

Oxford Day Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	1001 Beech St. East Palo Alto, CA , 94303-2005	Principal:	Latrice Bennett
Phone:	(650) 260-3152	Grade Span:	

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 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.

About This School

Latrice Bennett

Principal, Oxford Day Academy

About Our School

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 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 reached full capacity in grades 9-12, currently serving ~100 students.

Contact

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

Phone: (650) 260-3152

Email: info@oxforddayacademy.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Mateo County Office of Education
Phone Number	
Superintendent	Magee, Nancy
Email Address	nmagee@smcoe.org
Website	www.oxforddayacademy.org

School Contact Information (School Year 2022–23)

School Name	Oxford Day Academy
Street	1001 Beech St.
City, State, Zip	East Palo Alto, CA , 94303-2005
Phone Number	(650) 260-3152
Principal	Latrice Bennett
Email Address	lbennett@oxforddayacademy.org
Website	www.oxforddayacademy.org
County-District-School (CDS) Code	41104130135269

Last updated: 1/18/23

School Description and Mission Statement (School Year 2022–23)

ODA Vision: Underlying the realization of our mission and vision is our six core values, which begin with the theme of constant growth, constant growth of adults, constant growth of the students, constant growth of the curriculum, constant growth of our virtues.

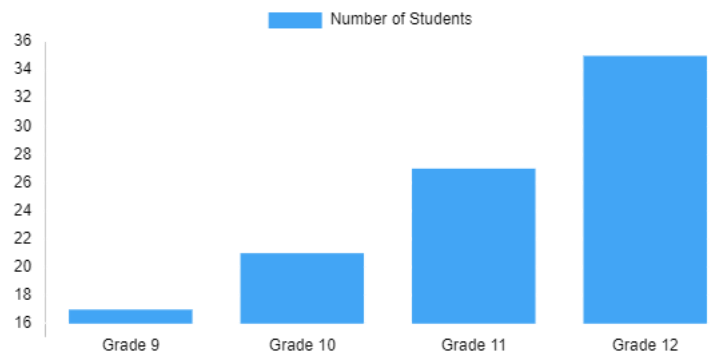
ODA Mission: The ODA mission is to engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world.

ODA Equity Vision: All students at Oxford Day Academy receive an education that is customized to their specific learning needs. Our environment is rooted in a culture centered around values of empathy, equity, and excellence. Our holistic approach to learning ensures that students thrive academically, emerging as leaders and agents of transformational social impact.

Last updated: 1/18/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	17
Grade 10	21
Grade 11	27
Grade 12	35
Total Enrollment	100



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/18/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	36.00%
Male	64.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	5.00%
Filipino	0.00%
Hispanic or Latino	78.00%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	66.00%
Students with Disabilities	11.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	1.70	26.46	13.00	44.39	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	15.38	1.00	3.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	46.46	4.00	13.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	14.75	12115.80	4.41
Unknown	0.70	11.54	7.00	23.80	18854.30	6.86
Total Teaching Positions	6.50	100.00	29.40	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.

Last updated: 1/18/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 1/18/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

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

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	45.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.30	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Lit & Composition I: Kindred – Octavia Butler English Lit & Composition II: Othello American Literature, AP Lit & Comp, AP Language & Comp, English 12: Mixed texts in Reader format delivered via soft copy	Yes	0%
Mathematics	Teacher-created curriculum distributed in a Reader via soft copy		0%
Science	Teacher-created curriculum distributed in a Reader via soft copy		0%
History-Social Science	Teacher-created curriculum distributed in a Reader via soft copy		0%
Foreign Language	Teacher-created curriculum		0%
Health	Teacher-created curriculum		0%
Visual and Performing Arts	Teacher-created curriculum		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/18/23

School Facility Conditions and Planned Improvements

Oxford Day Academy is a small school occupying two sites across the street from each other. Both sites were inspected in August of 2022 on the first day of the school year. The inspector found the entrance to the school to be welcoming with lots of greenery lining the driveway. The school grounds are well maintained. Oxford Day Academy students are able to use the grounds. There are no major issues with the facilities. However, there are a few minor issues to be addressed with carpeting and overhead lights that need to be replaced and worn hardware in the downstairs bathroom. Also, the fire extinguisher tags are out of date and tall bookcases are not attached to the walls. The school is working with the owner of the property to address these issues.

Last updated: 1/18/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Overhead lights have been replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials		Fire extinguishers have been replaced and tall bookcases anchored to the walls.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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Last updated: 1/18/23

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	13%	N/A	10%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	N/A	0%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. 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: 1/18/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	23	69.70	30.30	13.04
Female	--	--	--	--	--
Male	23	17	73.91	26.09	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	21	80.77	19.23	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	13	10	76.92	23.08	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	18	85.71	14.29	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/18/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	22	66.67	33.33	0.00
Female	--	--	--	--	--
Male	23	17	73.91	26.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	20	76.92	23.08	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	13	10	76.92	23.08	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	17	80.95	19.05	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/18/23

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	N/T		--	0.00	28.5	29.47

Note: 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.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/18/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	0	0	100	0
Female	11	0	0	100	0
Male	21	0	0	100	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	0	0	100	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	0	0	100	0
Native Hawaiian or Pacific Islander	--	0	0	100	0
Two or More Races	--	0	0	100	0
White	0	0	0	0	0
English Learners	12	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	0	0	100	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	0	0	100	0

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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: Career 137: Intro to Careers, 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: 1/18/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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

Last updated: 1/18/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.91%

Last updated: 1/18/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7					
9	96%	96%	96%	96%	96%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated:

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

Opportunities for Parental Involvement (School Year 2022–23)

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 and 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.

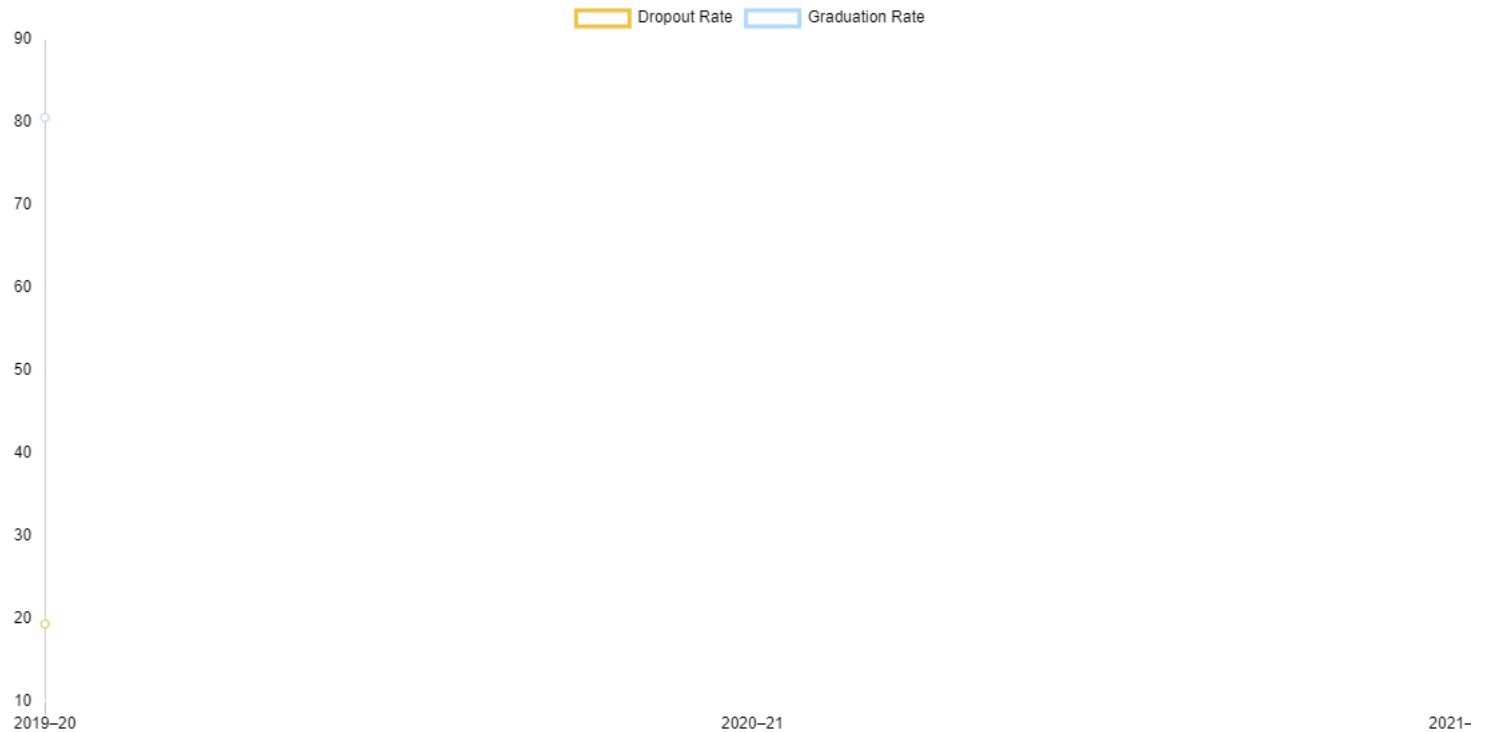
State Priority: Pupil Engagement

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 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	--	19.40%	--	28.00%	20.00%	--	8.90%	7.80%
Graduation Rate	--	--	80.60%	--	34.00%	58.20%	--	84.20%	87.00%



Last updated: 1/18/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	25	80.6
Female	11	8	72.7
Male	20	17	85.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	30	24	80.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	13	10	76.9
Foster Youth	0	0	0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	30	24	80.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/18/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	111	109	5	4.6
Female	41	40	3	7.5
Male	70	69	2	2.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	6	5	2	40.0
Filipino	0	0	0	0.0
Hispanic or Latino	88	87	2	2.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	56	56	2	3.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	86	84	1	1.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	0	0.0

Last updated: 1/18/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.83%	11.39%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	3.69%	7.99%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/18/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/18/23

School Safety Plan (School Year 2022–23)

Oxford Day Academy has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The district and school have a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion, or sexual orientation. The School Board maintains a zero-tolerance policy for violent or threatening behaviors and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. Improving our “active shooter” drills and emergency evacuation drills have been the focus for the school year. Teachers attended a mandatory school training on the Code Red procedures. Multiple drills were held to assist both students and staff members in how to respond to various scenarios. Past trainings regarding evacuation location and procedures, training of staff and students in reporting of injuries and student location, backup of student records in case of catastrophic disaster, and check out procedures have been reviewed by the Paly admin team in conjunction with the Palo Alto police department. Staff has also reviewed their specific responsibilities during emergency procedures, whether a building leader (who has responsibility for the evacuation of a building), first assistant responders (the nurses, CPR-Trained staff), staff with specialized responsibilities, or a staff member responsible for being with students.

Last updated: 1/18/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	14	2	1
Mathematics	14.00	10		
Science	14.00	8		
Social Science	12.00	4	1	

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	11	1	
Mathematics	19.00	4	2	
Science	17.00	3	2	
Social Science	12.00	6		

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	12	1	
Mathematics	16.00	8	2	
Science	11.00	8		
Social Science	8.00	7	1	

* 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: 1/18/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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: 1/18/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19275.00	\$6975.00	\$12299.00	\$71722.00
District	N/A	N/A	\$12299.00	\$71722.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

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.

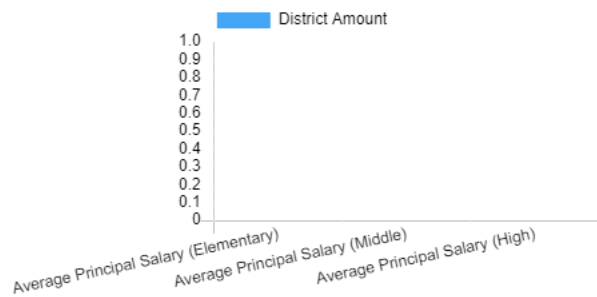
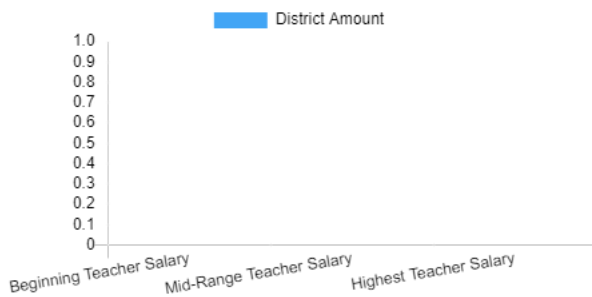
Response to Intervention (RTI) - all students receive targeted academic support during response to intervention blocks, wherein they receive numeracy and literacy development aligned with their particular needs.

Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/18/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered*	4.00%

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

Last updated: 1/18/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	24

Last updated: 1/18/23