

Oxford Day Academy

School Accountability Report Card Reported Using Data from the 2017—18 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/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 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).

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 new school, 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 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*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Mateo County Office of Education
Phone Number	(650) 802-5300
Superintendent	Nancy Magee
E-mail Address	nmagee@smcoe.org
Web Site	http://www.smcoe.org

School Contact Information (School Year 2018—19)	
School Name	Oxford Day Academy
Street	1001 Beech St.
City, State, Zip	East Palo Alto, Ca, 94303-2005
Phone Number	650-260-3152
Principal School	Dr. Irene St. Roseman, Founding Head of School
E-mail Address	info@oxforddayacademy.org
Web Site	http://www.oxforddayacademy.org
County-District-School (CDS) Code	41104130135269

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 1/9/2019

A. Conditions of Learning

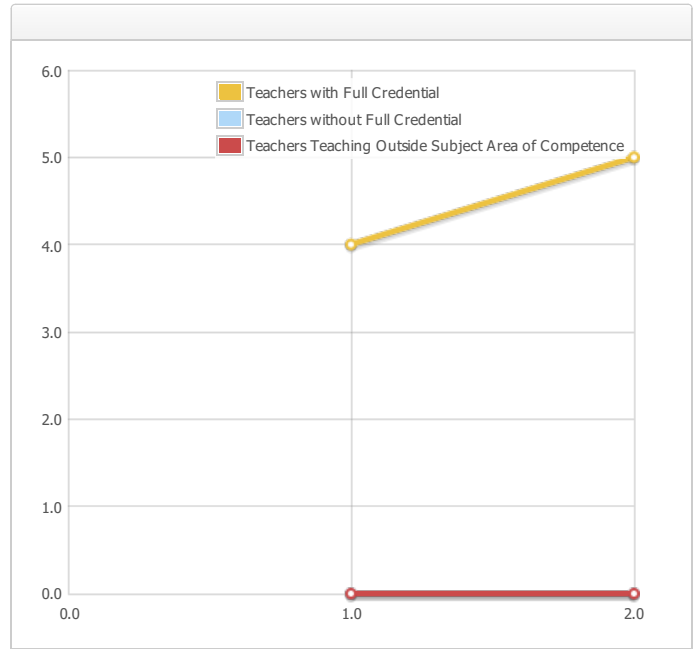
State Priority: Basic

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

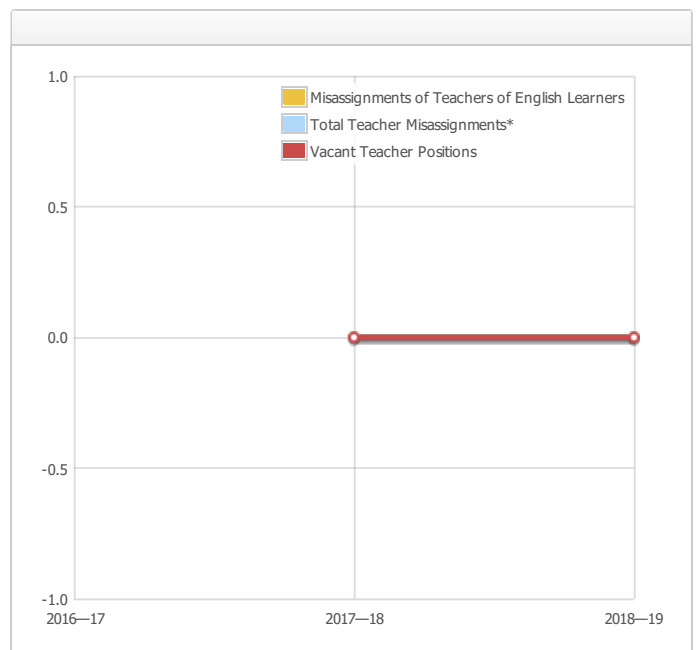
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		4	5	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/9/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/9/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 – 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 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

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

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

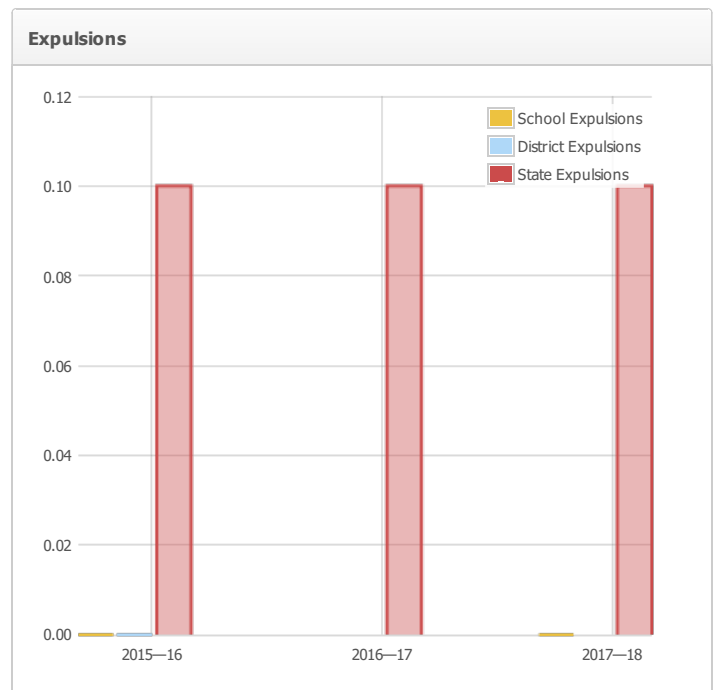
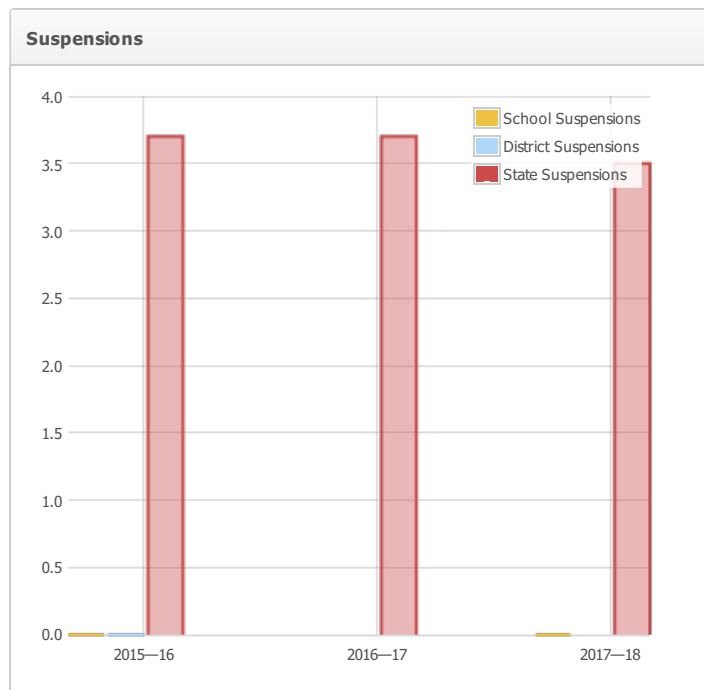
State Priority: School Climate

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/9/2019

School Safety Plan (School Year 2018—19)

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-supportiveschools/the-big-five.html>

Last updated: 1/9/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	11.0	8		
Mathematics	12.0	4		
Science	12.0	4		
Social Science	31.0	1		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: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	50.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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: 1/9/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017—18)

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 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 received targeted academic support during response to intervention blocks, wherein they receive numeracy and literacy development aligned with their particular needs.

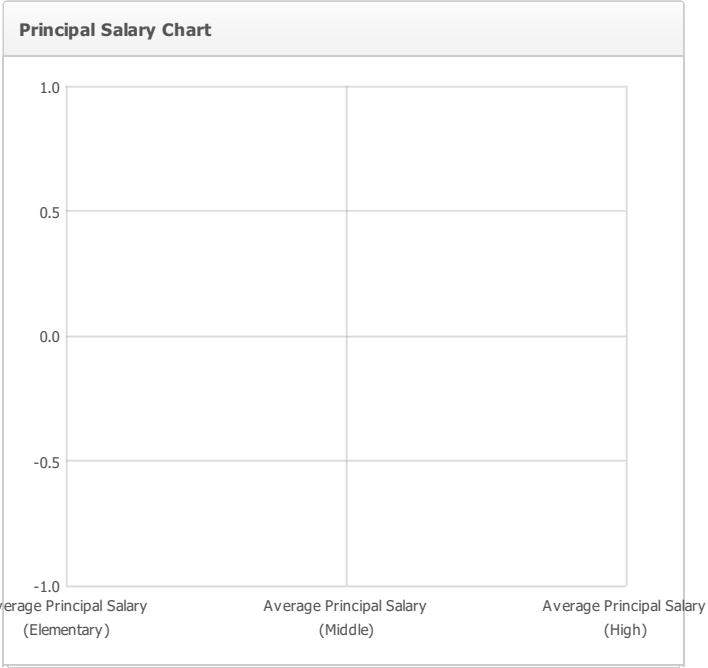
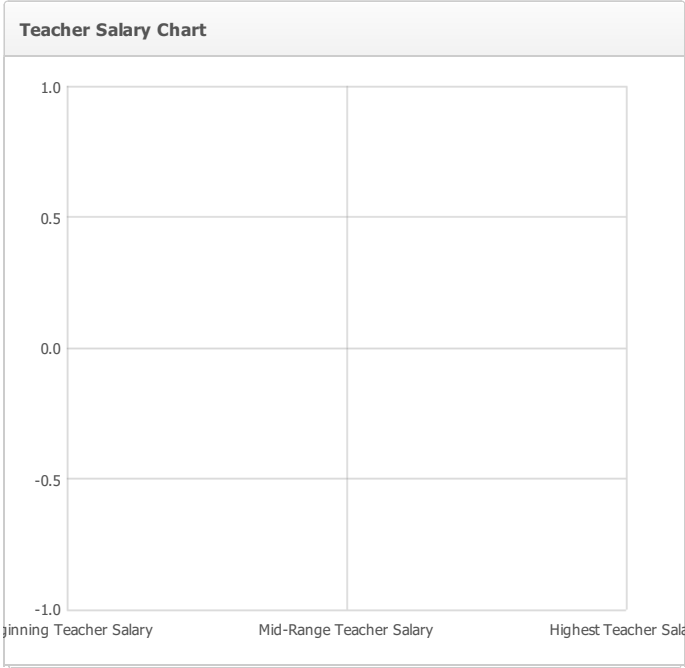
Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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



Last updated: 1/9/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

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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.

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