

Oxford Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Oxford Academy
Street	5172 Orange Avenue
City, State, Zip	Cypress, CA 90630
Phone Number	(714) 220-3055
Principal	Amber Houston
Email Address	houston_a@auhsd.us
School Website	https://oxford.auhsd.us
County-District-School (CDS) Code	30664313030616

2023-24 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website	https://www.auhsd.us

2023-24 School Description and Mission Statement

School Vision Statement:

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

Core Values:

Oxford Academy Leads with the 5 C's: Critical Thinking, Collaboration, Communication, Creativity and Character.
Career Systems Preparedness Framework.

Educational Highlights:

Oxford has a 100% graduation rate; with 98% percent of Oxford Academy students are enrolled in courses that meet the University of California (UC) A-G requirements and UC eligibility. For the senior class of 2022, 85% matriculated to a four-year college, and 15% matriculated to a two-year college. At least 51% of Oxford Academy students are enrolled in Visual and Performing Arts classes. They also participate in intramural sports at the junior high level and CIF sports at the high school level. All Oxford Academy students participate in a comprehensive honors curriculum and are required to enroll in a minimum of four Advanced Placement (AP) courses to graduate. Additionally, students select a Career Technical Education (CTE) pathway: Software and Systems Development, Engineering, Business, or Biomedical Science pathway. Oxford Academy offers the following support programs to help struggling students: before or after school tutoring, writing skills workshop, and mathematics support.

Student Achievement Data:

Oxford Academy students exceeded National and State Common Core Standards as measured by the Smarter Balanced Assessment Consortium (SBAC), 97% of the students tested met or exceeded the tested standards in ELA and 95% met or exceeded the tested standards in Mathematics. All student groups are meeting the state school-wide targets in English language arts (ELA) and mathematics. Oxford Academy became a California Gold Ribbon school in 2017 and was named as a National Blue Ribbon School in 2019. Awarded California Democracy School in 2020. Oxford Academy is ranked the number one public school in California and number 11 in the nation.

2023-24 School Description and Mission Statement

Demographic Information:

Oxford Academy, located in Cypress, California, serves 1,289 students in grades seven through twelve. The ethnic composition of the student body is 62% Asian, 18% Latino, 6% White, 7% Filipino/Pacific Islander, and 6% Mixed Race. Around 42% of Oxford Academy students participate in the Free/Reduced Lunch program. Additionally, Oxford Academy has no EI students, however, 50% of the student body is reclassified as fluent English proficient students and 68% of Oxford students come from homes in which English is not the primary language. Students' home languages are diverse with twenty-nine different languages spoken.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	234
Grade 8	234
Grade 9	212
Grade 10	222
Grade 11	198
Grade 12	189
Total Enrollment	1,289

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.6%
Asian	64.3%
Black or African American	0.9%
Filipino	7.1%
Hispanic or Latino	18.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.2%
White	6.4%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	38.9%
Students with Disabilities	0.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.80	98.85	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	0.79	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	0.10	0.31	226.00	18.73	18854.30	6.86
Total Teaching Positions	45.30	100.00	1206.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.20	99.05	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.91	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	32.80	2.50	11953.10	4.28
Unknown	0.00	0.02	106.80	8.11	15831.90	5.67
Total Teaching Positions	50.70	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.8	1.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected September 13, 2022.

Year and month in which the data were collected

September 13, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student. 11: BFW's The Language of Composition, 3rd edition 12: Prentice Hall/Pearson Literature: An Introduction to Reading and Writing, 6th edition	Yes	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. Precalculus P PreCalculus, Pearson 9e Precalculus (H) Calculus I with Pre-Calculus A, Cengage Learning AP Calc AB Calculus for AP by Cengage Learning	Yes	0

	<p>AP Calc BC</p> <p>Calculus for AP by Cengage Learning</p> <p>AP Stats</p> <p>The Practice of Statistics 6e (Updated) by BFW</p> <p>Statistics with Data Analytics (H)</p> <p>CPM & Google Data Analytics</p>		
Science	<p>Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student. (AP Chemistry will be updated this school year and AP Physics will be updated during the next school year. The district is currently in the process of updating instructional material for the NGSS courses.)</p>	Yes	0
History-Social Science	<p>History/Social science textbooks were adopted in 2018-19 and 2019-20.</p> <p>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition</p> <p>8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict</p> <p>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition</p> <p>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change</p> <p>12th grade- McGraw-Hill- Principles of American Democracy.</p> <p>Savvas- California Economics Principles in Action</p> <p>There is one textbook available per student.</p>	Yes	0
Foreign Language	<p>World Language textbooks are adopted as needed by the course. Several courses adopted new textbooks for the 2023-2024 school year. Vista Higher Learning-Senderos was adopted for Spanish 1-3. Each student receives a textbook and workbook. Vista Higher Learning-Temas was adopted for AP Spanish. Each student receives a textbook and there are class sets of the AP workbook. The Foundation for Korean Language and Culture-Epic Korean is used for Korean 1-4. Each student receives a textbook. Novels in Spanish that have been approved by the district, are used in the Spanish for Spanish Speakers courses. Additionally, supplemental books continue to be adopted each year.</p>	Yes	0
Health	<p>Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student. 2018 copyright.</p>	Yes	0
Visual and Performing Arts	<p>Visual and performing arts students have access to course appropriate textbooks and instructional materials.</p>	Yes	0

School Facility Conditions and Planned Improvements

Oxford Academy is a seventh- through twelfth-grade college preparatory high school, which opened in September 1998. The facility was originally built in 1965 and used as a junior high school. The 24 acre site includes 42 regular classrooms housed in six buildings. There are 13 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.). The site also includes a food service kitchen, a multi-purpose room, a library/media center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Modernization and construction: Extensive modernization and new construction were completed in September 2006. The project included eight new classrooms and a gym. Six campus buildings, which included 33 classroom spaces, were modernized. Oxford Academy also received a \$100,000 grant from Lowe's to provide major upgrades to the multipurpose room. New stage sound, lighting, and flooring were added, along with new conference tables, a mounted LCD projector, and a large electronic projector screen above the stage area.

The most recent site inspection was completed on October 25, 2023.

Year and month of the most recent FIT report	October, 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Hole in wall in kitchen. Planned Action to be Taken: Repair hole in wall in kitchen.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	98	99	43	42	47	46
Mathematics (grades 3-8 and 11)	95	94	23	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	658	655	99.54	0.46	98.78
Female	337	335	99.41	0.59	99.40
Male	321	320	99.69	0.31	98.13
American Indian or Alaska Native	--	--	--	--	--
Asian	418	416	99.52	0.48	99.52
Black or African American	--	--	--	--	--
Filipino	60	60	100.00	0.00	98.33
Hispanic or Latino	111	111	100.00	0.00	96.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	94.74
White	38	37	97.37	2.63	100.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	32	32	100.00	0.00	96.88
Socioeconomically Disadvantaged	239	237	99.16	0.84	97.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	658	655	99.54	0.46	94.05
Female	337	335	99.41	0.59	93.13
Male	321	320	99.69	0.31	95.00
American Indian or Alaska Native	--	--	--	--	--
Asian	418	416	99.52	0.48	97.84
Black or African American	--	--	--	--	--
Filipino	60	60	100.00	0.00	95.00
Hispanic or Latino	111	111	100.00	0.00	80.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	94.74
White	38	37	97.37	2.63	94.59
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	32	32	100.00	0.00	90.63
Socioeconomically Disadvantaged	239	237	99.16	0.84	88.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	94.07	92.85	28.29	28.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	616	615	99.84	0.16	92.85
Female	321	320	99.69	0.31	89.69
Male	295	295	100.00	0.00	96.27
American Indian or Alaska Native	--	--	--	--	--
Asian	406	406	100.00	0.00	95.57
Black or African American	--	--	--	--	--
Filipino	47	47	100.00	0.00	95.74
Hispanic or Latino	108	108	100.00	0.00	83.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	100.00
White	34	33	97.06	2.94	90.91
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	26	26	100.00	0.00	84.62
Socioeconomically Disadvantaged	199	198	99.50	0.50	88.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Oxford Academy has four career pathways that represent industries that suit the needs, interests, and demands of its diverse student body. During the 2017-18 school year courses were offered in the following career industry sectors: Engineering and Design; Health Science and Medical Technology; Information and Communication Technologies; and Marketing, Sales, and Services.

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	932
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	2.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.88
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	97.41

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100
Grade 9	99	98	100	99	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

There are a number of ways Oxford Academy promotes a family-friendly environment. PTSA, OA Foundation, School Site Council, and booster groups for choral and orchestra/band music are active organizations on our campus. PTSA provides parent volunteers for school functions. The OA Foundation's mission is to provide financial resources and assistance to promote the educational advancement and success of our students. Financial support is generated through the Direct Investment Drive and by partnering with various groups in the community. This foundation has not been active the last school year.

School Site Council (SSC) membership is composed of elected parents, students, and school staff. The SSC oversees and monitors the spending of supplemental state and federal funds, in which the intended purpose is to enhance academic achievement outcomes. The counseling staff conducts parent workshops and facilitates family conferences throughout the school year. Both the administration and the counseling team offer monthly parent meetings in the morning and evening that serve as informational work shops and an informal forum for parent concerns and questions. We carry out multiple Parent Learning Walks where parents are invited on campus to view classes with the principal and dialogue on a 21st century classroom. We also have a Parent Leadership Academy and Ready Set Go workshops ran by our FaCES (Family and Community Engagement Specialist). Timely, information is disseminated to parents through Aeries Communication, OA Updates, Social Media and the school website.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0.5	0.5	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	99	99.5	98.9	90.9	92.4	91	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	190	188	98.9
Female	94	93	98.9
Male	96	95	99.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	134	132	98.5
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	35	35	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	14	100.0
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	12	12	100.0
Socioeconomically Disadvantaged	107	106	99.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1303	1290	45	3.5
Female	654	645	26	4.0
Male	649	645	19	2.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	1	12.5
Asian	833	829	20	2.4
Black or African American	12	12	0	0.0
Filipino	93	92	3	3.3
Hispanic or Latino	239	235	17	7.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	28	28	0	0.0
White	87	83	4	4.8
English Learners	1	1	0	0.0
Foster Youth	3	3	1	33.3
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	551	545	28	5.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	12	2	16.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.23	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0
Female	0.31	0
Male	0.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.15	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups, Cypress Police Department along with the School Site Council in order to determine any needed changes. The Oxford High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills (earthquake, fire, active shooter, etc) are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		15	23
Mathematics	31	5	15	22
Science	33		11	27
Social Science	34	1	12	24

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	2	16	21
Mathematics	27	10	25	13
Science	29	8	22	14
Social Science	30	3	23	16

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	1	10	26
Mathematics	31	6	16	20
Science	30	4	20	19
Social Science	31	4	14	24

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	322.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,613	\$3,465	\$10,148	\$99,764
District	N/A	N/A	10,543	\$102,980
Percent Difference - School Site and District	N/A	N/A	-3.8	1.3
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	42.5	15.0

Fiscal Year 2022-23 Types of Services Funded

LCFF, OA Foundation, PTSA provides funds for extra activities; student fieldtrips, competitions, college visits and hands on learning activities. Title II allows for teachers to continue professional development and participate in trainings and conferences. In addition, district has hired another counselor to better support the high achieving needs of our students and post secondary plans. Title IV has further supported our Civic and STEAM programs. This year Prop 28 will provide us over \$1000,000 to further support the visual and performing arts. Additionally, we host international students throughout our school year and hence receive some monetary benefit. We do not receive any Title I monies.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,124	\$57,234
Mid-Range Teacher Salary	\$97,960	\$95,467
Highest Teacher Salary	\$125,357	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$153,476
Average Principal Salary (High)	\$161,969	\$173,198
Superintendent Salary	\$284,644	\$277,572
Percent of Budget for Teacher Salaries	32.4%	31.17%
Percent of Budget for Administrative Salaries	3.7%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	62.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	2
Foreign Language	4
Mathematics	7
Science	12
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Oxford Academy has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	