



2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School

Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

Dr. Irene St. Roseman, Founding Head of School

- Principal, Oxford Day Academy



Oxford Day Academy

About Our School

Thank you for your interest in Oxford Day Academy! As a new school (now in our fourth year of operations, serving grades 9-12), we realize that many questions about our program will not be captured here. We are happy to provide additional information to anyone interested in learning more. Please contact istroseman@oxforddayacademy.org with any requests.

Contact

Oxford Day Academy
1001 Beech St.
East Palo Alto, CA 94303-2005

Phone: 650-260-3152

Email: istroseman@oxforddayacademy.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name

San Mateo County Office of Education

Phone Number

(650) 802-5300

Superintendent

Nancy Magee

Email Address

nmagee@smcoe.org

Website

<http://www.smcoe.org>

School Contact Information (School Year 2020–2021)

School Name

Oxford Day Academy

Street

1001 Beech St.

City, State, Zip

East Palo Alto, Ca, 94303-2005

Phone Number

650-260-3152

Principal

Dr. Irene St. Roseman, Founding Head of School

Email Address

istroseman@oxforddayacademy.org

Website

<http://www.oxforddayacademy.org>

County-District-School (CDS) Code

41104130135269

Last updated: 1/29/2021

School Description and Mission Statement (School Year 2020–2021)

Co-created with young people and their families, Oxford Day Academy is a public charter high school for the Sequoia Union High School District of San Mateo County, California. Its mission is to engage and develop intelligent, empathetic young leaders with the character, ability, and passion they need to create positive change in the world.

To achieve this mission, our students spend half of their time each day out in their local community completing real-world electives and internships, and then use these experiences to design think their way through social issues that matter most to them. Our expert teachers use Oxford-style tutorials to help students apply personalized academics to these service projects. Through this approach, our young people will develop not only deep content mastery, but also the open-ended problem solving and interpersonal communication skills required to become impactful leaders for positive social change, both at home and around the globe.

In November 2019, ODA's charter to achieve this end was unanimously approved (7-0) by the San Mateo County

Office of Education (SMCOE). In the 2020-21

school year, we have reached full capacity in grades 9-12, currently serving ~100 students.

Last updated: 1/29/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Grade 9 | Grade 10 | Grade 11 | Total Enrollment |
|---------------------------|---------|----------|----------|------------------|
| Number of Students | 31 | 28 | 36 | 95 |



Last updated: 1/29/2021

Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Black or African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or |
|------------------------------------|---------------------------|----------------------------------|-------|----------|-------------|
| Percent of Total Enrollment | 6.50 % | % | % | % | 67.40 % |

| | | | | |
|------------------------------------|---------------------------------|------------------|----------------------------|-----------|
| Student Group (Other) | Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Foster Yo |
| Percent of Total Enrollment | 76.10 % | 41.30 % | 10.90 % | % |

State Priority: Basic

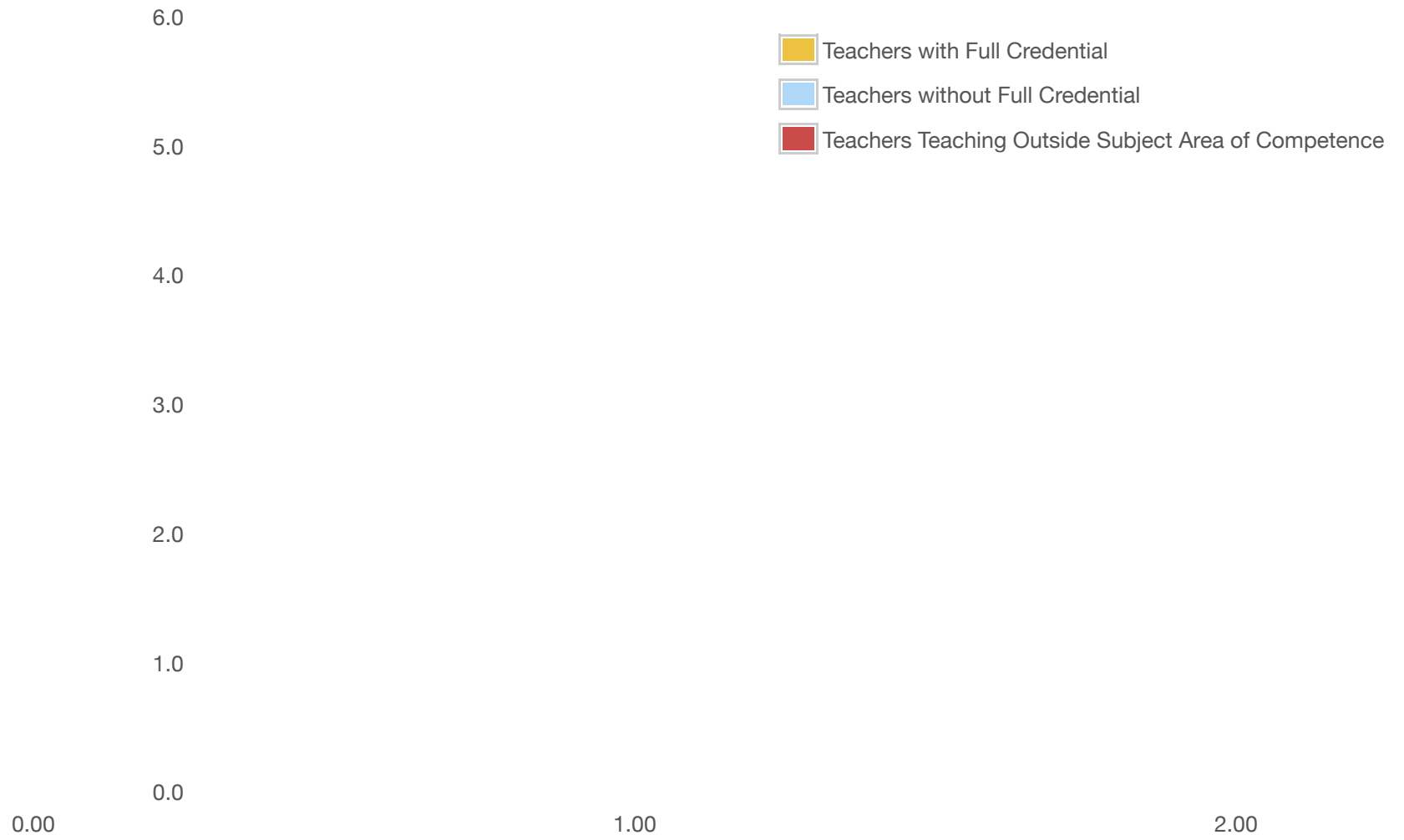
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2018– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|---|----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| With Full Credential | 5 | 5 | 5 | 5 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

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

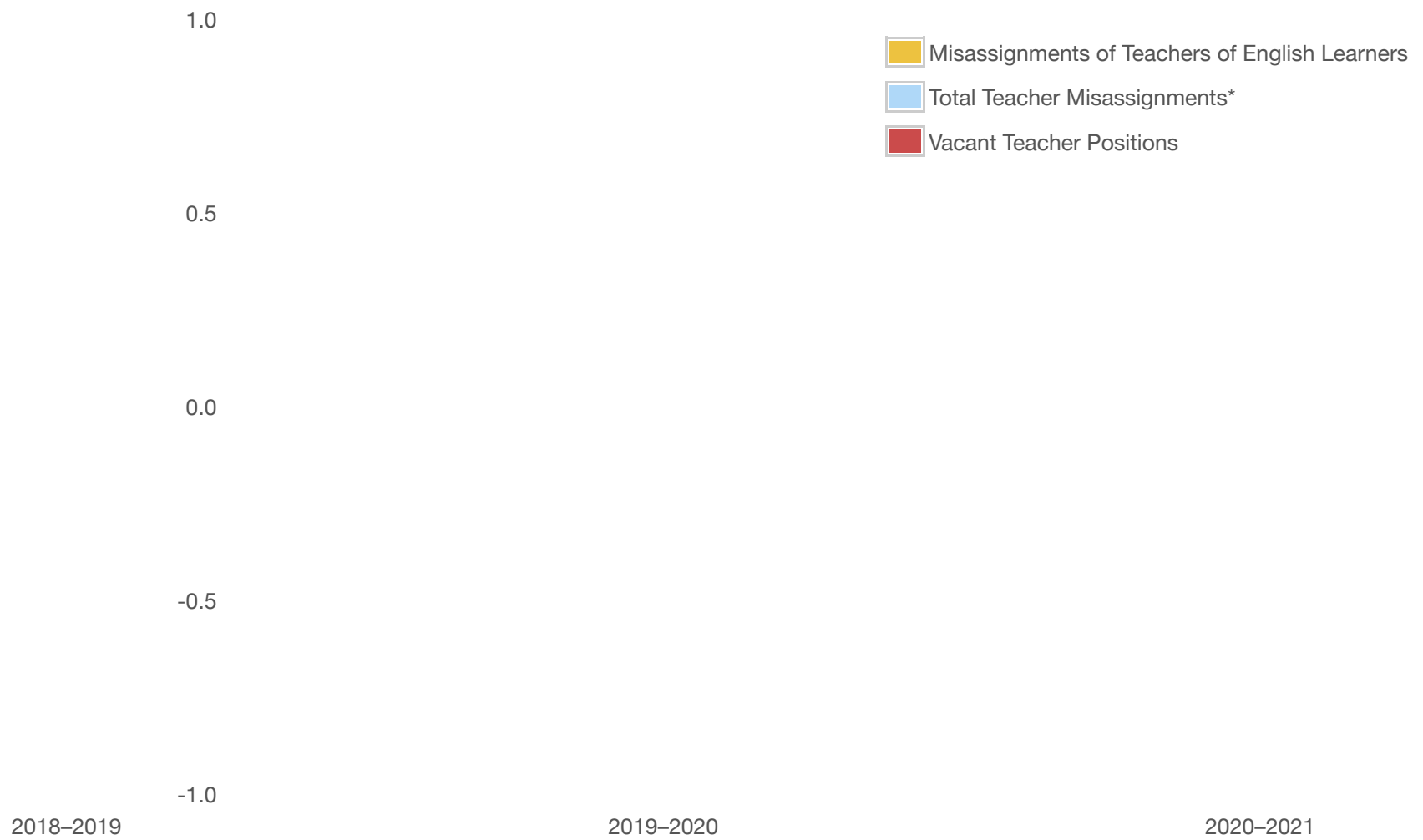


Last updated: 1/29/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: July 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | In 2020 - 2021, we offer English & Language Arts courses for all students in grades 9th -12th. These courses covers a variety of texts, including Things Fall Apart, Kindred, Romeo and Juliet, The Joy Luck Club, How The Garcia Girls Lost Their Accent , The Crucible, Native Son, The Brief Wondrous Life of Oscar Wao. These literary texts are coupled with extensive reading of the news, as facilitated by Newsela. All materials and instructional methods are CCSS aligned. | Yes | 0.00 % |
| Mathematics | Our math course follows College Preparatory Mathematics (CPM) Core Connections Algebra and College Preparatory Mathematics (CPM) Core | Yes | 0.00 % |

Connections Geometry texts.
 Mathematics Assessment Resource Project (MARS), problems modeled by Dan Myers' 3-Act-Tasks, including the SNACKS science and math tasks published by the Exploratorium. All materials and instructional methods are CCSS aligned.
 Practice of Statistics: 4th Edition by Starnes, Tabor, Yates, and Moore
 Statistics in Action: 2nd Edition by Watkins, Schaefer, and Cobbs.

| | | | |
|------------------------|---|-----|--------|
| Science | <p>Our 9th – 12th grade science courses use the Quantum Camp Physical Chemistry curriculum All materials and instructional methods are NGSS-aligned.</p> <p>Links to the digital textbooks we use: Biology: https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/ Khan Academy: High School Biology</p> <p>Chemistry: https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/ The Periodic Table, A Story by Michael P. Finnegan And Ryan Nurmera Khan Academy: Chemistry</p> <p>Physics: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/ Khan Academy: Physics</p> <p>Materials are also pulled from: https://www.thoughtco.com/ https://sciencing.com/ https://www.nature.com/scitable/</p> | Yes | 0.00 % |
| History-Social Science | <p>Our students are dual-enrolled at Cañada College of the San Mateo Community College District for social studies classes. Our students are enrolled in Physical Anthropology and Cultural Anthropology. The materials for these courses can be found through the Cañada College course directory. Social Studies and History courses at Oxford Day Academy utilize the following curriculum:</p> <p>Home school curriculum Time for learning k12.com UC Scout Curriculum Newsela</p> <p>All materials and instructional methods are CCSS aligned.</p> | Yes | 0.00 % |
| Foreign Language | <p>Our students are dual-enrolled at Cañada College of the San Mateo Community College District for Foreign Language. Our students are enrolled in SPAN 110 Elementary Spanish, and SPAN 150 Spanish for Heritage Speakers I. The materials for these courses can be found through the Cañada College course directory.</p> | Yes | 0.00 % |

| | | | | |
|---------------------------------|---|-----|-----|--------|
| Health | | | | 0.00 % |
| Visual and Performing Arts | The Visual Arts curriculum includes skills development for students in grades 11 and 12 in various methods of art making. This includes drawing, painting, collage, mixed media work, graphic and digital design, and illustration. The course covers basic techniques in each core medium as well as concepts such as Studio Habits of Mind, Elements and Principles of Art, and an introduction and exploration of Art History. Complex visual ideas like color theory and composition, along with skill building in art appreciation and peer critique, are facilitated through hands-on projects and reflecting on process and self-directed content. | | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | | N/A | N/A | 0.0 % |

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

Last updated: 2/1/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | | N/A | | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | | N/A | | N/A | 39% | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

Last updated: 1/29/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | | N/A | | N/A | | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/29/2021

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-------------------------------|------------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

The ODA academic model emphasizes thoughtful, mutually beneficial partnerships with local community organizations through our Field Experience. Our students gain real-world skills and experiences by developing first as responsible, respectful volunteers capable of making meaningful contributions; we then seek partnerships with businesses and non-profits with the capacity to develop high-value skills within their workforce. Additionally, our students are dual enrolled at Cañada College of the San Mateo Community College District for CTE and other courses. Each year we collaborate with Cañada College to begin or renew course articulation agreements.

Field experiences are integrated into the ODA curriculum, receiving ongoing time and support from ODA staff to ensure that students and community partners alike are positioned to succeed. The design thinking process used in Field Experience is adapted from the Design for Change program. Some of the courses our students have taken are: Financial Literacy, Canopy (Urban Forestry and Planning), MAGIC STEM, Advanced Emergency Medicine, Immersion in Community Medicine, Arbor Free Clinic, Mentoring in Medicine and Science Internship (MIMS), field experience with Stanford Medical students.

Last updated: 2/1/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 95 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00% |

Last updated: 1/29/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 91.21% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

Last updated: 1/29/2021

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

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We continue to strengthen our systems that support deep and authentic parental involvement. These systems include, but are not limited to:

- Student Teacher Parent Community (STPC) committee that work with the Head of School to support the ODA model and assess the academic and social implementation of said model as it regards student performance outcomes.
- ELAC
- School Site Council
- LCAP community focus groups – A series of meetings in which any and all stakeholders are welcomed to share their thoughts about our LCAP document.
- Monthly parent meetings – Meetings hosted each month by members of the ODA staff and parent board members to update families on what is occurring and to solicit their feedback on how to respond.
- Board representation – 2 parents sit on the ODA board at all time, and 2 other board positions are filled by long-time community leaders. These meetings are compliant with the Brown Act, such that all stakeholders are welcomed to attend and share their opinions.

Additionally, our team sends monthly newsletters to over 1500 business leaders, public officials, and other community members who have signed up to receive this information. These newsletters create a regular touch point for us to inform community supporters as to what is happening at ODA; recipients can also directly reply to these newsletters to share their thoughts and/or concerns. This approach has allowed us to solicit feedback from a wide variety of stakeholders who may not otherwise have reason to proactively participate in the events described above.

Last updated: 1/29/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 11.00 | 12.00 | 12.00 | 31.00 |
| Number of Classes * 1-22 | 8 | 4 | 4 | 1 |
| Number of Classes * 23-32 | | | | 1 |

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 12.00 | 13.00 | 14.00 | 10.00 |
| Number of Classes * 1-22 | 12 | 9 | 9 | 6 |
| Number of Classes * 23-32 | | | 1 | |

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| Subject | English | Mathematics | Science | Social Science |
|--------------------------------------|---------|-------------|---------|----------------|
| Average Class Size | 15.00 | 14.00 | 14.00 | 12.00 |
| Number of Classes * 1-22 | 14 | 10 | 8 | 4 |
| Number of Classes * 23-32 | 2 | | | 1 |
| | 1 | | | |

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 2.0 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School

| | |
|---|------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 7.00 |

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2021

Types of Services Funded (Fiscal Year 2019–2020)

ODA is committed to holistic student development. Services to this end include:

Mental health counseling - we are partnered with Adolescent Counseling Services (ACS) to provide regular, on-site mental health counseling and support to any students who are recommended for the service (including self-referral).

College & career counseling - all students meet weekly with their college and career counselor beginning in 9th grade to develop and refine their post- secondary goals and achievement plans.

Special Education services - we provide a comprehensive special education program to meet the needs of all learners in an inclusive learning environment.

English Learner (EL) & newcomer supports - we have a large program dedicated to EL development, which includes translation services provided in academic classes along with dedicated ELD courses leveled to students' English development needs.

Field experience - Students have the opportunity to connect academic content with real-world interests through off-campus work with local community partners.

Small class sizes - core academic classes have 8-18 students in them, with an average of approximately 12 students in a class at a time.

Community college access - students have the option of taking free, credit-bearing courses at Cañada College, Foothill and De Anza while they are enrolled at our school. We also provide free transportation to and from these courses. Students may graduate from ODA with both their high school diploma and AA degree.

Study abroad - We provide the opportunity for students to visit other countries, and to earn course credit for work they do abroad. Current locations include the United Kingdom and China, and we plan to expand these options going forward.

Response to Intervention (RTI) - all students receive targeted academic support during response to intervention blocks, wherein they receive numeracy and literacy development aligned with their particular needs.

Last updated: 1/29/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$71,000 | -- |
| Mid-Range Teacher Salary | \$75,000 | -- |
| Highest Teacher Salary | \$80,000 | -- |
| Average Principal Salary (Elementary) | \$106,389 | -- |
| Average Principal Salary (Middle) | \$113,976 | -- |
| Average Principal Salary (High) | \$114,214 | -- |
| Superintendent Salary | \$141,066 | -- |
| Percent of Budget for Teacher Salaries | 28.56% | -- |
| Percent of Budget for Administrative Salaries | 6.15% | -- |

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

Teacher Salary Chart

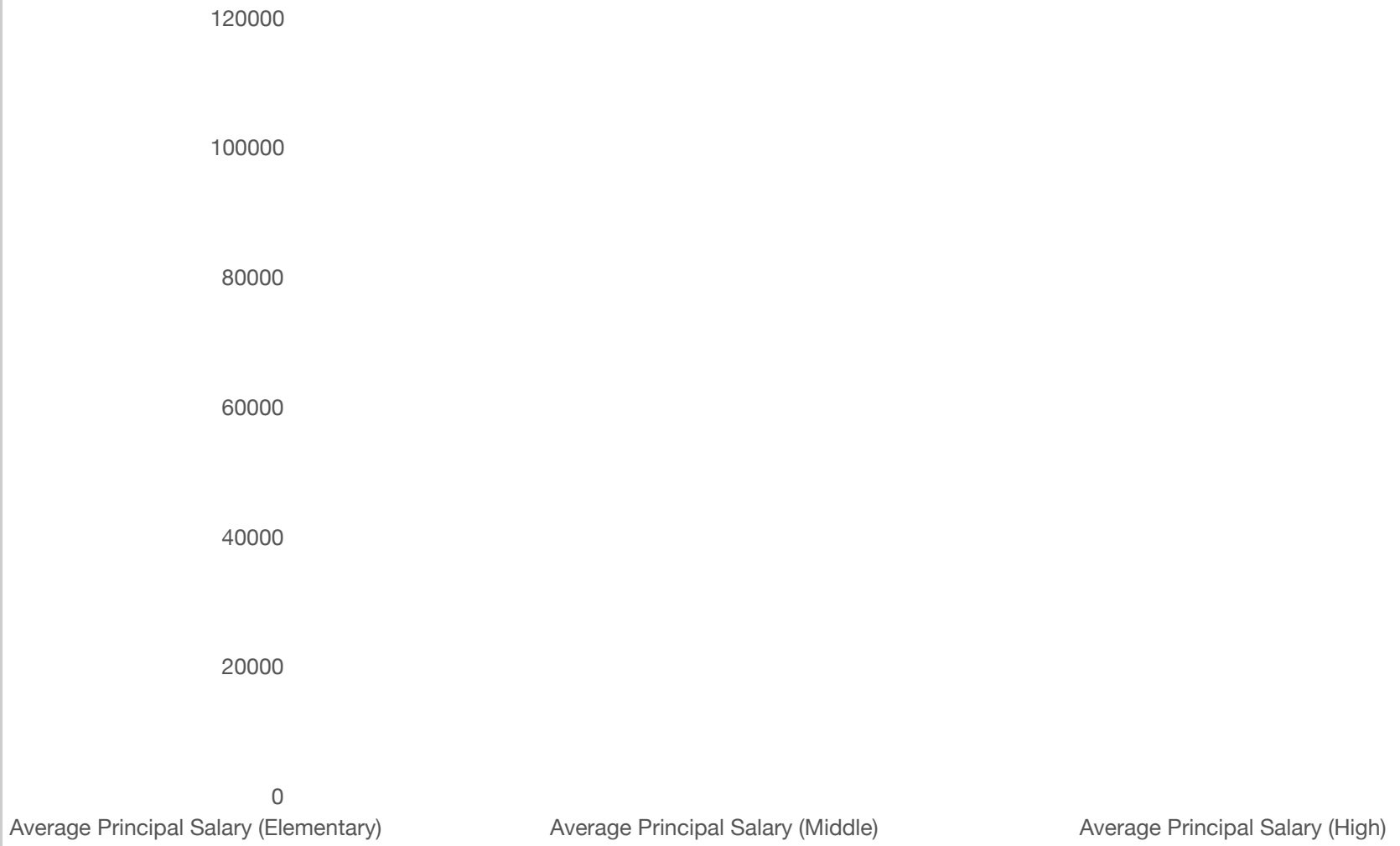
90000
80000
70000
60000
50000
40000
30000
20000
10000
0

Beginning Teacher Salary

Mid-Range Teacher Salary

Highest Teacher Salary

Principal Salary Chart



Last updated: 1/29/2021

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814