

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Dr. Alicia Baillie

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oxford Academy

(As it should appear in the official records)

School Mailing Address 5172 Orange Avenue

(If address is P.O. Box, also include street address.)

Cypress CA 90630-2921  
City State Zip Code+4 (9 digits total)

County Orange

Telephone (714) 220-3055

Fax

Web site/URL https://oxford.auhsd.us/

E-mail baillie\_a@auhsd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Michael Matsuda

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail matsuda\_m@auhsd.us

District Name Anaheim Union High School District Tel. (714) 999-3511

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Brian O'Neal

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 9 High schools
  - 1 K-12 schools
- 18 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	125	121	246
8	102	107	209
9	100	106	206
10	96	101	197
11	87	96	183
12 or higher	98	102	200
<b>Total Students</b>	608	633	1241

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 59 % Asian
  - 1 % Black or African American
  - 18 % Hispanic or Latino
  - 8 % Native Hawaiian or Other Pacific Islander
  - 8 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2017	1207
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%  
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Bengali, Burmese, Cantonese, Cebuano (Visayan), Chaozhou (Chaochow), Farsi (Persian), French, Gujarati, Hindi, Ilocano, Indonesian, Italian, Japanese, Korean, Mandarin (Putonghua), Pashto, Pilipino (Tagalog), Punjabi, Romanian, Russian, Serbo-Croatian - (Bosnian, Croatian, Serbian), Spanish, Tamil, Telugu, Thai, Tigrinya, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 40%  
Total number students who qualify: 494

8. Students receiving special education services: 1 %  
10 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |                                                |
|----------------------------------|------------------------------------------------|
| <u>9</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	43
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	99%	99%	0%	0%	0%
High school graduation rate	100%	98%	100%	100%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	193
Enrolled in a 4-year college or university	76%
Enrolled in a community college	18%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Oxford Academy is a college preparatory magnet school. Students who live in the Anaheim Union High School District are eligible to apply for admission during their 6th grade year (though applications for grades 8 and 9 are also accepted to back fill positions). Based upon the state assessments (SBAC/CAASPP in California) and an exam created by Oxford faculty, students are ranked within their attendance area (by junior highs within AUHSD) and the top 29 are invited to attend Oxford.

## **PART III – SUMMARY**

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Oxford Academy (OA) is a public college preparatory school located in the city of Cypress, serving grades seven through twelve, established in September 1998. Oxford Academy is a community of innovators dedicated to nurturing the holistic growth of life-long learners who will lead and serve an evolving local and global society.

Oxford Academy draws students from the diverse attendance area of the Anaheim Union High School District (AUHSD), which serves over 31,000 students. Student selection is limited to students entering seventh, eighth, or ninth grade and involves a competitive application process. After an evaluation of the student's past academic records and standardized test scores, eligible students take OA's entrance examination. Each year, over 900 students test for 232 openings in seventh grade. OA admits the top 29 applicants in rank order (based upon the entrance exam results) from each of the eight junior high attendance areas in the Anaheim Union High School District.

The ethnic composition of the student body is 2% African American, 61% Asian, 16% Caucasian, 8% Filipino/Pacific Islander, 12% Latino, and 1% Native American. Thirty-three percent of OA students come from economically disadvantaged homes. Sixty eight percent of Oxford students come from homes in which English is not the primary language. Students' home languages are diverse with thirty-three different languages are spoken.

Oxford is celebrating its 20th year, having been established in the 1998-1999 school year. It is designed to be a sort of special education program for the highest achieving students of the district. It is partly because of this, that our sister school is Hope School - the school in our district that serves severe to moderate special needs students. Oxford hosts Hope's Homecoming game and dance; we also have a buddy program and regularly have events that connect our two student populations.

Dedicated and hardworking students, parents, community leaders and school personnel contribute to the success of Oxford Academy. An environment has been created that fosters success and cooperation within Oxford's diverse community. Parental support is an integral part of Oxford's excellence through groups such as the OA Foundation and Parent Teacher Student Association (PTSA). Oxford Academy has many partnerships in the local community which help Oxford offer opportunities for growth, educational experiences, and extracurricular activities. Community partnerships include: Cypress College, Cypress Boys and Girls Club, Cypress Chamber of Commerce, Southland Credit Union, Wells-Fargo, Disneyland Resort and Tiger Woods Learning Center.

There are four key strategies that have encouraged and challenged all students to develop to their full potential: a. College preparatory curriculum, b. Career pathways, c. Cluster, and d. the Educational Monitoring Team.

a. College preparatory curriculum. All OA students participate in a comprehensive honors curriculum and are required to enroll in a minimum of four Advanced Placement (AP) courses to graduate. The amount of AP courses students can take is limited in 9th and 10th grades. Additionally, students are offered opportunities to partake in Dual Enrollment courses and gain college credit through Cypress Community College. In collaboration with the Cypress College leadership team we developed several innovative Dual Enrollment formats:

Embedded - Complementary (Embedded within an OA course). Complementary courses are selected and then one day of the OA class per week, a Cypress College professor comes and teaches the Cypress course. The OA teacher and the Cypress professor agree that a portion of their course will be done independently online. The current embedded classes are an Excel Certification course (Cypress) integrated with our Statistics P course and a Word Certification course (Cypress) integrated with our 9th grade Social Entrepreneurship course (English I course). The teachers work together to integrate the coursework so that a skill learned in the Cypress course can be used to complete a task in the OA course.

Embedded - Replacement (Embedded within an OA course). We also have a Cypress Counseling 139 course integrated with our Career-Finance-Tech semester course (a course all 9th graders take along with a semester of health). In our course there was a unit on careers, we replaced that with the Cypress course so that students get one unit of college credit.

Embedded in the school day - we also offer elective credit Cypress courses that exist within our school day and are included in a student's regular schedule. The courses we offered this year in this format are: Ethnic Studies, Music (History of Rock), Criminal Justice, Chinese 101/102, Sociology, and Python Programming. Next year we are flying a course that will fulfill the senior English requirement.

After school/Weekend options. This is the traditional format of Dual Enrollment. We currently offer Cyber Security.

Because of these efforts, last year, graduates were academically prepared for college/university with over 97% of them meeting the minimum University of California (UC) eligibility requirements.

b. Career pathways. Beginning in 2015 students are expected to select one of four career pathways: Biomedical Science, Business, Engineering or Software Systems and Development. Each student is required to complete a three-year sequence of courses in the pathway of interest to them. Oxford students are able to do so because of our eight period block schedule.

c. Oxford has a unique homeroom program called cluster. Students are grouped by grade level into homerooms that students stay in for all six years with the same teacher. This period lasts for 20 minutes and occurs four days out of the week. Tuesday clusters are dedicated to Mindfulness, and students are provided an opportunity to participate in a Mindfulness activity via the video announcement system. Wednesday clusters are dedicated to student business - which means we have school and student club announcements. Thursdays are study hall; teachers use special passes to have tutorial sessions and exam make up meetings. Bonding Fridays are opportunities for the clusters to have an enjoyable activity sometimes with the entire grade level of clusters; there are also video announcements.

d. The Educational Monitoring Team (EMT) meets every other Friday and is charged with steering students through our Response to Intervention tiers. The team is comprised of all administrators, counselors, the school psychologist, the school social worker, and our Family and Community Engagement Specialist (FACES). Teachers can refer students to the EMT process, however the team also identifies students by viewing reports on grade distributions and social/emotional/behavior indicators. This team reviews all students on the list and assigns/establishes interventions appropriate to the student's needs.

The prestigious National Blue Ribbon School award has served to advance the value of our students' high school experience to colleges. It validates the hard work our staff does to ensure that students are ready to "lead and serve a local and global society".

In the last two years, our staff has been pursuing greater collaboration by developing course learning targets and common formative assessments in the tradition of Professional Learning Communities (PLCs). The focus is on creating a guaranteed and viable curriculum, with this year looking at vertical alignment and some departments beginning to pursue skills-based grading. Another recent change is our ability to ensure that we have a Family and Community Engagement Specialist full time, from three days a week to five. The increased days have been dedicated to supporting our counseling program and support systems.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The English Department's focus is to help increase each student's personal confidence in the development of their literacy and overall communications skills for personal development, college, and career success. As a collaborative PLC we collaborate vertically and grade alike to ensure we are aligning instruction to ELA Common Core Standards; creating lesson plans and delivering instruction to improve and hone the five pillars of literacy: Listening, Speaking, Reading, Writing, and Interpreting Images. In addition, we emphasize building positive classroom communities by incorporating the following values and instructional strategies: Critical Thinking, Collaboration, Communication, Creativity, and Character.

As a team of educators we recognize the value of formative and summative assessments. We deliver common assessments, on a quarterly basis, analyze data, and make adjustments. Two instructional strategies applied to meet each student's learning style and individual needs is by giving students assignment choices using research based strategies, like Project Based Learning (PBL) and Multiple Intelligences (MI). We also establish high expectations and provide support to our students using the four guiding PLC questions: 1. What do we expect our students to learn? 2. How will we know they are learning the skill(s)? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?

#### **1b. Mathematics:**

The math department's mission is to develop competent critical thinkers and problem solvers through the successful implementation of the Common Core State Standards. Teachers are committed in collaborating with each other to achieve vertical and horizontal alignment through the development of common formative assessments and shared data/resources. Teachers are developing and implementing learning targets to monitor student learning and to make informed instructional decisions. All teachers are trained with the Mathematics Classroom Observation Protocol for Practices (MCOPP2) protocol to better align instruction with the eight mathematical practices. Technologies such as Desmos, Khan Academy, and Kahoot are some examples of teachers utilizing technology to promote engagement and formative assessment practices.

Teachers are actively using formative assessment data to adjust their instruction as well as summative data. One example of using summative assessment data was when the teachers gathered to analyze the SBAC (Smarter Balanced Assessment Consortium) California Assessment of Student Performance and Progress (CAASPP) data to identify the specific grade level that may need more support. As a result, teachers developed a concrete vertical support plan by adjusting the curriculum map to better prepare students for the success in the higher math classes. Additionally, the department recognized that tracking at earlier grade levels may have negative effects on students' self-esteem and performance. Teachers were able to come to an agreement to delay tracking until the beginning of the 10th grade instead of the beginning of 9th grade. To meet the diverse interests and to promote learning beyond the classroom, there are three clubs such as Mathcounts, Math Club, and Mathematical Modeling Club. Students learn to collaborate to solve challenging math problems in both the contest and real-world settings. In the Statistics & Probability class, students are learning in a project-based setting where they are given choice to pick their own topic to investigate and explore to answer the statistical questions as they collaborate in groups.

#### **1c. Science:**

As of 2019, seventh and eighth science courses are using the California Next Generation Science Standards (CA-NGSS) Integrated Course Model. Ninth graders are currently enrolled in Honors Biology, which will be fully transitioned into the CA-NGSS Living Earth course by 2021, as the high school science courses will follow the CA-NGSS 3-Course Model. Tenth graders are currently enrolled in Honors Chemistry. Eleventh and Twelfth graders can enroll in Honors Physics, AP Physics 1, AP Physics 2, AP Biology, AP Chemistry, or AP Environmental Science.

Course alike teachers work in teams to create learning targets that are aligned with CA-NGSS to provide students a guaranteed and viable curriculum. Course alike teachers administer common formative assessments, as well as, common summative assessments to measure student progress. Course alike teachers discuss data from common formative assessments to inform and steer instruction. In the last few years, the science department has been focused on integrating statistical analysis skills into all science courses, in addition to addressing Science and Engineering Practices (SEPs) and Cross Cutting Concepts (CCCs).

A variety of instructional strategies are used in the classroom. All courses provide students with opportunities to conduct inquiry-based projects that incorporate model building, explaining phenomena, testing variables, peer critique, and revision. For example, in eighth grade, students examine what it takes to get a rover to Mars. They design, build, and test rockets, rover deployment systems, and solar powered rovers. In physics, students design, build, and test cardboard boats. Students conclude their project by paddling their boats across a swimming pool. In biology, students analyze wildlife data collected from trail cameras and present their claim, evidence, and reasoning. Technology is used to collect, analyze, and illustrate data (spreadsheets, graphing, statistical analysis) or for students to interact with simulations (PhET), or deliver content (flipped classroom).

#### **1d. Social studies/history/civic learning and engagement**

The Oxford Social Science department utilizes the PLC model to create a vertically aligned seventh through twelfth grade program. The Document Based Question (DBQ) provides the structure for vertically aligning document analysis and academic writing within the department. The DBQ process is introduced in seventh grade focusing on the process of primary and secondary document analysis and develops through a structured building of skills through the tenth, eleventh and twelfth grade AP curriculum. Using a department developed list of academic vocabulary, social science classes develop language that crosses grade levels and builds to a more advanced academic language at the upper levels.

Additionally, the development of civic engagement is a focus of the Oxford Academy Social Science department. Department members have been trained by the Orange County Department of Education and the Anaheim Union High School District in civic learning practices. Eleventh and 12th grade classes complete a rigorous civic engagement project where they explore a current issue and its connection to their course of study in U.S. History or Government. As a key component of the project, students research the root causes of the issue, collect current data on the problem and develop a community service action to address the problem at its root. The use of inquiry and investigation, civil dialogue, informed action, communication of conclusions and reflection are key components of the yearlong project.

#### **1e. For secondary schools:**

Our five year average of seniors who graduate meeting the qualifications to enter a four year university every year is 93%. Our AP Equity and Excellence rate is 97.9%, which means that about 98% of our seniors in 2018 passed at least one AP exam.

Oxford Academy offers four Career and Technical Education (CTE) pathways representing industries and career paths in Biomedical Science, Computer Science, Engineering and Business and Marketing. Students at Oxford Academy are required to participate in a CTE elective wheel during seventh grade, in which they experience each of four pathways. Additionally, Oxford graduation requirements include completion of 30 credits in one of the industry CTE Pathways. Every student who graduates from Oxford Academy will have completed an introductory, concentrator and capstone course in the CTE Pathway of their choice.

Students at Oxford Academy are eligible to participate in the district's AIME (Anaheim Innovative Mentoring Experience) program. Throughout high school, every student is provided with mentoring opportunities that will prepare them for the demands of college and career in an authentic environment. The program also provides students with the opportunity to make community connections.

## **1f. For schools that offer preschool for three- and four-year old students:**

### **2. Other Curriculum Areas:**

The VAPA (Visual and Performing Arts) department incorporates state and national standards into the curricular areas. Some of the content areas include music notation, listening skills, mechanics of sound production, winds, strings, percussion, voice and expression of art. VAPA classes are available for students to choose as an elective throughout their educational career.

The students take health classes in seventh and ninth grades. The class follows the California Standards for Health Sciences and district mandated curriculum. The Health Science content lends itself to a variety of real world applications, including a personal fitness and nutrition plan, strategies for coping with stress, and presentations on numerous health topics. Students take Physical Education (PE) classes from 7th grade to 10th grade and we also offer an elective of Lifetime Sports after their required years. Students participate in individual and team sports; they also create fitness plans that incorporate the five fitness components. All students participate in a 5k run/walk which is also serves as fundraiser. This year we used the money for a field trip for 10th grade PE students to mentor junior high students from a local middle school that is predominately low socio-economic. We plan to keep this as a school tradition.

Oxford Academy's World Language Department offers Spanish and Korean to all students. The students can take a second language from 7th through 12th grades. The World Language classes equip our students with communicative language ability and cultural awareness so that they are successful in today's global society. The students develop listening, speaking, reading and writing competencies in the target language as established by the Anaheim Union High School District and the State of California. These are elective courses which may boost Grade Point Averages (GPAs) with weighted grades and earn college credit. The students are provided with information by the counselors regarding the requirement of World Language study to reach the A-G (college preparatory) requirements. The effect of language study on future career prospects is also discussed. The consistently high pass rate on the AP Spanish exams is indicative of the successful impact that instruction has had on learning. The number of students receiving the state Seal of Biliteracy upon graduation also demonstrates the impact of the successful student learning in both Spanish and Korean. Students are acquiring the linguistic skills to be bilingual and biliterate.

Technology plays a huge role in all courses and across all grade levels. Computer carts with Chromebooks are available for classroom use and the classrooms are outfitted with LCD projectors. The technology coach helps the staff integrate the Learning Management system into their curriculum for the benefit of all students to use and access course content. Teachers have been offered extensive training in the the use of this system. This learning management system provides a more unified platform for our staff and students to communicate and collaborate.

In attempting to create 21st Century Learners and align with the Common Core State Standards, students need a comprehensive knowledge of technological learning tools and devices to expand learning. Students are provided with opportunities to use technology in a purposeful and educational way. Students are provided with multiple opportunities to use technology to achieve academic standards. The Library and the Learning Lounge offers the students a place to study with Wi-Fi and computers available.

Oxford Academy offers fourteen comprehensive CTE courses that are aligned with one of four career pathways: Entrepreneurship, Biotechnology Science, Engineering, and Software Systems and Development. The Entrepreneurship Pathway offers students the opportunity to learn and apply business concepts in practical situations and applications. In the Biotechnology Pathway, students explore health occupations and functions relevant to understanding and solving biomedical problems and creating products to improve the quality of human life. Students enrolled in the Engineering Pathway apply math, science, and physics to the engineering design process. Courses in the Software Systems and Development Pathway enable students to learn computations and how to create new technologies. Beginning in 2015, each student is expected to select and complete one of the CTE pathways before graduating.

Finally, all 7th graders and 8th graders take a course that we call College and Career Readiness. It is an AVID course that is designed to ensure that all of our students are successful despite coming from a variety of schools, school districts, and socio-economic backgrounds.

### **3. Special Populations:**

Since Oxford is a college preparatory magnet school, we do not have a statistically significant number of English Learners (one student at last count) and our Individual Education Program (IEP) students perform at high levels. However, that does not mean that we do not need to address the concerns about subgroup performance.

Since the students enter the school with different skills and abilities (coming from over five different elementary school districts), Oxford Academy implemented the Advancement Via Individual Determination (AVID) elective at the junior high level. The curriculum nurtures students' reading, writing, and critical thinking skills. Academic behavior, such as organization, time management, and goal setting, is also part of the AVID System curriculum, which incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. In addition, a key component of the AVID System are tutorials which allow students to ask complex questions from any content class and receive guidance in confronting and solving tough problems. With their knowledge and experience, AVID-trained tutors conduct collaborative tutorials that increase student participation and success. Trained tutors create an environment where students feel comfortable posing questions they might be reluctant to ask in their content-area classrooms. This summer, six staff members will attend training.

Vertical alignment in the curricular departments strengthens instructional practices and creates engaging learning experiences that address the content standards. Through Professional Learning Communities teachers collaborate on instructional strategies across grade levels allowing for a learning continuum from grades seven through twelve. As a result there is greater continuity in assignments, tools for learning, and assessments. Increased collaboration among teachers facilitates the development and delivery of more challenging learning experiences. As a result of strong vertical alignment students' acquired knowledge is driven through a scaffolding model over the course of their Oxford career to prepare them for the rigor of Advanced Placement courses and ultimately for the rigors of college.

The teachers working in their PLCs have helped to support student success by spacing their major tests and assignments. This joint planning allows students to more effectively pace their work and study. Staff awareness of the students' multiple responsibilities and classwork has helped to structure presentation of content to best meet the needs of the students. Students are provided a broad, rigorous curriculum. Teachers intentionally incorporate opportunities in their instruction for students to focus on communication, creativity, collaboration, critical thinking and the Habits of Mind.

A Learning Lounge provides students with a place to seek help on class assignments, essays, and acquire better study methods at the conclusion of the academic day. A credentialed teacher provides the increased support for students' needs outside of the classroom and gives the students an opportunity to seek further help outside of the academic day. The students are also able to work collaboratively with their peers on group projects and make use of the school provided computers and Wi-Fi.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Oxford academy motivates and encourages students through recognition of students' academic achievements and demonstration of the school's core values. The students are recognized monthly through the Patriot Recognition awards in which teachers nominate students based on the school's core values being demonstrated in the classroom. Schoolwide awards ceremonies are held at the end of the year for both junior high and high school students. Awards are given for academic achievement and effort and demonstration of core values.

Cluster class provides students with the opportunity to unplug from the academic stresses and bond with their peers for a 20-minute period four days a week. Students are placed in a cluster class at the beginning of their tenure at Oxford Academy and remain with their cluster teacher and their peers until they graduate. Cluster class creates a unique opportunity to form lasting bonds of friendship with a small group of peers.

The Link Crew class has created a Big Buddy program that pairs high school students with seventh graders. The buddies participate in specially planned activities throughout the school year that promote interaction between the two age groups and to help connect seventh graders to the greater campus experience.

In response to the mental health crisis faced by today's youth, our school's AVID program has introduced our students to the practice of mindfulness. Mindfulness activities are also delivered during Cluster on Tuesday. Our district has taken the initiative to bring the skills and benefits to all of the students. Teachers received training and an entire curriculum for teaching this brain exercise in order to transmit the knowledge to the students. The district established a partnership with the Illumination Institute, a non-profit organization promoting self-awareness, stress management and concentration. The program provides access to guided audio reflections that promote stress management and concentration. The researched techniques and activities used complement academic, social and emotional growth since learning mindfulness prepares students to be psychologically and emotionally prepared for the challenges of college.

The Parent Teacher Student Association (PTSA) is an organization that is constantly finding ways to express their gratitude to the teachers. Some of the initiatives they have are: Back-to-School Luncheon for Staff, Monthly Birthday Shoutouts, and the Staff Appreciation Luncheon.

Another concept that celebrates our faculty are the Patriot Recognition awards. This is a peer-to-peer voting card where staff nominate another staff member who embody one of the selected core values: fun, creativity, caring, honor, leadership, and excellence. The nominations are submitted anonymously in a box and the administrators select the staff who was nominated the most. This selection is priceless because it shows how much we care about one another.

### 2. Engaging Families and Community:

Oxford Academy provides parents and the community with a myriad of different opportunities to learn and become involved in the school. The counseling department hosts a variety of seminars to better inform students and parents about topics related to the school. Guest speakers are invited to discuss other topics that our counselors may not be able to cover. We have offered: grade specific counseling sessions, PSAT score night, and financial aid information nights, all of which help educate parents on how to pursue post secondary education.

Other parent and community events include a monthly Coffee with Administrators and Counselors, quarterly Parent Learning Walks, and seven-week sessions of Parent Leadership Academy. The monthly Coffee with Administrators and Counselors allows parents to gain a better understanding of the academic curriculum and receive current information on initiatives and goals. This event allows for parents to be able to ask specific questions and receive a direct response from an administrator or counselor.

Parent Learning Walks provide intentional formative assessments and opportunities for parents to increase their understanding of the content and language objectives being taught in the classroom. Emphasis is on performance and task assessments that demonstrate acquisition of college and career skills. This event allows for parents and anyone from the community who register to visit our classrooms to discuss their observations using a neutral and evidenced-based language. Most importantly, parents learn about methods and tools they can use to better assist their student at home by observing the student-teacher interactions during their visit.

Lastly, the Parent Leadership Academy (PLA) is a series of parent-to-parent sessions in collaboration with the Family and Community Engagement Specialist (FACES) that has two cohorts. In the first cohort (known as PLA 1) parents are informed about the education systems in California, responsibilities and expectations to establish support at home, educational technology tools, and college admissions criteria. In the second cohort (PLA 2) the focus is culture and identity, social and emotional factors that affect students, Dr. Conley's Four Keys, and Growth Mindset. After completing the sessions our parents are celebrated with a graduation ceremony and are asked to invite new parents to do PLA 1 or PLA 2.

### **3. Professional Development:**

Oxford Academy's late start schedule on Mondays allows staff time to engage in professional development (PD). The Monday meetings are devoted to staff meetings, staff professional development, and time to work in departmental professional learning communities (PLCs).

The PLC time allows for staff to focus on specific classroom activities, vertical alignment, and to further develop and refine existing practices. Further, district-wide staff development days, faculty late start meetings and professional development days helped facilitate the implementation of Common Core State Standards-based instruction. Departments have collaborated in vertical teams so that curriculum flows from one course to the next. Departments submit curriculum maps that document pacing guides to the administration. The staff has been trained on the components of Common Core and have worked as a staff to integrate Common Core into our curriculum and planning. The impact on the staff and the administration has enabled us to work as a team to provide comprehensive and vertically aligned curriculum while being aligned with the Common Core standards.

This year, the district emphasized our students' "Writing Journey." As a staff, time has been devoted to several meetings and a sample of writing projects were entered into the district database of teacher created writing projects and assessments. This training helped us guide our students in mastering essential writing skills relevant for student achievement and college and career readiness. Additionally, our Lesson Design Specialist is devoted to coaching teachers in lesson design which has led to an overall improvement of teaching and being aligned with academic standards. Learning Walks have allowed teachers to witness different instructional strategies in order to improve their own instruction and meet learning targets.

AUHSD has embraced this writing initiative to cross all curricular areas. Throughout the year, our staff has had professional development focusing on academic language development in all content areas, with emphasis on the four language domains for students. All departments have been developing a content specific writing and literacy pathway with an emphasis of content and language objectives, technology, and common literacy strategies.

Teachers receive training in content-specific areas, specifically AP trainings are available. The counselors attend several PD events throughout the year on topics such as A-G requirements, College Board, SAT/ACT preparation, highly selective colleges, and other essential needs.

### **4. School Leadership:**

Oxford has a leadership structure that includes the following groups: Cabinet, Site Leadership Team, Educational Monitoring Team, and the College and Career Access Team. These teams are designed to manage the complex tasks that lead to student achievement and success.

The Cabinet Team is comprised of the administrators, counselors, Lesson Design Specialist, Technology Coach, Work Based Learning Coordinator, and FACES. This team meets weekly to manage special projects and furthering the work of each group. This group monitors the following: college and career planning, professional learning community training, career pathway development, and more.

The Site Leadership Team (SLT) which is comprised of the Lesson Design Specialist, the technology coach, department chairs, the counselors, the principal, and the assistant principals, meet regularly to contribute input into decisions that will be made at a higher level. Work within this team has led to school improvements. The SLT develops the agendas for the staff late starts and the staff development days. The leadership of the SLT helps the staff successfully implement the school's vision and mission while also address the critical learner needs.

As mentioned earlier the Educational Monitoring Team is a steering committee ensuring that the students are moving through the Response to Intervention process. However, this team also regularly runs reports and reviews data on student achievement, looking for trends to analyze to better inform our Professional Development needs.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Oxford Academy first developed Reflective Learning Walks (RLWs) in 2008 as an opportunity for the staff and community to self-reflect and work collaboratively to better student outcomes. Over ten years later, RLWs are still an essential element of our growth as a school; many of our enhanced practices and school-wide practices come from the work first began in RLWs. This practice has truly become an opportunity for the Oxford community to do a perpetual self-study and has led to continuous improvement in key areas.

Reflective Learning Walks are focused on creating a structured and self-reflective process with an emphasis on Anaheim Union High School District's 21st century skills: Communication, Collaboration, Creativity, Critical Thinking and Character (Compassion/Kindness). Teachers, parents and community members are invited to participate in a non-evaluative walk-through of various Oxford Academy classrooms throughout a school day. Participants in the learning walks leave with an increased awareness of integration of Common Core State Standards, the needs of English Language Learners, and achievements and learning outcomes occurring in the classroom. In addition, participants understand the daily expectations and habits of an Oxford Academy student. Each learning walk is focused on evidence of student learning. This current practice directly impacts students, as it fosters a positive learning environment in which student learning and outcomes are the focus.

Each Reflective Learning Walk is used to meet staff professional development and parent engagement needs. Teacher learning walks are used as a professional development strategy that allows for reflection on student learning, student engagement or student outcomes. Each walk has its own focus, such as, the implementation of standards or project based learning. Teachers new to the school participate in Reflective Learning Walks to understand the culture of Oxford Academy. Encouraging reflective practice among educators has several benefits including; building trust amongst peers, informing dialogue between teachers, fostering self-awareness of professional growth and creating a school-wide climate of inquiry and research. As parents participate in learning walks, they become more connected to their students learning, and involved in the school community. Creating a partnership amongst administration, teachers and parents builds trust in each other.