

# Oxford Day Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Dr. Irene St. Roseman, Founding Head of School

Principal, Oxford Day Academy

#### About Our School

Thank you for your interest in Oxford Day Academy! As a brand new school, we realize that many questions about our program will not be captured in a SARC from the previous school year (ie, before we were open). We are happy to provide additional information to anyone interested in learning more. Please contact [info@oxforddayacademy.org](mailto:info@oxforddayacademy.org) with any requests.

#### Contact

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

*Phone: 650-260-3152  
E-mail: [info@oxforddayacademy.org](mailto:info@oxforddayacademy.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Mateo County Office of Education
<b>Phone Number</b>	(650) 802-5300
<b>Superintendent</b>	Anne Campbell
<b>E-mail Address</b>	<a href="mailto:acampbell@smcoe.org">acampbell@smcoe.org</a>
<b>Web Site</b>	<a href="http://www.smcoe.org">http://www.smcoe.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Oxford Day Academy
<b>Street</b>	1001 Beech St.
<b>City, State, Zip</b>	East Palo Alto, Ca, 94303-2005
<b>Phone Number</b>	650-260-3152
<b>Principal School</b>	Dr. Irene St. Roseman, Founding Head of School
<b>E-mail Address</b>	<a href="mailto:info@oxforddayacademy.org">info@oxforddayacademy.org</a>
<b>Web Site</b>	<a href="http://www.oxforddayacademy.org">http://www.oxforddayacademy.org</a>
<b>County-District-School (CDS) Code</b>	41104130135269

*Last updated: 11/25/2017*

### School Description and Mission Statement (School Year 2017-18)

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. Our 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 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.

*Last updated: 1/10/2018*

## A. Conditions of Learning

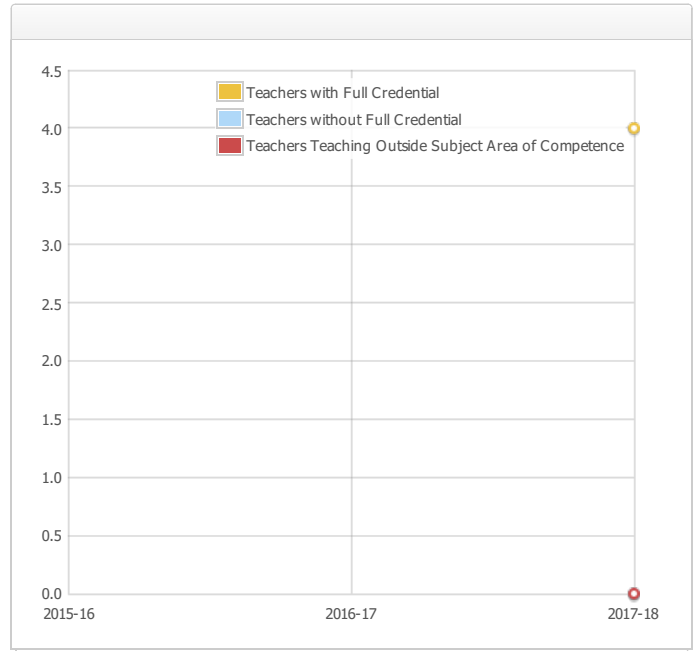
### State Priority: Basic

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

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

#### Teacher Credentials

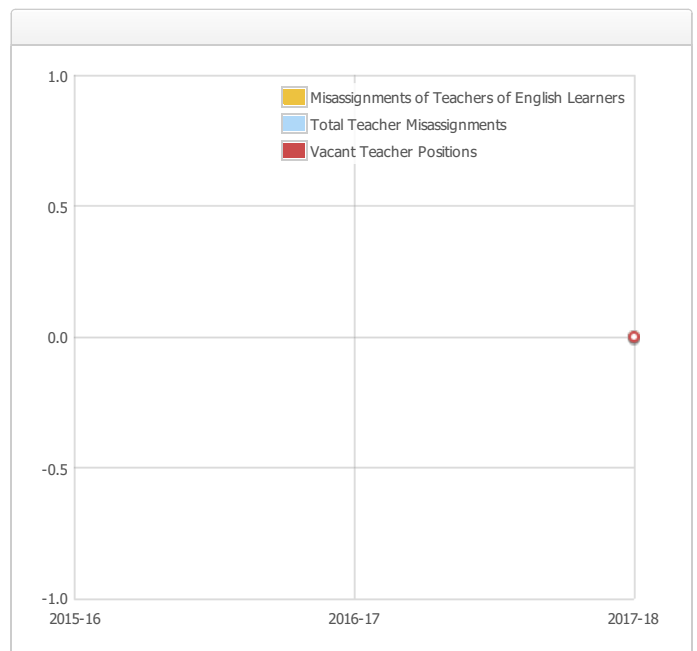
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential			4	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/10/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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: 1/10/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: June 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	In 2017-18, we offer an English & Language Arts course for all ninth grade students. This course covers a variety of texts, including <i>I Know Why the Caged Bird Sings</i> , <i>The House on Mango Street</i> , and <i>Romeo and Juliet</i> . These literary texts are coupled with extensive reading of the news, as facilitated by Newsela. All materials and instructional methods are CCSS aligned.	Yes	0.0 %
Mathematics	Our math course follows the Philips Exeter Harkness Table curriculum, and supplements this material with resources from the Summit Learning Platform. All materials and instructional methods are CCSS aligned.	Yes	0.0 %
Science	Our ninth grade science course uses the Quantum Camp Physical Chemistry curriculum (learn more at <a href="http://www.quantumcamp.com/course-offerings/">http://www.quantumcamp.com/course-offerings/</a> ). All materials and instructional methods are NGSS-aligned.	Yes	0.0 %
History-Social Science	Our students are dual-enrolled at Cañada College of the San Mateo Community College District for social studies classes. In the fall semester, they were enrolled in PHIL 100: Introduction to Philosophy; in the spring semester, they were enrolled in MUS 210: Histories of Popular Music and Rock. The materials for these courses can be found through the Cañada College course directory.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/10/2018

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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.

# 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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

A number of the systems have been used to develop deep and authentic parental involvement. Amongst other things, these systems include:

- School Design Team – A group of parents, community leaders, and students who worked with our CEO to formalize the pieces of the ODA model into our charter petition.
- 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 – 1-2 parents sit on the ODA board at all time, and 1-2 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 500 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

*Last updated: 1/10/2018*

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

## School Safety Plan (School Year 2017-18)

Teachers at ODA have been trained in the school wide emergency procedure protocols. Comprehensive trainings occur during August of each year, with periodic drills and refresher trainings throughout the year. These protocols have been developed (and training provided) by the San Mateo County as a means of ensuring standard safety precautions at all public institutions.

- Shelter in place: Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents, and shut down air conditioning/heating units.
- Drop, cover and hold on: Implement during an earthquake or explosion to protect building occupants from flying and falling debris.
- Secure campus: Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.
- Lockdown/barricade: Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
- Evacuation: Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

A copy of these procedures and further details on our safety plan can be found at <http://www.smcoe.org/learning-and-leadership/safe-and-supportive-schools/the-big-five.html>

*Last updated: 1/10/2018*



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

*Last updated: 1/10/2018*

### Professional Development

Teachers receive two weeks of training prior to school each fall; they also receive four hours of professional development every Wednesday. This time is protected development time, independent from the planning time they utilize at other times in the week.

Staff development focuses specifically on training teachers in the fundamentals of Harkness Tables and the Oxford Tutorial methods, as these are our primary forms of instruction. We also use this time to provide targeted training based on need (eg, mental health first aid training, student discipline development, etc.).

Staff development is delivered through a combination of workshops, external development opportunities (eg, excellent school visits and conferences), as well as mentoring from a teaching peer and/or administrator.

Teachers are supported during the implementation process in whatever way best suits their need. For some, this comes through in-class co-teaching and coaching. For others, the focus centers on data analysis in the planning process outside of class time.

*Last updated: 1/10/2018*