

Oxford Day Academy

School Accountability Report Card Reported Using Data from the 2018—19 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 (now in our third year of operations, serving grades 9-11), 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
Email: info@oxforddayacademy.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
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 2019—20)	
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
Email Address	info@oxforddayacademy.org
Website	http://www.oxforddayacademy.org
County-District-School (CDS) Code	41104130135269

Last updated: 1/13/2020

School Description and Mission Statement (School Year 2019—20)

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.

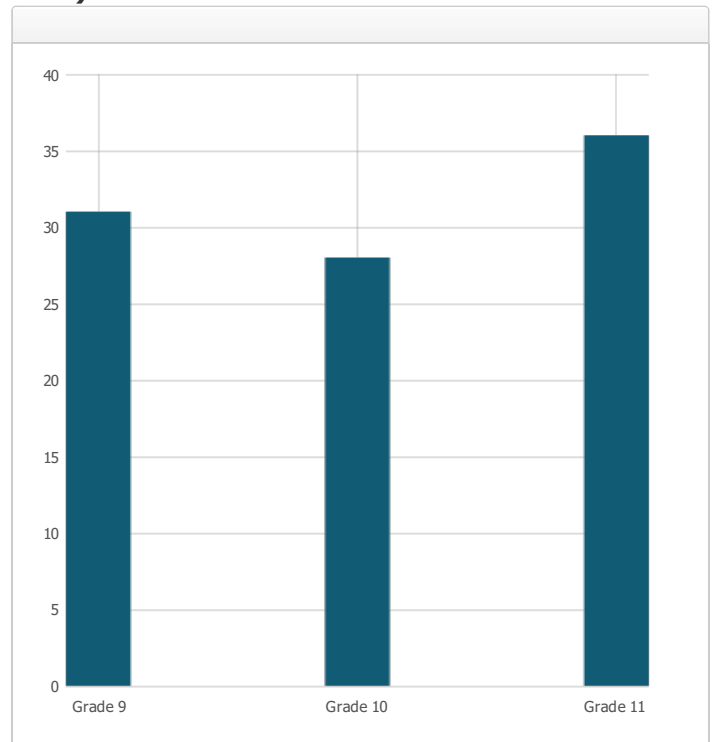
To achieve this mission, our students spend half of their time each day out in their local community completing real-world electives and internships, and then use these experiences to design think their way through social issues that matter most to them. Our expert teachers use Oxford-style tutorials 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 2019-20 school year, we currently serve ~100 students grades 9-11. In 2020-21 and beyond, we will reach full capacity, serving students grades 9-12.

Last updated: 1/13/2020

Student Enrollment by Grade Level (School Year 2018—19)

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



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.00 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	93.00 %
Native Hawaiian or Pacific Islander	1.00 %
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.00 %
English Learners	69.00 %
Students with Disabilities	13.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

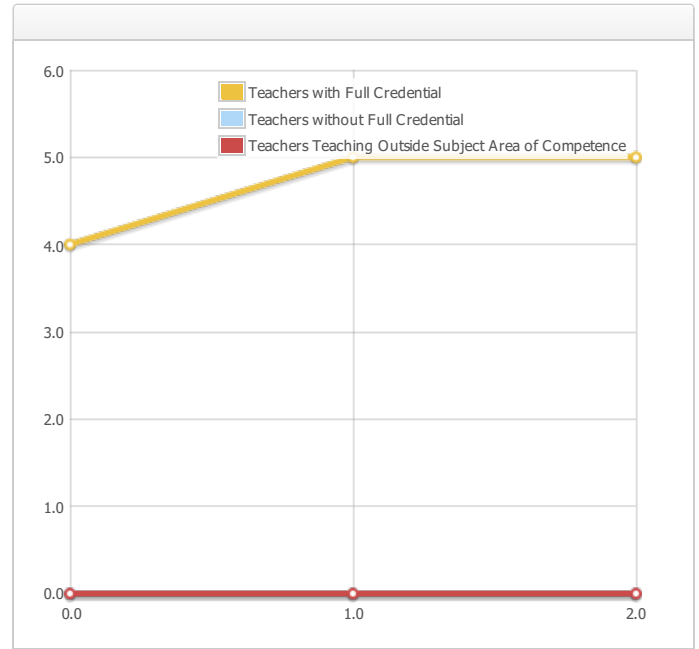
State Priority: Basic

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

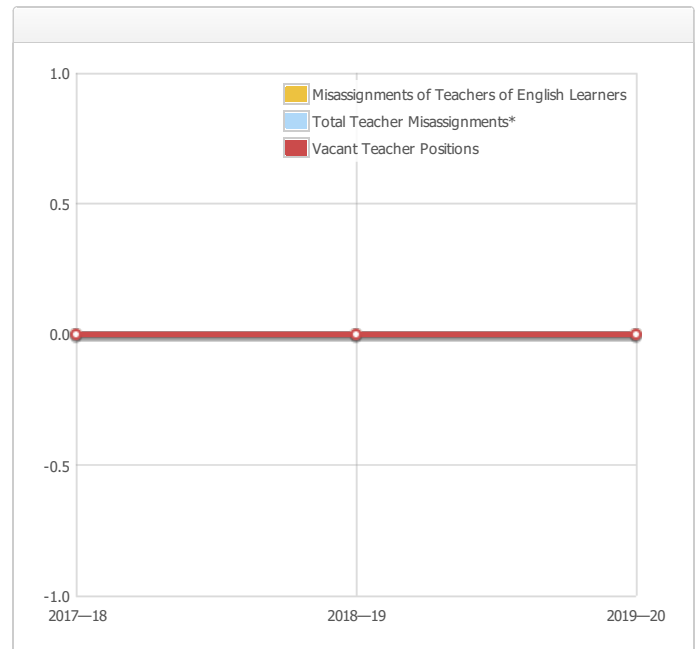
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	5	5	5
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/13/2020

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.

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/13/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

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	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

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

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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2.00

*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.

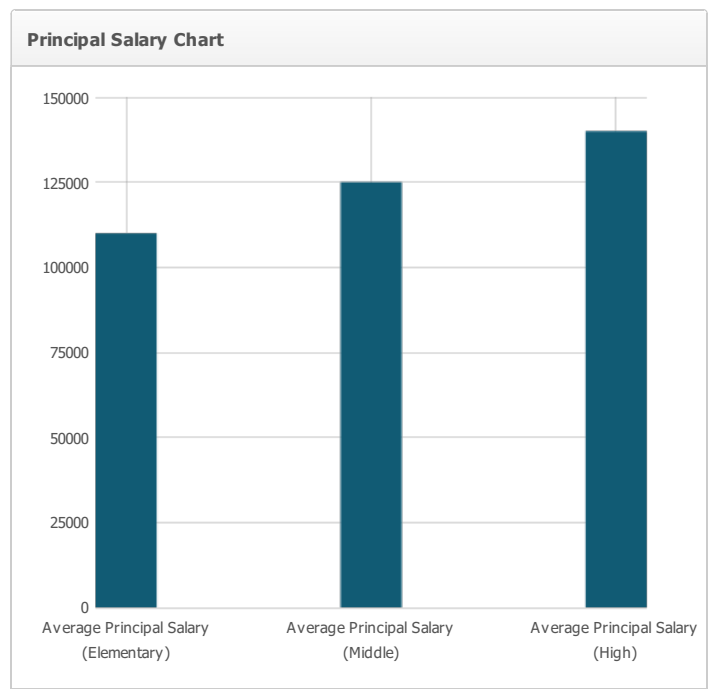
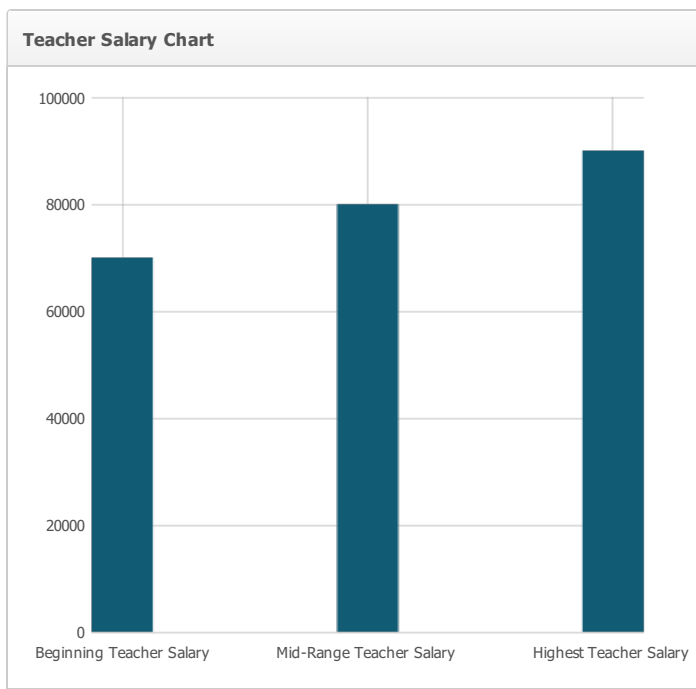
**Average Number of Pupils per Counselor

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$70,000	--
Mid-Range Teacher Salary	\$80,000	--
Highest Teacher Salary	\$90,000	--
Average Principal Salary (Elementary)	\$110,000	--
Average Principal Salary (Middle)	\$125,000	--
Average Principal Salary (High)	\$140,000	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	51.00%	--
Percent of Budget for Administrative Salaries	11.00%	--

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



Last updated: 1/13/2020