 52176]. The responsibilities of this committee include:

- Advise the Principal and staff on the program and services for English Language Learners;
- Assist in the development of the school's annual language census;
- Offer suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participate in the school's needs assessment by students, parents, and teachers;
- Solicit and encourage community participation; and
- Provide input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

HONOUR SOCIETY

All parents/guardians are automatically members of the Honour Society. The Honour Society's focus is on school-wide activities and events that promote the vision and mission of OPA and encourage a positive family oriented school climate. The purpose of the Honour Society is to:

- Unite the home and school
- Provide students with the best academic, physical and social education available

- Stress a personal responsibility to family, school, community and nation

The Honour Society Board is comprised of members that are elected to their positions each year. Parents are nominated and voted for by parents, teachers are nominated and voted for by teachers, and classified personnel are nominated and voted for by classified personnel. An administrator also serves on the Board. The Board meets on a regular basis, planning and coordinating activities for parent involvement. They meet with various parents to provide the direction for successful completion of these events. The goal of the Honour Society is to make every child's experience a positive one at OPA. This is accomplished through a variety of events and activities, for example:

- Meet Your Professor Day
- Family Fun Nights
- Jog-a-thon
- Literature Day
- Holiday Craft Boutique
- Polar Express Day
- Canned Food Drive
- Annual Academy Fund
- Trimester Awards Ceremonies
- End-of-Year-Picnic

Oxford Preparatory Academy understands that parental involvement is essential to student success. It is a priority in its mission and philosophy to encourage parents to participate in the school through the following avenues:

- Sustaining their child(ren)'s attendance rate of no less than 98%
- Ensuring homework is completed accurately, neatly, and turned in on a daily basis;
- Working with their children at home on learning activities;
- Volunteering in their child(ren)'s classroom, library, office, etc. or for activities sponsored by the school, for a minimum of twenty (20) hours annually;
- Mandatory attendance for all meetings regarding decisions relating to the education of their children, such as Individualized Education Plan (IEP) Meetings, Student Success Team (SST) Meetings, Parent/Professor Conferences, etc. Both parent(s)/guardian(s) are required to be in attendance in order for the meeting to occur. In single parent families, that parent must attend;
- Required attendance at the following events: University Orientation Night, Open House, classroom and grade level programs, and Parent Collegiate Nights held to inform parents of instructional approaches and/or the educational program;
- Attending all Awards Assemblies honoring their child(ren)'s, as well as, General Honour Society meetings, as often as possible;
- Abiding by the school-wide behavior policy which emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive to academic achievements;
- Adhering by the school-wide Resolution Process (refer to the Oxford Preparatory Academy Information Handbook); and
- Complying with all additional policies and procedures found in Oxford Preparatory Academy Information Handbook.

Prospective students and their parents or guardians are invited to attend an in-service regarding the school's instructional and educational philosophy, prior to the beginning of each year. Families who enter the school after the beginning of the calendar year will be invited to attend this in-service with school leadership personnel. Each family will also be given an Oxford Preparatory Academy Informational Handbook, approved by the Corporate Board of Directors, outlining the parent and student-related policies and procedures. A copy of this handbook can be provided to the Chartering Agency, if requested.

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

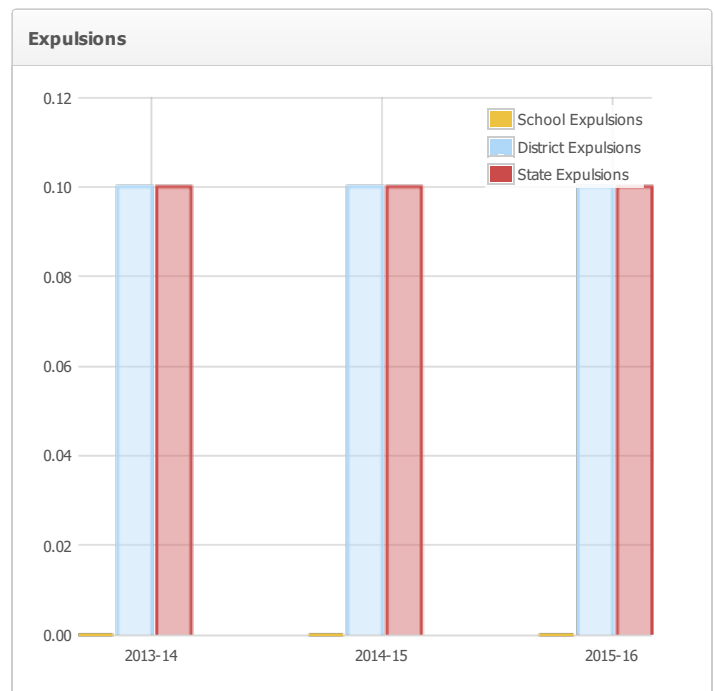
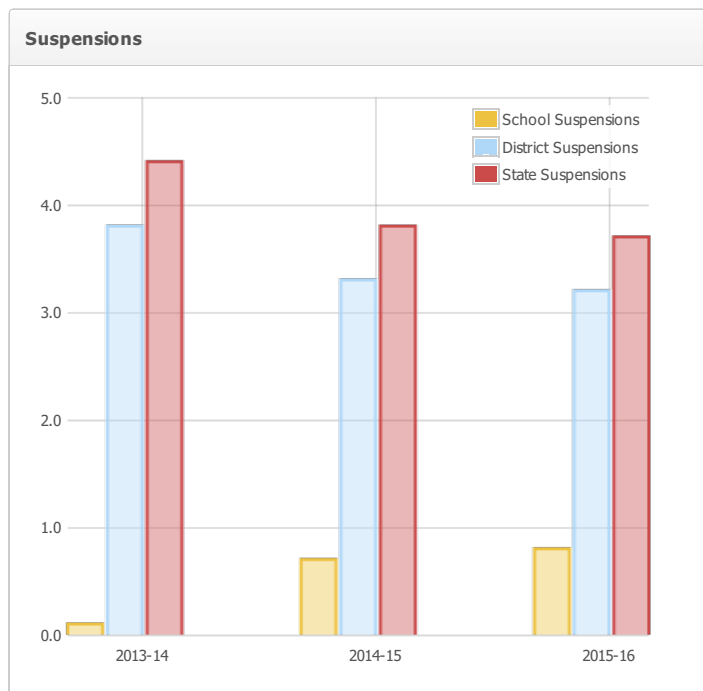
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	0.7	0.8	3.8	3.3	3.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

The Oxford Preparatory Academy Chino 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 August 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		2009-2010
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	86.7%

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	31.0	0	3	1	31.0	0	4	0	30.0	0	3	0
1	32.0	0	3	0	32.0	0	4	0	33.0	0	2	2
2	32.0	0	3	1	34.0	0	0	3	33.0	0	1	3
3	33.0	0	1	3	33.0	0	1	3	34.0	0	1	2
4	33.0	0	2	2	34.0	0	0	4	34.0	0	1	3
5	34.0	0	0	3	34.0	0	1	3	31.0	0	2	2
6	33.0	0	0	3	33.0	0	0	3	33.0	0	1	4
Other	0.0	0	0	0	0.0	0	0	0	28.0	0	6	2

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

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	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	16.0	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)

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.

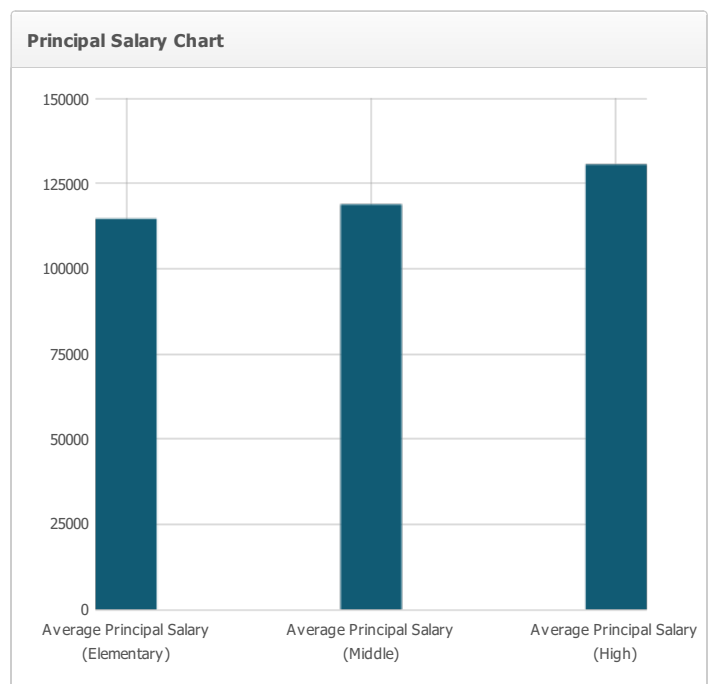
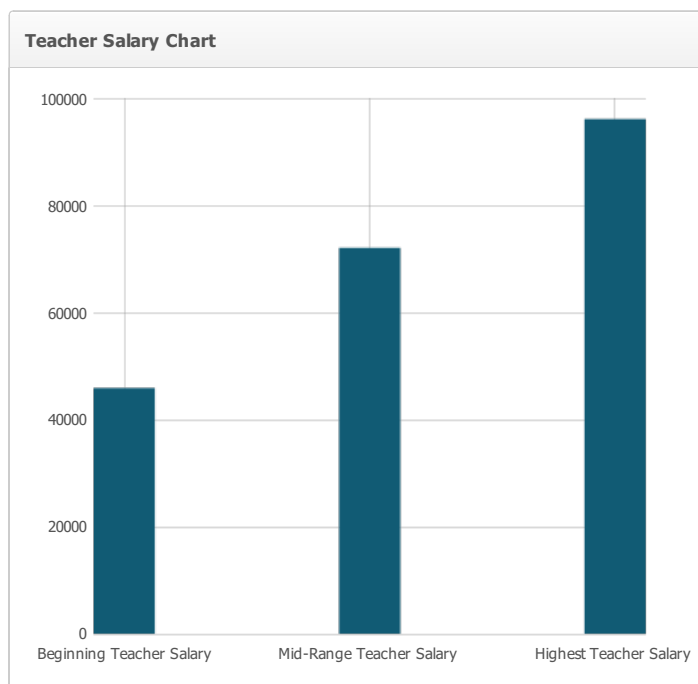
Oxford Prep runs a full-inclusion program for our EL students. EL students are immersed in English, and will have full access to all content and curriculum. Instruction will be made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) instructional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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,894	\$45,092
Mid-Range Teacher Salary	\$72,057	\$71,627
Highest Teacher Salary	\$96,096	\$93,288
Average Principal Salary (Elementary)	\$114,607	\$115,631
Average Principal Salary (Middle)	\$118,830	\$120,915
Average Principal Salary (High)	\$130,574	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of Budget for Teacher Salaries	43.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2017

Professional Development

Oxford Preparatory Academy 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 OPA is aligned with state standards and the charter school's 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).

The community of Oxford Preparatory Academy recognizes that staff development directly affects student academic success. Professional Learning Communities (PLCs) 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 from the CAASPP test, grade-level assessments, and teacher observations. The focus of these long-range plans are that all students meet or exceed grade level standards on the CAASPP. 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. Professional development is continually provided to all staff in the areas of standards, lesson planning, and assessment building.

This 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 also encouraged to enroll in college courses on MI and Gifted Education.

Last updated: 1/30/2017