

| [February 23, 2011](#)

| [Jack Brick](#), President
Board of Education
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675



Re: Oxford Preparatory Academy – South Orange County Charter School Petition

| Dear President [Brick](#) and Members of the Capistrano Unified School District Board of Education:

| On behalf of all the parties associated with Oxford Preparatory Academy – South Orange County (“Oxford Prep”), it is with great pleasure that we present you with our official [“Revised”](#) Charter School Petition (“Petition”). We assure you that the same careful preparation, teamwork and tenacity that went into this compelling petition will be in place on a daily basis at Oxford Prep. Upon approval, we will stand firm in our commitment to build one of the greatest learning environments in the State of California...a goal that can only be compared to our unequivocal determination to achieve success.

Our efforts to build Oxford Preparatory Academy – South Orange County are embraced by teachers, parents, and staff, with wide community support, all aligned with the common goal of significantly improving student achievement through unique methods of learning and self-motivation. Charter schools, with bipartisan support at the state and federal levels, are leading the charge in promoting new, innovative and experimental ideas in education.

By approving our Petition you will:

- Increase opportunities for learning and access to quality education for all students;
- Create an educational choice for parents and students within the public school system;
- Provide a system of accountability for results in public education;
- Foster creation of new professional opportunities for teachers;
- Encourage community and parent involvement in public education; and
- Attract private and home-school students into the public school system.

The attached Oxford Preparatory Academy – South Orange County Charter School Petition is submitted to you for review. I, along with each and every member of our founding team, am standing by ready, willing, and able to answer any questions you may have regarding its contents.

Thank you in advance for your time and consideration.

Sue Roche
Lead Petitioner
Oxford Preparatory Academy



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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, I, Sue Roche, (Resumes attached, Appendix B), hereby certify that the information submitted in this application for the creation of a California public charter school, to be named Oxford Preparatory Academy – South Orange County (Oxford Prep) and to be located within the boundaries of the Capistrano Unified School District, is true to the best of our knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school, and further, I understand that if awarded a charter, the Charter School (in all current and/or future policies, procedures, and practices):

Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

[Ref. Education Code § 47605(c)(1)]

Shall be deemed the exclusive public school employer of the employees of Oxford Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code § 47605 (b)(5)(O)]

Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

[Ref. Education Code § 47605(d)(1)]

Shall not charge tuition. [Ref. Education Code § 47605(d)(1)]

Shall admit all students who wish to attend Oxford Preparatory Academy and who submit a timely application, unless Oxford Preparatory Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code § 47605(d)(2)(A)-(B)]

Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, disability, or association with a person or group having one or more of the above actual or perceived characteristics. [Ref. Penal Code Section 422.55, Education Code Sections 47605(d)(1) and 220]

Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations § 1967.5.1(f)(5)(c)]

Shall ensure that teachers in Oxford Preparatory Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code § 47605(l)]

Shall at all times maintain all necessary and appropriate insurance coverage.

Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D)



If a pupil is expelled or leaves Oxford Preparatory Academy without graduating or completing the school year for any reason, Oxford Preparatory Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code § 47605(d)(3)]

Shall follow any and all other federal, state, and local laws and regulations that apply to Oxford Preparatory Academy including but not limited to:

Oxford Preparatory Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

Oxford Preparatory Academy shall on a regular basis consult with its parents and teachers regarding Oxford Preparatory Academy's educational programs.

Oxford Preparatory Academy shall comply with any jurisdictional limitations to locations of its facilities.

Oxford Preparatory Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.

Oxford Preparatory Academy shall comply with all applicable portions of the No Child Left Behind Act.

Oxford Preparatory Academy shall comply with the Public Records Act.

Oxford Preparatory Academy shall comply with the Family Educational Rights and Privacy Act.

Oxford Preparatory Academy shall meet or exceed the legally required minimum of school days.

Oxford Preparatory Academy shall comply with all laws applicable to independent study in charter schools.

[Oxford Preparatory Academy shall comply with the Brown Act.](#)

[Oxford Preparatory Academy shall comply with Government Code Section 1090 and the Political Reform Act.](#)

<Authorized Lead Petitioners Signature Pages Follow>





Lead Petitioner Signature Page

Sue Roche

By: Sue Roche

Name: SUE ROCHE

Date: 10-31-2010



FOUNDERS VISION

Oxford Preparatory Academy will be founded as a center for higher learning in South Orange County where students from kindergarten to eighth grade are ~~prepared~~ inspired to pursue university level academic studies. Our students will gain skills to be successful in the global community of the 21st century. Students will not just meet, but will exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that will make them self-motivated, competent, and lifelong learners. Staff collaboration, continual reassessment of practices based upon on-going performance measures, and recognition of the special learning needs of every child, make Oxford Preparatory Academy a place where achievement is the norm, challenges are viewed as temporary obstacles, and success will be applauded.

Our Founders recognize that we share a common vision for our students to engage in a wide variety of academic experiences based on the Theory of Multiple Intelligences in a collegiate atmosphere, where diversity is valued and scholarship is expected. The freedom, independence, and efficiency of our charter school will allow for maximum use of our resources for student achievement.

Below are the profiles of the individuals who comprise our Founding Families. Each person brings valuable input to various aspects of the operations of the charter school. Our school community reflects a diversity of individuals who contribute a broad base of professional, volunteer, community involvement, talents, and backgrounds. These individuals have been active in the community and school system, and are familiar with the various details of operating a school. Lead Petitioners, and the Board of Directors have a resume attached in ~~the~~ Appendix B and shall be denoted with a (R) following their name.

Lead Petitioner

Sue Roche (Co-Founder, Executive Director) (R) In September, 2010, Mrs. Roche successfully opened the first Oxford Preparatory Academy Charter School in the Chino Valley, with an initial student enrollment of approximately 950 students. Prior to that time, she worked for the Chino Valley Unified School District for approximately twenty-nine (29) years. From January through June of 2010, Mrs. Roche served as Principal on Assignment working directly with school site administrators on data analysis, instructional strategies, and curriculum implementation.

In 2003, Mrs. Roche was appointed principal to open her third new school within the Chino Valley Unified School District, Edwin Rhodes Elementary School. During her tenure at this school, Rhodes' API increased 123 points from the 2003 test year score of 842, with a 2009 API score of 965. Within four years, it had become the number one school in San Bernardino County. Additionally, Rhodes met all Annual Yearly Progress (AYP) criteria goals each year. The school utilized a collegiate theme for the implementation of the school-wide philosophy of Multiple Intelligences and Mrs. Roche assisted in coordinating the curriculum for the District Gate Magnet Program for grades 2-6.

Under the leadership of Sue Roche as principal, Edwin Rhodes Elementary School:

- Placed first in District/ San Bernardino County in 2009 with **API Score of 965**
- Placed first in District/ San Bernardino County in 2008 with **API Score of 943**
- Received 2008 **California Distinguished School Award**
- Received 2008 **California Service-Learning Leader School Award**
- Received 2008 and 2009 **California Business for Education Excellence Honor Roll** (for Superior Student Achievement and Reducing Achievement Gaps)
- Received 2008 **Picturing America Award**
- Increased school API scores and scores for all significant sub-groups for six consecutive years



- Met all Annual Yearly Progress (AYP) criteria goals for six consecutive years

In 1999, Mrs. Roche became the Director of Human Resources for the Chino Valley Unified School District. She ensured that all positions were filled within budgets, created and implemented teacher recruiting strategies and assembled recruiting teams in state and nationwide, created substitute teacher programs, developed celebratory programs for probationary and tenured teachers, and recommended policies and procedures for the Superintendent's review. Additionally, she served as the Director of Auxiliary Projects, Categorical Programs, and worked on the preparation of the opening of Edwin Rhodes Elementary.

In 1994, she opened Country Springs Elementary School. For five consecutive years while Mrs. Roche was Principal, Country Springs ranked number one in California Standardized Testing results in San Bernardino County. Country Springs consistently ranked number one in the District for attendance out of 32 schools and became the innovative model for the State of California utilizing the Theory of Multiple Intelligences. In 1989, Mrs. Roche opened Rolling Ridge Elementary School, and the school ranked number one in San Bernardino County for California Standardized Testing results for five consecutive years under her leadership.

Her first administrative position was at Anna Borba Fundamental Elementary School in 1985. She implemented and maintained the fundamental school concept, and provided instructional leadership that resulted in an increase in enrollment. As a result, this fundamental school concept was expanded to a new K - 8 Fundamental School. In addition, Anna Borba Fundamental ranked number one with the highest performing students in the District and in the County of San Bernardino.

In 1981, she joined the Chino Valley Unified District as a sixth grade teacher, assisted in coordinating an Outdoor Education Program and established an award winning drill team. Mrs. Roche subsequently worked as a seventh and eighth grade teacher, cheerleader coach and yearbook advisor at Saint Margaret Mary School in Chino.

Mrs. Roche obtained her Master of Science degree in Educational Administration in 1984 received her Bachelor of Arts from California State University, Fullerton. In addition, she earned her Multiple Subject Life Credential from California Polytechnic University, Pomona.

Board of Directors

Dana Reupert (Chairman of the Board/President) (R) is the ~~past~~^{current} President for the California Association for the Gifted (CAG), a part-time lecturer at the University of California, Riverside Graduate School of Education, and a University of California, Riverside Extension Instructor for the GATE Certificate program. She has been a frequent presenter at CAG conferences, National Association for Gifted Children meetings, and the World Council for Gifted and Talented Children Conferences. She has been active in the educational community as an instructor, curriculum assistant, principal, and consultant in the Riverside area. She has received many awards during her career, including "Principal of the Year" in 2000-2001 for the Riverside Unified School District. Ms. Reupert received her Bachelor of Science in Education from Winona State University, Winona, Minnesota. She did graduate work at University of California, Riverside, Loma Linda University, California State College, Los Angeles, and the University of California at Los Angeles. She then completed a Masters of Arts in Administration at California State University, San Bernardino. Ms. Reupert has a Life General Elementary Credential, a Certificate in Education for the Gifted and Talented (GATE), and an Administrative Services Credential. She is an active member in the Riverside Chamber of Commerce Business/Education Committee, Association of California School Administrators (ACSA), and Association for Supervision and Curriculum Development (ASCD).

Mary Chladni (Secretary) (R) has been the recipient of many well deserved awards: "Teacher of the Year" for San Bernardino County and Chino Valley Unified School District (CVUSD); Outstanding College Woman of the Year,



Country Springs Elementary “Hall of Fame” Service Award, Edwin Rhodes “Honorary Doctorate,” and Business and Professional Women’s Career Woman Award. Mary Chladni began her teaching career in 1969 in the Ontario/Montclair School District. In 1979 Ms. Chladni came to work for the Chino Valley Unified School District at Anna Borba Fundamental Elementary School. She assisted in opening Rolling Ridge Elementary, Country Springs Elementary, and Edwin Rhodes Elementary, all top performing elementary schools. She became a BTSA (Beginning Teacher Support and Assessment) Support Provider, a CVUSD Trainer in Towards Equity Trainer of Trainers, Peer Assistance and Review (PAR), and a Teacher Expectation and Student Achievement (TESA) Trainer. Ms. Chladni received her Bachelor of Science in Education from Northern Arizona University and a Masters of Arts in Education from Arizona State University. Ms. Chladni is trained in and certified as a Multiple Intelligences Specialist, and has conducted numerous workshops and staff developments in this area. Moreover, she has received her Preliminary Administrative Services Credential from California State University, San Bernardino. She has also donated her time to Cub Scouts and the Special Olympics.

Sue Teele, Ph.D., (Vice-Chairman) (R) is the Director of Education Extension and the Associate Dean at the University of California, Riverside, where she is the administrator and Director for over 900 courses, in-services, credential and certificate programs provided annually to over 12,000 educators. The Education Extension offers four unique certificates not offered anywhere else: The Study of Multiple Intelligences, Educational Facilities Planning, Advanced Placement for Educators, and Response to Intervention. Her responsibilities include supervising eighteen state approved credential programs, twenty-five certificate programs, three to four conferences a year, and over 200 staff development in-services at school sites. Moreover, she oversees the Renaissance Project, an educational research and training program that examines the relationship of the Theory of Multiple Intelligences to student learning. Ms. Teele also administers grant-funded programs in science, reading, and English Language Learners, professional courses for teachers and academic enrichment programs for youth. She is a famous published author, especially among educators, writing many research-based books: Honor Each Child’s Diversity; The Multiple Intelligences School—A Place for All Students to Succeed; Rainbows of Intelligences, Exploring How Students Learn; and Into, Through, and Beyond the 1990’s: Combining the Multiple Intelligences with Assessment. Dr. Teele received her B.A. in English Literature from the University of Redlands, her M.S. in Humanities and Education from Southern Oregon University, and her Ph.D. from the University of California, Riverside.

Janet Yang (Treasurer) (R) is the Founder and Director of Chino Hills Chinese School, as well as the Founder and Principal of Premier Academy of Chino Hills, where her upper level math and science programs are highly regarded. She has taught the Chinese language, culture, and history, as well as AP Chinese, to hundreds of students, ages five (5) to adult at the Chinese School. Ms. Yang has been responsible for educating several youth in our community in AP physics, Statistics, Biology, AP Chemistry, and other various science classes. Many of her students have been accepted to UCLA, Duke, and Berkeley. Ms. Yang received her Bachelor of Arts in Biomedical Engineering at Shanghai Jiaotong University in China, where she was also the editor of the campus magazine. She is presently a Doctoral Candidate in Biochemistry at Loma Linda University. Ms. Yang has worked for several years as a Research Assistant in Biomedical Engineering at the University of Southern California, where she was instrumental in analyzing data for the USC Medical School. She has taught a computer language—Pascal, and received the School Leadership Award at Shanghai Jiaotong University, China. She has also participated as a coach for the American Mathematics Contest.

Bob Kuhnert (R) spent nearly thirty years as a highly regarded Deputy District Attorney in the County District Attorney’s Office in Los Angeles, California. He was a supervisor in major litigation and was responsible for overseeing 250 attorneys and their supervisors. During this time, he was Director of Special Operations involving supervision of major units such as: Domestic Violence, Major Crimes, Special Investigations, Sex Crimes, Major Narcotics, Consumer and Environmental Protection and Welfare Fraud. Mr. Kuhnert received a prestigious award from the L.A. County Marshall Service, as well as being awarded for recognition of gang activity prosecution from the City of Norwalk. Earlier in his career, he was a Case Brief Writer and Editor, reviewing all Appellate and California Supreme Court criminal case decisions and the author of briefs on the rulings. He was also an extremely



successful Attorney in the Anti-Trust Division, investigating and prosecuting Sherman Anti-Trust Act violations. He considers education a top priority and graduated Magna Cum Laude from the University of San Diego with a Juris Doctorate Degree. Mr. Kuhnert received a B.S. in History and Political Science at San Diego State University, also graduating Magna Cum Laude. He is a member of the California State Bar Association and Municipal Advisory Council, reporting to the County Board of Supervisors. He was responsible for incorporating the city of Diamond Bar, and to show his support for education, he became a Walnut Valley Unified School District Board member, where he served for four years.

Founding Families

Maureen Banis is a native Californian who was born and raised in Southern California. She received her Bachelors in Nursing from University of California, Los Angeles, (UCLA). Maureen met her husband Rob while working as the Clinical Educator for the Pediatric Intensive Care Unit at Miller Children's Hospital at Long Beach Memorial Medical Center. Maureen's professional career has involved caring for children in the Pediatric Intensive Care Unit (PICU) and as a Clinical Instructor at Saddleback Community College. Currently, she works as a Pediatric Nurse Practitioner for Pacific Cardiovascular Associates and a PICU bedside nurse at various hospitals in the community. Maureen and Rob have 2 children, ages six and nine.

Ryan Belkin is a Sales Executive for CVS Caremark, responsible for new business development in the western region. He has worked in the health care industry for over ten years. Prior to working for CVS Caremark, Mr. Belkin held sales and marketing positions for Bergen Brunswig Corporation, Eli Lilly and Company, RxAmerica, and PharmaCare. He takes a strong interest in the education of children, and comes from a family of educators. Mr. Belkin lives with his wife Tricia and their three children in Ladera Ranch, CA. Mr. Belkin earned his Bachelor's degree in Business Administration from California State University, Fullerton.

Bert Bennett has been a practicing attorney since 1979 and is admitted to the Bars of California, New York, and Vermont, as well as several federal Court Bars and the U.S. Supreme Court. He attended UCLA and Pepperdine University School of Law. He practiced entertainment law and also practiced law for the United States Treasury Department. Bert spent seven years as a Law Professor and was also a sitting Judge Pro Tem in the Pasadena Municipal Courts. Currently, Bert is Special Claims Counsel for the Interinsurance Exchange of the Automobile Club and supervises internal and external counsel and claims professionals. Bert has served the Pasadena Tournament of Roses Association for over 25 years, as well as having been on the Host Committees for the Los Angeles World Cup in 1994 and the L.A. Olympics in 1984. Bert speaks Mandarin Chinese and has been a sports media consultant to the Beijing Olympic Organizers for the 2008 Olympic Games. Bert lives in Lake Forest and has three children.

Barbara Black is currently the Director of School Development for Oxford Preparatory Academy Charter School in Chino. She has been a professional educator for the past thirty (30) years. Mrs. Black worked for the Anaheim City School District for five (5) years and then joined the Chino Valley Unified School District in 1981. She began her career as a classroom teacher teaching all but two (2) grade levels. She then became an Assistant Principal and worked with Sue Roche opening both Rolling Ridge Elementary and Country Springs Elementary. Her experiences in education also include being an Assistant Principal at Chino Hills High School and Wickman Elementary. In addition, she was principal at El Rancho Elementary for five (5) years. Working with the community has been a part of her life as a professional educator. Working with School Site Councils, PTAs, and PFAs has given her an opportunity to meet many of our community members. In addition, she worked in her church in Children's Ministry for many years while raising her family. Mrs. Black has two (2) daughters and three (3) grandchildren. She and Mike, her husband of 35 years, enjoy spending time with their family both locally, as well as in Bend, Oregon.

Carrie Birchler brings over two decades of organizational support to Oxford Preparatory Academy including sales, marketing, and management of community development projects. She is currently the Coordinator of Public Relations for Oxford Preparatory Academy, Inc. Mrs. Birchler is a trained mediator, experienced in small group



negotiation, facilitation, and training. She was active at Edwin Rhodes Elementary for six years in the capacity of University Mom, Grade Level Coordinator, Art Masters Volunteer, and has served on many fundraising and event committees. She served as the School Site Council President from 2006-2007, and was one of the primary authors of the award winning application for the California Distinguished School Award for 2008. She was recognized in 2006 with the Edwin Rhodes Mortar Board Award for exemplary service, time, and dedication, and in 2007 with the Edwin Rhodes Honor Hall Award. Ms. Birchler earned her Bachelor of Arts degree in Political Science, with an emphasis in law and public policy, from the University of Arizona. She served as a U.S. Peace Corps Volunteer in rural Ecuador from 1993-1995 in community development projects. Ms. Birchler then went to work for a public non-profit mediation and dispute resolution firm specializing in victim-offender, parent-adolescent, and neighborhood dispute resolution mediation cases.

Kelly Brewer lives in Mission Viejo with her husband, LaVal Brewer, and their three children (Kacey, a second grader, Jenna, a sixth grader, and Sydney, a seventh grader). Kelly received her Bachelor's degree in Recreation Administration from Cal State Long Beach and was a Senior Level Director for the YMCA for over 10 years. Kelly and LaVal have both been active in their children's education. As a team they headed up the 5th Grade Activities Committee, raising funds for Science Camp and for special activities. Kelly volunteers weekly in her children's classrooms and works on the 5th Grade Activities Committee and at Newhart Middle School for band field trips.

Joel Cahn is a hands-on father of four with a goal of getting all his children through graduate school. As a Financial Advisor, and with three of his children through the college application process, he knows first-hand how important a solid education is for one's future. Joel meets with hundreds of people each year sharing their goals and dreams and helping them get to a healthy retirement. His practice is focused on school employees and he has visited clients at close to 40 local school districts. He is Responsible for assessing market conditions, compiling and analyzing economic data and advising clients on the best investment opportunities – all based on their evolving needs and long term retirement objectives. Mr. Cahn has coached youth recreational and competitive soccer for 16 years through AYSO and Cal South Soccer. He has also helped donate over \$50,000 in books to schools over the last fifteen years.

Frank Camilleri is a dedicated husband and father of four children who is intimately involved in his community of Mission Viejo, California. Frank is a Naval veteran who served his country honorably for six years during the first Gulf War. Upon leaving the military, Frank worked full-time and paid his way through the University of Maryland in College Park, Maryland. Frank has worked a sales professional in the medical field for over 10 years and has been awarded several times for Customer Satisfaction and performance. When Frank is not working, he enjoys being involved with his family's activities and volunteering as a coach for their athletic teams in Mission Viejo. Frank is passionate about children's education and believes that a solid foundation is critical to a person's overall success throughout their life.

Albert Chang is a parent to an Oxford Champion and the Managing Partner and co-founder of Chang & Cote, LLP. Mr. Chang earned his Electrical Engineering Degree from the University of Illinois at Champaign-Urbana, and began his early career as an engineer and manager for a nuclear power plant. He also worked on special projects, including the Space Shuttle and MX Peacekeeping Missile. Upon moving to Southern California, Mr. Chang earned his Law Degree from Loyola Law School, graduating with honors. Mr. Chang founded the offices of Albert J.C. Chang in 1993 in California, and thereafter in Nevada, serving the needs of Asian companies in the manufacturing, aeronautical, banking, oil producing, and investment fields. Eventually, Mr. Chang opened additional offices in the Caribbean and became the first U.S. law firm in the city of Tianjin, the fastest growing major city in China. Mr. Chang served on the Rhodes Elementary School Site Council, volunteered for the Junior Moot Court Project, and currently serves on the Measure R Citizens' Oversight Committee for Mount San Antonio College. He most recently assisted in the opening of Oxford Preparatory Academy Charter School – Chino Valley as a Lead Petitioner.

Eichelle Cleaver has lived in Southern California most of her life and graduated from Cal State Fullerton with a BFA in Graphic Design. Most of her professional career she worked for PacifiCare Health Care Company as their



publication and ad designer. Currently she works as a freelance designer from home. Eichelke has donated countless hours to a local moms club and to her children's school PTA. She lives in Ladera Ranch with her husband Craig and their two children, ages ten and seven.

Craig Cleaver grew up in Costa Mesa, California and attended Rancho Santiago College where he obtained his degree in Fire Science. He changed his career path and entered the field of sales. Currently he works for a local Irvine company where his focus is Income Development for automobile dealerships across three counties. Craig lives in Ladera Ranch with his wife Eichelke and their two children, ages ten and seven.

Julie Collier grew up in Oklahoma City. She moved to Southern California for college opportunities after high school. While working her way through college, Julie worked at a real estate law firm where she met her future husband, Michael. She graduated from Cal State Long Beach with a degree in Liberal Studies emphasizing Health, Physical Education, and Life Management. She has been a California Clear Credentialed teacher with CLAD since 1999 and has worked as an educator in Cypress School District and Capistrano Unified School District. Currently, she is the Executive Director of Parents Advocate League, an organization that helps parents understand the complexities of public education to better serve their children. Julie has two children ages 10 and 6.

Mary Damkroger grew up in Long Beach, California, and graduated from California Lutheran University with a B.A. in psychology. She completed all doctoral coursework in Counseling Psychology at State University of New York at Albany, and completed a residency in psychology at the University of Texas Medical Center. Mary has been working with special needs children and adults for more than 25 years, and is an avid supporter of alternative learning. Her passion is educating people about others who are differently-abled, fostering understanding and acceptance. Mary and her husband, Robert, have been married for 20 years. They live in Mission Viejo with their eleven year old son.

Kathleen Deason grew up in Mission Viejo, California and attended Saddleback Valley Schools starting in kindergarten. She and her soon-to-be husband Ryan attended Mission Viejo High School together and were active in the music program there. Kathleen graduated from the University of Washington while Ryan trained to be a Firefighter/ Paramedic. For 6 years they lived in Murrieta, California, but recently moved back to Orange County to be closer to family. Kathleen and Ryan have two daughters, ages 6 and 2.

Linda DeFonce grew up in Syracuse, New York. She received her Bachelor of Arts in History from Kenyon College in 1984. Following graduation, Linda worked in Sales Management and then Medical Sales with Abbott Laboratories where she served as Hospital Representative until 1999. She served as PTA President and Vice President at O'Neill Elementary. Linda is actively involved as a Girl Scout Leader (5 years) and has served as a parent counselor at Camp KINIYA in Vermont. Her husband, Chris, is a Regional Manager for Centocor Ortho Biotech. She is now raising her two daughters while working part time.

Jennifer Dwight grew up in Bucks County, Pennsylvania and Denver, Colorado, and has lived in Southern California for the last 13 years. She and her husband, Chris, have resided in South Orange County for 10 of those years. Jennifer attended Lake Forest College and the J.L. Kellogg Graduate School of Management at Northwestern University. She is currently the Executive Director of Development for the Western States Office for the University of Michigan (UM), responsible for fundraising from Michigan alumni in California, Colorado, Washington and Arizona. Prior to her tenure at UM, she was the Assistant Dean for Development at the Henry Samueli School of Engineering at UC Irvine, and in a similar role with the Henry Samueli School of Engineering and Applied Science at UCLA. She has also held fundraising positions at Colorado School of Mines in Golden, Colorado, and at Northwestern University in Evanston, Illinois. Jennifer has more than 18 years of experience in higher education fundraising, extensive contacts within higher education, both locally and nationally, and a strong commitment to public education. In her career, she has raised more than \$85 million for the institutions with which she has been associated. Jennifer and Chris have two sons, ages six and eight.



Diane Good is a Native Californian who grew up in Huntington Beach. In college, she studied Child Development and went on to work with children from preschool through elementary ages. Diane and her husband Rob, moved to Mission Viejo in 1995, where they started their family. She is a mother of three children ages 10, 11, and 12. She is very active in the PTA at her children's school, putting together various activities for the school. Diane also actively helps out in the classroom in the areas of math and reading. She is also a Girl Scout troop leader. Her hobbies and interests include reading, outdoor activities, spending time with her family and health and nutrition.

Diane Guest is a native Californian who grew up in north Orange County and earned a Bachelor of Arts degree from California State University of Fullerton. She worked as an accountant in both public and private industry. She met her future husband, Brian, while in college and they married shortly after graduation. Diane has two children ages nine and fourteen. She is a member of Saddleback Church.

Brian Heider (R) is a medically retired Orange Police Detective who worked gang, narcotic, child abuse and homicide investigations. Brian is currently an independent business owner and has his California real estate license. He earned his Bachelor of Arts degree in Sociology and Law and Society from the University of California at Riverside. Brian was also the Head Water Polo & Swim Coach at Chino High School from 1996-2000 and taught in the Chino High School Social Science Department from 1998 to 2000. Brian has coached numerous athletes at the high school and collegiate level, having had coaching stints at Santiago High School in Corona, CA and Chapman University in Orange, CA. He most recently assisted in the opening of Oxford Preparatory Academy Charter School – Chino Valley as a Lead Petitioner.

Kim Houts is a mother of three children, ages 10, 8, and 5. She holds a Professional Clear Elementary teaching credential and Master's in Education from Pepperdine University. Kim enjoyed teaching fourth grade and kindergarten before the birth of her children. Since then, she has been actively involved in their education, volunteering in various projects at school and in their classrooms. She has served as PTA chair of lunchtime activities for students for the past two years. Kim is currently in her third year as both a substitute teacher for Capistrano Valley Unified School District and a tutor, providing services to program improvement schools through the Orange County Department of Education. Kim has been involved in her church community for many years, teaching Sunday school, and she currently serves on the Family Ministries Committee. She also enjoys encouraging and guiding girls in developing life schools as a leader for her daughter's Daisy Girl Scout troop. Kim is passionate about inspiring students to use their natural curiosity to develop a love of learning throughout their lives.

Christi Hull is a native Californian who grew up in Long Beach. She attended Cypress College and California State University, Long Beach, where she graduated with her Bachelor of Arts Degree. After marrying her husband, Eric, she worked for several years in the software development industry in project management and marketing. After this, she spent many years at home with her daughter, Delaney, who is now 11. Currently, Christi is a Substitute Teacher for the Capistrano Unified School District as well as local private schools. She resides in Mission Viejo with her husband and daughter.

Lynetta Johnson was born in Gelnhausen, Germany. She spent her early years in Germany, with the occasional trip to America for family reunions. Lynetta is a wife, mother and entrepreneur at the top of her professional game as founding partner of her international network marketing organization. Lynetta's early career experience include serving in the United States Air Force for over a decade, where she earned her nursing credentials and a Bachelor's in Business Administration with a dual major in Management and International Business. After her military career, Lynetta settled in Colorado Springs, Colorado, where she served her community by working as a nurse at the local hospital and by volunteering at her eldest son's classroom. Today Lynetta resides in Laguna Niguel with her husband Jacques and three children. Motivated by her desire to assist members of her community, Lynetta continues to volunteer her time in her children's classrooms and as a Team Mom with the OCJAAF Mission Viejo Cowboys.



Liz Laderman is a loving wife and mother of two boys, Cody (8) and Tyler (4). She lives in Mission Viejo and is devoted to her family and children's education. Liz is a graduate of CSU Long Beach with her Bachelor of Science degree in Merchandising and Minor in Marketing. She also has her Multiple Subject Clear California Teaching Credential with CLAD from National University. She taught third and fourth grade in CUSD for 5 years. While teaching was her passion, the opportunity to stay home with her children became a priority and it has been a wonderful experience.

Lorii Malafronte is the mother of an internationally adopted daughter. Happily married for 11 years, she and her husband have resided in Mission Viejo for 11 years. Lorii's husband is a 17-year veteran of the Los Angeles Fire Department and works as a Firefighter/Paramedic. Lorii attended film school and is a licensed Real Estate Agent. Her career spans from Promotion and Advertising, to Real Estate, to working as a Documentary Filmmaker. She is involved with her community and has sat on the Board of Directors for the last six years for Mission Sunrise Ridge Homeowners Association. Lorii has always had a passion for volunteer work and helping the community. After adopting a special needs child from Ukraine, Lorii stopped working. She has focused all her energy on her daughter's development and in learning about her disabilities, which include high functioning autism, epilepsy, ADHD, sensory processing disorder, and attachment disorder.

Gretchen Mars lives in Mission Viejo with her husband, Jerry, and their two children (Baylor, a second grader and Megan, a sixth grader). Gretchen received her teaching degree from USC and earned her Master's Degree in Education from the University of LaVerne. She has been an elementary school teacher for over 11 years in Glendale, Newport Beach, and currently in Laguna Niguel. Gretchen has also served for over ten years as an educational consultant for McGraw-Hill's *Everyday Mathematics* out of the University of Chicago.

Timothy Maurier is a graduate of Chapman University with a Bachelor of Arts with extensive MBA studies. He is a Vice President with Parsons Corporation, an engineering and construction company involved with transportation and infrastructure. Timothy is active in ASCE, ARTBA, CMAA and other professional organizations. He began his career working for the County of Orange as an aide to Supervisor (General) Thomas F. Riley, responsible for High Speed Rail, John Wayne Airport expansion, Measure M, and numerous public issues. Timothy has extensive community service, including more than 10 years on the Board of Directors of the Second Harvest Food Bank, a non-profit providing food for the less fortunate. He has also served on the Board of Directors of Olive Crest Homes. He is active in South Mission Viejo Little League as an Assistant Coach, and in AYSO. Timothy is married to his wife Renni for the past 14 years, and they have three children (Christian, 11; Lola, 6; and Ruth, 6). He is a Sunday school teacher at Mount of Olives Lutheran Church in Mission Viejo.

Romney Miller (R) is a native Californian who grew up in Palm Desert and went to college at the University of California at Riverside. She met her future husband, Jim, at college and they married shortly after graduation. She worked as a bilingual elementary school teacher in Orange County and then went back to the desert to teach at a charter school. Romney has served two charter schools in the roles of teacher, mentor, parent advisor, consultant, and PQR presenter to the Riverside County Board of Education. Romney completed her Masters of Arts in Education in 2006 with an emphasis in administration and leadership. Romney and Jim have two children ages eight and six.

Alex Nguyen has been married to his wife Natalie for nine years. They have made Mission Viejo their home and have two young sons in elementary school. Both Alex and Natalie work in the high-technology industry. Natalie has recently chosen to stay at home and take care of their children. Alex and Natalie are both actively involved in the community by volunteering for school, Boy Scouts of America, and coaching in the Rancho Mission Viejo Little League and Saddleback Recreation tee ball teams.

Kim Price is a mother of two elementary school aged children. She and her husband, Tim, made Mission Viejo their home shortly after they wed 11 years ago. Before the birth of their first child, Kim worked in the plastics packaging



industry in Foothill Ranch. She chose to stay at home with her children for more than nine years before re-entering the workforce. Her volunteer affiliations include, but are not limited to, PTA, School Site Council, Parents Advocate League and Girls Scouts of Orange County.

Jaye Salvin has been a resident of Mission Viejo for fifteen years. Jaye received a Master's degree in Public Administration with an emphasis in Human Resources from CSULB. She worked as an H.R. professional in both public and private organizations. Currently, her full time job is being a wife to her husband David and a mom to her eight year old son Devon. She is an advocate of the concept of multiple intelligences and believes it can be successfully integrated into a classroom setting for the benefit of all types of learners.

Erika Schulte is a parent, community volunteer and communications professional with 20+ years of experience directing corporate and cause-related communications. She has led public relations initiatives for leading brands such as Canon, Toyota and Bosch, and served as media strategist and spokesperson for public figures including child protection advocate Erin Runnion, and recovered kidnap victim Jaycee Dugard. Erika headed the team for Canon's multi-million dollar account and helped create a partnership with the National Center for Missing and Exploited Children that continues to this day. Erika serves as a founding board member for The Joyful Child Foundation – In Memory of Samantha Runnion, and volunteers with Presbyterian Church of the Master, PCOM Preschool, MOPS (Mothers of Preschoolers), and is past president of MOMS Club Mission Viejo Northwest. She earned her Bachelor of Arts degree in communications/public relations at California State University, Fullerton, and she lives in Mission Viejo with her husband Dean and son William.

Gina Schuman is the mother of two sons who attend Castille Elementary school in grades 2 and 4. Ms. Schuman has 5 years of corporate training experience and 10 years of corporate accounting experience, including budgeting, forecasting, board presentations and the management of a large group of associates. She has an active CPA license in the state of California and is Quick Books 2010 certified. She currently works part time for a start-up California state contracting company and volunteers at her children's elementary school.

Stephanie Sweeny has been an expert in the field of public affairs – including government relations, public outreach, and media communications – for over 20 years. Prior to founding Sweeny Consulting, a local public affairs firm, she served as a staff aide to two Orange County elected officials where she was responsible for directing government relations, legislation, and community outreach. Stephanie earned a B.A. in psychology from UCLA and her Master's Degree in Public Policy from Claremont Graduate University. She is a native Californian and long-time resident of Orange County. Stephanie and her husband Joe have been married for 14 years and live in Mission Viejo. They have two children, Victoria and Sean.

Jason Watts received his Bachelor of Science in Kinesiology in 1997 from California State University, Fullerton, and subsequently began teaching at Saint George Elementary School in Ontario. Mr. Watts also holds a teaching credential from Chapman University and a Masters in Educational Administration from National University. While at Saint George Elementary, Mr. Watts taught grades four through eight, served as head coach of various boys and girls athletic teams, ASB advisor, and garnered a number of technology grants for the school. In 2001, Mr. Watts joined Chino Valley Unified, teaching a 4/5 combination class at El Rancho Elementary.

In 2003, Mr. Watts was part of the teaching staff that helped to open Edwin Rhodes Elementary. While serving as the sixth grade G.A.T.E. magnet teacher, he was also the Athletic Director (Includes Noon League Coordinator / Supervisor), G.A.T.E. Coordinator, Technology Committee Chairperson, and School Site Council Teacher Representative.

In 2006, Mr. Watts became the assistant principal of Edwin Rhodes Elementary. In 2008, he successfully co-authored the California Distinguished School application and the California Service-Learning Leader School Award. While serving as assistant principal, Rhodes placed first in the District and San Bernardino County in 2008 with an



API Score of 943, ranking 35th of all schools in California (over 400 students tested). In 2009, Rhodes placed first in both the District and County for the second consecutive year with an API score of 965.

In 2009, Mr. Watts became assistant principal of Chaparral Elementary School in Chino Hills. At Chaparral, Mr. Watts created an awards program to recognize student achievement on the STAR Test. Chaparral increased their Academic Performance Index score 34 points on the 2009-10 STAR Test. In 2010, Mr. Watts assisted Sue Roche in opening the first Oxford Preparatory Academy Charter School in the Chino Valley.



CONSULTANTS

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As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, Middleton, Young & Minney, LLP, offers expertise in every facet of charter school creation, expansion and operation - including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

Jerry W. Simmons, Partner, received his Juris Doctorate from the Pepperdine University School of Law. He received his Masters degree in Education Policy and Administration from Harvard University, and his Bachelor of Arts degree in Political Science from San Jose State University. During law school, he worked at the California State University and California Community College General Counsel's Offices and represented special education students as part of Pepperdine Law School's Special Education Legal Clinic. While at Harvard, he served as Teaching Fellow for Harvard University's K-12 Law and Higher Education Law courses. Mr. Simmons has presented workshops for the California Charter Schools Association and Charter Schools Development Center.

California Charter Schools Association (CCSA)

Steve Holquin, Assistant General Manager for the Inland Empire

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The California Charter Schools Association is California's largest charter school service organization and is the membership and professional organization serving charter schools in California. Its goal is to unite the charter school community behind a common vision by providing charter schools with the resources and support to take the movement to the next level. It has been created with the specific purpose of advancing the quality of charter schools while holding state and local authorities to their legal mandates. This company advances the charter school movement through state and local advocacy, leadership on quality, and extensive resources. The California Charter Schools Association has worked with Oxford Preparatory Academy (Oxford Prep) throughout the development of this petition.



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Delta Managed Solutions (DMS) provides administrative and financing solutions to California charter schools. Partnering to assist in a school's complex operational and compliance hurdles, DMS has over four decades of combined experience in charter operation, municipal finance, banking and law. Their efficiencies and cost-effectiveness results from a combination of qualified staff and custom technology, including web-based purchasing and a password-protected intranet document site allowing 24/7 access to financial information. DMS currently serves over 6,000 California charter school students. DMS services include the following:

Fiscal Service

- Accounting- all accounting and bookkeeping functions using Apta-Fund, enterprise-class SACS school accounting software with monthly reporting to Board of Directors of year-to-date budget vs. actual, trends, and projections;
- Budgeting- oversight and advisory role during initial and ongoing budgeting process, assisting staff and Board of Directors with recommendations where requested, submitting interim and final budgets; and
- Accounts Payable/Receivable- timely processing of all invoices, maintenance of solid vendor relationships, establishment of credit as an independent school, coordinates with county and sponsoring district staff to ensure timely and accurate apportionment transfers.

Human Resources

- Payroll- payroll functions, including distributing checks and/or direct deposit for salaried and hourly employees, tracking and paying all payroll tax deductions and benefit contributions, and STRS/PERS integration and reporting;
- Benefits Support- researching and recommending benefit plan alternatives (matching or exceeding existing plan benefits), assisting all employees in subscribing for benefits; and
- General HR- coordinating initial hiring paperwork, DOJ clearances, employment agreements, credentialing, and general oversight of all HR matters.

Purchasing and Procurement

- Purchasing- coordinating purchasing of all materials, developing efficient purchasing process with school staff using web-based purchasing program (Apta-Fund Web-PR module);
- Researching Vendors- research multiple vendors for major or recurring purchases, analyze benefit of bulk purchasing program with other charter schools; and
- Fixed Asset Inventory Management- compile and maintain complete fixed asset register.



Compliance and Reporting Services

- State Reporting- assist with Consolidated Application, Class Size Reduction, and other categorical reporting;
- ADA Reporting- including all required 20-day, P-1, P-2 and Annual Reports; and
- Data Tracking- CSIS IDs, STAR Pre-ID Files, Free/Reduced, EL, etc. (depending on SIS system).

United Real Estate Group

Jeff Nauta, President/Broker

2914 East Katella Avenue, Suite 200

Orange, CA 92867

714.744.4646

unitedreg@hotmail.com

Jeff Nauta has been retained as Oxford Preparatory Academy Charter School's Real Estate Broker. Mr. Nauta will be exploring several options of available facilities within the Capistrano Valley area for the Oxford Preparatory Academy – South Orange County facility. The commercial properties investigated by Mr. Nauta offered existing office buildings and vacant land, available on a Full Service Gross Lease basis (See Facilities). The Oxford Preparatory Academy intends to utilize Proposition 39 facilities, but has engaged Mr. Nauta to examine other facilities for potential long term facilities needs.

Jeff Nauta has over twenty (20) years of experience as a commercial real estate broker. During his distinguished career, Jeff has represented major investors, institutions, developers, and Fortune 500 companies. He has closed more than 70 million dollars in transactions.



ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."
Education Code § 47605 (b)(5)(A)

A. Vision

The vision of Oxford Preparatory Academy – South Orange County (Oxford Prep) is to create a center for higher learning in South Orange County where students from kindergarten to eighth grade are ~~prepared~~ inspired to pursue university level academic studies, as well as to gain skills to be successful in the global community of the 21st century. Our students will not just meet, but exceed grade level expectations and become critical thinkers, as they engage with dynamic teaching that will make them self-motivated, competent, and lifelong learners. In the first year of our operations, we estimate that 628 students will be enrolled at Oxford Prep.

The preparatory academy is named after Oxford University, regarded as one of the world's leading academic institutions. The staff of Oxford Prep will create a collegiate inspired atmosphere that will support our school vision, where all students are introduced to the ~~comprehensive educational~~ benefits of attending a higher-learning institution beyond high school. The ideals of Rhodes Scholars, the utmost scholarship at Oxford University, will serve as the inspiration behind our collegiate theme and student goals:

- *High academic achievement*
- *Respect for others*
- *Integrity of character*
- *A spirit of unselfishness*
- *Physical vigor*
- *Potential for leadership*

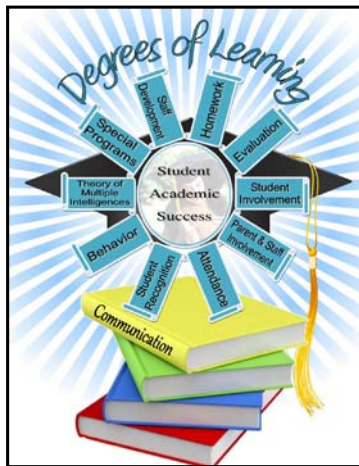
Creating long-term academic success will take place through a school-wide, data driven model of reform that shapes the culture of high expectations for every student on campus. This will be accomplished by promoting college readiness for all students the moment they arrive at Oxford Prep.

Oxford Prep staff members will merge their collective experience to formulate consistent language, policies, and programs to establish our school-wide goals. Adherence to rigorous California State Standards and a focus on student learning will be the pillars of our philosophy. To emphasize high academic standards, our core instructional strategy will be based on Howard Gardner's Theory of Multiple Intelligences (MI) and how it directly affects student learning. MI will be the key philosophy embraced by all stakeholders, enabling students to believe that they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences will ensure that differing needs are met and the student retention of information is maximized.

B. Mission and Goals

We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

The Degrees of Learning, shown below, provides a visual summary of how Oxford Prep will achieve its mission leading to Student Academic Success.



- Each year, STAR testing data, as well as multiple measures and authentic assessments, will be utilized to create a plan for improving our academic program.
- After goals are identified, the staff will articulate strategies for target improvement areas, including professional development, instructional methods, and curricular materials.
- Planning will be accomplished using State Curricular Standards.
- To implement this plan of action, we will use the Degrees of Learning to visualize the key elements of a strong academic program.
- The focus will be "student academic success." The scrolls (Homework, Evaluation, Student Involvement, Student and Staff Involvement, Attendance, Student Recognition, Behavior, Theory of Multiple Intelligences, Special Programs, and Staff Development), grounded in consistent and clear "communication" (see graphic), represent all vital components that make this happen.
- Decision-making and program development by stakeholders ([administration, teachers, parents, and other staff](#)) tie into this belief on overall student success ([See Parent and Staff Involvement, P. 49-51](#)).

We will fulfill our mission by:

1. Emphasizing high academic standards, respect, patriotism, and courtesy:
 - Students develop a deep understanding, mastery, and application of important concepts that propel inquisitive life-long learning and reach high levels of academic achievement
 - Provide a school model where students acquire and practice a range of essential skills that are California standards based
 - Use the best instructional practices that meet the varied needs of all students ([see Element One, Section P, 2 – Instructional Methodology-Research-Based Strategies](#))
 - Align instruction to the rigor of the content standards
 - Teach reading comprehension through expository text, such as social studies and science
 - Utilize and monitor a program of character education ([i.e., Chick-Fil-A Core Essentials for students in grades K-5; and Character Counts for students in Grades 6-8, see Appendix R](#)) that emphasizes respect, responsibility, and citizenship
 - Provide a program fostering patriotism where students are encouraged to develop positive attitudes towards learning, the environment, and other people. [Patriotism is continually fostered through daily patriotic exercises, which include reciting the Pledge of Allegiance and the singing of patriotic and traditional songs that are sung on a monthly basis. Additionally, at the beginning of each week, a school-wide assembly is held and a pre-selected student leads the student body in the Pledge of Allegiance followed by the songs of the month. Throughout the year, patriotic holidays and special events are celebrated and/or acknowledged during monthly student programs or the weekly Monday Morning Assembly. Patriotic songs of the month have included "The Star-Spangled Banner", "America The Beautiful", "God Bless America", "It's A Grand Old Flag", etc. \(i.e., ASB presented information on](#)



Abraham Lincoln and George Washington with accompanying overhead slide presentation in the month of February.)

-
2. Providing a structured environment conducive to learning:
 - Use classroom management techniques and student study skills that lead to student success
 - Utilize Student Study Team to identify and intervene early for at-risk students
 - Provide immediate response to intervention
 - Maximize student academic learning time by actively engaging students in standards based bell-to-bell instruction

3. Expecting active parent participation and support of school policies and programs:
 - Maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program of Oxford Prep

As a requirement of enrollment, parents, students, and staff will enter into the Learning Partnership Agreement (see Appendix C) at the beginning of each school year. The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement as long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers, and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.

4. Implementing the Theory of Multiple Intelligences as part of instruction to:
 - Address the learning styles and modalities of all students
 - Teach the content of the State Standards through all eight intelligences, allowing students to learn, comprehend, and retain information
 - Empower students to create, classify, imagine, infer, select, and appraise and/or evaluate in learning situations
5. Offering on-going teacher and parent training to:
 - Discuss information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development
 - Provide the parental community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process
 - Use of Professional Learning Communities (PLCs) to plan, assess materials and techniques, and develop new strategies for engaging students in the curriculum
6. Maintaining consistent communication between home, school, and community:
 - Provide many opportunities for parents to become involved with, and informed of, student progress

Comment [JW1]: See budget line 5805



- Keep parent communication current through the use of technology (including web sites and e-mail) and daily student agendas
7. Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction:
- Provide multiple opportunities for students to participate in community service-based projects
 - Foster students' civic responsibility and the understanding of their role in the global community
 - Connect curricular concepts with service-centered activities
8. Ensuring all students are minimally performing at grade level, based on California State Standards:
- All students must read and comprehend at grade level before entering the next grade [\(Refer to "Promotion/Retention, p. 54\)](#)
 - All students must demonstrate grade-level numeracy skills before entering into the next grade [\(Refer to "Promotion/Retention, p. 54\)](#)
 - Attendance must be 98% or greater to provide the greatest opportunity for student academic success
 - [In the event students are not meeting grade level goals, an action plan \(Academic Strategic Success Plan, see Appendix N\) will be initiated, which may include but not be limited to before and/or after school intervention, counseling, etc.](#)
9. [Including second language as part of the curriculum:](#)
- Allow children to compete in the global marketplace
 - Enable student preparation for the international dimension that reflects the changed world environment and increasingly diverse U.S. population
 - Provide a good foundation for future careers
10. Developing and revising, on a yearly basis, the Game Plan for Success (see graphic on the next page):
- Center on school-wide academic goals, including the percentage of students scoring Advanced/Proficient in core subject areas on the California Standards Test and school-wide Academic Performance Index (API) scores
 - Utilize quality instruction (effective, data-driven, and based on California Teaching Standards)
 - Address barriers preventing students from being successful
 - [Provide quality, standards-based intervention opportunities for students before, during, and after the school day](#)

Comment [JW2]: No cost associated

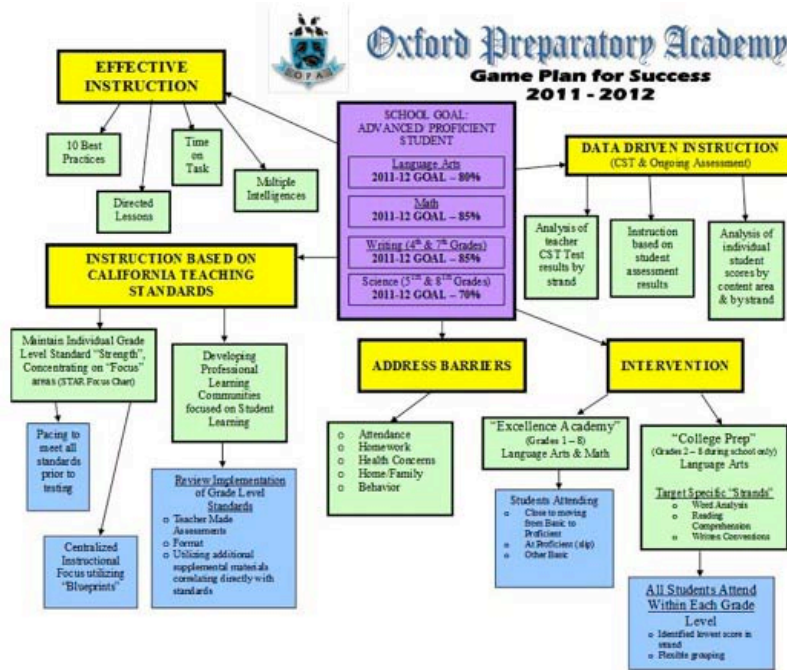
Comment [JW3]: See budget line 5880

Comment [JW4]: Funding includes grant, budgeted instructional supplies, and budgeted Foreign Language Aides

Comment [JW5]: Teachers receive a stipend, budget line 1150, for before and after school intervention classes, called Excellence Academy



OXFORD
PREPARATORY ACADEMY



Oxford Preparatory Academy Educational Program – Track Record of Success

Sue Roche, Executive Director and co-founder of Oxford Preparatory Academy, has opened three schools within the Chino Valley Unified School District: Rolling Ridge Elementary, Country Springs Elementary, and Edwin Rhodes Elementary School. Edwin Rhodes opened in 2003 and within five years, became the number one school in San Bernardino County. With an API score of 965 in 2009, Rhodes API increased 123 points from the 2003 test year score of 842. Additionally, Rhodes met all Annual Yearly Progress criteria goals each year of Mrs. Roche's tenure.

During her last three years at Edwin Rhodes, Jason Watts, Director of Educational Services and Oxford Preparatory Academy co-founder, served as her assistant principal. The educational program described in this charter petition and implemented at Oxford Preparatory Academy – Chino Valley, is the same program that enabled Edwin Rhodes to receive the accolades listed below.

Under the leadership of Sue Roche as principal, and Jason Watts as assistant principal (from 2006 – 2009), Edwin Rhodes Elementary School:

- Placed first in District/San Bernardino County in 2009 with **API Score of 965**
- Placed first in District/San Bernardino County in 2008 with **API Score of 943**
- Received 2008 **California Distinguished School Award**
- Received 2008 **California Service-Learning Leader School Award**
- Received 2008 and 2009 **California Business for Education Excellence Honor Roll** (for Superior Student Achievement and Reducing Achievement Gaps)
- Received 2008 **Picturing America Award**



- Increased school API scores for six consecutive years
- Met all Annual Yearly Progress (AYP) criteria goals for six consecutive years

The table below details Edwin Rhodes Elementary's Academic Performance Index growth results during Mrs. Roche's tenure as principal (Mr. Watts as assistant principal during the 2007-2009 test years).

Year	Growth API	Base API	Subgroups Met Growth Target	Met School-wide Growth Target	Statewide Rank	Similar Schools Rank	School Characteristics Index
2009	965	963	Y	Y	10	10	188.3
2008	945	943	Y	Y	10	9	186.1
2007	910	910	Y	Y	10	9	-
2006	890	888	Y	Y	9	5	-
2005	880	880	Y	Y	9	2	-
2004	846	842	Y	Y	9	10	-

Table Definitions:

Growth API: Scale of 200 to 1,000; calculated using the same formulas as 2008 Base API.

Base API: Scale of 200 to 1,000.

Subgroups Met Growth Target: Ethnic and economically disadvantaged subgroups of students must show comparable improvement

Met Growth Target: Succeeded or failed in making 5% improvement toward interim goal of 800, or remained above 800 if 2008 Base API was 800 or greater.

Statewide Rank: Each rank has 10% of all schools of the same type; 1 is lowest, 10 is highest.

Similar Schools Rank: Each rank has 10% of the 100 most similar schools; 1 is lowest, 10 is highest.

School Characteristics Index (SCI): SCI values typically range from 100 to 200. The SCI values primarily reflect student demographics and are associated with student performance on state tests. The 50 schools of the same type (i.e. elementary, middle, or high) with SCI values just above this school's SCI and the 50 schools of the same type with values just below form its comparison group of 100 most similar schools.

The tables below display the STAR test results of the last year of Mrs. Roche and Mr. Watts's tenure as administrators of Edwin Rhodes Elementary. The test results specifically focus on the school's significant subgroups.

2009 Student Subgroup Performance - Edwin Rhodes Elementary

Significant Student Subgroups	# Pupils	2009 API Growth	2008 API Base	Growth
Ethnicities				
Asian	91	994	995	-1
Hispanic or Latino	216	943	920	23
White (not of Hispanic Origin)	128	973	948	25
Other Subgroups				
Socioeconomically Disadvantaged	93	930	900	30



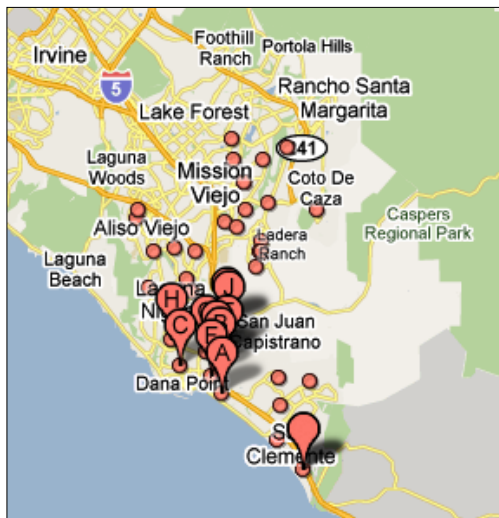
Total				
All Students Included in Growth API	471	965	943	22

Subgroup Performance and Participation				
Student Subgroups ¹	Annual Measurable Objectives (AMOs)			
	% Proficient and Above		% Participation	
	English/Language Arts (46% Target)	Mathematics (47.5% Target)	English/Language Arts (95% Target)	Mathematics (95% Target)
Asian	97.8	98.9	100	100
Hispanic or Latino	87.0	90.7	99	99
White (not of Hispanic Origin)	92.2	96.1	99	99
Socio-economically Disadvantaged	81.7	90.3	98	98

¹To be numerically significant, a subgroup must have 100 pupils or be 15% of total enrollment with at least 50 pupils with valid test scores. See [Students by Ethnicity](#) and [Languages of English Learner Students](#) for student enrollment counts taken during the year.

Source: California Department of Education, Policy and Evaluation Division, (AYP: apr09adb, 2/3/10; Title I: schlpi09, 2/3/10).

D. Who will Oxford Prep Serve?



We anticipate that a majority of the students to be served by our school will be the students currently enrolled in schools within the Capistrano Unified School District (CUSD) boundaries. The CUSD boundaries are comprised of seven (7) cities: San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, and Wagon Wheel. There are a total of 36 elementary schools, two (2) K-8 schools, and ten (10) middle schools.

CUSD boundaries encompass 195 square miles. The map to the left depicts the general area our school will serve. We will serve students from several cities of South Orange County (as listed above), along with neighboring cities located near Orange County boundaries.



E. CUSD Sub-Group School Data and Oxford Prep's Projected Student Population

Listed in the following section are our analyses of schools, including state assessment data, within the Capistrano Unified School District and the characteristics of the K-8 students who will likely comprise our student body.

Capistrano Unified School District is currently in Year 1 of Program Improvement status (see table below). All schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the Elementary and Secondary Education Act (ESEA). The ESEA requires all states to implement statewide accountability systems based on challenging state standards in reading and mathematics, annual testing for all students in grades three through eight, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. LEAs and schools that fail to make AYP toward statewide proficiency goals are subject to improvement and corrective action measures.

Met Adequate Yearly Progress (AYP) Criteria

	English-Language Arts	Mathematics	Academic Performance Index (API)	Graduation Rate
2009	No	No	Yes	Yes
2010	No	No	Yes	Pending

Information obtained from: <http://dq.cde.ca.gov/dataquest/AcntRpt2010/2010APRDstPIReport.aspx?allcds=3066464>

The following data both addresses the assessment results of the performance subgroups that are failing to make AYP toward statewide proficiency goals in English-Language Arts and Mathematics (as indicated in the chart above), as well as the demographic distribution of students district-wide.

Met Grade Span Criteria

Year/Grades	English-Language Arts	Mathematics
2009	No	No
2010	No	No

Information obtained from: <http://dq.cde.ca.gov/dataquest/AcntRpt2010/2010APRDstPIReport.aspx?allcds=3066464>

The table above indicates that in grades 2 – 10, CUSD has not met Grade Span Criteria for two consecutive years. "Yes" means all percent proficient criteria (school-wide, LEA-wide, statewide, as well as for all numerically significant subgroups) were met for a content area (ELA and mathematics). "Yes by Appeal" means all percent proficient criteria were met for a content area based on approval of an appeal. "No" means one or more criteria were not met. "Pending" means that the graduation rate data are not available for the September report. A final determination will be posted after the graduation data become available (<http://www.cde.ca.gov/ta/ac/ay/glossary10k.asp#gk15>).

CUSD Adequate Yearly Progress (AYP) – Annual Measurable Objectives (AMOs)

English-Language Arts – Target 56%



GROUPS	Valid Scores	Number At or Above Proficient	Percentage At or Above Proficient	Met 2010 AYP Criteria
LEA-wide	30769	22594	73.4	Yes
Black or African American	292	183	62.7	Yes
American Indian or Alaska Native	117	73	62.4	Yes
Asian	1639	1463	89.3	Yes
Filipino	505	393	77.8	Yes
Hispanic or Latino	7382	3739	50.7	No
Native Hawaiian or Pacific Islander	44	33	75	--
White	19102	15349	80.4	Yes
Two or More Races	1667	1349	80.9	Yes
Socioeconomically Disadvantaged	6422	2957	46	No
English Learners	4789	1818	38	No
Students with Disabilities	2427	957	39.4	No

Mathematics – Target 56.4%				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria
LEA-wide	30754	21906	71.2	Yes
Black or African American	291	157	54	No
American Indian or Alaska Native	117	67	57.3	Yes
Asian	1639	1490	90.9	Yes
Filipino	503	400	79.5	Yes
Hispanic or Latino	7377	3808	51.6	No
Native Hawaiian or Pacific Islander	44	29	65.9	--
White	19095	14650	76.7	Yes
Two or More Races	1667	1293	77.6	Yes
Socioeconomically Disadvantaged	6417	3103	48.4	No
English Learners	4786	2125	44.4	No
Students with Disabilities	2425	867	35.8	No

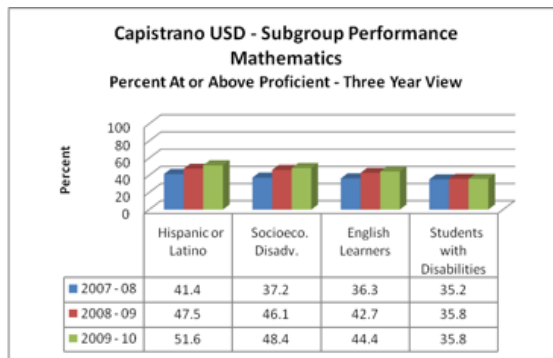
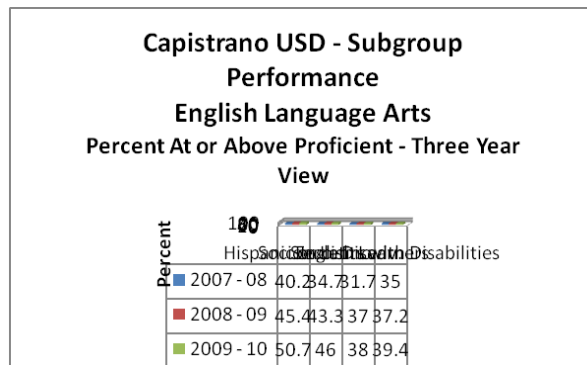
The two tables above (English-Language Arts and Mathematics) indicate the following subgroups did not meet their AYP Criteria in 2010: Black or African American (Mathematics only), Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. These tables compare the percentages of students



scoring Proficient or above on the 2010 California Standards Test (CST) in the areas of English Language Arts and Mathematics.

CUSD Subgroup Performance Analysis

The following test data analysis will focus on the following subgroups (except Black or African American due to the group's relative small size and only in Mathematics and not English-Language Arts did the subgroup fail to meet AYP Criteria): Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

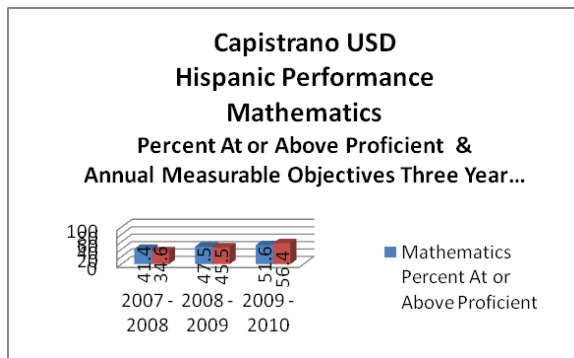
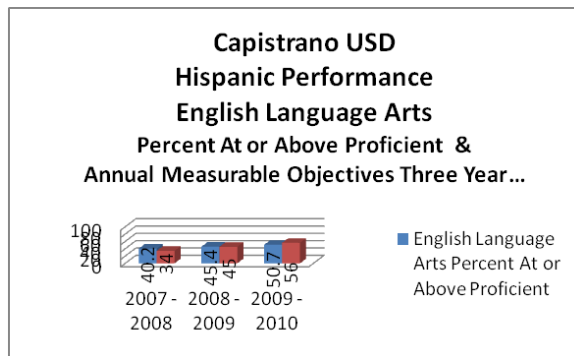


The charts above indicate that Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities subgroups each improved steadily over the past three years in English-Language Arts and Mathematics on the CST. Though this trend appears positive, additional data will indicate that AYP Criteria was not met and is moving further away from being met based on the current trends of student performance on statewide assessments (Standardized Testing and Reporting).

Hispanic or Latino



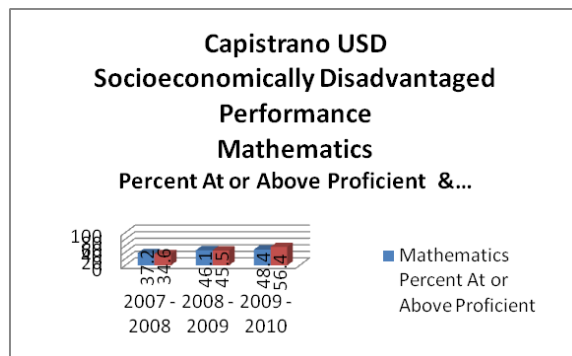
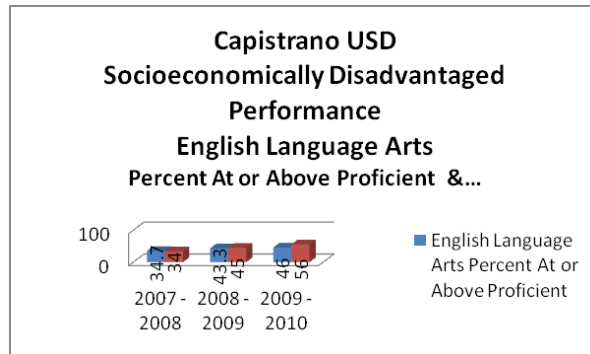
The charts below indicate that despite the steady increase in Hispanic or Latino student performance in both English-Language Arts and Mathematics on the CST over the past three years, the gap between the percent of students scoring at or above proficient as compared to the Annual Measurable Objectives target (AMOs) is increasing.



Socioeconomically Disadvantaged

“Socioeconomically disadvantaged” is defined as a student both of whose parents have not received a high school diploma OR a student who participates in the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP).

The charts below indicate that despite the steady increase in Socioeconomically Disadvantaged student performance in both English-Language Arts and Mathematics over the past three years, gap between the percent of students scoring at or above proficient as compared to the Annual Measurable Objectives target (AMOs) is increasing.



English Learners (EL)

California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is "majority-minority." Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school.

Sadly, too many people view such diversity as a big problem. I don't. Instead, I say: Imagine the potential of that diversity in today's and tomorrow's –global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically.

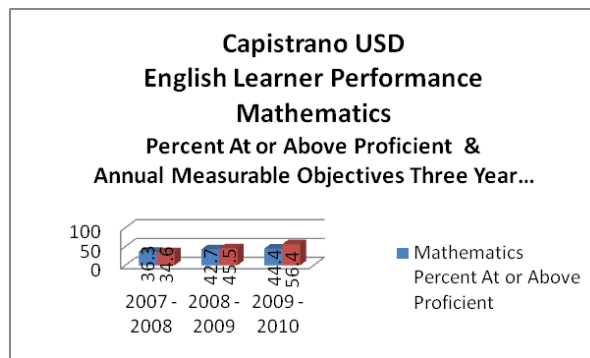
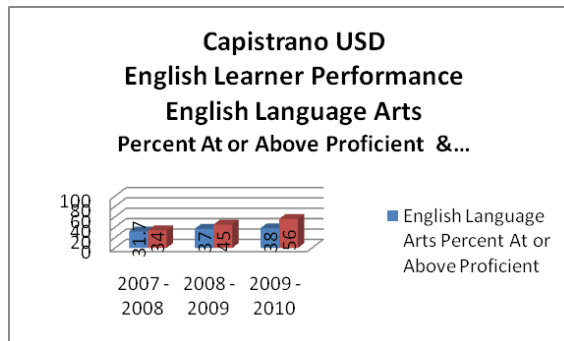
*Jack O'Connell, Superintendent of Public Instruction
 State of Education remarks, 2006*

An English Learner (EL) is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP) (<http://www.cde.ca.gov/sp/el/er/>).

The charts below indicate that despite the steady increase in English Learner student performance in both English-Language Arts and Mathematics over the past three years, the gap between the percent of students scoring at or above proficient as compared to the Annual Measurable Objectives target (AMOs) is increasing. Thus far, this trend is most

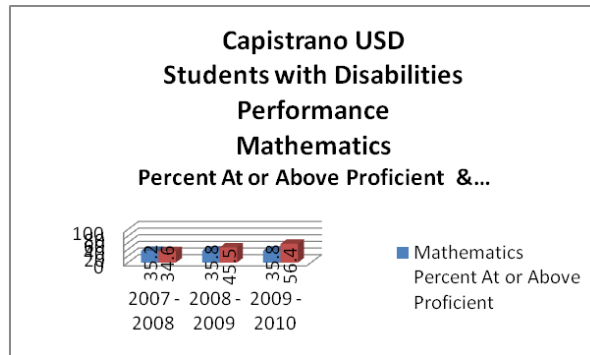
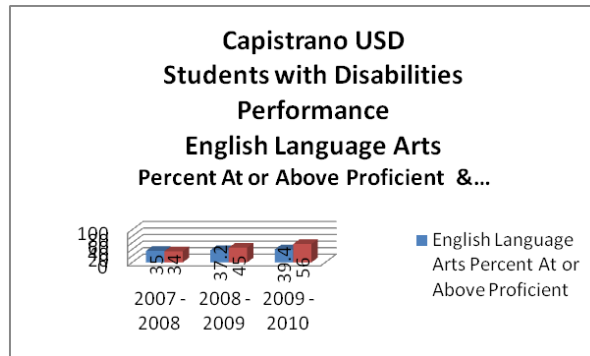


noticeable amongst the subgroups compared, as the gap for English Learners in English-Language Arts has increased nearly 16% in only two years, from 2007- 08 to 2009 – 10, and nearly 14% in Mathematics in the same period.



Students with Disabilities

The charts below indicate that despite the steady increase in Students with Disabilities' performance in both English-Language Arts and Mathematics over the past three years, the gap between the percent of students scoring at or above proficient as compared to the Annual Measurable Objectives target (AMOs) is increasing more dramatically than any other performance subgroup in CUSD. The gap for Students with Disabilities in English-Language Arts has increased nearly 18% in only two years, from 2007- 08 to 2009 – 10, and nearly 20% in Mathematics in the same period.



F. CUSD Grade Level Academic Performance Comparisons

The following sections demonstrate academic performance comparisons of Capistrano Unified School District students in grades 2-8 for the areas of English Language Arts and Mathematics on the 2009-2010 California Standards Test (CST). The comparison data includes all students who tested in the given subject areas. The data is disaggregated for the following groups: all students, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. All of these subgroups did not make their AYP targets, as indicated in Element I, Section D.

English Language Arts

In the area of English Language Arts, within the boundaries of Capistrano Unified School District, we found the number and percentages of students scoring in each proficiency level in 2009-2010 measured by the California Standards Test (CST) in grades 2-8 for our target subgroups to be as follows:

<i>All Students</i>								
<i>English-Language Arts</i>								
Result Type	2	3	4	5	6	7	8	



Students Tested	3,805	3,831	3,882	3,861	3,787	3,977	3,809
% of Enrollment	99.4 %	96.9 %	96.3 %	96.2 %	95.7 %	96.0 %	96.6 %
Students with Scores	3,797	3,828	3,882	3,858	3,783	3,972	3,806
Mean Scale Score	381.7	368.8	402.8	379.7	382.7	387.7	390.4
% Advanced	38 %	29 %	60 %	40 %	43 %	41 %	49 %
% Proficient	32 %	34 %	22 %	34 %	33 %	37 %	27 %
% Basic	20 %	26 %	13 %	18 %	18 %	16 %	18 %
% Below Basic	8 %	8 %	3 %	6 %	5 %	4 %	5 %
% Far Below Basic	3 %	3 %	1 %	2 %	1 %	2 %	2 %

Hispanic or Latino

CST English-Language Arts

Result Type	2	3	4	5	6	7	8
Students Tested	997	928	918	916	872	893	852
% of Enrollment	26.0 %	23.5 %	22.8 %	22.8 %	22.0 %	21.6 %	21.6 %
Students with Scores	994	925	918	914	871	892	851
Mean Scale Score	346.1	332.0	368.2	353.8	355.2	355.3	357.2
% Advanced	18 %	12 %	34 %	23 %	22 %	20 %	26 %
% Proficient	27 %	25 %	28 %	32 %	31 %	35 %	27 %
% Basic	31 %	34 %	26 %	28 %	32 %	31 %	31 %
% Below Basic	17 %	19 %	8 %	11 %	11 %	10 %	11 %
% Far Below Basic	7 %	10 %	3 %	5 %	4 %	5 %	5 %

Socioeconomically Disadvantaged

CST English-Language Arts

Result Type	2	3	4	5	6	7	8
Students Tested	834	813	794	788	752	754	780
% of Enrollment	21.8 %	20.6 %	19.7 %	19.6 %	19.0 %	18.2 %	19.8 %
Students with Scores	831	811	794	787	750	752	779
Mean Scale Score	339.5	326.1	361.5	347.6	349.3	349.2	352.2
% Advanced	13 %	10 %	30 %	17 %	19 %	14 %	21 %
% Proficient	28 %	23 %	26 %	33 %	30 %	37 %	27 %
% Basic	33 %	36 %	30 %	32 %	34 %	32 %	36 %
% Below Basic	18 %	21 %	10 %	13 %	13 %	11 %	12 %
% Far Below Basic	8 %	10 %	4 %	5 %	5 %	5 %	5 %



English Learners

CST English-Language Arts

Result Type	2	3	4	5	6	7	8
Students Tested	733	592	444	355	250	258	255
% of Enrollment	19.1 %	15.0 %	11.0 %	8.8 %	6.3 %	6.2 %	6.5 %
Students with Scores	731	590	444	355	248	257	255
Mean Scale Score	340.5	314.5	336.5	320.7	308.1	303.9	305.7
% Advanced	14 %	5 %	9 %	3 %	2 %	1 %	3 %
% Proficient	25 %	18 %	29 %	19 %	11 %	9 %	8 %
% Basic	33 %	38 %	43 %	46 %	45 %	48 %	46 %
% Below Basic	18 %	25 %	14 %	22 %	31 %	26 %	29 %
% Far Below Basic	9 %	14 %	6 %	9 %	11 %	17 %	13 %

Students with Disabilities

CST English-Language Arts

Result Type	2	3	4	5	6	7	8
Students Tested	229	197	235	227	166	191	159
% of Enrollment	6.0 %	5.0 %	5.8 %	5.7 %	4.2 %	4.6 %	4.0 %
Students with Scores	224	197	235	225	164	190	158
Mean Scale Score	325.8	331.6	359.8	335.2	341.0	342.9	325.6
% Advanced	13 %	13 %	30 %	17 %	18 %	18 %	13 %
% Proficient	22 %	26 %	27 %	21 %	24 %	27 %	19 %
% Basic	24 %	34 %	26 %	31 %	35 %	31 %	34 %
% Below Basic	19 %	15 %	11 %	18 %	18 %	15 %	20 %
% Far Below Basic	22 %	13 %	6 %	13 %	5 %	8 %	14 %

Mathematics

In the area of mathematics, within the boundaries of the Capistrano Unified School District, we found the number and percentage of students scoring in each proficiency level as measured by the California Standards Test (CST) in grades 2-7 in 2009-2010. Algebra and Geometry were included as well for grades 7-8.

All Students

CST Mathematics

Result Type	2	3	4	5	6	7
Students Tested	3,803	3,846	3,901	3,860	3,778	3,301
% of Enrollment	99.3 %	97.2 %	96.8 %	96.1 %	95.5 %	79.7 %
Students with Scores	3,797	3,843	3,896	3,860	3,777	3,301
Mean Scale Score	401.4	422.1	409.4	390.9	387.1	380.5
% Advanced	45 %	51 %	52 %	32 %	34 %	29 %
% Proficient	28 %	26 %	26 %	32 %	35 %	39 %



% Basic	16 %	15 %	15 %	21 %	20 %	22 %
% Below Basic	9 %	7 %	6 %	13 %	9 %	8 %
% Far Below Basic	2 %	1 %	0 %	3 %	2 %	2 %

CST Algebra I

Result Type	7	8
Students Tested	660	1,401
% of Enrollment	15.9 %	35.5 %
Students with Scores	660	1,401
Mean Scale Score	466.7	404.5
% Advanced	71 %	33 %
% Proficient	27 %	50 %
% Basic	2 %	14 %
% Below Basic	0 %	3 %
% Far Below Basic	0 %	0 %

CST Geometry

Result Type	8
Students Tested	538
% of Enrollment	13.6 %
Students with Scores	538
Mean Scale Score	445.1
% Advanced	68 %
% Proficient	29 %
% Basic	2 %
% Below Basic	0 %
% Far Below Basic	0 %

Hispanic or Latino

CST Mathematics

Result Type	2	3	4	5	6	7
Students Tested	995	936	929	918	869	842
% of Enrollment	26.0 %	23.7 %	23.0 %	22.9 %	22.0 %	20.3 %
Students with Scores	992	934	927	918	869	842
Mean Scale Score	359.2	374.7	376.1	353.8	351.0	352.3
% Advanced	25 %	28 %	35 %	18 %	16 %	15 %
% Proficient	25 %	28 %	27 %	29 %	33 %	33 %
% Basic	25 %	25 %	23 %	25 %	28 %	32 %
% Below Basic	20 %	16 %	15 %	22 %	20 %	16 %
% Far Below Basic	5 %	3 %	1 %	6 %	4 %	4 %

CST Algebra I

Result Type	7	8
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CST Geometry

Result Type	8
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Students Tested	50	197
% of Enrollment	1.2 %	5.0 %
Students with Scores	50	197
Mean Scale Score	450.9	396.3
% Advanced	60 %	29 %
% Proficient	40 %	52 %
% Basic	0 %	15 %
% Below Basic	0 %	3 %
% Far Below Basic	0 %	2 %

Students Tested	39
% of Enrollment	1.0 %
Students with Scores	39
Mean Scale Score	434.1
% Advanced	59 %
% Proficient	41 %
% Basic	0 %
% Below Basic	0 %
% Far Below Basic	0 %

Socioeconomically Disadvantaged

CST Mathematics

Result Type	2	3	4	5	6	7
Students Tested	833	813	803	789	748	735
% of Enrollment	21.8 %	20.6 %	19.9 %	19.7 %	18.9 %	17.7 %
Students with Scores	830	812	801	789	748	735
Mean Scale Score	351.7	370.1	366.9	346.0	344.2	349.4
% Advanced	23 %	26 %	28 %	14 %	13 %	14 %
% Proficient	25 %	28 %	28 %	28 %	30 %	33 %
% Basic	25 %	25 %	26 %	27 %	30 %	33 %
% Below Basic	21 %	17 %	16 %	24 %	21 %	16 %
% Far Below Basic	6 %	3 %	1 %	7 %	5 %	4 %

CST Algebra I

Result Type	7	8
Students Tested	20	169
% of Enrollment	0.5 %	4.3 %
Students with Scores	20	169
Mean Scale Score	433.8	397.0
% Advanced	60 %	29 %
% Proficient	35 %	53 %
% Basic	5 %	12 %
% Below Basic	0 %	5 %
% Far Below Basic	0 %	1 %

CST Geometry

Result Type	8
Students Tested	20
% of Enrollment	0.5 %
Students with Scores	20
Mean Scale Score	460.7
% Advanced	85 %
% Proficient	15 %
% Basic	0 %
% Below Basic	0 %
% Far Below Basic	0 %

English Learners



CST Mathematics

Result Type	2	3	4	5	6	7
Students Tested	733	593	454	360	249	259
% of Enrollment	19.1 %	15.0 %	11.3 %	9.0 %	6.3 %	6.3 %
Students with Scores	730	592	453	360	248	259
Mean Scale Score	353.5	358.2	346.8	315.6	305.7	316.9
% Advanced	24 %	21 %	17 %	4 %	2 %	5 %
% Proficient	23 %	27 %	26 %	22 %	15 %	19 %
% Basic	24 %	28 %	34 %	30 %	35 %	37 %
% Below Basic	23 %	20 %	21 %	34 %	37 %	28 %
% Far Below Basic	6 %	4 %	1 %	9 %	10 %	12 %

CST Algebra I

Result Type	7	8
Students Tested	1	15
% of Enrollment	0.0 %	0.4 %
Students with Scores	1	15
Mean Scale Score	*	385.7
% Advanced	*	40 %
% Proficient	*	27 %
% Basic	*	13 %
% Below Basic	*	13 %
% Far Below Basic	*	7 %

CST Geometry

Result Type	8
Students Tested	1
% of Enrollment	0.0 %
Students with Scores	1
Mean Scale Score	*
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

Students with Disabilities

CST Mathematics

Result Type	2	3	4	5	6	7
Students Tested	229	212	252	229	157	171
% of Enrollment	6.0 %	5.4 %	6.3 %	5.7 %	4.0 %	4.1 %
Students with Scores	229	212	250	229	157	171
Mean Scale Score	323.2	372.8	357.9	333.3	332.4	342.3
% Advanced	16 %	31 %	26 %	15 %	15 %	16 %
% Proficient	21 %	23 %	23 %	18 %	21 %	23 %
% Basic	21 %	24 %	28 %	23 %	29 %	29 %
% Below Basic	26 %	17 %	20 %	30 %	24 %	25 %
% Far Below Basic	17 %	6 %	2 %	14 %	11 %	7 %

CST Algebra I

CST Geometry



Result Type	7	8
Students Tested	9	11
% of Enrollment	0.2 %	0.3 %
Students with Scores	9	11
Mean Scale Score	*	371.4
% Advanced	*	18 %
% Proficient	*	36 %
% Basic	*	36 %
% Below Basic	*	0 %
% Far Below Basic	*	9 %

Result Type	8
Students Tested	2
% of Enrollment	0.1 %
Students with Scores	2
Mean Scale Score	*
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

G. Oxford Prep's Projected Demographics and Academic Data

Listed below is a summary of the projected demographic enrollment based on the CUSD current enrollees as well as the compiled demographic and academic achievement data. As a data-driven organization, we will consider all of this information in the development of our educational program for Oxford Prep's. Additionally, we welcome the potential challenges that we will face in fulfilling our school's vision, mission, and goals.

The chart below ("Racial and Ethnic Balance Data") indicates the ethnic group makeup of each kindergarten through eighth grade school in the Capistrano Unified School District.

Racial and Ethnic Balance Data

School	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
Arroyo Vista Elementary	2	36	1	10	74	11	434	90	658
Barcelona Hills Elementary	0	16	1	3	59	3	308	92	482
Bathgate Elementary	0	65	2	5	26	6	481	76	661
Canyon Vista Elementary	2	81	0	15	42	8	476	120	744
Capistrano Connections Academy	3	20	2	10	80	82	357	208	762
Carl Hankey Elementary	1	16	3	22	119	4	207	41	413
Castille Elementary	0	23	0	7	58	3	442	78	611
Chaparral Elementary	0	56	0	29	44	13	674	107	923
Clarence Lobo Elementary	2	13	0	4	93	4	326	59	501
Concordia Elementary	4	9	3	1	102	3	457	49	628
Crown Valley Elementary	5	16	2	6	67	5	298	19	418
Del Obispo Elementary	1	2	2	5	173	3	254	66	506
Don Juan Avila	0	96	0	16	56	6	479	118	771



Elementary									
George White Elementary	3	36	0	6	89	3	491	65	693
Harold Ambuehl Elem.	4	11	0	3	126	3	332	72	551
Hidden Hills Elementary	1	11	1	13	185	4	264	46	525
John Malcom Elementary	2	22	0	4	28	2	557	60	675
Journey	0	9	1	3	7	0	154	43	217
Kinoshita Elementary	0	0	0	2	606	1	11	5	625
Ladera Ranch Elementary	1	64	2	11	84	16	576	106	860
Laguna Niguel Elementary	2	67	1	8	78	3	416	53	628
Las Flores Elementary	0	47	0	22	49	9	424	79	630
Las Palmas Elementary	0	3	0	0	363	1	186	120	673
School	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
Marblehead Elementary	1	10	0	3	166	2	386	47	615
Marian Bergeson Elementary	1	37	1	21	73	5	418	20	576
Moulton Elementary	1	38	1	10	66	9	517	73	715
Oak Grove Elementary	4	96	2	15	87	16	425	142	787
Oso Grande Elementary	1	60	0	16	47	6	651	90	871
Palisades Elementary	5	4	0	3	110	5	330	75	532
Philip J. Reilly Elementary	1	36	0	3	24	2	389	67	522
Richard Henry Dana Elementary	1	2	1	0	254	0	95	33	386
San Juan Elementary	0	9	1	6	513	7	94	21	651
Tijeras Elementary	0	15	4	11	35	10	468	64	607
Truman Benedict Elementary	1	20	0	5	26	2	650	103	807
Viejo Elementary	0	4	0	11	330	9	153	31	538
Wood Canyon Elementary	2	44	3	21	127	29	319	67	612
Wagon Wheel Elementary	1	42	2	8	23	8	694	82	860
Elementary Schools	0.2%	4.9%	0.2%	1.5%	19.3%	1.3%	61.1%	11.6%	23,234
Aliso Viejo Middle	4	114	4	24	156	17	684	61	1,064
Arroyo Vista Middle	0	31	1	5	43	7	273	26	386
Bernice Ayer Middle	2	11	2	12	158	5	521	60	771
Carl Hankey Middle	2	5	0	10	74	2	167	18	278
Don Juan Avila Middle	0	140	5	33	134	32	792	86	1,222
Ladera Ranch Middle	2	57	3	26	100	22	703	68	981
Las Flores Middle	3	68	1	34	70	14	1,037	65	1,292
Marco Forster Middle	1	9	2	5	825	7	521	49	1,419
Newhart Middle	4	104	7	18	268	24	1,115	78	1,618



Niguel Hills Middle	2	68	2	27	202	18	1,061	61	1,441
Shorecliffs Middle	7	19	4	4	228	5	676	73	1,016
Vista del Mar Middle	3	15	2	6	79	2	364	30	501
Middle Schools	0.3%	5.3%	0.3%	1.7%	19.5%	1.3%	66.0%	5.6%	11,989
Elementary + Middle	0.2%	5.0%	0.2%	1.5%	19.4%	1.3%	62.8%	9.5%	35,223

Data obtained from the California Department of Education website, <http://dq.cde.ca.gov/dataquest/> (the data is representative as of 6/11/2010)

Student Demographics

As demonstrated by the chart above, we anticipate the following subgroups enrolling in Oxford Prep:

- 19.4% of the students will be of Hispanic or Latino origin
- 62.8% of the students will be of White origin
- 5.0% of the students will be of Asian origin
- 1.3% of the students will be of African-American origin
- 1.5% of the students will be of Filipino origin
- 0.2% of the students will be American Indian or Alaska Native origin
- 0.2% of the students will be Pacific Islander origin
- 9.5% of the students will be of diverse origins

Projected Student Data

The challenge for our students and staff is to increase the academic performance of all students and close the achievement gap between sub-groups based on the implementation of our educational philosophy. Oxford Preparatory Academy expects to address the needs of all students, considering their challenges, backgrounds, and specific educational interests.

Regarding our academic performance, we anticipate that the student population, taken from District-wide data, will achieve in the following percentile ranking based on data listed above:

- On average, 73% of students will be proficient or above in English Language Arts. Slightly less than 26% of the students will not be proficient in English Language Arts;
- On average, we will see a 23% achievement gap between the average of all students and those who are Hispanic or Latino in the area of English Language Arts;
- On average, we will see a 27% achievement gap between the average of all students and those who are Socioeconomically Disadvantaged in the area of English Language Arts;
- On average, we will see a 35% achievement gap between the average of all students and those who are English Learners in the area of English Language Arts;
- On average, we will see a 34% achievement gap between the average of all students and those who are Students with Disabilities in the area of English Language Arts;
- On average, 71% of students will be proficient or above in Mathematics. Slightly less than 29% of the students will not be proficient in Mathematics;
- On average, we will see a 19% achievement gap between the average of all students and those who are Hispanic or Latino in the area of Mathematics;
- On average, we will see a 23% achievement gap between the average of all students and those who are Socioeconomically Disadvantaged in the area of Mathematics;
- On average, we will see a 27% achievement gap between the average of all students and those who are English Learners in the area of Mathematics; and
- On average, we will see a 35% achievement gap between the average of all students and those who are Students with Disabilities in the area of Mathematics.



H. What it means to be an Educated Person in the 21st Century

We believe a truly educated person in the 21st century must possess the following skills and attributes:

1. High Academic Proficiency: the academic understanding of concepts that include and exceed the scope of State Standards in the major subject areas
2. Communication Skills: the ability to communicate ideas effectively through reading, writing, and speaking
3. Research Skills: the aptitude to access, process, manage, interpret, question, validate, and act upon information
4. Technological Proficiency: the knowledge of the software and hardware required to research and present information in a variety of media
5. Interpersonal Skills: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team
6. Intrapersonal Skills: the ability to be aware of one's own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth
7. Innovation: the ingenuity to creatively solve problems
8. Tolerance: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions
9. Curiosity: the capacity to recognize personal inquiries and identify individualized learning goals accordingly

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences will encourage the creative and critical thinking skills that will enable our students to find workable solutions to real-world problems.

I. How Learning Best Occurs

Oxford Preparatory Academy will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Oxford Prep believes that [one of the ways](#) learning best occurs [is](#) when parents participate in the educational program. When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parental involvement and students without parental participation. Therefore, we will offer many opportunities for parent participation in their child's education, including in-services on the latest research regarding student learning and the use of technology in education.

Learning [best is effective](#) occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community, is necessary for a successful school. Oxford Prep will also emphasize cooperative learning (See page 77, *Cooperative Learning*) for students.

Learning [best occurs is effective](#) in a climate where there are measurable goals. Determining measurable goals and designing instruction to meet those goals is referred to as "backwards design" (See page 72, *Standards-Based Instruction through Backwards Design* and Page 77, *Instructional Methodology-Standards-Based Instruction through Backwards Design*). Utilizing a backwards design instructional model requires a standards-based system that gives direction to academic



programs and is designed to ensure proficiency for students. The assessment of students' progress is based on multiple measurement tools looking at the many facets of the learners.

Learning is effective, best occurs in a climate of accountability. As Schmoker (1996) so simply states, "What gets measured gets done." Oxford Prep will provide a continuous collection and application of data for students, parents, teachers, administrators, and members of the Board of Directors.

Learning is effective, best occurs with highly-specialized teachers and staff (funded throughout the budget). Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Oxford Preparatory Academy will provide a complete program of staff development and will participate in selected staff development programs.

Learning best occurs, is effective in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs, is effective in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment. They can also provide students with the knowledge and skills to enter the business world of the 21st Century.

Learning best occurs, is effective when children are known and understood as individuals. We believe that each child's learning journey needs to start from the individual starting point, including the learner's existing knowledge, their strengths as identified in the Multiple Intelligences Survey, socio-economic background, and cultural heritage.



I. How Oxford Prep Achieves Student Academic Success

The Degrees of Learning, as shown on the right, was developed in order to provide a visual representation of Oxford Prep's educational program. Student Academic Success is our central focus with a solid foundation in communication. The scrolls represent components that make it happen, as described in the sections below.

1. Staff Development

The community of Oxford Prep recognizes that staff development directly affects student academic success. Professional Learning Communities (PLCs) will be established to encourage grade-level articulation and identify needed staff development.

At the beginning of the year, staff development needs will be planned after the analysis of authentic student performance results from the STAR test, grade-level assessments, including multiple measures, and teacher observations. The focus of these long-range plans will be that all students achieve proficiency or above on the CST. Staff will be taught how to calibrate the curriculum to align with the grade level content standards. They will also be guided in the elements of directed lesson design.

This process will begin with the administrator leading an in-service where a directed lesson is outlined and modeled. Next, teachers will observe experienced teachers using this technique in their classroom to teach a standards-based content lesson. Later, the teacher will be coached by the administration by observing a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team

Comment [JW6]: Budget line 5805



members will provide support for new staff members by modeling effective lessons embedded with Multiple Intelligences (MI) teaching and assessment strategies.

To deepen teachers' content knowledge and engage all students in learning, our staff will attend site workshops, college courses, and professional conferences. Examples of on-site professional development may include in-service training on curriculum calibration and technology use. Staff will be encouraged to enroll in college courses on MI and gifted education. Attendance at "California Association for the Gifted" conferences will provide our staff the latest research on instructional strategies.

Comment [JW7]: Staff workshops occur on site and generally incur no costs. College courses are paid for by the teachers/staff and are not mandatory. Professional conferences, if paid for by the school site (such as the California Association for the Gifted Conference), are identified as line items 5200 and 5805 in the budget.

2. Homework

Oxford Prep recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Time spent on homework directly influences students' ability to meet the State's Academic Standards. Additionally, it reinforces classroom learning objectives, content standards, and addresses individual student needs and abilities.

We expect students, parent(s)/guardian(s), and staff to view homework as a routine and important part of students' daily lives. Homework is a teacher-planned assignment, which takes place largely outside of students' regular school hours. It should reinforce classroom learning, develop skills, expand on students' school experience, and encourage family participation.

Teachers will assign homework that is specific and related to content standards being presented in class. Student agendas will be used to write down nightly assignments. It will be the students' responsibility to record the homework assignments, make sure they understand the work before leaving class, take any necessary materials with them when they are dismissed for the day, and return the assignments when they are due. Parents may assist with homework assignments and will be encouraged to check their child's work for quality, accuracy and completeness.

The amounts of time listed below represent the total daily AVERAGE for homework, which will be assigned Monday through Thursday nights. Long-term projects, studying for tests, etc., will be counted in the homework minutes outlined below. These timelines may vary with each student's ability and effort.

- Kindergarten and 1st Grade 10-20 minutes
- 2nd Grade 20-30 minutes
- 3rd Grade 30-45 minutes
- 4th- 8th Grade 60-90 minutes

Kindergarten through sixth grade students shall be required to read at least 15-20 minutes every day, while seventh and eighth grade students will be required to read at least 30 minutes every day, in addition to the regularly assigned homework.

A notice, to be signed by parents, will be issued to students who fail to comply with the homework policy. [As with all parent notifications, the homework notice will be translated into the parent's native language, with translation services provided available as necessary.](#) The missing/unacceptable assignments(s) will be listed and must be completed by the following school day. When homework is not turned in, the student's Homework grade will be affected, and the teacher will contact the parent.

3. Evaluation

Grades serve a valuable instructional purpose by helping students and parent(s)/guardian(s) identify the student's areas of strength and those needing improvement. Teachers shall evaluate a student's work



according to established Oxford Prep standards. The criteria will be appropriate and specific for all students at their grade level. [\(See Appendix S for Diagnostic Rubrics, Assessments, and Benchmarks\)](#). Additionally, teachers will develop benchmark assessments throughout the course of the school year during grade level meetings and Professional Learning Community (PLC) meetings.

Administration shall ensure that student grades conform to a uniform grading system [\(see Grade Criteria below\)](#). Grades shall be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, assessments, and Multiple Intelligences projects.

When reporting student grades to parent(s)/guardian(s), staff may add narrative descriptions, observational notes, and/or samples of classroom work to better describe student progress in specific skills. Grades for "Student Goals" (High academic achievement, Respect for others, Integrity of character, A spirit of unselfishness, Physical vigor, and Potential for leadership) and "Effort" in each subject area will also be given to students.

GRADE CRITERIA

Grades are based upon objective criteria. Staff shall communicate their grading criteria to site Administration, parent(s)/guardian(s), and students at the beginning of the school year and/or beginning of each trimester.

A ADVANCED	90-100 Percent
B PROFICIENT	80-89 Percent
C BASIC	70-79 Percent
D BELOW BASIC	60-69 Percent
F FAR BELOW BASIC	Below 60 Percent

A – ADVANCED

Students at the "Advanced" level demonstrate broad and in-depth understanding of complex concepts and skills embedded in the standards. They make abstract and insightful connections among ideas. These students provide extensive evidence for inferences and justification of solutions. They demonstrate the ability to apply knowledge and skills effectively and independently by applying sophisticated strategies to solve complex problems. "Advanced" students communicate effectively and thoroughly, invariably supplying answers which are beyond the obvious and are able to present clear, insightful, logical, sequential, detailed descriptions of their thought process. These students exceed grade level standards.

B – PROFICIENT

Students at the "Proficient" level demonstrate thorough understanding of concepts and skills embedded in the standards and benchmarks. These students are able to extend their understanding by making meaningful multiple connections among independent ideas and concepts, providing supporting evidence for inferences and justification of solutions. They apply concepts and skills to solve problems using appropriate strategies. "Proficient" students communicate effectively and provide clear, logical, sequential descriptions of their thought process. These students meet grade level standards.

C – BASIC

Students performing at the "Basic" level demonstrate limited understanding of concepts embedded in the standards and benchmarks. They make simple and basic connections among ideas, providing limited supporting evidence for inferences and solutions. These students apply concepts and skills to routine



problem solving situations. “Basic” students communicate in a limited fashion. Their communication may be limited because of few details or unclear logic. These students do not yet have a thorough understanding of the grade level standards.

D – BELOW BASIC

Students performing at the “Below Basic” level demonstrate minimal understanding of concepts and skills embedded in the standards and benchmarks. They occasionally make connections among ideas, providing minimal evidence or support for inferences and solutions. These students have difficulty applying basic knowledge and skills. “Below Basic” students communicate ineffectively because they have difficulty with clear, logical, sequential, detailed descriptions of their processes. These students have not met grade level standards.

E – FAR BELOW BASIC

Students performing at the “Far-Below Basic” level demonstrate no understanding of concepts and skills embedded in the standards and benchmarks. They are unable to make connections among ideas, providing no evidence or support for inference and solutions. Their communication about their learning processes lacks critical details, is not sequential, or lacks logic. These students are also unable to apply basic knowledge and skills. “Far Below Basic” students communicate both ineffectively and inadequately. These students have not met grade level standards.

KINDERGARTEN THROUGH GRADE EIGHT:

Course Content

A	Advanced 90-100%	5	Advanced
B	Proficient 80-89%	4	Proficient
C	Basic 70-79%	3	Basic
D	Below Basic 60-69%	2	Below Basic
F	Far Below Basic 0-59%	1	Far Below Basic

Testing

Testing at Oxford Prep will follow the same schedule as similar traditional year schools in the state of California.

Grades 2-8	California Standards Test (CST)
Grades 3-8	California Modified Assessment (CMA – for select students)
Grade 4 and 7	California Writing Standard Assessment
Grades 5 and 7	California Physical Fitness Test

4. Student Involvement

Oxford Prep will offer our students many experiences which will tap into their eight intelligences. These special opportunities will motivate students to excel while expanding their learning potential. Our school will provide opportunities for school-wide educational events that encourage participation by all our students and may include:

Chess Masters	C	Noon Sports League	C
Dance Team	C	Odyssey of the Mind	S
Drama Club	C	Playing Instruments at Assemblies	C
Gardening Club	C	Saturday Enrichment Field Trips	VD



Excellence Academies	S	Science Adventures	VD
Music Lessons	S	Student Council	C
Mileage Club	C	Track Team	S

LEGEND: C = Committee, S = Budgeted Stipend, VD = Volunteer/Donation

Most school wide educational events are either covered under existing compensation, staffed by volunteers, or both. In special cases where staff is asked to provide specific extra duties, this is covered by extra duty stipends covered in the budget.

Comment [SR8]: Budget line 1150

As part of our school's vision, patriotism will be fostered through daily patriotic exercises, which include reciting the Pledge of Allegiance and the singing of patriotic and traditional songs of the month. At the beginning of each week, a pre-selected student will lead a school-wide Pledge of Allegiance followed by the songs of the month. Our students will be given the opportunity, as part of the curriculum, to participate in a school program during the course of each school year.

We believe student involvement in healthy choices support the physical, social, and emotional needs of each student, and programs are in place to address these areas. Programs that support physical vigor include P.E., parent-supervised lunchtime Mileage Club, and noon sports league. Our Red Ribbon Week teaches drug prevention awareness through daily themes, questions, and activities and is funded by the Honour Society, parent/teacher association.

Each grade level at Oxford Prep will have the opportunity to engage in Service Learning community-based projects tied to state standard learning components. As a primary element of Service Learning, students will not only have the privilege of working directly with the community, but they will also share their educational experiences at events such as school-wide performances and assemblies.

5. Parent and Staff Involvement

The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers, and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.

Leadership and School Organizations

The Administration will regularly utilize the talents of the staff and parents in formal groups, or as individual members of the school community. In fact, this type of dialogue will be a tradition at Oxford Prep as the administration meets, confers, and plans with a wide variety of committees and teams. Oxford Prep will maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which address identified needs.

The Convocation/English Learner Advisory Committee (ELAC)

The Convocation/English Learner Advisory Committee (ELAC) will be made up jointly of elected parents and staff members whose primary function will be to monitor the implementation of our Game Plan for Success (See Element One, Section B-Mission and Goals, page 24) and School Accountability Report Card



(SARC). The parents and staff on the committee will provide valuable ideas to guide school personnel in developing programs and meeting the needs of students and parents.

Master Fellows

Master Fellows' representatives will assist the administration in overall school planning, decision-making and serve as the staff's leadership team. In addition, these selected educators will serve as the instructional and curriculum coordinators for the grade levels they represent, as well as serving as role models for the implementation of instructional "best practices."

Honour Society (Parent Organization)

The Honour Society will play an essential role in our school's educational program. Each parent/guardian and staff person will be a member, with no mandatory membership fee required. Our Honour Society will serve as school volunteers in a variety of areas. One of these will be coordinating fund raising activities to support student field trips, awards, supplemental instructional materials, and school enhancements. Additionally, the Honour Society will track and coordinate the fulfillment of service hours for all Oxford Prep parents, as outlined in the Learning Partnership Agreement. ~~The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers, and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.~~

Parent Participation

Research has shown that parental participation in their child's education has a positive impact on student academic success. Parents of children attending Oxford Prep understand the importance of their role and involvement in their child's education. Therefore, parents and students attending Oxford Prep will be required to sign and commit to the Learning Partnership Agreement (see Appendix C) as a prerequisite for their enrollment. This agreement outlines the parent requirements for service hours, involvement in school functions, and attendance at in-services and workshops. ~~The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers, and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.~~



Teachers will notify parents regarding opportunities to volunteer in the classroom. This is another opportunity for parents to demonstrate support and interest in the educational program of Oxford Preparatory Academy.

Volunteers working with students on campus, whether or not a staff member directly supervises them, will be minimally required to successfully clear a Megan's Law Background Check.

~~Volunteers who will work with students without direct supervision of staff will also be minimally required to be fingerprinted and successfully clear a background check.~~

Parent attendance will be required~~specifically encouraged~~ at the following events:

- University Orientation Night (Back to School Night);
- Open House;
- Classroom Programs; and
- Parent/Professor Conferences (Oxford Prep will, as necessary, contract with an outside agency for translation and interpretation services to ensure all subgroups will be communicated with in an effective and expedient manner).

Parents will also be encouraged to attend Awards Assemblies honoring their child, as well as General Honour Society meetings.

Art Program~~Palette~~

An art program such as "Art Masters" will provide enrichment to our art curriculum. Parent volunteers will be trained to teach this program which will serve as a valuable visual arts experience. It is primarily volunteer; however, Honour Society funds materials and supplies.

6. Attendance

Oxford Preparatory Academy recognizes that a student's attendance record directly contributes to student academic success. Therefore, Oxford Prep will have a school-wide goal of no less than 98% daily attendance. Parents will be made aware of the attendance policy. Our school will also maintain a School Attendance Review Team (SART) to ensure the daily attendance goal is met for each student.

7. Student Recognition

As part of our core philosophy to encourage students to excel, a school-wide recognition system will be used. Accomplishments will be recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success. Awards will be distributed to deserving students who have met or exceeded the school's high expectations.

"Honour Mods" Party (The first set of examinations usually held at the end of the first year at Oxford University). Whenever Oxford Prep reaches or surpasses our school API goal, students in grades 3-8 of that school year will be rewarded.

Cum Laude Awards

Special recognition will be based on the previous year's STAR Test results in English-Language Arts, Mathematics, and Science. These students will be presented an award at a gala ceremony.

Summa Cum Laude

Gold medal is awarded to students who score "Advanced" in all areas.

Magna Cum Laude



Silver medal is awarded to students who increased to “Advanced” in ONE area without decreasing in another.

Cum Laude

Bronze medal is awarded to students who increased at least one proficiency level, without decreasing in another.

Trimester Awards (Grades K – 8)

OPA (Outstanding Performance and Achievement) Award - ACADEMICS

Exceptional academic performance related to mastery of State Standards

CAP (Conduct Always Proper) Award – CITIZENSHIP

“A” in Citizenship (including both Playground and Classroom Behavior)

PREP (Preparing Responsible Excellent Pupils) Award - HOMEWORK

“A” in Homework

PENNANT Award - ATTENDANCE

Daily Attendance, may include completion of Short-Term Independent Study

CHAMP Award

Recipients of CAP, PREP, and PENNANT Awards

End of the Year Awards

Honour Hall Inductees (Grade 8)	Recipients of CHAMP Award for all three trimesters Presidential Academic Awards Academic Achievement
(Grade 5 and 7)	Presidential Physical Fitness Award Complete physical fitness testing, meeting 85% of all National guidelines

8. Behavior

The behavior policy of Oxford Preparatory Academy is designed to ensure that each student has the opportunity to learn in a safe and secure environment. Our aim is to develop responsibility, citizenship, and respect for others. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year at University Orientation Night.

The school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive. To achieve these goals, the following School Statutes (“Statutes” is the Oxford term for rules) have been established:

1. Take care of yourself.
2. Take care of others.
3. Take care of OPA.

The Administrators will discuss and model these School Statutes at grade level assemblies at the beginning of the school year. Students who consistently follow these rules will be rewarded on an individual and school-wide basis. “Scholarships” will be given to students who display outstanding sportsmanship and helpfulness on the playground. These “Scholarships” may be cashed in for rewards.



Failure to follow these rules will result in the issuance of a “Playground Demerit” requiring both parent and student signatures. “Playground Demerits” will have an effect on report card grades in citizenship.

The trimester Citizenship grades will be determined by classroom behavior and the number of Playground Demerits received.

- 0-1 demerits = A
- 2 demerits = B (Teacher contacts parents)
- 3 demerits = C (Conference with teacher, establishing a “Behavior Plan”)
- 4 demerits = D (Conference with administrator, establishing an administrative “Success Plan”)
- 5 or more demerits = F (Conference with administrator, follow-up on “Success Plan,” possible additional disciplinary action, including, but not limited to, in-school suspension)

If a child receives an Office Referral, parents are contacted. Some examples of reasons for this type of referral are:

- Class Disturbance/Disobeying Rules;
- Disrespect to Teacher;
- Offensive Language;
- Fighting;
- Damaging School Property;
- Endangering Other Students;
- Cheating;
- Forging Signatures; and
- Inappropriate Physical Contact

A student, who has received an Office Referral, shall not receive any grade above a “D” in Citizenship on his/her report card for that trimester. Any student who receives an “In-School” or “Out of School” Suspension shall not receive any grade above an “F” in citizenship on his/her report card for that trimester. This is regardless of the number of days that the suspension is assigned. In all instances of disciplinary procedures and actions, the administration has final authority.

For comprehensive information on suspensions and expulsions, including appeal processes, see Element 10.

9. Special Programs

GATE (Gifted and Talented Education)

Oxford Preparatory Academy is committed to providing students who have been identified as GATE in Grades 2-8 with unique learning experiences that focus on both academic rigor and the social-emotional needs of the gifted student. While it is understood that charter schools do not receive separate categorical funding for GATE, nor do they need to comply with the GATE program requirements in the Education Code, it is our goal to this student population.

These students will be placed in a “Cluster Class,” where a small group of GATE students are clustered together in a general education classroom. All GATE identified students will have Individual Learning Plans (ILPs). These plans will detail ongoing, differentiated learning, including literature circles, ~~foreign language instruction~~, acceleration of the curriculum, and the use of depth and complexity in questioning. Appropriate pacing and acceleration will be used to challenge each student to reach his/her maximum potential. In

Comment [SR9]: Not separately compensated

Comment [SR10]: Does not require a cost



addition, the school's philosophy of Multiple Intelligences will enhance the total educational program for all GATE students. These are the basic elements prevalent in each child's educational course of study.

Cognitive Domain (Academic)

~~"Exploration" theme integrated into all areas of study~~

- State Academic Content Standards mastered and exceeded
- Curriculum compacted
- Depth, complexity, novelty, pacing, and acceleration used for differentiating the grade level curriculum

~~Curriculum-related technology activities provided for each student~~

- Final copies of reports and stories published
- Presentation software used to produce classroom assignments
- Student produced movies
- Research-related assignments completed

~~Foreign language instruction~~

- Flexible Grouping is utilized to provide stimulation and challenge, support skill development, and meet specific needs

Comment [JW11]: Classroom tech costs are covered in budget line 4400 (Noncapitalized Equipment) and 5900 (IT Expense – includes other software)

Affective Domain (Social/Emotional)

- Community-based service projects
- Flexible Grouping utilized to introduce new experiences, build a community of learners, and develop social skills

Comment [JW12]: No cost associated since we would enlist volunteers and donations as necessary

Counseling

- As necessary, Oxford Preparatory Academy will contract with a licensed counseling service, made available for social/emotional development

Comment [CK13]: Identified in budget line 5880

Primary Rapid Learners (PRLs)

Kindergarten and first grade students may be identified as Primary Rapid Learners by their teacher based on set criterion (see Appendix T for survey form) as Primary Rapid Learners. These students will be given higher-level activities to meet their needs in all areas. For example, advanced phonics skills are presented in a small group setting, while students are required to write detailed sentences and read challenging books.

Intervention

Students not showing mastery will be identified through CST data and/or teacher assessment, and targeted for additional academic support. Academic Strategic Success Plans (see Appendix N) will be shared with parents by the seventh week of school. Every grade level will analyze English Language Arts reporting clusters and group students according to their individual performance, targeting areas needing additional remediation. For example, a student scoring "Advanced" overall in English Language Arts may score below the "Range of Proficient Students" in the Reading Comprehension strand/reporting cluster; thereby, necessitating daily, targeted intervention by teachers who have proven instructionally strong in this designated area. In addition, our Excellence Academy, a remedial intervention, will be offered before school, and after school, and on Saturdays to students in grades one (1) through eight (8). Staff is compensated for additional instructional delivery.

Comment [CK14]: Teachers receive stipend, budget line 1150.

Promotion/Retention



The focus of the pupil promotion legislation (AB 1626 and SB 1370) is to improve student learning and support students who are at risk of failure.

The Executive Director or ~~Director of Educational Services~~ Principal shall identify students who should be retained or who are at risk of being retained (Education Code § 48070.5). Students will be designated “at risk of being retained” if they are not meeting grade-level standards. Promotion/Retention will be based primarily on proficiency in reading between the second and third grades and between the third and fourth grades. For the remaining grade levels, identification will be based on proficiency in ~~reading~~, English-language arts, and mathematics (Education Code § 48070.5). Further, grades and other indicators of academic achievement, including students’ results on the Standardized Testing and Reporting (STAR) Program may be utilized as indicators of academic achievement.

A parent-teacher conference will be held for students who are in danger of being retained, where an *Academic Strategic Success Plan* will be formulated for the year. This plan will be discussed at each of the three trimesters during a parent-teacher conference. The Promotion/Retention team shall meet, consult, and make a recommendation to promote or retain a student by the end of the school year depending on the success of the *Academic Strategic Success Plan*. The team will also analyze Progress Reports and Report Card grades. The final decision will be made by administration, based on staff recommendation. ~~No student at Oxford Preparatory Academy will be retained for more than one year, including students who were retained prior to enrolling in the school.~~

The decision to retain English Learners shall be made by the Promotion/Retention team. One or more members of the team must have expertise in English Language Development (ELD). meeting the requirements of a “Highly Qualified Teacher” (per No Child Left Behind Act). The decision to promote or retain students with an Individualized Education Plan (IEP) shall be made by the IEP team. Students shall be given the opportunity to participate in an academic intervention program as early as possible in the school year.

Oxford Prep can retain or promote a student without parent or guardian approval in grades one (1) through eight (8). No student at Oxford Preparatory Academy will be retained for more than one year, including students who were retained prior to enrolling in the school. If retention is not successful as an intervention, a referral may be made for psycho-educational assessment pending a recommendation by the Student Study Team. However, parents may appeal the Promotion or Retention decision to the Board of Directors.

Acceleration (Grades 1-8)

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, Oxford Preparatory Academy will follow all county, state, and federal laws and regulations in the formation of all policies, including acceleration to the next grade. Oxford Prep will also ensure that all policies and procedures are compliant with California Education Code guidelines and restrictions.

10. Incorporating the Theory of Multiple Intelligences as Part of Instruction

The Theory of Multiple Intelligences states that each person possesses at least eight (8) intelligences that characterize the way he/she learns. These intelligences are: Spatial, Linguistic, Logical-Mathematical, Interpersonal, Intrapersonal, Musical, Naturalist, and Bodily-Kinesthetic. Utilizing this theory as an instructional approach increases academic retention; thereby, producing optimum educational success for all Oxford Prep students. The goal is to create a school environment that focuses on the premise that all children can learn and that all are gifted.

On the following page is a graphic representation of the eight intelligences and their basic characteristics.

		<p>Oxford Preparatory Academy Theory of Multiple Intelligences DOMAINS OF INTELLIGENCE</p> 	
<p>Word Smart</p> 		<p>Number Smart</p> 	
<p>Linguistic Learner</p>		<p>Picture Smart</p> 	
<p>Music Smart</p> 			
<p>LIKES TO read write tell stories give speeches tell jokes/spin tall tales</p> <p>EXCELS AT memorizing trivia writing using extensive vocabulary spelling playing word games</p> <p>LEARNS BEST BY reading writing speaking hearing & seeing language discussions and debates humor incorporated in learning</p>		<p>LIKES TO do experiments figure things out work with numbers ask questions analyze & make predictions</p> <p>EXCELS AT mathematics reasoning logic problem solving using technology</p> <p>LEARNS BEST BY categorizing classifying working with abstract patterns/relationships using the computer making time to complete tasks</p>	
<p>Body Smart</p> 		<p>People Smart</p> 	
<p>Bodily/Kinesthetic Learner</p>		<p>Self Smart</p> 	
<p>Nature Smart</p> 			
<p>LIKES TO move around work with hands use body language exercise gesture frequently</p> <p>EXCELS AT physical activities sports/dance crafts drama/acting mechanics</p> <p>LEARNS BEST BY doing moving role playing hands-on experiences action packed stories/drama</p>		<p>LIKES TO solve problems talk to people join groups and clubs be a leader have lots of friends</p> <p>EXCELS AT understanding people focusing on others socializing persuading others mediating conflicts</p> <p>LEARNS BEST BY working in a group cooperating with others sharing their ideas communicating debating</p>	
<p>LIKES TO work independently pursue own interests have strong opinions work on independent games have many choices</p> <p>EXCELS AT understanding self focusing inward on feelings/dreams pursuing interests & goals being original</p> <p>LEARNS BEST BY individualized projects self-paced instruction having private space & time working independently reflecting, thinking, & visualizing</p>		<p>LIKES TO garden hike, camp, walk & climb care for pets & wildlife recycle spend time outdoors</p> <p>EXCELS AT collecting categorizing recognizing plants & animals understanding native surroundings recycling</p> <p>LEARNS BEST BY classifying information observing doing experiments using telescopes & binoculars exploring the environment</p>	

Updated: 5/5/2010 9:47 AM



Creating a Multiple Intelligences school is the foundation of the school's philosophy. In doing so, there are four (4) major components: Stakeholders, Positive Climate, Environment, and Organization. A crucial element is the instructional leader of the school. The leader, or leader-Executive Director, administration needs to be passionate about this philosophy that will enrich the academic program and make student success a reality.

Illustrated below are the components in the creation of a Multiple Intelligences school.



11. Communication

The foundation of our Degrees of Learning visual (See Chart on Page 22) is communication. Parents, staff, and students work together as a team to make academic success possible. Effective communication is necessary for the team to thrive.

School/Home Information

Information about Oxford Preparatory Academy will be found on the Oxford Prep website. A newsletter, as well as the lunch menu and monthly calendar, will be accessible on this site. [Charter School will provide annual notifications to parents, and keep parents apprised of student progress.](#)

Some of the information found on our website will include the following:

- [School Accountability Report Card \(SARC\)](#)



- Upcoming events;
- Messages from teachers;
- Test data;
- Copy of our monthly and yearly calendars;
- Map of our school; and
- Informational Handbook.

Parent/Teacher Conferences

To keep parents informed and assisting in their child's education, a conference will be scheduled with the student's classroom teacher by the seventh week into the school year. At this conference, the teacher, parents, and student will:

- Work collaboratively to determine specific goals for the child based on his or her unique needs as they relate to achieving the California State Content Standards;
- Review the results of the student's Multiple Intelligences Survey;
- Share feedback on the student's experiences in and out of the classroom as related to the Multiple Intelligences Survey results;
- As appropriate, develop an Academic Strategic Success Plan for the student to assure progression toward grade level standards; and
- Review a standards-based report card, to be given to parents to monitor their child's progress in meeting and/or exceeding grade-level content standards, at the end of each twelve (12) week grading period.

Additional parent conferences will be scheduled based on student needs. Progress reports will be issued in the middle of each trimester for those students who are in danger of failing due to not meeting grade level standards.

Contact During School Hours

If contact needs to be made with a child during school hours, it must be made through the school office. We try not to interrupt classes except in cases of emergency. A conference with a particular teacher may be arranged at a mutually convenient time by calling the office, sending a note, or emailing the teacher.

Parents are encouraged to contact their child's teacher for both positive comments and any questions/concerns that may arise.

In the event there is a question/concern that directly affects any student, parents may take the following steps to clarify or address the issue(s):

- First step: Phone call/conference with the Classroom Teacher
- Second step: (If the issue is not resolved) Contact the [Administration Principal](#)
- Third Step: (If further resolution is needed) The Executive Director will then arrange a conference, if necessary, with the parent and classroom teacher to discuss the issue

School Related Issues

Oxford Prep encourages all parents to become active members of our school community by contacting Oxford Prep with suggestions, ideas, or any positive comments. However, if there is an issue that is not classroom specific, please contact the school office, and it will be forwarded to the appropriate person, i.e., Executive Director, [Director of Educational Services Principal](#), Honour Society, Convocation, etc.

K. Instructional Program



We believe our program, as explained below, will make significant improvements in the areas of English language arts, mathematics, science, social science, and physical education for all students. Additionally, we anticipate closing the achievement gap between our highest and lowest performing subgroups, as well as for those students who are identified as Hispanic or Latino, socioeconomically disadvantaged, students with having disabilities, and English learners.

The key features that we believe will increase student achievement to its highest possible level are:

- Staff-driven in-servicing on topics related to educational programs;
- Recommendations of relevant topics for parent education, made by the Convocation, to assist parents for in-servicing in meeting their child's individual needs;
- By choosing Oxford Prep, parents have a choice in their child's education, and therefore have a greater opportunity to be involved in the educational program for their children;
- Implementation of innovative programs, such as M.A.J.O.R.S. (Making Academic Jumps Over Rigorous Standards) Classes, MI, and Science Lab, and pictures that are research-based and proven to be successful;
- Educational reforms that will reward excellent teaching (such as with merit pay) and student accomplishments;
- Promotion of new, innovative, and experimental ideas in education (i.e., "play first, eat later");
- Infusion of the intrinsic value of academic pursuits in each child and the value of lifelong learning through the outstanding educational program developed at Oxford Prep;
- Ensuring "bell to bell" instruction and increasing daily instructional minutes to provide greater time for instruction in the core curriculum while maintaining the integrity of our programs such as Physical Education, Music, Band, Foreign Language Instruction, etc;
- Having a strong understanding of how children learn and retain information, based on the Theory of Multiple Intelligences;
- Maintaining a continuum of high academic standards in grades K-8;
- Maintaining a high level of integrity that staff members believe is crucial to a high performing school;
- Utilization of formative assessments and data-driven educational programs;
- Employing highly qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted;
- Incorporating a collegiate theme that will permeate throughout our campus; thus, encouraging students to prepare for higher level education;
- An instructional staff that operates as a Professional Learning Community (PCL), as summarized from the book, *Whatever It Takes*, by DuFour, et al. (see graphic on following page), ensuring a coordinated and coherent program that targets the needs of the whole child; and
- Abiding by our PLC learning objectives:
 - o What do we want children to learn?
 - o How do we want them to learn it?
 - o What do we do if they don't learn it?
 - o What do we do if they already know it?



How To Win A Championship With PLCs

GAME PLAN – CLARITY OF PURPOSE

- STUDENT ACADEMIC SUCCESS
- No excuses... "Whatever It Takes"

COLLABORATIVE CULTURE

- Time to meet to hammer out shared understandings
- Ensure that collaborative teams focus on *learning*
- Debate strategies, actions, and results



BEST PRACTICES

- Build shared knowledge of best practices
- Analyze all data: district, school & student (collective inquiry)
- Collaboratively examine common assessments

ACTION-ORIENTATION

- Staff development - Open to change
- Experimentation - Act & Do Differently = Different Results
- Teachers and Principals required to act

FOCUS ON RESULTS

- Students + Teachers + Team + School
- Systematic process of intervention
- Establish goals



Student Academic Success!!!

COMMITMENT TO CONTINUOUS IMPROVEMENT

- Celebrate success, but don't "rest on your laurels"
- Process of Perpetual Renewal
- A Wonderful Journey That Has No Final Destination



L. Courses of Study

The adopted course of study for grades +K to 6 shall include California State Standards-based instruction, beginning in grade +K and continuing through grade 6, in the following areas of study:

- **English**, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition;
- **Mathematics**, including concepts, operational skills, and problem solving;
- **Social sciences**, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources;
- **Science**, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems;
- **Visual and performing arts**, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- **Health**, including instruction in the principles and practices of individual, family, and community health; and
- **Physical education**, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind.

The adopted course of study for grades 7 and 8 shall offer California State Standards-based courses in the following areas:

- **English**, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking;
- **Social sciences**, studying the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789.
 - o After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.
 - o They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
 - o They learn about the resulting growth of the Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief.
 - o They assess the political forces initiated by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. In grade eight, students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war.
 - o After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences.
 - o They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions;



- **Foreign language or languages** designed to develop a facility for understanding, speaking, reading, and writing the particular language;
- **Physical education**, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by (Education Code § 51222);
- **Science**, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences;
- **Mathematics**, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures; and
- **Visual and performing arts**, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

M. Curriculum and Materials

Curriculum

The curriculum of Oxford Prep will be consistent with the adopted California State Standards expectations. Understanding students' areas of strength and the development of the total child will be emphasized at Oxford Prep. State adopted curriculum texts will be selected for use in grades K - 8, along with [state approved](#) supplementary materials, to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary and junior high school years.

English/Language Arts

The English/Language Arts curriculum will be comprised of a comprehensive and balanced reading program used in all grade levels. In addition, in the primary grades there will be an emphasis on phonemic awareness and a systematic phonics instructional approach. In all grades, reading comprehension of expository material will be a major focus in instruction.

Each year all 4th and 7th grade students will take the California Writing Standards Test. Our intensive writing program, taught throughout the curriculum, will utilize Nancy Fetzer Writing Program to focus on the Writing Applications strand in English Language Arts.

The California Content Standards are the focus of the curriculum and are divided into these reporting clusters:

- Word Analysis and Vocabulary;
- Reading Comprehension;
- Literary Response;
- Written Conventions; and
- Writing Strategies.

Mathematics

Instruction will concentrate on solving problems; developing abstract, analytic thinking skills; learning to deal effectively and comfortably with variables and equations; and using mathematical notation effectively to model situations. This course stresses the following State Standards:

Grades K through 7

- Number Sense (1 – 2);
- Number Sense (3 – 6);
- Algebra and Functions;
- Measurement and Geometry; and



- Statistics, Data Analysis and Probability.

Eighth Grade:

- Algebra I; and
- Geometry.

The MIND Institute Program, for grades 2 – 4, will be used to help students acquire and develop problem-solving skills in math and science.

Comment [JW15]: Included in budget line 5900 (IT Expense, for software)

Oxford Prep will advance the mathematic achievement levels of our students by:

- Providing a comprehensive mathematics education program for grades K-8, [through textbook adoption, Measuring Up, and The MIND Institute \(grades 2-5\)](#);
- Providing additional instructional minutes over the state recommendation for each grade level;
- Providing extensive and multi-year professional development in mathematics instruction that addresses California Mathematic Standards;
- [Allocating funding to support professional development, materials, and equipment](#); and
- Developing measurement tools for students and staff to assess progress in meeting the California State Standards in Mathematics, with a special emphasis on addressing those standards that are not easily accessed by standardized tests.

Comment [JW16]: See budget lines 5805, 4100, 4310, 4400

Science

Science instruction at Oxford Prep is designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with an awareness of the world around them and the world's effect upon them. The curriculum is comprised of units of study, which have a performance-based, discovery-centered methodology requiring substantial amounts of hands-on science experiments. Oxford Prep staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation. The curriculum shall be aligned to the California standards for investigation and experimentation, and be designed to develop all of the following:

- Understanding of basic scientific facts and principles;
- Mathematics skills;
- Reading comprehension; and
- Analytical and intellectual skills required to pose and answer questions.

Fifth grade and seventh grade students may participate in a hands-on science field trip [\(funded by voluntary donations\)](#). A Standards-based, interactive science software program will be utilized across multiple grade levels.

Social Studies

Social Studies consist of an overview of world geography and emphasize the cause and effect relationships between humans and their physical environment. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures.

As part of the curriculum, students participate in specialized field trips. Fourth grade students may have the opportunity to travel to Sacramento during the school year, which serves to enhance their understanding of California history. Eighth graders may be offered an optional trip to Europe, Oxford, England, to further enhance knowledge of World History. Grades 4 through 6 may also be provided with the following yearly "Walk-Through" programs [\(funded by parent organization, Honour Society, and/or voluntary donations following ACLU settlement\)](#):

4th Grade	Walk-Through California
5th Grade	Walk-Through American Revolution
6th Grade	Walk-Through Ancient Civilizations



Technology

Each classroom will be embedded with state-of-the-art technology to enhance and support instruction. Staff will have access to a computer in conjunction with multi-media instructional programs. Students will produce PowerPoint and video presentations. When completing research-based projects, students will utilize the computer lab. Examples of technology used may include Apple desktop and laptop computers, iPads for specific grade levels, and video streaming software. All audio-visual materials shown by the teachers will be "G" rated or Administration approved.

Comment [JW17]: See budget lines 4400 and 5900

Music/Art/Drama (not separately compensated)

Teachers will provide general musical instruction and facilitate the development of appreciation and understanding of concepts. Monthly patriotic and traditional songs will be learned and sung at weekly school-wide assemblies. Opportunities for drama experience will also be provided in each classroom. Moreover, each student will participate in a school performance.

Art lessons will be designed to help students understand the nature of art with emphasis on color, design, art principles, and art appreciation. Creative expression will be encouraged throughout instruction (Program is funded through voluntary parent program, Art PaletteMasters, and/or by classroom teacher.)

Materials

Oxford Prep is exploring the use of the following curricular materials for the core content areas, as well as textbooks for English Language Development (ELD) and intervention programs. Textbooks purchased for the ELD program will include sheltered instruction in order to allow students access to the curriculum. The Project GLAD and SIOP instructional models will be used for teaching English Language Development (ELD) and sheltered instruction in order to activate prior knowledge as well as the building of background knowledge in the event that students lack prior knowledge about a certain subject. The following materials have been selected based on an analysis of their alignment with California State Content Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous, Multiple Intelligences-infused curriculum. All final decisions about curriculum will be made by a collaborative curriculum committee that will engage in a thorough and timely curriculum review process.

Language Arts

Publisher	Program Title	Grade Level(s)
PEARSON SCOTT FORESMAN and PRENTICE HALL [http://www.pearsonschool.com/index.cfm?locator=PSZ1B7]	Pearson CA Reading and Language Arts	K-8
HOUGHTON MIFFLIN COMPANY [http://www.eduplace.com/state/ca/]	HM California Reading	K-6
HOUGHTON MIFFLIN HARCOURT SCHOOL PUBLISHERS [http://stateinfo.harcourtschool.com/ca/]	CA Excursions	K-6
MACMILLAN/MCGRAW-HILL SCH. DIVISION [http://mhschool.com/instructional_materials/ca/]	California Treasures English Language Development	K-6
SRA/MCGRAW-HILL, DIVISION OF MCGRAW/HILL [http://www.sraonline.com/extra/457632/ca-math/]	Imagine It! English Language Development	K-6
GLENCOE/MCGRAW-HILL [http://www.glencoe.com/sec/instructional_materials/ca/]	Glencoe Literature, California Treasures (<u>includes ELD</u>)	6-8
HOLT MCDUGAL, A DIVISION OF HOUGHTON MIFFLIN HARCOURT PUBLISHING CO. [http://www.mcdougallittell.com/ml/]	McDougal Littell California Literature	6-8



Mathematics - Basic Grade-Level Programs

Publisher	Program Title	Grade Level(s)
Glencoe/McGraw-Hill	Glencoe California Mathematics and Algebra 1: Concepts, Skills and Problem Solving	6-8
Houghton Mifflin Harcourt School Publishers	California HSP Math	K-6
Holt, Rinehart and Winston	Holt California Mathematics: Course 1, Course 2, Algebra I	6-8
Houghton Mifflin Company	Houghton Mifflin California Math	K-6
Macmillan/McGraw-Hill School Division	Macmillan/McGraw-Hill Math, 2009 Copyright	K-6
McDougal Littell, a division of Houghton Mifflin	McDougal Littell CA Pre-Algebra and Algebra I	7-8
McDougal Littell, a division of Houghton Mifflin	McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)	6-8
McDougal Littell, a division of Houghton Mifflin	McDougal Littell CA Structure and Method Course 1, Course 2, Algebra I (Mary P. Dolciani and others)	6-8
Pearson Scott Foresman	Scott Foresman - Addison Wesley enVisionMath California	K-6
Pearson Prentice Hall	Prentice Hall Mathematics California	6-8
Pearson Prentice Hall	Prentice Hall Mathematics California Algebra I	8
Sadlier-Oxford, A Division of Wm. H. Sadlier, Inc.	Progress in Mathematics c2008 CA Ed.	K-6
SRA/McGraw-Hill	SRA Real Math	K-6

Mathematics - Algebra Readiness Programs

Publisher	Program Title	Grade Level(s)
Glencoe/McGraw-Hill	California Algebra Readiness: Concepts, Skills, and Problem Solving	8
Holt, Rinehart and Winston	Holt California Algebra Readiness	8
iLearn, Inc.	iPASS Algebra Readiness	8
McDougal Littell, a division of Houghton Mifflin	McDougal Littell Algebra Readiness	8
MIND Research Institute (formerly MIND Institute)	Algebra Readiness	8
Pearson Prentice Hall	Prentice Hall Mathematics California Algebra Readiness	8
Pearson Prentice Hall	Connecting to Algebra for Algebra Readiness	8
UCLA Mathematics Department	Introduction to Algebra	8

Social Studies

Publisher	Program Title	Grade Level(s)
Glencoe/McGraw-Hill	Glencoe Discovering Our Past	6-8
Harcourt School Publishers	Reflections: California Series	K-6
Holt, Rinehart and Winston	Holt California Social Studies: World History, Ancient Civilizations	6
Holt, Rinehart and Winston	Holt California Social Studies: World History, Medieval to Early Modern Times	7
Holt, Rinehart and Winston	Holt California Social Studies: United States History, Independence to 1914	8
Houghton Mifflin Company	Houghton Mifflin History-Social Science	K-6
McDougal little	McDougal Littell California Middle School Social Studies Series	6-8
MacMillan/McGraw-Hill	California Vistas	K-6
Pearson Scott Foresman	Scott Foresman History-Social Science for California	K-5



Science

Publisher	Program Title	Grade Level(s)
Glencoe/McGraw-Hill	Glencoe Science Focus on Series	6-8
Harcourt School Publishers	California Science	K-6
Holt, Rinehart and Winston	Holt California Science: Earth, Life, and Physical Science	6-8
Houghton Mifflin	Houghton Mifflin California Science	K-6
It's About Time	Investigating Earth Systems, InterActions in Physical Science	6, 8
Macmillan/McGraw-Hill	Macmillan/McGraw-Hill California Science	K-6
McDougal Littell	McDougal Littell California Middle School Science Series	6-8
Pearson Scott Foresman	Scott Foresman California Science	K-6

N. Operations, Projected Enrollment, and Instructional Minutes

Operations

Oxford Prep will begin operations by August 8, 2011, with an anticipated school opening date of Wednesday, September 7, 2011. The address of Oxford Preparatory Academy – South Orange County is to be determined, and several sites are presently being considered within the Capistrano Unified School District area.

- The number of classrooms at Oxford Prep will be a minimum of 18;
- The grade level configuration for 2010-2011 school year will be K-8; and
- The proposed student to teacher ratio in grades K-1 will be 28:1, in grades 2-3 the ratio will be 30:1, and in grades 4-8 the ratio will be 32:1.

The temporary phone number of Oxford Preparatory Academy – South Orange County is (909) 464-2672. The contact person for Oxford Preparatory Academy – South Orange County is Sue Roche.

The admission requirements include: completion of student application, parent ~~agreeing to and~~ signing the Oxford Prep Learning Partnership Agreement (The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers., and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.), and an open seat. If there are more applications for any one grade level than seats available, a public random lottery (See Appendix for Element 8, F for Lottery Protocols) will be held to determine student enrollees. Those students not randomly chosen for admission will be kept on a waiting list until a seat becomes available that year.

The instructional calendar will be 175 days per year. Oxford Prep will comply with Education Code § 46201.2 regarding the 175-day school year authorization timeline. The bell schedule for Oxford Prep will be 8:45 AM to 3:30 PM.

Projected Enrollment

The following “projected enrollment” table (next page see below) provides estimates only of total projected enrollment and class sizes by grade. The charter school may alter its class sizes as necessary to accommodate its



educational program. ~~The charter school also reserves the right to expand the~~ If the total enrollment in the school ~~must expand to~~ to accommodate student demand including, but not limited to, students on its waiting list, ~~the charter school must seek approval of that material revision from the District's Board and together with the District agree upon a new maximum enrollment for the agreed upon, designated term.~~

Projected Enrollment by Grade Levels

Grade Level	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Kindergarten	56	56	56	56	56
First	56	56	56	56	56
Second	56	56	56	56	56
Third	60	60	60	60	60
Fourth	60	60	60	60	60
Fifth	60	60	60	60	60
Sixth	60	60	60	60	60
Seventh	60	60	60	60	60
Eighth	60	60	60	60	60
Independent Study	100	100	100	100	100
Total	628	628	628	628	628

Instructional Minutes

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to elementary and secondary students. In the absence of either the Education Code or a recommendation from the State Board of Education (SBE) and the California Department of Education (CDE), external recommendations from national subject-area associations are given as guidelines.

Oxford Preparatory Academy may utilize the California Department of Education and National Subject-Area Associations' recommendations for courses of study and instructional time. The law does not require a specific number of minutes of English Language Development for English Learners (EL). Oxford Preparatory Academy has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be embedded throughout the instructional program.

Oxford Preparatory Academy students will receive, at a minimum, the following number of instructional minutes for the school year. However, to expand the opportunities for all students and to lessen the amount of pullout time for specialized learning situations, we will extend the school's instructional day. Additionally, elective classes will be offered outside of the school day to further minimize the impact of pullout time on core instruction. The table below shows the amount of minutes, on an annual basis, in excess of the State minimum (Education Code § 46201) that will be added to allow for this feature of our program.

A school calendar will be finalized (see following pages for "draft" master calendar) once the charter is approved.

Grade Level	State Minimum Number of Instructional Minutes	# of additional instructional minutes	Instructional Minutes
Kindergarten	36,000	+1,370,750	*37,370,750
1 - 3	50,400	+2,750	53,150
4 - 8	54,000	+1,435	55,435

O. Projected Master Calendar and Sample School Day



Proposed School Calendar

Found on the page below is the proposed Oxford Prep master calendar for the 2010-2011 school year. This calendar will be finalized upon charter approval. Professional Learning Community (PLC) Meetings will take place on minimum days.



Oxford Preparatory Academy Charter School Proposed Master Calendar and Sample School Day 2011-2012



DATES	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS
Aug 23 – 26	0	0	Staff Development (4 days)
Aug 31 – Sept 1	0	0	Teacher Work Day (2 days)
Sept 6 – 9	3 (1st day of school, Sept 7)	1 – Sept 9	Sept 5 – Holiday/ Labor Day, Sept 6- Meet Your Professor Day (1 day)
Sept 12 – 16	5	1 – Sept 16	
Sept 19 – 23	5	1 – Sept 23	
Sept 26 – Sept 30	5	1 – Sept 30	
Oct 3 – 7	5	1 – Oct 7	
Oct 10 – 14	4	1 – Oct 14	Oct 10 – Holiday/Columbus Day
Oct 17 – 21	2	0	Progress Reports - Oct 19-21 – Parent/Teacher Conference Days (3 days)
Oct 24 – 28	5	1 – Oct 28	
Oct 31 – Nov 4	5	1 – Nov 4	
Nov 7 – 11	4	1 – Nov 10	Nov 11-Holiday/Veteran's Day
Nov 14 – 18	5	1 – Nov 18	
Nov 21 – 25	0	0	Nov 21-25 – Thanksgiving Holiday
Nov 28 – Dec 2	5	1 – Dec 2	
Dec 5 – 9	5 (Dec 9th End of 1st Trimester)	1 – Dec 9	End of 1st Trimester – December 9, 2011
TOTAL	58	12	

DATE	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS
Dec 12 – 16	5	1 – Dec 16	Report Cards – 1st Trimester
Dec 19 – 23	0	0	Dec 20-24 – Winter Break
Dec 26 – 30	0	0	Dec 27-31 – Winter Break
Jan 2 – 6	0	0	Jan 3-7 – Winter Break
Jan 9 – 13	5	1 – Jan 13	
Jan 16 – 20	4	1 – Jan 20	Jan 16 – Holiday/Martin Luther King Jr. Day
Jan 23 – 27	5	1 – Jan 27	
Jan 30 – Feb 3	5	3 – Feb 1 - 3	Progress Reports - Feb 1st & 2nd (Minimum Days) - Mid Year Conferences
Feb 6 – 10	5	1 – Feb 10	
Feb 13 – 17	5	1 – Feb 17	



Feb 20 – 24	4	1 – Feb 24	Feb 20 – Holiday/President’s Day
Feb 27 – Mar 2	5	1 – Mar 2	
Mar 5 – 9	5	1 – Mar 9	
Mar 12 – 16	5	1 – Mar 16	
Mar 19 – 23	5	1 – Mar 23	Report Cards – 2nd Trimester
TOTAL	58	14	

DATE	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS
Mar 26 – Mar 30	0	0	March 26 -30 – Holiday/Spring Break
Apr 2 – 6	5	1 – April 6	
Apr 9 – 13	5	1 – April 13	
Apr 16 – 20	5	1 – Apr 20	Quiet Week
Apr 23 – 27	5	1 – Apr 27	Quiet Week
April 30 – May 4	5	1 – May 4	Quiet Week
May 7 – 11	5	1 – May 11	STAR Testing
May 14 – 18	5	1 – May 18	Progress Reports - STAR Testing Window Closes
May 21 – 25	5	1 – May 25	
May 28 – June 1	4 May 31 – Open House*	1 – June 1	May 28 - Memorial Day
June 4 – 8	5	1 – June 8	End of 3rd Trimester – June 10, 2010
June 11 – 15	5	1 – June 15	
June 18 – 22	5	1 – June 22	June 22 – Last Day of School Report Cards – 3rd Trimester
June 27 – 28	0		June 25 & 26 Teacher Work Days (2)
TOTAL	59	12	

Student Instructional Days	175
Teacher/Staff Development (non-student days)	6 (+1 TBD)
Teacher Work Days (non-student days)	5
Teacher/Parent Conferences (non-student days)	3
TOTAL TEACHER WORK DAYS	190

Draft Schedule (Grades 1 – 8)

Regular Schedule		Fridays/Minimum Days	
8:40 A.M.	School Begins	8:40 A.M.	School Begins
10:50 A.M. – 11:10 A.M.	Recess/Prep Time	11:15 A.M.– 11:45 A.M.	1st & 2nd Lunch
11:55 A.M. – 12:10 P.M.	1st & 2nd Play First	11:35 A.M. – 12:05 P.M.	3rd & 4th Lunch
12:10 P.M. – 12:40 P.M.	1st & 2nd Lunch	11:55 A.M. – 12:25 P.M.	5th & 6th Lunch
12:10 P.M. – 12:30 P.M.	3rd & 4th Play First	12:05 P.M. – 12:35 P.M.	7th & 8th Lunch
12:30 P.M. – 12:55 P.M.	3rd & 4th Lunch	12:45 P.M.	School Dismissal
12:30 P.M. – 12:55 P.M.	5th & 6th Play First		
12:55 P.M. – 1:20 P.M.	5th & 6th Lunch		
12:45 P.M. – 1:05 P.M.	7th & 8th Play First		



1:05 P.M. – 1:25 P.M.	7th & 8th Lunch	
2:00 P.M. – 2:15 P.M.	Primary Recess	
3:30 P.M.	School Dismissal	

Draft Schedule (Kindergarten)

Early “Matriculates”	
8:30 A.M.	School Begins
10:15 A.M. – 10:45 A.M.	Nutrition Break/P.E.
12:00 P.M.	School Dismissal

Late “Matriculates”	
MONDAY-THURSDAY	
12:00 P.M.	School Begins
1:45 P.M. – 2:15 P.M.	Nutrition Break/P.E.
3:30 P.M.	School Dismissal
FRIDAY – MINIMUM DAYS	
9:15 A.M.	School Begins
11:00 A.M. – 11:30 A.M.	Nutrition Break
12:45 P.M.	School Dismissal

* Effective January 9, 2012 Kindergarten will be adding thirty (30) additional minutes to the schedule. Schedule will be 8:30 a.m. to 12:30 p.m. Effective May 21, 2012, Schedule will be 8:30 a.m. to 1:00 p.m.

Sample School Day

Shown on the next page is a sample weekday (non-minimum day) schedule for students who will attend Oxford Prep. The schedule lists the “pull-out” or “lab” classes throughout the sample day. Not listed on the sample day schedule is core instruction, which takes place throughout the entire day, based on grade level, state standards. The final schedule will be decided by the Oxford Prep Convocation and the Master Fellows, and reviewed and approved by the Charter governing board on an annual, or as needed, basis. ~~Charter Schools are exempt from many instructional guidelines according to Education Code § 47610.~~



Oxford Preparatory Academy – South Orange County
Sample School Day
Monday

	<i>AM K</i>	<i>PM K</i>
	Library 10:40-11:10 Italian 11:15-11:45	Italian 11:15-11:45 Science (A) 12:40-1:10
<i>1st grade</i>	<i>Teacher A</i> PE(B) 9:55-10:35	<i>Teacher B</i> PE(A) 9:55-10:35
<i>2nd grade</i>	<i>Teacher A</i> Science 9:30-10:20 Music 1:10-1:40	<i>Teacher B</i> PE (A) 9:15-9:55 MIND Institute 9:55-10:35
<i>3rd grade</i>	<i>Teacher A</i> MIND Institute 9:15-9:55 Music 2:30-3:00 *****3 rd Grade Tae Kwon Do Block: 1:35 – 2:30***** *****3 rd Grade College Prep 10:00 – 10:30*****	<i>Teacher B</i> Music 11:00-11:30 Science 12:40-1:30
<i>4th grade</i>	<i>Teacher A</i> MIND Institute 1:10-1:50 Music 1:50-2:20 *****College Prep 9:30 – 10:15*****	<i>Teacher B</i> MIND Institute 1:50-2:30 Computers 2:30-3:10
<i>5th grade</i>	<i>Teacher A</i> Computer 8:30-9:15 Band 11-11:30 *****College Prep 9:30 – 10:15*****	<i>Teacher B</i> Science Lab 1:30-2:20 Chinese 2:30-3:10
<i>6th grade</i>	<i>Teacher A</i> PE 1:00-1:40 Science 2:30-3:10 *****College Prep 9:30 – 10:15*****	<i>Teacher B</i> PE 8:30-9:10 Band 10:00-10:30
<i>7th grade</i>	<i>Teacher A</i> Science 10:55-11:45 Band 1:10-1:40 French/Chinese 1:50-2:20 *****College Prep 9:30 – 10:15*****	<i>Teacher B</i> French/Chinese 1:50-2:20 Band 2:30-3:00 PE 2:20-3:10
<i>8th grade</i>	<i>Teacher A</i> Science 8:30-9:20 Band 1:50-2:20 *****College Prep 11:00 – 11:40***** *****8 th Grade French/Chinese Block: 2:30 – 3:10***** *****Excellence Academy 7:30 – 8:15, grades 1-8, English-Language Arts***** *****Excellence Academy 3:30 – 4:30, grades 1-8, Math*****	<i>Teacher B</i> Computer 11:40-12:10 Band 9:30-10:00

Instruction using state adopted curriculum for core subjects areas occurs throughout the day.

The sample schedule is used to identify non-core subjects, such as foreign language and science lab.



Components of the Daily Schedule

Agenda: Each student in grades 1 – 8 at Oxford Prep will have an agenda which will be utilized to:

- Assist students in developing personal responsibility and accountability;
- Write down homework assignment descriptions and due dates;
- Record project descriptions and due dates; and
- Articulate between teacher and parent regarding student progress, concerns, etc.

Students will be provided class time each day to write down all of the information as described above.

College Prep: This targeted intervention program takes place during the school day. Each grade level utilizes STAR test data or other teacher-created assessments to create flexible groups from student assessment results. The instruction provided to these small groups during the regular instructional day during this time period targets specific ELA reporting clusters, such as Reading Comprehension or Written Conventions. Administration determines which teachers are best suited for each student group based on a number of factors, including, but not limited to, teacher STAR test data and proficiency in particular areas of instruction. As students progress in their performance of the targeted reporting clusters, they will move within the flexible groups to a higher performing group. Students who may struggle to meet grade level expectations may also move within the flexible groups to receive a more “individualized” approach.

Excellence Academy: Staff is compensated for this before and after school intervention, which is designed for students in grades 1-8 who are performing below grade level in English Language Arts and/or Mathematics, or are in danger of not meeting grade level proficiency in these areas. Teachers facilitating this intervention will communicate with each student’s classroom teacher to determine progress made in the subject area(s) for which they are receiving intervention. As students reach grade level proficiency, they may be promoted out of the program, providing space for other students who may have a greater need for intervention. Student pProgress in the subject area is monitored bi-weekly.

Comment [JW18]: See budget line 1150

FLIGHTS Program: Foreign Language Instruction Generating Highly Talented Students (FLIGHTS) is a key component to the uniqueness of our instructional program. Oxford Prep understands the necessity of foreign language acquisition from the global perspective. Languages taught by Foreign Language Aides ~~Foreign languages taught~~ may include Chinese, French, Italian, German, and Spanish.

Service Learning: Service Learning activities and projects will be incorporated within our state standards-based instructional program.

Technology Instruction (not separately funded): This includes typing, Internet-based research, computer program instruction (Word, PowerPoint, etc.) and the MIND Institute program, a computer-based program that helps students acquire and develop problem-solving skills in math and science.

Visual And Performing Arts (VAPA): Visual and Performing Arts will be incorporated throughout the Oxford Prep academic program. VAPA will include Art Appreciation (such as “Art ~~Masters~~ Palette” or a similar program funded by the Honour Society, our parent/teacher association), participation in school performances, dance, and drama to aid in students’ development of aesthetic appreciation and the skills of creative expression.

P. Educational Philosophy



Oxford Preparatory Academy will provide a rigorous, academic curriculum within a student-centered environment, which will enable our students to be successful in further academic pursuits. All students will be held to high academic and behavioral standards and will perform service to the greater community.

The Theory of Multiple Intelligences, Research-Based Strategies, a standards-based sequential curriculum, GATE Strategies, Service Learning, and Bloom's Taxonomy will drive the educational philosophy of Oxford Prep. Students will experience an inspirational learning environment, rigorous academic standards, and a challenging curriculum enriched with higher-level questioning and global mindedness. Oxford Prep will create a scholarship-rich environment enabling students to become self-motivated, competent, lifelong learners.

The following key elements, described below, comprise Oxford Prep's approach to instruction:

1. Theory of Multiple Intelligences;
2. Research-Based Strategies;
3. Standards-Based Instruction through Backwards Design;
4. GATE Strategies;
5. Service Learning; and
6. Bloom's Taxonomy.

I. Instructional Methodology – Theory of Multiple Intelligences

"If we want our schools to prepare students for the challenges they will face after they leave, we must constantly pose challenges in school that force them to invoke a variety of intelligences. These challenges should have different kinds of solutions, they should involve a variety of intelligences, they should encourage collaboration, and they should provide opportunities for reflection." - Joseph Walters, Harvard, 1992

"The Theory of Multiple Intelligences aligns well with our present understanding of the human brain. Managing new approaches to teaching and learning requires a deep understanding of how the brain works, as well as an understanding of what motivates and engages people. Thinking and feeling are connected because our patterning is emotional. Therefore, we need to help learners create a felt meaning, a sense of relationship with a subject, in addition to an intellectual understanding.

Our emotions open and close the doors to our ability to learn new information and perform specific tasks. We are emotional about things for which we have a passion. If knowledge comes to us through a modality of interest to us, we will more likely feel that it is important. Additionally, we are most motivated to learn when we are involved in activities for which we possess some talent. Thus, if a teacher presents material through a variety of intelligences, the more likely he will reach a greater number of students.

Through these actions, students will be more likely to learn, remember, and apply those experiences, thus creating positive emotional connections. Passive educational experiences alone tend to enervate and have little lasting impact."

- Part of speech given by Jane Carlson-Pickering
Coordinator/Teacher Multiple Intelligences and Technology, M.I. Smart! Program
Chariho Regional School District, November 1999

The Theory of Multiple Intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. The Theory suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. An eighth intelligence was added in 1988. The brief explanations of these intelligences are:

Linguistic Intelligence: The ability to use words effectively, whether verbally or in writing:



Logical-Mathematical Intelligence: The competence to calculate, quantify and carry out complex mathematical operations;

Spatial Intelligence: The ability to perceive the visual-spatial world accurately and to perform transformations upon these perceptions;

Bodily-Kinesthetic Intelligence: Expertise in using one's whole body to express ideas and feelings and facility in using one's hands to reproduce or transform things;

Musical Intelligence: The capacity to perceive, discriminate, transform, and express musical forms;

Interpersonal Intelligence: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people;

Intrapersonal Intelligence: Having self-knowledge and the ability to act adaptively on the basis of that knowledge; and

Naturalist Intelligence: Having an interest in nature and an understanding of animal behavior as in archaeology and anthropology.

"Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these students, in fact, end up being labeled 'learning disabled', 'ADD' (attention deficit disorder), or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The Theory of Multiple Intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role playing, multimedia, field trips, inner reflection, and much more.

One of the most remarkable features of the Theory of Multiple Intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the Theory of Multiple Intelligences suggests several other ways in which the material might be presented to facilitate effective learning. You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The Theory of Multiple Intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.)." - Thomas Armstrong, PhD

Our goal is to create a school environment that focuses on the premise that all children are gifted and can learn. One method Oxford Prep utilizes to assess student giftedness is a spatial inventory created by Dr. Sue Teele (member of the Oxford Preparatory Academy Board of Directors) entitled The Teele Inventory for Multiple Intelligences (TIMI). This Multiple Intelligences Assessment, which is used in over 10,000 locations and twenty-five countries, can be used with children as young as two years of age to gain an understanding of how they learn.

Teaching the content of the state standards through all eight intelligences will allow students to comprehend and retain information based on the fact that they are receiving instruction in a variety of methodologies. Because all eight intelligences are addressed, we will meet the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore will ensure that they will successfully meet the State Standards.

Additionally, the staff will constantly be given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development. On the next page, the Multiple Intelligences Lesson Planner Guide, is one resource teachers use to plan units of study.



OXFORD
PREPARATORY ACADEMY

MULTIPLE INTELLIGENCES Lesson Planner Guide





Following are examples of two (2) different lessons, both using Multiple Intelligences to teach a State Standards concept of matter in science (grade three (3): Physical Science, California State Standard 1.e.). [Teachers are not expected to teach every State Standard using each of the eight intelligences for every lesson \(from the video “Big Thinkers: Howard Gardner on Multiple Intelligences,” – Edutopia\). However, when teachers understand and target student learning strengths, the potential for student learning increases. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the Theory of Multiple Intelligences suggests several other ways in which the material might be presented to facilitate effective learning \(Thomas Armstrong\).](#)

I. Teaching Matter Using Multiple Intelligences

3rd Grade Standard: Students Know Matter Has Three (3) Forms: solid, liquid, and gas (1.E)

Linguistic: Memorize the properties of each state of matter;

Logical-Mathematical: Categorize items according to form: solid, matter, or gas;

Spatial: Construct a graphic chart that illustrates each form from the object used above;

Naturalist: Observe the three states of matter in the natural world;

Interpersonal: Share your favorite form of matter in a small group;

Bodily-Kinesthetic: Investigate the three states of water in a hands-on experiment;

Musical: Write a song (or find an existing song) that explains the three states of matter; and

Intrapersonal: Write a reflection describing how the three states of matter are important to you in your daily life.

II. Teaching Pronouns Using Multiple Intelligences

5th Grade Standard: Written and Oral English Language Conventions (1.2)

Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns

Linguistic: Write a brief story using no pronouns. Then rewrite the story replacing some nouns with pronouns. Does the story sound better to you?

Logical Mathematical: Graph the frequency of different pronouns found on a page of your favorite book.

Spatial: Make a collage of pronouns found in magazine ads.

Musical: Create a song that helps you remember pronouns.

Bodily-Kinesthetic: Pick a song with lots of pronouns in the lyrics (like “Take Me Out to the Ballgame”). Sing the song and jump each time you hear a pronoun.

Interpersonal: In a group, brainstorm a list of books, songs, or movies with pronouns in the titles. Use the list to play charades.

Intrapersonal: Make pronoun flash cards. Choose three cards at random and create a funny sentence with them.

Naturalist: Take a walk on a tree-lined street. Stop each time you come to a tree and name a pronoun. See how far you can go without duplicating pronouns.

A priority in establishing this innovative program will be providing the parent community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process. Realizing its importance, “Parent Collegiate Nights” (workshops) will be held in order to share pertinent information and up-to-date research,

Besides using Multiple Intelligences techniques in the classroom on a daily basis to teach State Standards, the staff will create a series of elective courses called MAJORS (Making Academic Jumps Over Rigorous Standards) Classes, focusing on a central theme that all first through eighth grade students will take periodically throughout the year. The courses will be designed to enhance each of the intelligences, which every student possesses. A primary component of this school-wide program will be to tap into the wide variety of interests, abilities, and talents of our students and encourage all children to utilize a number of high-level thinking skills. This academic course of study will include



opportunities for children to: create, classify, imagine, infer, select, and appraise or evaluate in learning situations. Each enrichment course will include three “Connector” components:

- Notable Individuals – students learn about individuals who have made contributions within the area of study;
- Career Opportunities – students learn about career opportunities and skills needed for a job in fields related to the area of study; and
- Universal Significance – students learn how this field of study applies to life in general and/or how it relates to global issues.

A few examples of courses that may be taught as part of these enrichment courses are:

- Animal Lovers Unite;
- The Art of Publishing;
- Messing with Mud;
- Sports Fanatic;
- School of Rock; and
- Survivors

In addition, students will have a variety of choices to participate in during lunch, enabling them to make selections that best fit their areas of interest. These activities will include library, computer lab, keyboards, and a game room where students may use higher level thinking skills to play board and logic games. A variety of music will be played during this time.

The visual representation of the Theory of Multiple Intelligences details the components of each intelligence that Oxford Prep incorporates into daily, directed classroom instruction.

2. Instructional Methodology – Research-Based Strategies

Oxford Prep will incorporate the research-based strategies that are outlined in the book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock.

The authors have examined decades of research to determine which teaching strategies, or “best practices,” have positive effects on student learning. These strategies are not new to teaching or training, but when teachers use these strategies effectively with their students, the outcome is a measurable difference in student achievement.

Teachers will use these strategies when planning a unit:

- At the beginning of the unit, strategies include setting learning goals;
- During a unit, strategies for monitoring progress toward learning goals, for introducing new knowledge, and for practicing, reviewing, and applying knowledge are included; and
- At the end of a unit, strategies for helping students determine how well they have achieved their goals are utilized.

BEST PRACTICES:

Identifying Similarities and Differences

Students will be given guidance in identifying similarities and differences. They will represent these similarities and differences in graphic or symbolic form.

Summarizing and Note Taking



In order to summarize information, students must delete, substitute and keep some information, substitute some information, and keep some information. To effectively do this, students must analyze the information at a fairly deep level. Verbatim note taking is the least effective way to take notes. Notes should be considered a work in progress and used as study guides for tests.

Reinforcing Effort and Providing Recognition

Teachers should explain and exemplify the “effort belief” to students. Demonstrating that added effort will pay off in terms of enhanced achievement actually increases student achievement. Reward is most effective when it is contingent on the attainment of some standard of performance. Abstract symbolic recognition is more effective than tangible rewards.

Homework and Practice

Our staff will articulate the purpose of homework and our school-wide homework policy to all students and parents. Providing feedback on homework will serve to enhance student progress.

Nonlinguistic Representations

The “dual-coding” theory of information storage postulates that knowledge is stored in two forms—linguistic (words) and imagery (mental pictures). Teachers need to guide students in creating nonlinguistic representations because such engagement stimulates and increases activity in the brain. Such activities may include creating graphic organizers, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

Cooperative Learning

There are five (5) defining elements of cooperative learning. They are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing. Cooperative learning groups should be applied consistently and systematically, but not overused. Organizing groups based on ability levels should be done sparingly and groups should be kept small.

Setting Objectives and Providing Feedback

Goal setting is the process of establishing a direction for learning. It is a skill that successful people have mastered to help them realize both short-term and long-term achievements. Effective instructional objectives contain three (3) defining characteristics:

- One, it always says what a learner is expected to be able to do and sometimes describes the product;
- Two, it always describes the important conditions under which the performance is to occur; and
- Three, it describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.

Providing feedback is one of the simplest prescriptions for improving education. Feedback should be “corrective” in nature, timely, and specific to a criterion. Staff will guide students to personalize goals given by the teacher, and teach students how to effectively provide some of their own feedback. For example, students might keep a chart of their accuracy, their speed, or both while learning a new skill.

Generating and Testing Hypotheses

While hypotheses can be approached inductively or deductively, generally speaking, deductive approaches reproduce better results. Teachers should ask students to clearly explain their hypotheses and their conclusions. Teachers will use a variety of structured tasks to guide students through generating and testing hypotheses including systems analysis, problem solving, historical investigation, invention, and decision-making.

Cues, Questions, and Advance Organizers



Cues and questions are ways that a classroom teacher helps students use what they already know about a topic. They should focus on what is important as opposed to what is unusual. Questions that require students to analyze information produce more learning than questions that simply require students to recall or recognize information. “Waiting” briefly before accepting responses from students has the effect of increasing the depth of students’ answers. Questions are effective learning tools even when asked before a learning experience. Advanced organizers provide students with a way of organizing information within a learning experience. They can describe the new content to which students are to be exposed or present information to students in story format. “Skimming information before reading” is a type of advanced organizer that staff will use to facilitate student learning.

An example of how these “Best Practices” could be used by our staff to teach a unit of study is as follows:

- At the beginning of the unit: Teacher will introduce learning goals and give a rubric to explain the criterion for the final cooperative learning project which is due at the end of the unit of study.
- During a unit: Teacher will use advanced organizers at the beginning of each lesson so students will have a format to organize their notes. The teacher will use cues and questions during class discussions. Students will be asked to make nonlinguistic representations as a review of the main points of the lesson. Homework will be assigned as practice after each lesson, and the teacher will give feedback on the assignment the following day.
- At the end of a unit, students will work in cooperative learning groups to present an overview as well as similarities and differences to previously learned material found in the unit.

3. Instructional Methodology - Standards-Based Instruction through Backwards Design

Oxford Prep’s scope and sequence will be aligned with California State Standards. In all content areas, the pacing plan will be developed based on a systematic prioritization and clustering of the California State Standards. It is the goal of Oxford Prep to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of study, teachers will look at their own grade level standards, in addition to the standards of the grades above and below them.

Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design); (2) align appropriate assessments to the standards; (3) implement instructional activities that are aligned to standards and reflect research-based best practices, including strategies detailed in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, and Pollock); and 4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students as well as our target population.

The following provides a detailed description of the standards-based instructional design process to be implemented at Oxford Prep.

Backwards Design, an instructional design method with a strong research base originally published in Understanding by Design, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. This method of Academic Strategic Success Planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that Oxford Prep will use. The four stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards



Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary, prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - o Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments);
 - o Percentage of questions from the STAR exam (CST) that relate to each strand of the standards (this will be tied to creating assessments); and
 - o Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to Content Standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard; and
- Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs);
- Writing and using effective standards-based lesson plans;
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson).

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- Collaborative investigations and demonstrations;
- Mini-Lessons that address specific skills within the context of larger projects;
- Giving guidance and adequate time to self-reflect and self-assess;
- Authentic assessments, such as:
 - o Basic phonics skills test (BPST);
 - o Mathematics assessment given to students at the beginning of the year, mid-year, and the end of the year to measure growth,



- Writing prompts;
- End of chapter tests;
- Quizzes;
- Teacher-made assessments; and
- Multiple Intelligences projects.
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;
- The presentation of clearly defined “Learning Targets” for all students by all teachers;
- Rubric self-assessment;
- The involvement of community members and educational partners in instructional presentation;
- Mentoring program; and
- Peer study groups.

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at Oxford Prep. Specifically, all teachers will be charged with the responsibility of meeting no less than weekly, as a grade-level, to engage in lesson preparation, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

4. Instructional Methodology - GATE Strategies

Since the vision of Oxford Prep states that all students are unique and gifted individuals, the staff will use teaching strategies for all students that are recommended for differentiating the curriculum for GATE students. GATE strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, acceleration and/or compacting of the curriculum for grade level State Standards. Bloom’s Taxonomy will be a focal point of this instructional program.

Depth and Complexity

Depth and complexity concepts encourage abstract thinking and big ideas. Using these strategies, teachers will be able to design assignments that teach the grade level standards with increased rigor. These concepts are:

- **Language of the Discipline:** Indicates identification and usage of appropriate language relative to the discipline;
- **Details:** Indicates elaboration and description of an idea or event;
- **Patterns:** Indicates recurring elements or repeated factors of an idea or event, as well as the order of events;



- **Trends:** Indicates identification of changes throughout a period as well as the factors, influences, and forces;
- **Unanswered Questions:** Indicates unclear ideas and information, as well as what is unknown, unexplored, and/or unproved;
- **Rules:** Indicates organizational elements relevant to the curriculum;
- **Ethics:** Indicates possible rights and wrongs of an event, idea, or issue;
- **Big Idea:** Indicates a generalization, principle, or theory about the curriculum being studied;
- **Change Over Time:** Indicates a change over time where changes are identified and causality examined;
- **Points of View:** Indicates multiple perspectives, examines ideas and events from different perspectives; and
- **Interdisciplinary Connections:** Indicates a connection between the curriculum under study and other subject matter.

Novelty

This strategy allows students to study issues, ideas, concepts, and events that are not part of the general curriculum, but hold interest for them. Students who have already mastered the grade level curriculum welcome this opportunity to be more independent and make decisions that will guide their continued learning.

Acceleration

For students who show mastery of grade level standards, acceleration means presenting material to the student taken from the curriculum of a grade level or more beyond the student's current placement. This allows students who learn quickly to move at a pace that is appropriate for their learning style.

Compacting

Compacting or streamlining curriculum occurs after assessing students to find out what parts of the curriculum they have not already mastered and focus lessons on those standards. This allows students to move more quickly onto other more rigorous and challenging curriculum.

Examples of how staff will use GATE strategies include:

- Use *Change Over Time* to discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70;
- Use *Points of View* to describe the people and events associated with the drafting and signing of the Declaration of Independence from King George's perspective; and
- Use *Patterns* to compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

5. Instructional Methodology - Service Learning

Service learning is a teaching method that combines academic content with direct service experiences. Students provide genuine service to their school or community while extending or deepening their understanding of curricular content. According to a recent study by Florida Learn and Serve, students who were actively involved in service learning projects showed improved attendance, fewer referrals for discipline problems, and improved grades.

Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org), and implemented across the state:

SEVEN ELEMENTS OF HIGH QUALITY SERVICE LEARNING

Integrated Learning



- The service learning project has clearly articulated knowledge, skill, or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well-organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration

- The service learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Student Voice

- Students participate actively in:
- Choosing and planning the service project;
- Planning and implementing the reflection sessions, evaluation, and celebration; and
- Taking on roles and tasks that are appropriate to their age.

Civic Responsibility

- The service learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service learning project, students understand how they can impact their community.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service learning project.

Evaluation

- All the partners, especially students, are involved in evaluating the service learning project.
- The evaluation seeks to measure progress towards the learning and service goals of the project.

"Taking care of others" is one of our three school-wide rules. We consider our school and our surrounding communities a part of this school-wide goal. Additionally, our belief in following the Multiple Intelligence Theory lends itself to "hands-on" learning which translates into service to and within our community. Some of the intelligences we will focus on that highlight service learning activities are: Interpersonal Intelligence (public speaking, group work, open-ended discussion, and brainstorming); Spatial Intelligence (art projects, paintings, posters, and ceramic work); Bodily-Kinesthetic Intelligence (drama performances and movement); Musical Intelligence (musical programs and instrumental recitals); and Naturalist Intelligence (gardening, yard clearing and weeding, fall pruning and spring planting).

Each grade level will promote at least one service learning project each year that is connected to the State Standards. Examples of this would be writing letters of encouragement or gratitude to service men and women overseas (Writing Application Standard: 3rd grade, 2.3: Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature), planting and caring for native plants (Life Science Standards:



4th grade 3.B: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all), and performing for senior citizens (Visual and Performing Arts Standards: 5th grade 2.3: Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances).

These activities will promote collaboration and effective communication skills. Students will become more confident and gain self-worth as they learn to find solutions for problems that will help our society improve. With this teaching strategy, our school will be developing future leaders. Our goal is to help our students apply their knowledge, while having a profound effect on many people's lives.

Explained below is a more specific service learning lesson, followed by California State Standards that are incorporated within the service learning project.

- I. Students in a seventh-grade science class will work with their teachers and with staff members from local conservation organizations to design, create, and maintain a garden in a deserted lot near the school.
- II. The lot becomes an on-campus community garden that consists of native California plants and ecosystems, and is used as a focal point for the study of geology, ecology, and agriculture.
- III. Staff members from the conservation agency provide valuable scientific expertise and assist the class by donating garden supplies, educational materials, and other resources.
- IV. They participate in discussions with the students about environmental issues that affect them and their community.
- V. Through their participation in these discussions and their service experience, students learn academic content standards in life science, physical science, and scientific experimentation.

(Science Content Standards, Grade Seven, Focus on Life Science 5.a—Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism; 2.a—Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms; 6.a—Students know visible light is a small band within a very broad electromagnetic spectrum. Science Content Standards, Grade Seven, Investigation and Experimentation 7.a—Select and use appropriate tools and technology [including calculators, computers, balances, spring scales, microscopes, and binoculars] to perform tests, collect data, and display data.) — Adapted from the California Department of Education website, <http://www.education.ca.gov/ci/cr/sl/clement2.asp>

6. Instructional Methodology - Bloom's Taxonomy

Oxford Preparatory Academy will incorporate Bloom's Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students' thought processes. According to Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

1. **Knowledge:** remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
2. **Comprehension:** grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
3. **Application:** applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.



4. **Analysis:** breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
5. **Synthesis:** applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that's new.
6. **Evaluation:** judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, and summarize, etc., to encourage students to make judgments according to a set of criteria.

The following is an example of taking an objective and creating questions and activities from each of the different levels of Bloom's Taxonomy:

Objective: *The student will write a compound sentence using conjunctions*

Knowledge

1. Define a compound sentence.
2. List the conjunctions that you could use to combine sentences into a compound sentence.

Comprehension

1. What is the difference between a compound and a simple sentence?
2. Write a compound sentence from two given simple sentences.

Application

1. Choose one example of a compound sentence.
2. Use the conjunction "and" to form a compound sentence.

Analysis

1. Identify reasons for using conjunctions to form compound sentences.
2. Compare the three (3) conjunctions "and", "or", and "but" and explain the differences between each.

Synthesis

1. Formulate a paragraph that includes each of the three (3) conjunctions to form a compound sentence.
2. Incorporate conjunctions in six (6) compound sentences, using weekly spelling words.

Evaluation

1. Decide if your partner has used three (3) compound sentences using "and", "or", and "but" in a paragraph.
2. Determine whether or not your partner understands writing with compound sentences and be prepared to defend your answer.

Q. Addressing the Needs of all Students

Oxford Preparatory Academy strongly believes that when both teachers and parents collaborate on addressing unique student needs and barriers preventing academic success, students will succeed. Teachers will meet ~~regularly~~ weekly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Oxford Prep is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. We will identify at-risk students based on standardized tests and those who are not meeting grade level Standards on classroom assessments. There will be targeted intervention by teachers who have



proven instructionally strong in this designated area. In addition, our Excellence Academy, a remedial intervention, will be offered before school, after school, and/or on Saturdays, to students in grades one (1) through eight (8). Staff are compensated with a stipend to provide these services. Students performing above grade level standards will be given the opportunity to participate in studies that challenge and address their strengths. Enrichment field trips will also be provided at various times throughout the year.

Comment [CK19]: Teacher Stipend included in budget line 1150.

Students At-Risk of Low Achievement

Oxford Prep will screen the following data to identify at-risk students in accordance with the California guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts;
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments; and
- Students recommended for academic intervention.

Oxford Prep will use diagnostic assessments ([See Appendix S for sample assessments](#)) in Reading, Writing, and Math to help identify struggling students within the first seven (7) weeks of school.

Academic Strategic Success Plans

Oxford Preparatory Academy will use the *Academic Strategic Success Plans* to inform parent(s)/guardian(s) that their child's work is falling below our academic expectations and is now labeled "at risk". The *Academic Strategic Success Plan* will be used with all identified at-risk students to allow teachers to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth. The *Academic Strategic Success Plan* will be updated each trimester, with targeted objectives and goals focusing on the student meeting grade level standards. The parent(s)/guardian(s), teacher, and student are required to attend all meetings in order to set goals and objectives to ensure academic growth. Parent(s)/Guardian(s) will be informed as soon as their child is identified as being "at-risk".

Data will be gathered through frequent interim assessments performed in the core subject areas. Teachers will have the tools they need to track all of their students and ensure they are making sufficient progress. The *Academic Strategic Success Plans* will be updated to identify if interventions have been successful, or if additional intervention is necessary.

If a student is deemed as making "adequate progress", the student will continue to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

Intervention

Despite the significant amount of individualization built into the Oxford Prep curriculum, some students may need additional attention and/or services. Our Excellence Academy, a remedial intervention, will be offered before school, after school, and on Saturdays, to students in grades one (1) through eight (8).

Comment [JW20]: Teacher stipend identified in budget line 1150

Our pre-referral process will specify interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to a Student Study Team (see next section) meeting between appropriate staff and parents, where documented behavioral, and/or attendance concerns are addressed and strategies developed for early interventions. Through a collaborative effort, our administrators, teachers, as well as specialists in resource education, speech/language, occupational therapy and adaptive P.E. ([as provided through a Memorandum of Understanding by and between Capistrano Unified School District and Oxford Preparatory Academy Regarding Special Education](#)), meet to identify students who require individualized assistance in academic and/or non-academic areas.



Student progress and effectiveness of modifications will be monitored utilizing performance data software, such as Edusoft, teacher observations, and collaboration between all involved staff. Professional Learning Communities (PLC) exists to develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the SST, teachers will meet at grade level to confer about student concerns and potential classroom accommodations and modifications.

Comment [JW21]: See budget line 5900

Student Study Team (SST)

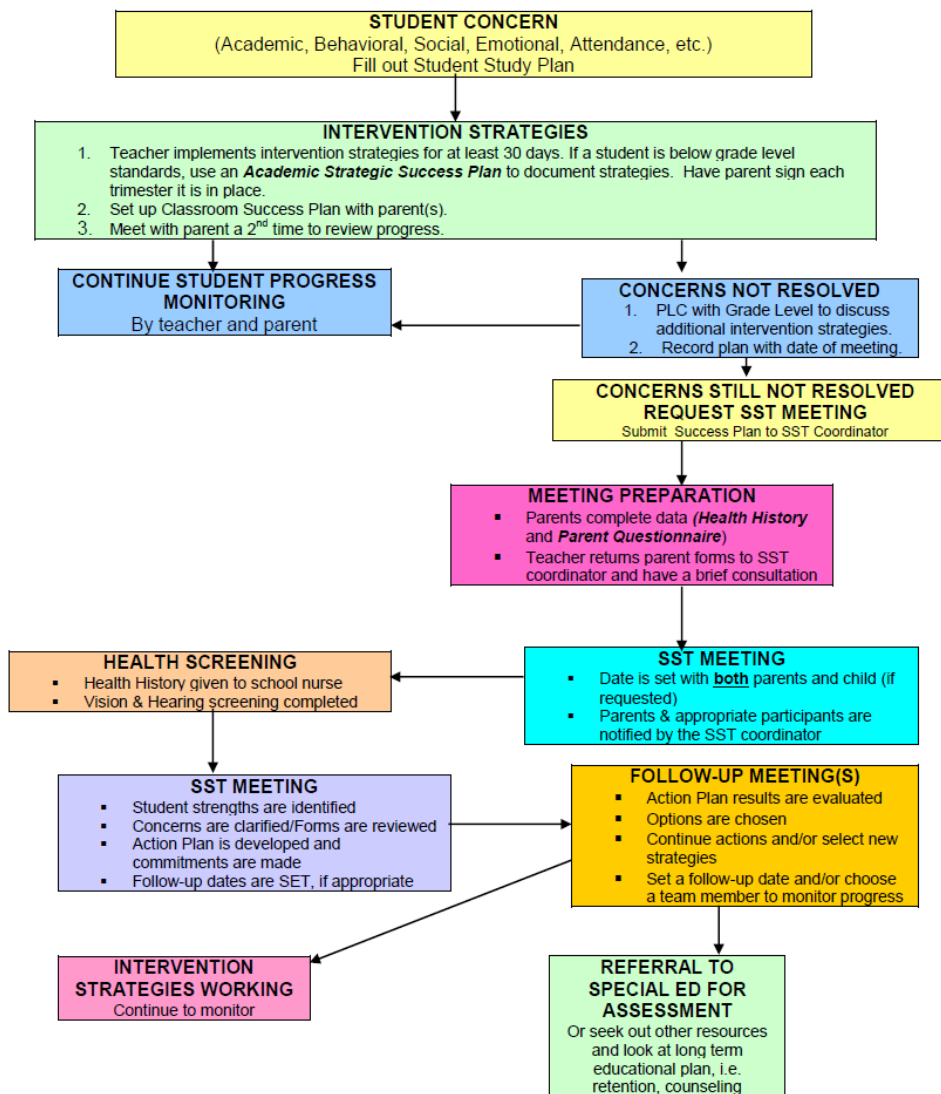
If a student is struggling either academically or socially, the classroom teacher will try intervention strategies ([see Appendix M, Student Study Team \(SST\) Forms](#)) to remediate the problem. When further measures are required, the teacher or parent may request a Student Study Team meeting. The team includes the parents, classroom teacher, ~~man~~ administrator or designee, the Student Study Team Coordinator, and may also include the resource specialist, nurse ([if staffed and participation is appropriate](#)), psychologist, and student, as deemed appropriate. The team identifies the student's strengths and weaknesses, and then develops a "Success Plan". Often, the plan includes a follow-up meeting. Students who need psycho-educational testing may be referred through the Student Study Team.

Comment [CK22]: Coordination of SST meetings are conducted by in-house teacher, paid by stipend.

Examples of a Success Plan include modifications of classroom work and assessments and/or further formal testing. Student Study Teams will revisit student progress and implementation of modifications to determine their effectiveness. With the completion of formal psycho-educational testing ([as provided through a Memorandum of Understanding by and between Capistrano Unified School District and Oxford Preparatory Academy regarding Special Education](#)), recommendations for placement in special programs and/or referrals to other support personnel are made, if necessary. [Before determining the need for or referring any student for a special education assessment, the Charter School shall consult with and defer to the District's Director of Special Education or designee's decision.](#) Servicing may include push-in (full inclusion), pullout, and/or ongoing consultation.

The graphic on the next page details the Student Study Team referral process at Oxford Preparatory Academy.

Student Study Team (SST) Process





High Achieving Students

The identification process begins with a referral form from the classroom teacher, or the parent/guardian. A brochure about the GATE program, a permission to assess form and a parent/student survey are sent to the parent/guardian. Upon receipt of parent permission to assess, a GATE assessment (the assessment varies with grade/age level) is administered ([See Appendix Q, GATE Survey](#)). A collection of data that reflects the broad spectrum of each student's abilities and needs, and a multi-dimensional identification procedure will be used. Multiple sources will be used to determine eligibility for program placement. Once identified, a student remains identified as a GATE student indefinitely. Students may be identified in the following categories: intellectual ability, leadership ability, high achievement, performing and visual arts, specific academic ability, and creative ability. [Ethnicity, disability, significant home factors, and low income may be used as factors in determining eligibility.](#) Students who have shown competence in higher-level work will be given a more rigorous curriculum adhering to the grade level state standards.

Comment [JW23]: No cost associated with this oversight

GATE Program

The goal of the Oxford Preparatory Academy staff is to provide a consistent, well-planned GATE program that truly addresses the needs of the students and presents qualitatively different instruction for each identified child daily within the mandated curriculum. Both the affective (social-emotional) and cognitive (academic) domains of the gifted child are addressed in our school program.

Oxford Prep's identification procedures will be equitable, comprehensive, and ongoing. Evidence from multiple sources will be used for eligibility. Tools used to identify students for GATE eligibility will include, but will not be limited to, criterion referenced tests, standardized tests, content standards tests, teacher and parent observations and checklists ([See Appendix Q for GATE Survey](#)).

Identification Process

The identification process includes search, assessment, documentation, review, and identification and placement. Identification of students eligible for placement in the GATE program will be a shared responsibility of the Administration, teachers, and other staff members at Oxford Prep.

The following criteria, as described below, will be utilized when identifying students for GATE program placement:

- Intellectual ability (as measured by the given aptitude assessment)
- High academic achievement (performance on CSTs, other assessments)
- Gifted behavioral characteristics (as measured by the teacher, such as grades, creativity, etc.)
- Exceptional aptitude in Visual and Performing Arts
- Other considerations/impact factors, such as socio-economic status, EL learner, Special Education, health issues, etc.

Instructional Program

Within grade levels, teachers will develop units of study that extend the depth and complexity of learning for the GATE identified students. Rather than engaging only in the regular curricular activities within the classroom, the identified students have the opportunity to experience the curriculum with differentiated activities and projects. They will be held responsible for the grade level standards and curriculum, but approach them in different ways and through higher level thinking skills. Using flexible grouping activities and cooperative tasks, the students will have the opportunity to extend their understanding during discussions with their teachers and peers, introducing them to new experiences, and aiding in their development of social skills. Teachers will utilize the enrichment activities that are provided in the adopted textbooks and programs to provide differentiated instruction for their identified GATE students in specific curricular areas. Additional sources will be used to provide a wider variety of learning materials



for these GATE students. The differentiated instruction will be provided instead of, not in addition to, the regular assignments.

Students will have the opportunity to pretest in the core subject areas. Curriculum will be compacted and accelerated for the students based on their levels of proficiency in the various subject areas. Alternative activities may include SRA reading and math labs, group projects and presentations, extended reading and spelling lists, and various activities that address the state standards with greater depth and complexity. They will also participate in a school-day program, "MAJORS," held on occasion throughout the school year, which will allow students to select courses based on their interests, incorporating the Theory of Multiple Intelligences. ~~Additional field trips that enhance the educational program will also be included in the program.~~

Utilizing the Theory of Multiple Intelligences, students will have opportunities to participate in a wide variety of lessons that encourage them to use their dominant intelligences and develop others. They will use lessons and activities that require them to work both individually and in groups while using their linguistic, musical, and bodily kinesthetic skills, logical mathematical reasoning, and spatial abilities. ~~Differentiating projects will be given to GATE students to extend learning opportunities. Additionally, in addition to the standards-based curriculum, foreign language training will be included.~~ extended technology training will be provided, allowing students to develop tools for presenting their research material.

Formative and summative assessments will be used to determine learning opportunities and to measure depth and complexity of understanding. In-depth analysis of standardized test data will be used to determine areas of strength for each student. Achievement and mastery of concepts and standards will be determined through the use of essay questions, graded oral presentations, graded group presentations, and evidence of completed products. Following the core curriculum, depth and complexity will be added to the course of study based on assessed student performance.

Socioeconomically Disadvantaged Students

Child poverty has reached extreme proportions within the United States. One third of American children spend at least one year below the poverty line, and 18% experience extreme poverty (Rank & Hirschl 1999). Younger children are more likely to face poverty (Bronfenbrenner 1996), and its impact may be strongest during children's earliest years (Bradley et al. 2001, Duncan et al. 1998). Among poverty's devastating effects is a negative influence on academic achievement; the relation between socioeconomic status (SES) and underachievement is most dramatic near and below the poverty line (Brooks-Gunn & Duncan 1997, Duncan et al. 1998).

Major discrepancies in educational achievement as a function of SES have been well documented. For example, only 19% of children from families receiving public assistance have requisite preliteracy skills at kindergarten entry [National Center for Education Statistics (NCES) 2000]. Of fourth-graders eligible for lunch subsidies, only 2% scored as advanced readers and 12% as proficient readers on the National Assessment of Educational Progress (2000) evaluation.

Numerous factors contribute to the relation between SES and educational outcomes, including birth weight, nutrition, housing quality, and access to health care (Bradley & Corwyn 2002). Such factors may, for example, have repercussions on child cognitive functioning or parenting, and in turn, educational achievement [Bolger et al. 1995, Brody et al. 1999, McLoyd 1990, McLoyd 1998, National Research Council (NRC) 2000]. ~~Poor educational attainment is a major cause of poverty, and poverty is a key influence on academic failure.~~

Based on the U.S. Census Bureau's *Income, Poverty, and Health Insurance Coverage in the United States: 2009* report, the official poverty rate in 2009 was 14.3 percent—up from 13.2 percent in 2008. This was the second statistically significant annual increase in the poverty rate since 2004.



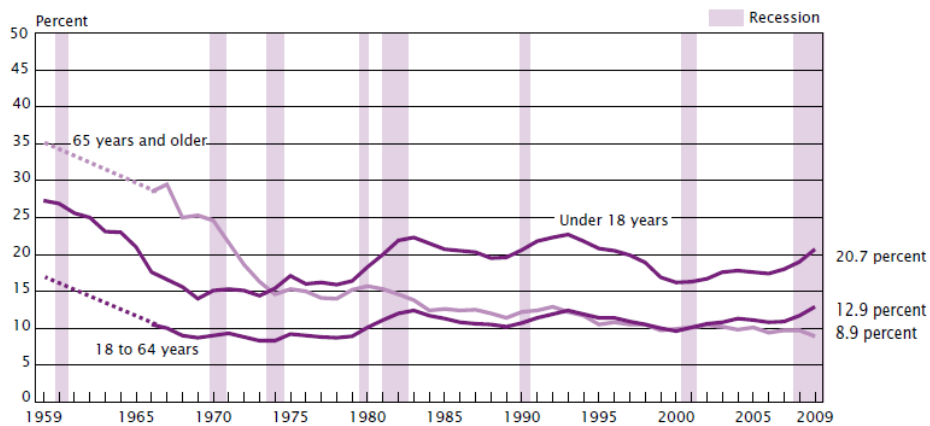
- In 2009, 43.6 million people were in poverty, up from 39.8 million in 2008—the third consecutive annual increase in the number of people in poverty.
- Between 2008 and 2009, the poverty rate increased for non- Hispanic Whites (from 8.6 percent to 9.4 percent), for African Americans (from 24.7 percent to 25.8 percent), and for Hispanics or Latinos (from 23.2 percent to 25.3 percent). For Asians, the 2009 poverty rate (12.5 percent) was not statistically different from the 2008 poverty rate.
- The poverty rate in 2009 (14.3 percent) was the highest poverty rate since 1994 but was 8.1 percentage points lower than the poverty rate in 1959, the first year for which poverty estimates are available.
- The number of people in poverty in 2009 (43.6 million) is the largest number in the 51 years for which poverty estimates have been published.
- Between 2008 and 2009, the poverty rate increased for children under the age of 18 (from 19.0 percent to 20.7 percent) and people aged 18 to 64 (from 11.7 percent to 12.9 percent), but decreased for people aged 65 and older (from 9.7 percent to 8.9 percent).

Impact of the 2007 Economic Downturn

The poverty rate and the number in poverty increased by 1.9 percentage points and 6.3 million between 2007 and 2009 (See below). The increase in the overall poverty rate was:

- Larger than the increase in the poverty rate during the November 1973 to March 1975 recession.
- Smaller than the increase in the poverty rates associated with the January 1980 to July 1980 and July 1981 to November 1982 combined recessions.
- Between 2007 and 2009, the child poverty rate and the number in poverty increased by 2.7 percentage 37 OMB determined the official definition points and 2.1 million.

Poverty Rates by Age: 1959 to 2009



Notes: The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A. Data for people aged 18 to 64 and 65 and older are not available from 1960 to 1965.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2010 Annual Social and Economic Supplements.



The degree to which poverty has infiltrated children living within the Capistrano Unified School District boundaries is demonstrated in the table below.

POVERTY STATUS IN THE PAST 12 MONTHS BY GENDER BY AGE	
Population for whom poverty status is determined	
Total:	61,715
Male:	2,200
Under 5 years	0
5 years	50
6 to 11 years	1,085
12 to 14 years	460
15 years	130
16 and 17 years	270
Female:	1,895
Under 5 years	0
5 years	120
6 to 11 years	905
12 to 14 years	240
15 years	205

Oxford Prep will address the unique needs of socioeconomically disadvantaged students in a sensitive and confidential way by:

- Providing free uniforms as necessary;
- Providing a free or reduced cost lunch as necessary, whether subsidized through an outside vendor or utilizing the National School Lunch Program;
- Giving diagnostic assessments as early as possible, such as the Basic Phonics Skills Test (BPST – See Appendix S), to determine reading readiness and performance levels to ensure the most appropriate intervention is employed;
- Providing free intervention programs (Excellence Academy) before and after school to address academic concerns and students “at-risk” of not meeting grade level standards;
- Utilizing Academic Strategic Success Plans (See Appendix N) for students who are considered “at-risk” of not meeting grade level standards;
- Providing equal access to all activities;
- Directing parents to resources and additional information, as needed;
- Utilizing a STAR Focus Chart (See Appendix V) for each student, guiding them on personal academic goal development and how to attain those goals;
- Offering Parent Education Nights to assist families with further supporting and/or enhancing their child's instructional day while at home

Comment [JW24]: See budget line 4700, Food-Lunch Program Net Cost

Additionally, outside agencies for counseling services will be utilized when needed. Top-notch collaboration and teamwork among staff, particularly during the Student Study Team (SST) process, ensures that all students' needs are addressed and met. Student progress and effectiveness of modifications will be monitored utilizing performance data software, such as Edusoft, teacher observations, and collaboration between all involved staff. Professional Learning

Comment [JW25]: See budget line 5880)



[Communities \(PLC\) exists to develop strategies for student achievement and discuss ways to meet the needs of all students.](#)

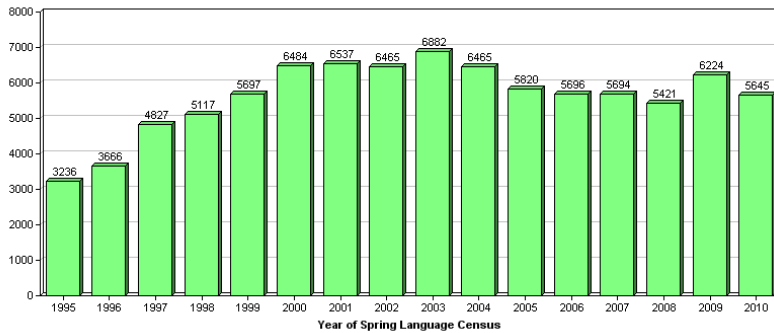
English Learners (ELs)

English Learners (ELs) are the fastest- growing student population within the U.S. Approximately 4.7 million, or 10 percent, of the nation’s students in grades K–12 were classified as ELs in 2007–08 (U.S. Department of Education, forthcoming). This is an increase of approximately 60 percent since the late 1990s, while the size of the total student population remained unchanged (Batalova et al., 2006). Although southwestern states have the highest proportions of ELs, more than half of all states reported EL proportions of at least 5 percent of their K–12 enrollment (U.S. Department of Education, forthcoming). The fastest growth has taken place in parts of the country that have had relatively less prior experience serving ELs in the education system.

The graphs below indicate that in CUSD, the number of English Learners has remained steady, with no significant increases in the total number in the last six (6) years. However, the growth trend parallels that of the U.S.:

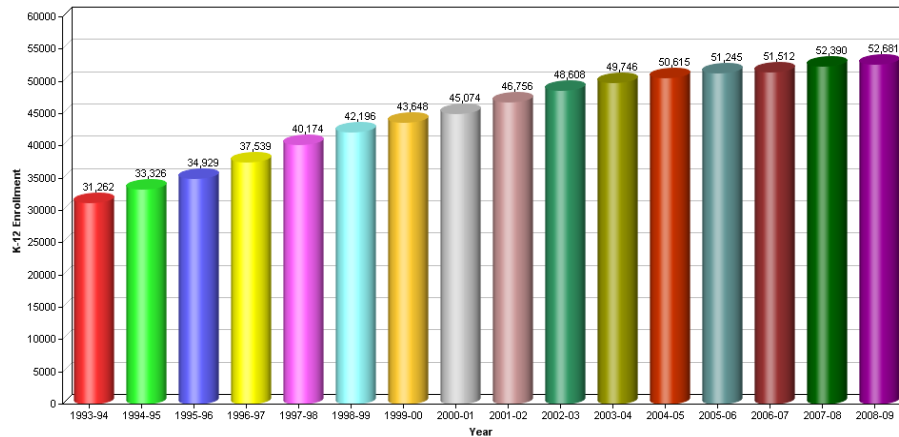
- Approximately 10% of CUSD’s students have been classified as ELs (see comparison between District’s “Number of English Learners for Capistrano Unified” graph and the total K-12 enrollment graph, both found below) (<http://data1.cde.ca.gov/dataquest/>); and
- Since the mid to late 1990s, CUSD’s ELs have increased approximately 60%.

Number of English Learners for Capistrano Unified





Total District Enrollment – Capistrano Unified



Identification of ELs

Oxford Preparatory Academy will follow all applicable laws in serving its English Learner (EL) students, including full inclusion in the classroom, and, as needed, small group instruction, and/or individual instructional customization in the classroom. providing intervention to students with beginning to advanced proficiency, up until the time of reclassification. Project GLAD and SIOP strategies may be used for EL students, as appropriate, in order to make grade-level academic content understandable and comprehensible while at the same time promoting English language development (ELD) and literacy.

Oxford Prep will administer the Home Language Survey upon a student's enrollment. All students who indicate that their home language is one other than English, will be initially administered the California English Language Development Test (CELDT) within thirty (30) days of enrollment, and annually thereafter between July 1st and October 31st until reclassified as Fluent English Proficient (R-FEP). If their primary language is Spanish, these students will also be administered the Language Assessment Scale (LAS). Students reclassified as Fluent English Proficient (R-FEP) will be monitored for two (2) years.

Oxford Preparatory Academy will notify all parents of EL students prior to CELDT administration. Parents will receive CELDT results within thirty (30) days of Oxford Prep receiving results from the publisher. The CELDT shall be used to determine whether the student qualifies for reclassification as Fluent English Proficient (R-FEP) and to fulfill the requirements under the "No Child Left Behind" Act (NCLB) for annual English proficiency testing. Selected teaching staff will be trained on the portions of the CELDT test they are administering. Oxford Prep will send one person to the state-sponsored or regional CELDT trainings each year.

Comment [JW26]: Teachers receive stipend as EL Coordinator, but not test administrator nor receiving CELDT Training (this is a non-compensated committee) unless they are one in the same (EL Coordinator and test admin)

EL Servicing

Oxford Preparatory Academy will run a full-inclusion program for our EL students. EL students will not be placed in sheltered or bilingual instruction classes at Oxford Prep. From the first day of school, EL students will be immersed in English, with the language support they need to learn the language (i.e., SDAIE, SIOP, and Project GLAD strategies, EL lessons in core curriculum text). Additionally, this support will enable them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.



Utilizing the CELDT. Oxford Preparatory Academy will determine to what extent the student is limited English proficient. ~~Then a determination as to what site program and servicing the student will receive (e.g. Structured English Immersion) will be done.~~

There will be two types of English Language Development programs implemented in our classrooms: Structured English Immersion (SEI) and English Language Mainstream (ELM). SEI programs are designed for students with less than “reasonable fluency”. An English language mainstream program is designed for students with “reasonable fluency” or a “good working knowledge of English”.

Oxford Prep will consider Typically, EL students scoring at the beginning to intermediate levels on the CELDT ~~are considered~~ to have less than “reasonable fluency” (California Education Code [EC] Section ~~—~~ § 305). ~~S~~ Typically, students scoring at the intermediate level or higher (Early Advanced or Advanced) are considered to have “reasonable fluency.” ~~However, districts (in this case, Oxford Preparatory Academy) determine what levels constitute “reasonable fluency” and “less than reasonable fluency.”~~

Structured English Immersion (SEI): Students who score at less than reasonable fluency (beginning through intermediate levels on CELDT) are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD, by authorized teachers, appropriate to each student’s level of English proficiency, and other core content (based on grade-level content standards) instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and (3) may include primary language support. ~~Subjects by authorized teachers using instructional and supplementary materials will be approved by the California Department of Education and Oxford Prep’s Board of Directors. Instruction is based on ELD and grade-level content standards. Instruction includes differentiated core content delivered through Specially Designed Academic Instruction in English (SDAIE) may also utilize Structured Immersion Observation Protocol (SIOP) and Guided Language Acquisition Design (Project GLAD) strategies.~~

English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using textbooks and supplementary materials approved by Oxford Prep’s Board of Directors. Instruction is based on ELD and grade-level content standards. Students will receive additional instruction needed to assist them to be reclassified as fluent English proficient. Core content will be delivered through Specially Designed Academic Instruction in English (SDAIE).

An EL student shall be transferred from a SEI program to an English language mainstream program when the pupil has acquired a reasonable level of English proficiency (EC 305). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream program utilizing the Placement by Parent request ~~Parental Exception Waiver~~ process (California Code of Regulations [CCR], Title 5, section 11301).

All teachers of EL students will receive professional development in order to better understand the instructional steps and approaches necessary for English Language acquisition, including the application of ELD Standards for English Learners and using authentic assessment. Using alternative or authentic assessments with EL students, rather than relying solely on traditional forms of testing such as multiple-choice tests, allows for better assessment of the full range of student outcomes, and the information gained through the assessment can then be used to inform instructional planning. Additional professional development will include applying instructional accommodations or modifications which have proven effective with EL students. Some of these include, but are not limited to, demonstrating activities and strategies through teacher “think alouds” and modeling; setting language, content, and learning strategy objectives; tapping prior knowledge; using visuals/manipulatives; explicitly teaching key vocabulary; adjusting speech; utilizing cooperative learning methods; and teaching coping strategies.

Comment [JW27]: Typically, no cost associated, though expended funds would derive from budget line 5805



All Oxford Preparatory Academy teachers will be ~~CLAD-certified~~EL authorized (i.e., CLAD, B-CLAD, AB 2913, SB 395, or SB 1969) or in the process of obtaining ~~CLAD certification~~EL authorization.

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same *Academic Strategic Success Plan* process as other students. Our goal is to help EL students move rapidly through the five levels of English Language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

Dependent upon the student's grade level and/or English Language proficiency levels, Oxford Prep will ensure the student is receiving an intervention program, as needed for English Language acquisition. Interventions include, but are not limited to, the following:

- Intensive intervention program, including Excellence Academy (targeting English Language Arts) and College Prep (targeting specific reporting clusters in English Language Arts), which includes frequent progress monitoring and opportunities for acceleration;
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration;
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on students' learning strengths; and
- Student Study Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

Project GLAD strategies may be used to promote high levels of academic language and achievement for students at all levels of English proficiency. SIOP strategies may be utilized to make grade-level academic content understandable and comprehensible to English learners while at the same time promoting English language development (ELD) and literacy. Examples of instructional accommodations or modifications which have proven effective with EL students include demonstrating activities and strategies through teacher "think alouds" and modeling; setting language, content, and learning strategy objectives; tapping prior knowledge; using visuals/manipulatives; explicitly teaching key vocabulary; adjusting speech; utilizing cooperative learning methods; and teaching coping strategies. High-performing EL students may be recommended for GATE through a teacher and parent survey. These students will be provided content with greater depth, complexity, and novelty, and will have the opportunity to accelerate through the curriculum.

EL students suspected of having a possible learning disability will be referred to our Student Study Team (SST) for intervention/assessment. If necessary, and with parental/guardian consent, Oxford Prep will determine a student's eligibility for Special Education services as needed.

Exiting the ELD Program

The process and criteria for determining when a student should exit the ELD Program is as follows: According to the California Education Code Section § 313[d], the required criteria are CELDT results, Comparison of Performance in Basic Skills, Teacher Evaluation (term grades), and a writing rubric which will serve as an additional multiple measure. Specific criteria for each component listed above are as follows:

Overall CELDT scores: Early Advanced or Advanced (with no sub-skills scoring less than Intermediate in Reading, Writing, Language, and Speaking)

CST scores: Proficient or Advanced in English Language Arts (ELA) and Math



Teacher Evaluation: grades must be a C or better in all core academic subject areas (e.g., Reading, Math, Writing, etc.) for students in grades K - 8

Writing Rubric: Grade-level writing samples must score a 3 or better on a 4 point maximum rubric scale. Writing rubrics will measure writing strategies, language conventions, sentence structure, grammar, capitalization, punctuation, and spelling.

Prior to students exiting the ELD program, the EL Coordinator and site administration will obtain parent approval during a Parental Opinion & Consultation session/meeting. If the student is receiving Special Education services, an IEP team meeting will be held to make any necessary modifications to the student's IEP before any change in placement is made, and an addendum will be submitted to reflect that the student being reclassified is based due to a learning disability rather than a language barrier.

Comment [CK28]: EL Coordinator is an in-house teacher with an Administrative Credential; stipend given.

Annual Measurable Achievement Objectives (AMAO's)

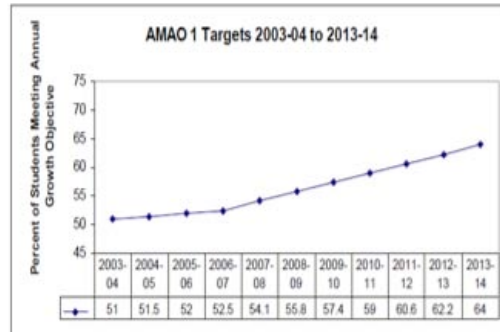
Title III requires that states hold Title III subgrantees accountable for meeting three annual measurable achievement objectives (AMAOs) for English learners. The first AMAO relates to making annual progress on the CELDT, the second relates to attaining English proficiency on the CELDT, and the third AMAO relates to meeting Adequate Yearly Progress (AYP) by the English Learner subgroup at the LEA level. Charter schools that are direct funded and that receive Title III funds as a separate LEA will be held accountable for meeting the AMAOs and will receive Title III Accountability Reports each fall.

The following assessments will be utilized to measure progress toward AMAOs:

AMAO 1	CELDT
AMAO 2	CELDT
AMAO 3	CST, CMA, CAPA

English Language Proficiency AMAO 1: Percent Making Annual CELDT Progress in Learning English

The first AMAO requires annual increases in the percentage of students making progress in learning English. The SBE set the annual growth metric as gaining one proficiency level annually until students reach the level considered for re-designation to Fluent English Proficient (R-FEP) – Early Advanced Overall with no sub-skill below Intermediate. Although a gain of one proficiency level may not be reasonable for all intermediate students, it is reasonable to expect a given percentage of students in an LEA to gain one proficiency level.



For students who have reached the Early Advanced level with no sub-skill below Intermediate but have not been re-designated, the annual goal is to maintain this level of proficiency. Students at the Beginning, Early Intermediate, or Intermediate levels are expected to gain one proficiency level per year. A student at the Early Advanced level with some skill areas below Intermediate is expected to bring all skill areas up to the Intermediate level; and a student already at the English proficiency level required for re-designation is expected to maintain that level.

English Language Proficiency AMAO 2: Percent Attaining English CELDT Proficiency

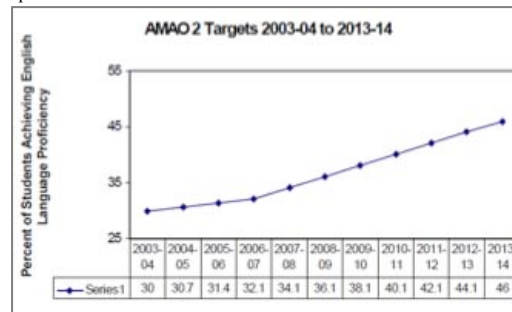


AMAO 2 measures the percent of EL students in a defined cohort at a given point in time, who have attained the English proficient level on the CELDT. Four (4) groups of students are combined into the AMAO 2 cohort:

All EL students who were at the Intermediate level overall the prior year;

EL students at the Early Advanced or Advanced levels overall who were not English proficient the prior year;

EL students at the Beginning or Early Intermediate level overall in the prior year (2006-07) who were enrolled in U.S. schools before July 1, 2003; and
EL students at the Beginning or Early Intermediate level overall in the prior year, who entered U.S. schools after June 30, 2003, and who met the English proficient level on the annual CELDT.



Academic Achievement AMAO 3: Meeting AYP Requirements for CST, CAPA, the EL Subgroup at the LEA or Consortia Level CAHSEE

The academic achievement targets specify the percent of EL students that must score at the proficient or advanced level in English-language arts (ELA) and mathematics on State assessments used to determine AYP.

The 2011-2012 AYP targets are as follows:

Participation Rate ELA & Math	Percent Proficient ELA	Percent Proficient Math
95 %	78.4%	79.0%

Oxford Preparatory Academy plans to meet and/or exceed all AMAO targets as well as AYP targets.

Oxford Preparatory Academy plans to meet the challenge of addressing the needs of all our students, including our target student groups, by the following:

- *Teacher Training/Staff Development:* Through the Professional Learning Community approach, teachers will be trained in strategies and theories that can be applied in differentiated classroom instruction and lesson design. These include the Multiple Intelligences, backwards lesson design, GATE strategies (depth, complexity, and novelty) for all students, when appropriate, and other research-based strategies such as the best practices of teaching;
- *High Quality Assessment:* Assessments must be valid, standards-based, and rigorous to meet the demands of the ever-increasing AYP criteria targets, including Percent At or Above Proficient. Assessments will be varied and will include Alternate, or Authentic Assessments;
- *Adequate Preparation for High Stakes Testing:* By increasing the rigor of the standard while at the same time differentiating instruction to meet the unique needs of each student, teachers can more adequately prepare students for success on state tests;
- *Intervention Programs:* Targeted intervention, such as our *Academic Strategic Success Plan*, and an effective referral program for Student Study Teams, allow teachers to work with parents and other staff members to hone in on the specific needs of each student, and provide for monitoring of student progress; and
- *Sufficient Resources:* Sufficient resources must be provided to ensure that every teacher is trained in school-wide and grade-level specific programs and resources, as well as in delivering content instruction



understandable to all students. Resources must be broad, including a structured and rigorous curriculum, technology integration, and comprehensive assessment tools.

R. Plan for Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School shall be categorized as a "public school" within the District in conformity with Education Code Section 47641(b). As described below, the Charter School shall comply with a Memorandum of Understanding ("MOU") between the District and the Charter School related to the delineation of duties between the District and the Charter School.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA.

The facilities to be utilized by the School shall be accessible for all students with disabilities.

Services for Students under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of the Charter School and the District which MOU shall be executed at least three (3) months prior to the commencement of operation, or as otherwise agreed upon by the parties which is fully incorporated herein by reference. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District based upon the Petitioner's knowledge of District special education procedures. The following language aligns the typical -- industry standard arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the district. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU. As such, to the extent that any of the following is inconsistent with the MOU entered into between the Parties, the MOU controls. The Charter School understands that changing from a school of the District to an LEA member of a SELPA would constitute a material revision of this Petition.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b) for so long as the charter is sponsored by the Capistrano Unified School District.

Please refer to the Memorandum of Understanding (MOU) by and between Capistrano Unified School District and Oxford preparatory Academy Charter School in the Appendix.



S. Independent Study

Oxford Prep will enroll students into a full time Independent Study program (ISP – [See Appendix W](#)), which will correspond with the site-based curriculum. Each grade level teacher may be responsible for additional independent study students, who are in the same grade level, or one teacher may be responsible for overseeing the program as an adjunct duty. Oxford Prep has estimated a total of 100 students in the ISP program the first year. The teacher will meet with these students and their parents to determine goals, instruction, and assessment of student progress. Students in this program will be held to the same degree of standard and expectation as students in the regular education program.

Students who are enrolled into the Independent Study Program will have access to extra-curricular programs, after-school intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on site and regular meetings to go over assignments and assign new materials. Parents will be provided with materials for lessons that reinforce concepts through these weekly meetings with the teachers. Independent Study students will be expected to complete the community service project as well and participate in interventions.

Additionally, the pupil will be provided with the same educational program offered at Oxford Prep. Oxford Prep will ensure that the students have equal access to the existing services and resources that they would have received in a traditional school within CUSD. Independent Study students will be included in the STAR testing process and will be required to attend the school during testing periods.

In addition to complying with all the laws that apply to charter schools in California in general, Oxford Prep shall comply with all specific laws applicable to charter school Independent Study programs. As such, the provision of education through Independent Study shall be governed by an Independent Study Policy adopted by the Oxford Prep Board of Directors after a public hearing and implemented in accordance with individual work and assignment agreements for each student.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school, ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Education Code § 47605 (b)(5)(B)

A. Outcome Goals

Oxford Preparatory Academy will be proactive in systematically tracking student progress towards reaching and surpassing standards proficiency. This will include each of our subgroups. In addition to state-mandated summative assessments, Oxford Preparatory Academy will regularly administer internal assessments. This internal documentation may include, but is not limited to, diagnostic assessments such as:

- Basic Phonic Skills Test (BPST) for grades K - 3;
- Curriculum-embedded diagnostic and benchmark assessments;
- Multiple Intelligences assessments and projects;
- Writing prompts;
- Individual Education Plan (IEP) goals;



- Individual Learning Plan (ILP) goals;
- Academic Strategic Success Plan goals;
- Portfolios of student work (such as writing, drawing, research projects);
- STAR Focus Charts for assessing reflection and growth in learning;
- Graphs of performance (in reading, physical fitness, etc.);
- Rubrics (staff, student, or collaboratively generated); and other methods with which students may assess progress.

B. Academic Performance Index and Annual Yearly Progress Index

As a new school we will establish a new base for API. With that established, Oxford Prep will:

- Meet or exceed yearly California Academic Performance Index growth points as determined by the State;
- Attain a similar school ranking of seven (7) or above by year five (5); and
- Increase the performance level of each significant subgroup by raising scores 5% per year, which will close the achievement gap.

C. Measurable Pupil Outcomes

Under the No Child Left Behind (NCLB) Act, regardless as to whether or not schools, districts and states are making adequate yearly progress (AYP), 100% of their students must reach or exceed academic proficiency by the end of the 2013-14 school year.

1. Goal: 100% of students tested will score proficient/advanced in English Language Arts by year three (3), as measured by:
 - a) California Standardized Test (CST)
 - b) California Modified Assessment (CMA)
 - c) Standards-based Test in Spanish (STS)
 - d) Localized assessments
 - e) Authentic performance-based outcomes
2. Goal: 100% of students tested will score proficient/advanced in Mathematics by year three (3), as measured by:
 - a) California Standardized Test (CST)
 - b) California Modified Assessment (CMA)
 - c) Standards-based Test in Spanish (STS)
 - d) Localized assessments
 - e) Authentic performance-based outcomes
3. Goal: 85% of students tested will score proficient/advanced in Writing by year three (3), as measured by:
 - a) California State Writing Test (4th and 7th grade)
 - b) Localized assessments
 - c) Authentic performance-based outcomes



4. Goal: 85% of students tested will score proficient/advanced in Science by year three (3), as measured by:
 - a) California Standardized Test (5th and 8th grades)
 - b) California Modified Assessment (CMA)
 - c) Localized assessments
 - d) Authentic performance-based outcomes
5. Goal: 85% of students tested will score proficient/advanced in Social Science by year three (3), as measured by:
 - a) California Standardized Test (8th grade)
 - b) Localized assessments
 - c) Authentic performance-based outcomes
6. Goal: 85% of students tested will meet or exceed five (5) out of six (6) Healthy Fitness Zone Levels by year three (3) as measured by:
 - a) California Physical Fitness Test (5th and 7th grades)
 - b) Authentic performance-based outcomes based on Healthy Fitness Zones (HFZ) levels
7. Goal: To maintain average daily student attendance at 98% or higher as measured by state-defined average daily attendance procedures.

D. Pupil Outcome Goals

Oxford Prep commits to a rigorous focus on achievement standards in all academic areas. Our paramount objective is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Throughout our school's program, students will be encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement using the STAR Focus Charts. In doing so, students will monitor their academic growth and will be encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics is one way to further this process. Students will meet or exceed the state standards that have been established in the following areas on the subsequent pages:

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<u>English - Language Arts:</u> - Word Analysis, Fluency, and Systematic Vocabulary Development - Reading Comprehension - Literary Response and Analysis - Written and Oral English Language Conventions - Writing Strategies	- Read at or above grade level - Utilize expository text to increase reading comprehension - Enjoy and appreciate a variety of literary genres - Develop grade level vocabulary with associated meaning and transfer into written text - Sequence a story, recall details and summarize main ideas - Write compositions with appropriate grade level conventions of writing	- California Standards Test - California English Language Development Test - Student ILP Assessments - Student IEP Assessments - Student self-Assessment - Peer Assessment - Student Journals - Basic Phonic Skills Test (BPST) - Writing Standards Assessment - Oral Presentations Rubrics - Writing Rubrics

	<ul style="list-style-type: none"> - Develop competence in oral presentations - Understand and use complete sentences in writing and speaking 	<ul style="list-style-type: none"> - Standards-based Unit Assessments - Project-based Assessments - Summative Content-Specific Assessments (Teacher Developed) - Multiple Intelligences Based Assessments and Projects
<p><u>Mathematics:</u> <i>Grades K - 6</i></p> <ul style="list-style-type: none"> - Number Sense - Algebra and Functions - Measurement and Geometry - Statistics, Data Analysis, and Probability - Mathematical Reasoning <p><i>Grade 7</i></p> <ul style="list-style-type: none"> - Number Sense 1 - Number Sense 2 - Measurement & Geometry - Algebra & Functions - 1/Quantitative Relationships & Evaluating Expressions - Algebra & Functions - 2/Multistep Problems, Graphing & Functions - Statistics, Data Analysis & Probability <p><u>Algebra:</u></p> <ul style="list-style-type: none"> - Number Properties, Operations & Linear Equations - Graphing & Systems of Linear Equations - Quadratics & Polynomials - Functions & Rational Expressions <p><u>Geometry:</u></p> <ul style="list-style-type: none"> - Logic & Geometric Proofs - Volume & Area Formulas - Angle Relationships, Constructions, & Lines - Trigonometry 	<ul style="list-style-type: none"> - Develop basic grade level computational and procedural skills - Analyze problems and frame the appropriate operations to solve the problem - Understand grade level mathematical terminology - Develop logical thinking through the analysis of evidence - Connect mathematical algorithms and processes with real life application - Master visual representations such as graphs, models, signs and symbols associated with mathematical understanding 	<ul style="list-style-type: none"> - California Standards Test - School Adopted Textbook Computation and Application tests - Student ILP Assessments - Student IEP Assessments - Standards-Based Performance Assessment - Summative Content-Specific Assessments (Teacher Developed) - Mind Institute - Multiple Intelligences Based Assessments and Projects - <u>End of the Year Math Test</u>

<p><u>History - Social Science:</u></p> <ul style="list-style-type: none"> - Kindergarten: Learning and Working Now and Long Ago - 1st Grade: A Child's Place in Time and Space - 2nd Grade: People Who Make a Difference - 3rd Grade: Continuity and Change - 4th Grade: California: A Changing State - 5th Grade: United States History and Geography: Making a New Nation - 7th Grade: World History and Geography: Medieval and Early Modern Times <p><i>8th Grade:</i></p> <ul style="list-style-type: none"> - 6th Grade: World History and Geography: Ancient Civilizations - 7th Grade: Late Antiquity & the Middle Ages - 7th Grade: Renaissance/Reformation - 8th Grade: U.S Constitution & the Early Republic - 8th Grade: Civil War & Its Aftermath 	<ul style="list-style-type: none"> - Develop grade-level chronological and spatial skill in relationship to historical knowledge - Exhibit an understanding of research-based evidence, points of view, and their impact on forming personal opinion - Identify key historical events and their relationship to current cultural and social norms - Synthesize information from a variety of cultural and historical sources - Understand the democratic process and responsibility to civic values - Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences. 	<ul style="list-style-type: none"> - California Standards Test - Curriculum-embedded Assessments - Student ILP Assessment - Student self-assessment - Peer Assessment - Standards-based Unit Assessments - Project-based Assessments - Summative Content-Specific Assessments (Teacher Developed) - Multiple Intelligences Based Assessments and Projects - State-Standard Based Service Learning Projects
<p><u>Science:</u></p> <p><i>Grade 5</i></p> <ul style="list-style-type: none"> - Life Sciences (Grades 4 and 5) - Physical Sciences (Grades 4 and 5) - Earth Sciences (Grades 4 and 5) - Investigation and Experimentation <p><i>Grade 8</i></p> <ul style="list-style-type: none"> - Motion - Forces & Density and Buoyancy - Structure of Matter and Periodic Table - Earth and the Solar System - Reactions and Chemistry of Living Systems 	<ul style="list-style-type: none"> - Use scientific method in hands-on, grade level investigations - Learn to hypothesize and evaluate data throughout the scientific process - Learn to use technology in support of scientific research and documentation - Understand grade level scientific terminology - Interpret events by sequence and time from natural phenomena - Master foundational scientific facts appropriate to grade level understanding 	<ul style="list-style-type: none"> - California Standards Test - Curriculum-embedded assessments - Student ILP Assessments - Project-based Assessments - Authentic Assessments - Laboratory Reports - Experiment Results and Conclusions - Oral Presentations - Summative Content-Specific Assessments (Teacher Developed) - Multiple Intelligences Based Assessments and Projects



- Investigation & Experimentation		
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Oxford Preparatory Academy will meet its API and AYP goals by working as a Professional Learning Community to ensure that all students meet or exceed grade level proficiency in the core academic areas. These grade-level measurable pupil outcomes and assessment tools include, but are not limited to:

ENGLISH – LANGUAGE ARTS – Measurable Pupil Outcomes by Grade Level

Kindergarten

Measurable Pupil Outcomes

- Students read and comprehend “At” or “Above” grade level on the BPST;
- Students know about letters, words, and sounds. They apply this knowledge to read simple sentences;
- Students identify the basic facts and ideas in what they have read, heard, or viewed;
- Students use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known);
- Students listen and respond to stories based on well-known characters, things, plots, and settings;
- Students write words and brief sentences that are legible;
- Students write and speak with a command of standard English conventions;
- Students listen and respond to oral communication;
- Students speak in clear and coherent sentences; and
- Students deliver brief recitations and oral presentations about familiar experiences or interests.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Phonemic Awareness - Professional Learning Community Teacher Developed Assessments - Basic Phonic Skills Test (BPST) - Multiple Intelligences Based Assessments and Projects 	<ul style="list-style-type: none"> - 85% accuracy - 85% success - BPST Level – “At” or “Above” grade level - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Letter and Sound Identification Test - Publisher Embedded Assessments - Sight Word List 	<ul style="list-style-type: none"> - 85% success on letter and sound identification test - Proficiency level established by grade level standards - 85% success in reading sight word list

First Grade

Measurable Pupil Outcomes

- Students read and comprehend “At” or “Above” grade level on the BPST;
- Students understand the basic features of reading;
- Students select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading;
- Students read and understand grade-level-appropriate material;
- Students draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources);
- Students read and respond to a wide variety of significant works of children’s literature;

- Students distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters);
- Students write clear and coherent sentences and paragraphs that develop a central idea;
- Student writing shows they consider the audience and purpose;
- Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions);
- Students write compositions that describe and explain familiar objects, events, and experiences;
- Students listen critically and respond appropriately to oral communication;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation; and
- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Basic Phonic Skills Test (BPST) - Multiple Intelligences Based Assessments and Projects 	<ul style="list-style-type: none"> - BPST Level – “At” or “Above” grade level - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Publisher Embedded Assessments - Professional Learning Community Teacher Developed Assessments - Sight Word List 	<ul style="list-style-type: none"> - Proficiency level established by grade level standards 85% success - 85% success - 85% success in reading Sight Word List

Second Grade

Measurable Pupil Outcomes

- Students read and comprehend “At” or “Above” grade level on the BPST;
- Students read and understand at or above grade-level appropriate material;
- Students understand the basic features of reading;
- Students select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading;
- Students draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources);
- Students write clear and coherent sentences and paragraphs that develop a central idea;
- Student writing shows they consider the audience and purpose;
- Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions);
- Students write compositions that describe and explain familiar objects, events, and experiences;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students read and respond to a wide variety of significant works of children’s literature;
- Students distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters);



- Students listen critically and respond appropriately to oral communication;
- Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation; and
- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Basic Phonic Skills Test (BPST) - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Writing Prompts 	<ul style="list-style-type: none"> - BPST Level – “At” or “Above” Grade Level - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - California Alternate Performance Assessment (CAPA) - Standards-based Test in Spanish (STS) - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - CST Scores at Proficient/ Advanced - CAPA Scores “At” or “Above” Proficient - STS Scores at “Proficient/ Advanced” - Proficiency level established by grade level standards

Third Grade

Measurable Pupil Outcomes

- Students read and comprehend “At” or “Above” grade level on the BPST;
- Students read and understand at or above grade-level-appropriate material;
- Students understand the basic features of reading;
- Students select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading;
- Students draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources);
- Students read and respond to a wide variety of significant works of children’s literature;
- Students write clear and coherent sentences and paragraphs that develop a central idea;
- Student writing shows they consider the audience and purpose;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions);
- Students distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters);
- Students listen critically and respond appropriately to oral communication;
- Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation; and
- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Assessment Tool



<u>Performance Based</u> <ul style="list-style-type: none"> - Basic Phonic Skills Test (BPST) - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments - Writing Prompts 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - BPST – “At” or “Above” grade level - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient - Proficiency level established by grade level standards

Fourth Grade

Measurable Pupil Outcomes

- Students read and understand “At” or “Above” grade-level-appropriate material;
- Students understand the basic features of reading;
- Students select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading;
- Students read and understand grade-level-appropriate material;
- Students draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources);
- Students read and respond to a wide variety of significant works of children’s literature;
- Students distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters);
- Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose;
- Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions);
- Students write compositions that describe and explain familiar objects, events, and experiences;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students listen critically and respond appropriately to oral communication;
- Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation; and
- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
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<ul style="list-style-type: none"> - Utilize Benchmark Assessments - Writing Prompts 	<ul style="list-style-type: none"> - Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above Proficient” - Proficiency level established by grade level standards

Fifth Grade

Measurable Pupil Outcomes

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words;
- Students read and understand grade-level-appropriate material;
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose;
- Students read and respond to historically or culturally significant works of literature;
- Students begin to find ways to clarify the ideas and make connections between literary works;
- Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions;
- Students progress through the stages of the writing process as needed;
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience;
- Students evaluate the content of oral communication; and
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments - Writing Prompts 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient



(CAPA)	- Proficiency level established by grade level standards
- Publisher Embedded Assessments	

Sixth Grade

Measurable Pupil Outcomes

- Students read and understand at or above grade-level-appropriate material;
- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words;
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose;
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science;
- Students clarify the ideas and connect them to other literary works;
- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions;
- Students progress through the stages of the writing process as needed;
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience;
- Students evaluate the content of oral communication; and
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
- Utilize Benchmark Assessments	- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
- Writing Prompts	
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- California Standards Test (CST)	- CST Scores at "Proficient/Advanced"
- California Modified Assessment (CMA)	- CMA Scores at "Proficient/Advanced"
- Standards-based Test in Spanish (STS)	- STS Scores at "Proficient/Advanced"
- California Alternate Performance Assessment (CAPA)	- CAPA Scores "At" or "Above" Proficient
- Publisher Embedded Assessments	- Proficiency level established by grade level



	standards
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Seventh Grade

Measurable Pupil Outcomes

- Students read and understand at or above grade-level-appropriate material;
- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words;
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose;
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science;
- Students clarify the ideas and connect them to other literary works;
- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions;
- Students progress through the stages of the writing process as needed;
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre;
- Students write and speak with a command of standard English conventions appropriate to the grade level;
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience;
- Students evaluate the content of oral communication; and
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments - Writing Prompts 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - CMA Scores at "Proficient/Advanced" - STS Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient - Proficiency level established by grade level standards

Eighth Grade



Measurable Pupil Outcomes

- Students read and understand at or above grade-level-appropriate material;
- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words;
- Students read and understand grade-level-appropriate material;
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose;
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science;
- Students clarify the ideas and connect them to other literary works;
- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions;
- Students progress through the stages of the writing process as needed;
- Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre;
- Students write and speak with a command of standard English conventions appropriate to this grade level;
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience;
- Students evaluate the content of oral communication; and
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments - Writing Prompts 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - CMA Scores at "Proficient/Advanced" - STS Scores at "Proficient/Advanced" - CAPA "At" or "Above" Proficient - Proficiency level established by grade level standards

MATH – Measurable Pupil Outcomes by Grade Level

Kindergarten

Measurable Pupil Outcomes



- Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement);
- Students understand and describe simple additions and subtractions;
- Students use estimation strategies in computation and problem-solving that involve numbers that use the ones and tens places;
- Students sort and classify objects;
- Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties;
- Students identify common objects in their environment and describe the geometric features;
- Students collect information about objects and events in their environment;
- Students make decisions about how to set up a problem; and
- Students solve problems in reasonable ways and justify their reasoning

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest)
- Utilize Benchmark Assessments	- 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

First Grade

Measurable Pupil Outcomes

- Students understand and use numbers up to 100;
- Students demonstrate the meaning of addition and subtraction and use these operations to solve problems;
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds place;
- Students use number sentences with operational symbols and expressions to solve problems;
- Students use direct comparison and nonstandard units to describe the measurements of objects;
- Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space;
- Students organize, represent, and compare data by category on simple graphs and charts;
- Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors;
- Students make decisions about how to set up a problem;
- Students solve problems and justify their reasoning; and
- Students note connections between one problem and another;

Assessment Tool



<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest)
- Utilize Benchmark Assessments	- 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

Second Grade

Measurable Pupil Outcomes

- Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000;
- Students estimate, calculate, and solve problems involving addition and subtraction of two and three-digit numbers;
- Students model and solve simple problems involving multiplication and division;
- Students understand that fractions and decimals may refer to parts of a set and parts of a whole;
- Students model and solve problems by representing, adding, and subtracting amounts of money;
- Students use estimation strategies in computation and problem-solving that involve numbers that use the ones, tens, hundreds, and thousands places;
- Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction;
- Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured;
- Students identify and describe the attributes of common figures in the plane and of common objects in space;
- Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations;
- Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways;
- Students make decisions about how to set up a problem;
- Students set up problems, solve them, and justify their reasoning; and
- Students note connections between one problem and another.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest)
- Utilize Benchmark Assessments	- 85% success



<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - California Alternate Performance Assessment (CAPA) - Standards-based Test in Spanish (STS) - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient - STS Scores at "Proficient/Advanced" - Proficiency level established by grade level standards

Third Grade

Measurable Pupil Outcomes

- Students understand the place value of whole numbers;
- Students calculate and solve problems involving addition, subtraction, multiplication, and division;
- Students understand the relationship between whole numbers, simple fractions, and decimals;
- Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships;
- Students represent simple functional relationships;
- Students choose and use appropriate units and measurement tools to quantify the properties of objects;
- Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems;
- Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions;
- Students make decisions about how to approach problems;
- Students use strategies, skills, and concepts in finding solutions; and
- Students move beyond a particular problem by generalizing to other situations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) 	<ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - Proficiency level established by grade level standards - CMA Scores at "Proficient/Advanced" - STS Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient

Fourth Grade

Measurable Pupil Outcomes

- Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions;
- Students use the concepts of negative numbers;
- Students read, write, and round whole numbers through the millions;



- Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals;
- Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations;
- Students know how to factor small whole numbers;
- Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences;
- Students know how to manipulate equations;
- Students understand perimeter and area;
- Students use two-dimensional coordinate grids to represent points, graph lines, and simple figures;
- Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems;
- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings;
- Students make predictions for simple probability situations;
- Students make decisions about how to approach problems;
- Students use strategies, skills, and concepts in finding solutions; and
- Students move beyond a particular problem by generalizing to other situations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) 	<ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient

Fifth Grade

Measurable Pupil Outcomes

- Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers;
- Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals;
- Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results;
- Students understand and compute the volumes and areas of simple objects;
- Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures;



- Students display, analyze, compare, and interpret different sets, including data sets of different sizes;
- Students make decisions about how to approach problems;
- Students use strategies, skills, and concepts in finding solutions; and
- Students move beyond a particular problem by generalizing to other situations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) 	<ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient

Sixth Grade

Measurable Pupil Outcomes

- Students compare and order positive and negative fractions, decimals, and mixed numbers;
- Students solve problems involving fractions, ratios, proportions, and percentages;
- Students calculate and solve problems involving addition, subtraction, multiplication, and division;
- Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results;
- Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions;
- Students investigate geometric patterns and describe them algebraically;
- Students deepen their understanding of the measuring of plane and solid shapes, and use this understanding to solve problems;
- Students identify and describe the properties of two-dimensional figures;
- Students compute and analyze statistical measurements for data sets;
- Students use data samples of a population and describe the characteristics and limitations of the samples;
- Students determine theoretical and experimental probabilities and use these to make predictions about events;
- Students make decisions about how to approach problems;
- Students use strategies, skills, and concepts in finding solutions; and
- Students move beyond a particular problem by generalizing to other situations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success



<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) 	<ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient

Seventh Grade

Measurable Pupil Outcomes

- Students know the properties of, and compute with, rational numbers expressed in a variety of forms;
- Students use exponents, powers, and roots, and use exponents in working with fractions;
- Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs;
- Students interpret and evaluate expressions involving integer powers, and simple roots;
- Students graph and interpret linear and some nonlinear functions;
- Students solve simple linear equations and inequalities over rational numbers;
- Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems;
- Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale;
- Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures;
- Students collect, organize and represent data sets that have one or more variables, and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program;
- Students make decisions about how to approach problems;
- Students use strategies, skills, and concepts in finding solutions; and
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment 	<ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards - CMA Scores at “Proficient/Advanced” - STS Scores at “Proficient/Advanced” - CAPA Scores “At” or “Above” Proficient

(CAPA)	
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Eighth Grade

Measurable Pupil Outcomes-Algebra I

- Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable;
- Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents;
- Students solve equations and inequalities involving absolute values;
- Students simplify expressions before solving linear equations and inequalities in one variable, such as:
 $3(2x-5) + 4(x-2) = 12$;
- Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step;
- Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$);
- Students verify that a point lies on a line, given an equation of the line;
- Students are able to derive linear equations by using the point slope formula;
- Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related;
- Students are able to find the equation of a line perpendicular to a given line that passes through a given point;
- Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically;
- Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets;
- Students add, subtract, multiply, and divide monomials and polynomials;
- Students solve multi-step problems, including word problems, by using these techniques;
- Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials;
- Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms;
- Students add, subtract, multiply, and divide rational expressions and functions;
- Students solve both computationally and conceptually challenging problems by using these techniques;
- Students solve a quadratic equation by factoring or completing the square;
- Students apply algebraic techniques to solve rate problems, work problems and percent mixture problems;
- Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions;
- Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression;
- Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion;
- Students know the quadratic formula and are familiar with its proof by completing the square;
- Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations;
- Students graph quadratic functions and know that their roots are the x-intercepts;



- Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points;
- Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity;
- Students use and know simple aspects of a logical argument; and
- Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments - California Modified Assessment (CMA) - Standards-based Test in Spanish (STS) - California Alternate Performance Assessment (CAPA) 	<ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - Proficiency level established by grade level standards - CMA Scores at "Proficient/Advanced" - STS Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient

Measurable Pupil Outcomes-Geometry

- Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning;
- Students write geometric proofs, including proofs by contradiction;
- Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement;
- Students prove basic theorems involving congruence and similarity;
- Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles;
- Students know and are able to use the triangle inequality theorem;
- Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles;
- Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area and surface area of common geometric figures;
- Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids and cylinders;
- Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids;
- Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids;
- Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems;



- Students prove relationships between angles and polygons by using properties of complementary, supplementary, vertical, and exterior angles;
- Students prove the Pythagorean theorem;
- Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles;
- Students perform basic constructions with a straight edge and compass such as; angle, bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line;
- Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles;
- Students know the definitions of basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$;
- Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side;
- Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles;
- Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles; and
- Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards

SCIENCE – Measurable Pupil Outcomes by Grade Level

Kindergarten

Measurable Pupil Outcomes

- Students know properties of materials can be observed, measured, and predicted;
- Students know types of plants and animals inhabit the earth;
- Students know Earth is composed of land, air, and water; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - Proficiency level established by grade level standards

First Grade

Measurable Pupil Outcomes

- Students know materials come in different forms (states), including solids, liquids, and gases;
- Students know plants and animals meet their needs in different ways;
- Students know weather can be observed, measured, and described; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - Proficiency level established by grade level standards

Second Grade

Measurable Pupil Outcomes

- Students know the motion of objects can be observed and measured;
- Students know plants and animals have predictable life cycles;
- Students know Earth is made of materials that have distinct properties and provide resources for human activities; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success



<ul style="list-style-type: none"> - Standardized Based - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - Criteria (Proficiency) - Proficiency level established by grade level standards
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Third Grade

Measurable Pupil Outcomes

- Students know energy and matter have multiple forms and can be changed from one form to another;
- Students know light has a source and travels in a direction;
- Students know adaptations in physical structure or behavior may improve an organism's chance for survival;
- Students know objects in the sky move in regular and predictable patterns; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Fourth Grade

Measurable Pupil Outcomes

- Students know electricity and magnetism are related effects that have many useful applications in everyday life;
- Students know all organisms need energy and matter to live and grow;
- Students know living organisms depend on one another and on their environment for survival;
- Students know the properties of rocks and minerals reflect the processes that formed them;
- Students know waves, wind, water, and ice shape and reshape Earth's land surface; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards



Fifth Grade

Measurable Pupil Outcomes

- Students know elements and their combinations account for all the varied types of matter in the world;
- Students know plants and animals have structures for respiration, digestion, waste disposal, and transport of materials;
- Students know water on Earth moves between the oceans and land through the processes of evaporation and condensation;
- Students know energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns;
- Students know the solar system consists of planets and other bodies that orbit the Sun in predictable paths; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST - Encompasses Standards in grades 4 - 5) - California Modified Assessment (CMA) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - CMA Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient - Proficiency level established by grade level standards

Sixth Grade

Measurable Pupil Outcomes

- Students know plate tectonics account for important features of Earth's surface and major geologic events;
- Students know topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment;
- Students know heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature;
- Students know many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents;
- Students know organisms in ecosystems exchange energy and nutrients among themselves and with the environment;
- Students know sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Seventh Grade

Measurable Pupil Outcomes

- Students know all living organisms are composed of cells, from just one (1) to many trillions, whose details usually are visible only through a microscope;
- Students know a typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences;
- Students know biological evolution accounts for the diversity of species developed through gradual processes over many generations;
- Students know evidence from rocks allows us to understand the evolution of life on Earth;
- Students know the anatomy and physiology of plants and animals illustrate the complementary nature of structure and function;
- Students know physical principles underlie biological structures and functions; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Eighth Grade

Measurable Pupil Outcomes

- Students know the velocity of an object is the rate of change of its position;
- Students know unbalanced forces cause changes in velocity;
- Students know each of the more than 100 elements of matter has distinct properties and a distinct atomic structure;
- Students know the structure and composition of the universe can be learned from studying stars and galaxies and their evolution;



- Students know chemical reactions are processes in which atoms are rearranged into different combinations of molecules;
- Students know principles of chemistry underlie the functioning of biological systems;
- Students know the organization of the periodic table is based on the properties of the elements and reflects the structure of atoms;
- Students know all objects experience a buoyant force when immersed in a fluid; and
- Students know scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - California Standards Test (CST) - California Modified Assessment (CMA) - California Alternate Performance Assessment (CAPA) - Publisher Embedded Assessments 	<ul style="list-style-type: none"> - CST Scores at "Proficient/Advanced" - CMA Scores at "Proficient/Advanced" - CAPA Scores "At" or "Above" Proficient - Proficiency level established by grade level standards

HISTORY - SOCIAL SCIENCE - Measurable Pupil Outcomes by Grade Level

Kindergarten

Measurable Pupil Outcomes

- Students know that being a good citizen involves acting in certain ways;
- Students know national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty;
- Students know simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts;
- Students compare and contrast the locations of people, places, and environments and describe their characteristics;
- Students put events in temporal order using a calendar, placing days, weeks, and months in proper order; and
- Students know that history relates to events, people, and places of other times.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
<ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success



<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

First Grade

Measurable Pupil Outcomes

- Students describe the rights and individual responsibilities of citizenship;
- Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places;
- Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time;
- Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same;
- Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places; and
- Students understand basic economic concepts and the role of individual choice in a free-market economy.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
- Utilize Benchmark Assessments	- 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

Second Grade

Measurable Pupil Outcomes

- Students differentiate between things that happened long ago and things that happened yesterday;
- Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments;
- Students explain governmental institutions and practices in the United States and other countries;
- Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills; and
- Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)



- Utilize Benchmark Assessments	- 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

Third Grade

Measurable Pupil Outcomes

- Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context;
- Students describe the American Indian nations in their local region long ago and in the recent past;
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land;
- Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government; and
- Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
- Professional Learning Community Teacher Developed Assessments	- 85% success
- Multiple Intelligences Based Assessments and Projects	- Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest)
- Utilize Benchmark Assessments	- 85% success
<u>Standardized Based</u>	<u>Criteria (Proficiency)</u>
- Publisher Embedded Assessments	- Proficiency level established by grade level standards

Fourth Grade

Measurable Pupil Outcomes

- Students demonstrate an understanding of the physical and human geographic features that define places and regions in California;
- Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods;
- Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood;
- Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s; and
- Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.



Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Fifth Grade

Measurable Pupil Outcomes

- Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River;
- Students trace the routes of early explorers and describe the early explorations of the Americas;
- Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers;
- Students understand the political, religious, social, and economic institutions that evolved in the colonial era;
- Students explain the causes of the American Revolution;
- Students understand the course and consequences of the American Revolution;
- Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic;
- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems; and
- Students know the location of the current 50 states and the names of their capitals.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Sixth Grade

Measurable Pupil Outcomes

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution;
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush;



- Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews;
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece;
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India;
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China; and
- Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Seventh Grade

Measurable Pupil Outcomes

- Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire;
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages;
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages;
- Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa;
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan;
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe;
- Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations;
- Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance;
- Students analyze the historical developments of the Reformation;
- Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions; and
- Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).



Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1 – 4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - Proficiency level established by grade level standards

Eighth Grade

Measurable Pupil Outcomes

- Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy;
- Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government;
- Students understand the foundation of the American political system and the ways in which citizens participate in it;
- Students analyze the aspirations and ideals of the people of the new nation;
- Students analyze U.S. foreign policy in the early Republic;
- Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast;
- Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced;
- Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced;
- Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence;
- Students analyze the multiple causes, key events, and complex consequences of the Civil War;
- Students analyze the character and lasting consequences of Reconstruction; and
- Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Assessment Tool

<u>Performance Based</u> <ul style="list-style-type: none"> - Professional Learning Community Teacher Developed Assessments - Multiple Intelligences Based Assessments and Projects - Utilize Benchmark Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - 85% success - Grade level rubric score 1 or 2 (scale of 1-4; 1 being the highest) - 85% success
<u>Standardized Based</u> <ul style="list-style-type: none"> - California Standards Test (CST - Encompasses Standards in grades 6 – 8) - Publisher Embedded Assessments 	<u>Criteria (Proficiency)</u> <ul style="list-style-type: none"> - CST Scores at “Proficient/Advanced” - Proficiency level established by grade level standards



E. English-Language Learners

A solid understanding of the relationships between English sounds and letters – the relationships between the spoken and written language – is the focus for teachers working with our English Learners (EL). These are the first concepts developed through the recognition and production of English sounds. Teachers will use both the ELD and the English-Language Arts Standards to ensure the English Learners develop proficiency in reading, listening and speaking, and writing. If a student's primary language is Spanish, they shall be assessed using the Language Assessment Scale (LAS) and may take the Standards-based Test in Spanish (STS) if the student is in grades two through eight and:

- Will have been enrolled in a school in the United States less than 12 cumulative (not consecutive) months on the first day of testing; or
- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States.

Measurable Pupil Outcomes: At Oxford Preparatory Academy, our goal is that all students will be reclassified within three (3) years of identification as an English Learner.

Grades K – 2:

For Kindergarten – Grade 2, the English Language Arts Standards pertain to phonemic awareness, concepts about print, decoding/word recognition, answering simple questions with short responses, and writing narratives appropriate to grade level. These standards assure appropriate progress toward becoming proficient readers, speakers, and writers, with the goal of achieving life-long literacy skills. The instructional sequence for Kindergarten through Grade 2 should be used as a guide for English Language Development for all grade levels.

The following are a few of the essential standards that will be addressed for English Learners in grades K-2 in Reading, Listening and Speaking, and Writing. Students will:

- Pronounce most English phonemes correctly while reading aloud;
- Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics);
- Identify, using key words or phrases, the basic sequence of events in text read aloud;
- Read aloud in a group and point out basic text features, such as the title, table of contents, and chapter headings;
- Narrate and paraphrase events in greater detail by using extended vocabulary;
- Speak clearly and comprehensively by using standard English grammatical forms, sounds, intonation, pitch, and modulation;
- Write a phrase about an experience generated from a group story; and
- Produce independent writing by using correct grammatical forms.

Grades 3 -5:

In these grade levels, students develop reading skills by learning the relationships between English sounds and letters, as well as the relationship between spoken and written language. Word Analysis skills will develop fluency in English and literacy skills. Additionally, in listening and speaking standards, students participate in and initiate more extended social conversations with peers and adults on unfamiliar topics. They ask and answer questions and restate information. In writing, students in these grade levels are taught to transfer this knowledge into the printed language.

The following are a few of the essential standards that will be addressed for our English Learners in grades 3-5 in Reading, Listening and Speaking, and Writing. Students will:

- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words;



- Apply knowledge of common root words and affixes when they are attached to known vocabulary;
- Understand and follow some multi-step directions for classroom-related activities;
- Use text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences;
- Identify main ideas and points of view, and distinguish fact from fiction in broadcast and print media;
- Use simple figurative language and idiomatic expressions;
- Write a detailed summary of a story and independently use all of the steps of the writing process; and
- Begin to use a variety of genres of writing (e.g., expository, narrative, poetry).

Grades 6-8:

Reading comprehension and literary response and analysis are the two pathways of the EL standards that lead to mastery of the academic content for the Language Arts standards. The successful learning of a second language requires that the instruction of students be highly integrated to include all language skills with challenging activities that focus on subject-matter content (Brinton, Snow, and Wesche 1989). Students will be prepared to use these skills effectively in social and academic settings. The following are a few of the essential standards that will be addressed for our English Learners in grades 6-8 in Reading, Listening and Speaking, and Writing. Students will:

- Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings);
- Apply knowledge of academic and social vocabulary to achieve independent reading;
- Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications;
- Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manual, signs);
- Compare and contrast a similar theme across several genres by using detailed sentences;
- Prepare and deliver presentations and reports in various content areas;
- Respond to messages by asking questions, challenging statements, or offering examples that affirm the message;
- Write responses to literature that develop interpretations, exhibit careful reading, and cites specific parts of the text; and
- Develop a clear thesis and use various rhetorical devices to support the thesis.

Oxford Preparatory Academy's plan to address EL students that have not made adequate progress after three (3) years is as follows:

- Intensive intervention program, including Excellence Academy (targeting English Language Arts) and College Prep (targeting specific reporting clusters in English Language Arts during small-group instruction), which includes frequent progress monitoring and opportunities for acceleration;
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration;
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on students' learning strengths;
- Student Study Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

The form of intervention will vary with the student's CELDT level, age, and/or grade level. ~~If necessary, and with parental/guardian consent, Oxford Prep will determine a student's eligibility for Special Education services as needed.~~



F. Service Learning Projects To Address Relevant Life Skills, Attitudes, and Community Partnerships

"Successful schools all over our state are combining academic standards with service-learning in projects that teach the value of giving back and importance of engaging in the broader community."

-Jack O'Connell, State Superintendent of Public Instruction

Oxford Preparatory Academy will include, as part of its instructional program, the five (5) Key Elements of Service Learning into the mission and vision of the total school educational program. Integrated throughout all curricular State Standards, Service Learning Projects, infused into lessons, will enable all students from Kindergarten through eighth grade, to experience and engage in real life skills. Students will acquire an appreciation of their roles in the global world, and develop civic ownership. Students will participate in projects that support the following key elements:

Element One

Meets a Real Community Need

Students will understand how the needs of the community are identified or, when appropriate, will conduct their own community needs assessment. On the basis of their demonstrated understanding of the needs of the community gained through this process, students will actively participate in service that is thoughtfully organized to address community needs. Note that the school may be defined as the community.



Element Two

INTEGRATES INTO AND ENHANCES THE CURRICULUM

Students will demonstrate their mastery of curriculum content standards through participation in a service-learning activity that is integrated into the curriculum.



Element Three

Coordinates with a Community Agency, Another School, or the Community at Large

Students will understand the relationship between the school and the community and the value of school-community partnerships. Students and teachers collaborate with individuals and organizations in the community to develop and implement meaningful service activities that meet the needs of the school and the community.



Element Four

Helps Foster Civic Responsibility

Students will understand and demonstrate civic responsibility through their participation in a service-learning activity that meets a real community need and improves the quality of life in the community.



Element Five

Provides Structured Time for Reflection

Students will understand and reflect on the significance of their service-learning experience and how applying skills and knowledge affects their community, themselves as individuals, and their own learning.



Every student will engage in at least one service learning experience during each school year. Such projects may include, but are not limited to:

- Alliance with our senior citizens in our community;
- Recycling programs;
- Assisting in animal shelters;
- Writing letters and sending tokens of appreciation to our military personnel overseas;
- Community beautification projects; and
- Mentoring and tutoring programs.

Service project success will be measured by, but not limited to:

- Reflection papers written by students;
- Portfolios assembled throughout the year;
- PowerPoint presentations;
- Short documentary films and podcasts;



- Photographic displays;
- Evaluation surveys; and/or
- Copies of letters of appreciation by those served.

Students' involvement in these types of activities, that give back to our community, will develop intrinsic values and change attitudes that will become evident not only in their daily lives, but last a life time.



ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

"The method by which pupil progress in meeting those pupil outcomes is to be measured." Education Code § 47605 (b)(5)(C)

A. Assessment Methodology and Philosophy

Oxford Preparatory Academy's assessment methods are based on the following beliefs:

1. **Authentic:** Student assessments must be authentic. Oxford Preparatory Academy will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to know what specific skills and information they want their students to attain before they can design the learning steps necessary for achievement.
2. **Multiple Measures:** Just as students have multiple intelligences, they also respond differently to different forms of assessments. Oxford Preparatory Academy will therefore ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, multiple intelligence presentations) be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.
3. **On-going:** Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.
4. **Informative:** Assessments should promote and support reflection and self-evaluation on the part of students, staff, and parents.

B. Assessment Design

Student performance will be measured through assessment methods directly corresponding to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required for each content standard. Those tools and resources will allow them to determine the most appropriate type of assessment to measure student mastery of a given standard. This method includes such assessments as selected response, essays, performances, and products.

C. Mandated Assessments

As is required by the California Department of Education, students will also participate in the STAR (Standardized Testing and Reporting) and all other mandated accountability programs (California English Language Development Test [CELDT], etc.). Oxford Preparatory Academy will comply with all statewide standards and conduct the pupil assessments required pursuant to Education Code § 60602.5 as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. Within the STAR Program, the Academic Performance Index (API) and Annual Yearly Progress (AYP), which are state and federal accountability systems, will provide data that will assist our school in analyzing student performance on state assessments.



We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., before and after-school tutoring, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

Assessment	When Administered	Purpose
California Standards Test (CST)	Spring	Test student knowledge of California content standards in grades 2 – 8.
California Modified Assessment (CMA)	Spring	Test student knowledge of modified California content standards in grades 3 – 8, according to the student's IEP.
Standards-based Test in Spanish (STS)	Spring	Test student knowledge of California content standards in Spanish grades 2 – 8, if they have been in the U.S. less than 12 cumulative (not consecutive) months on the first day of testing.
California Alternate Performance Assessment (CAPA)	Spring	Alternate assessment for students in grades 2 – 8 with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) even with accommodations or modifications.
California Writing Standards Test	Spring	Assess writing ability in grades 4 and 7.
CELDT	Fall – (Annual) in accordance with state guidelines (Initial identification) Within 30 days of enrollment	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test	Spring	Assess student physical fitness in grades 5 and 7.
Benchmark assessments in English Language Arts and Math	Fall, Winter, Spring	Assess and monitor students' progress in meeting State standards.

If Oxford Preparatory Academy does not test (i.e., STAR, CELDT) with the Chartering Agency, a copy of the school's test results must be submitted to the Chartering Agency on or before September 30, immediately following that spring's test administration, except that the CELDT results must be submitted to the Chartering Agency no later than two (2) weeks after receipt of the test results from the state's vendor.

D. Data Management and Analysis

At the beginning of the year, and as an ongoing process of Staff Development, STAR data will be used when implementing our school plan to meet API yearly growth goals. Oxford Preparatory Academy will identify a School Information System (SIS), such as AERIES/Eagle Software that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

Comment [JW29]: See budget line 5900



The staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends.

The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. At no time will Oxford Preparatory Academy become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest possible quality educational program.

Oxford Preparatory Academy will utilize data analysis software and programs to examine and monitor all student academic progress, specifically, student performance within subgroups. Data from state testing, such as the California Standardized Test (CST) and California Modified Assessment (CMA), will be used to track subgroup progress. The California Department of Education (CDE) website will be utilized to gather data on subgroup performance, including Adequate Yearly Progress (AYP). The primary measure used to determine subgroup growth in relation to AYP is the percent of students scoring proficient or better on state standardized testing. We will track and analyze the percent of proficient scores of each represented subgroup to ensure growth targets, or Annual Measurable Objectives (AMOs), are met each year and the gap between the highest and lowest performing subgroups is decreasing.

Comment [JW30]: See budget line 5900

The following are AYP targets for the 2011-2012 school year:

- The required percentage of students proficient or above for elementary schools, middle schools and elementary school districts in ELA is now 78.4, in mathematics 79.0;
- To meet the Academic Performance Index (API) requirement for AYP purposes, a school or an Local Education Agency (LEA) must demonstrate a growth of at least one point or a minimum API score of at least 740; and
- The AYP targets will continue to increase annually until 2014.

Oxford Preparatory Academy will close the achievement gap for subgroups by first determining the subgroups which exhibit the greatest differential in performance according to STAR Test data. The following strategies and actions will be taken to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods;
- Before and/or after school intervention programs will be utilized to target specific areas of need, specifically, ELA and Math. Student progress in the intervention programs will be monitored either weekly or bi-weekly. Student remediation or acceleration will occur as necessary;
- Staff will be trained on Multiple Intelligences and Best Practices of teaching;
- Staff will integrate the Theory of Multiple Intelligences within lessons to address student learning strengths;
- Data analysis of subgroup performance will take place upon release of the state test score results, sometime in August. The data will be used in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve student academic performance; and
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.

E. Use and Reporting of Data

Oxford Preparatory Academy will be a data-driven school. Teachers and parents will use assessment data to monitor each student's progress in meeting the California State Standards. As discussed in the professional development



section in Element 1, teachers will develop the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

To assist and promote the students in achieving high standards, goals will be established for each child in the areas specific to the child's individual needs. Encouragement and continued guidance are the primary responsibilities of the teachers and parents. An Academic Strategic Success Plan will be developed by teachers and parents for students identified as "At Risk." These students scored a proficiency level of Basic, Below Basic, or Far-Below Basic in the content areas tested at their grade levels. Students identified as "At Risk" will be assessed and monitored frequently, based on their particular needs. Progress reports will be distributed midway through each trimester to those students who are not making sufficient progress on grade level standards.

All parents will be provided with training on school policies and procedures utilizing the Oxford Preparatory Academy Informational Handbook at an informational night(s). Additionally, parents will be instructed on how to access both the Oxford Prep and California Department of Education websites to understand the assessment data and to help their child succeed in meeting the California State Standards. Materials will be available in Spanish, when needed.

Student progress towards skill mastery will be documented three (3) times annually in standards-based report cards. A parent-teacher conference will be held in the seventh week during the first trimester. Additional conferences will be held on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Additionally, results from the Multiple Intelligences survey, given to each child at the beginning of the school year, will be explained to parents to assist their children in retaining information and thereby reaching their maximum academic potential. Upper grade students will participate in conferences, along with their parents, to reinforce student responsibility in their own learning process.

As a Professional Learning Community (PLC), the main focus of our school is student learning. We will be using PLCs to analyze, compile and organize data, review our school's instructional programs, and evaluate each individual student's proficiency of grade level standards. Grade level teams will meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction will be developed for those students who are identified as "At Risk" in meeting state standards in the areas of reading, writing, and mathematics. We will explore the use of an online record system as an option for the instructional staff to facilitate data collection and analysis of our instructional program as it relates to meeting California State Standards.

Teams will also be organized to allow greater articulation and coordination between the different grade levels. Working in this manner will allow us to address the areas of identified need more effectively so that an ever-increasing number of students will meet or exceed the State Standards. This will accelerate closing the achievement gap found with economically disadvantaged children, English Learners, and other significant subgroups.

F. School Accountability Report Card

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Oxford Prep will collect annual data from the assessments listed in Section C and will utilize the data to identify areas of needed improvements in the educational program. The [Director of Educational Services](#) [Principal](#) will provide this to the Board of Directors each year as an annual performance audit of our program. Information from this audit will be included in the School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.



An annual performance report based upon the data compiled will be developed [by the administration](#). The report will include, but not be limited to:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section;
- An analysis of whether student performance is meeting the outcomes specified by this section. This information will be posted on our website to include disaggregated data by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established by the Board of Directors during the year;
- Data on the level of parent involvement in Oxford Prep 's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student survey;
- Data regarding the number of staff working at Oxford Prep and their qualifications;
- A copy of health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether Oxford Prep implemented the means listed in the charter to achieve a racially and ethnically balanced student population;
- An overview of admission practices during the year and data regarding the number of students enrolled, the number of students on the waiting list, and the number of students expelled and/or suspended;
- Analysis of the effectiveness of internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and
- Other information regarding the educational program and the administrative, legal and governance operations relative to compliance with the terms of the charter generally.

Oxford Preparatory Academy and the Chartering Agency will also jointly develop ~~an annual~~ site visitation process and protocol to enable the Chartering Agency to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by Oxford Prep that the Chartering Agency may make unplanned and unscheduled random inspections of Oxford Prep at any time.

G. Benchmarks to be Met

The achievement of Oxford Preparatory Academy will be measured in both growth and absolute measures and will be compared to the achievement of selected local schools that have similar demographic characteristics. In gauging the success of Oxford Prep during the charter renewal process, the analysis of its academic performance will include a comparison of the academic achievement of our students to the academic achievement of two sets of local comparison schools:

- The residence schools that Oxford Prep students would have otherwise attended ("Resident Schools"); and
- Local schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" will be selected by using our students' home addresses to identify the local schools they otherwise would have attended. The local schools most represented by our students will be chosen as comparison "resident schools."

"Demographically Similar Schools" will be selected by using a modified version of the formula utilized by the state for creating its similar schools list. The Chartering Agency, in collaboration with Oxford Preparatory Academy, will identify the comparison schools. The names of the comparison schools and the specific data utilized will be identified.



H. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of Oxford Preparatory Academy will be measured annually against the growth of the comparison schools. At the time of renewal, Oxford Preparatory Academy will meet renewal criteria contained in Education Code Section 47607.

I. Annual Self Study

Oxford Prep will submit to the Chartering Agency an annual progress report. The Chartering Agency, in collaboration with Oxford Prep, will identify the comparable schools. The names and specific data by which they were selected will be identified. The Chartering Agency will review the progress report and provide comments to Oxford Prep within 60 days.

J. Chartering Agency Discretion

~~At the time of renewal, the Chartering Agency will present an analysis of its findings with respect to Sections "G" and "H" above, with a recommendation for action.~~ The determination of whether a charter will be renewed will be based upon the requirements of the Education Code 47607.



ELEMENT 4: GOVERNANCE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement..." Education Code § 47605 (b)(5)(D)

A. Description of Organization

Oxford Preparatory Academy will be a directly funded independent charter school operated by Oxford Preparatory Academy, Inc., a California nonprofit public benefit corporation organized pursuant to California law (Appendix E, Articles of Incorporation and Bylaws). Oxford Preparatory Academy will operate autonomously from the Chartering Agency and will comply with the Brown Act [in all governing board activities, whether accomplished by the Board of Directors or another committee also subject to the Brown Act.](#)

Members of the Oxford Preparatory Academy, Inc. Board of Directors, members of the Oxford Preparatory Academy Advisory Council, any administrators, managers or employees, and any other committees of the school, shall comply with federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest. [Oxford Preparatory Academy, Inc. will also comply with the Political Reform Act and Government Code section 1090 in addressing conflicts of interest.](#) Oxford Preparatory Academy, Inc. will be solely responsible for the debts and obligations of the charter school.

Responding to Inquiries

Oxford Preparatory Academy shall promptly respond to all inquiries [from the District](#), including but not limited to, questions regarding financial records from the Chartering Agency. Oxford Prep shall consult with the Chartering Agency regarding any inquiries. Oxford Preparatory Academy acknowledges that it is subject to audit by the Chartering Agency.

B. Governance Structure

Oxford Preparatory Academy, Inc. is a private, nonprofit public benefit corporation organized under the Nonprofit Public Benefit Corporation Law of California [and those laws applicable to all public agencies \(not exclusively school districts\).](#) The specific purpose of this corporation is to exclusively establish and operate Oxford Preparatory Academy charter schools, including but not limited to Oxford Preparatory Academy – Chino Valley and Oxford Preparatory Academy – South Orange County campuses, pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools. The charter schools will share certain staff positions and the cost of those positions will be split between the schools in an equitable manner (e.g., based upon enrollment in each school as a percentage of total enrollment in both schools). This is consistent with the practice of other nonprofit corporations that operate multiple charter schools in California.

Oxford Preparatory Academy will not discriminate against any employee on the basis of race, color, creed, age, sex, religion, national origin, disability, sexual orientation, or marital/partnership status. Oxford Prep will be nonsectarian in its programs, admission policies, employment practices, and all other operations.



The governing body for Oxford Prep will be the Oxford Preparatory Academy, Inc. Board of Directors. An Advisory Board containing representatives of parents, educational, business, nonprofit and government sectors, [elected by parents whose children attend the school](#), shall be established to provide advice to the Executive Director and Board of Directors on key strategic decisions facing the organization and to assist with fundraising efforts. [Any committee with decision-making authority shall comply with the Brown Act](#).

C. Founding Board

The current Board of Directors (the “Founding Board”) has five (5) voting members. If the Capistrano Unified School District exercises its right to appoint a representative pursuant to its right to do so under the Charter School Act, a representative shall be added for this purpose, pursuant to a Charter Petition granted by that District. Oxford Preparatory Academy, Inc. reserves the right to expand the number of seats on its Board of Directors in the future. [The Board of Directors meetings will be held in by alternating locations between South Orange County and Chino Valley.](#)

Desired areas of expertise to fulfill the mission and vision of the school for our students among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance. The Oxford Preparatory Academy, Inc. Bylaws have been developed by the Board of Directors (Exhibit Appendix [H](#), Bylaws).

The following are members of the Founding Board (resumes attached) comprising the Board of Directors for Oxford Preparatory Academy, Inc. with their respective expiration of terms:

Mary Chladni, Secretary	June 30, 2012
Bob Kuhnert, Esq., Member	June 30, 2012
Dana Reupert, PresidentChairman	June 30, 2013
Sue Teele, Ph.D., MemberVice-Chairman	June 30, 2013
Janet Yang, Ph.D., Treasurer	June 30, 2013

D. Process for Selecting Board of Directors and Creating Policy

The Board of Directors will serve for a term of either two (2) or three (3) years. Two (2) members will serve two (2) year terms and three (3) members will serve three (3) year terms in order to provide and maintain continuity and a smooth transition between board elections. The process for elections of new Board Members shall be as set forth in the Bylaws of the Oxford Preparatory Academy, Inc. Members may serve any number of consecutive terms.

Officers will be elected every two years at the last meeting of the school year. Before the meeting, a nominating committee of three Board members will nominate qualified candidates for a Board vote to serve two-year terms of office. The Board will elect officers beginning with the [PresidentChairman](#), [Vice-Chairman](#), Secretary and Treasurer, and can create other Officers of the Corporation as it deems necessary, at their first meeting of the school year.

E. Meetings

The nonprofit corporation’s Bylaws will require monthly meetings. However, it is the prerogative of the Board to call additional meetings as they deem necessary. In the early stages of development, the Board realizes how important it is



to create dialogue and the necessary actions to create a successful school. Board committees may meet in between Board meetings and may make recommendations to the Board of Directors. All Board and Board committees will abide by the laws pertaining to open public meetings.

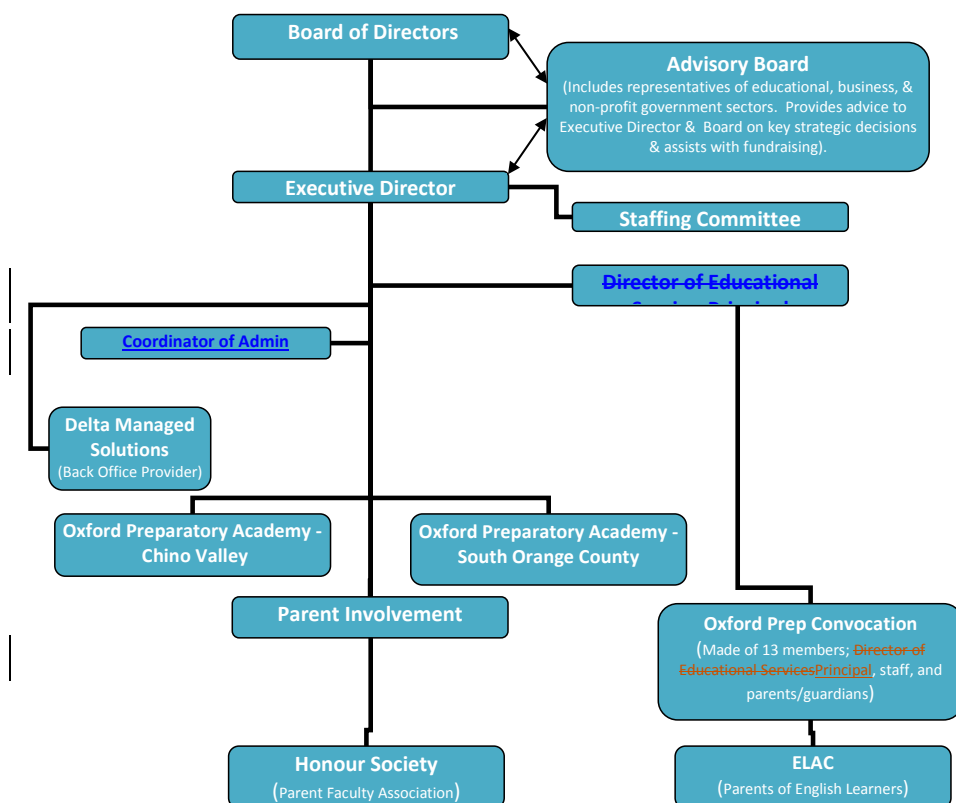
F. The Decision-Making Process

The Oxford Prep decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-building school culture.

The model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Board will have final authority in all matters pertaining to operations and instruction. The Board of Directors will review the academic program and provide support in achieving short-term and long-term goals set by the school.

The decision-making line of command, or ***Organizational Chart***, for Oxford Preparatory Academy is outlined below with specific definitions to follow.



G. Duties of Office for Board of Directors

The duties of the ~~President~~ Chairman include:

- ~~Chief executive officer of the Corporation;~~
- Responsible to the Board on all operational issues;
- Advisor to the Board on all significant matters of the Corporation's business;
- Oversight and implementation of all orders and resolutions of the Board; and
- ~~Represent the Corporation within the boundaries of policies and purposes established.~~

The duties of the Vice-Chairman include:

- ~~Fulfill the duties of the Chairman in the Chairman's absence.~~

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions;
- Oversight of all deposits and disbursements of money and valuables;
- Oversight of formation and function of annual audit committee findings and reporting; and



- Serve as a liaison to the Chartering Agency on issues related to fiscal matters.

The duties of the Secretary include:

- Book of minutes, and proper noticing for all meetings;
- Implement Brown Act training; and
- Serve as a liaison to the Chartering Agency on issues related to policy and records.

The overall duties of the Board of Directors include, but are not limited to:

- Promote, guard and guide the mission and vision of the school;
- Hire and evaluate the Executive Director;
- Receives report directly from the Executive Director of the total operation of school including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of [Director of Educational Services](#)~~Principal~~, and renewal of staff contracts;
- Hire, promote, and engage in any non-renewal of contracts of employees after consideration of a recommendation by the Executive Director (additional meetings may be held as necessary);
- Approve all contractual agreements and investments of funds;
- Approve and monitor the implementation of all general policies;
- Approve and monitor the annual budget;
- Act as a fiscal agent, which includes the receipt of funds for operations;
- Contract with an expert external auditor to produce an annual financial audit;
- Regularly measure progress of both student and staff performance;
- Develop, review, or revise performance measures, including school goals;
- Review the school master calendar and schedule of Board meetings;
- Develop Board of Directors policies and procedures;
- Review requests for out-of-state or overnight field trips;
- Participate in the dispute resolution and complaint procedures, when necessary;
- Approve charter amendments;
- Approve annual fiscal audit and performance report;
- Approve personnel discipline (suspensions or dismissals), as needed;
- and
- Approve compensation plans and stipend schedules.

To ensure the school's ongoing success, the Board of Directors will provide external accountability, internal oversight and leadership.

H. Duties of the Executive Director

- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Assists in the development and implementation of the Board of Directors policies;
- Directs and assists staff in the development of an effective instructional program through conferences, meetings, and in-service workshops;
- Plans agendas and coordinates all meetings for the Master Fellows, which serves as a grade level representative committee and school leadership team;



- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short-range goals;
- Ensures that the school is fiscally sound and stable;
- Reports to the Chartering Agency all necessary reports and documents, as specified in the charter;
- Prepares and submits Proposition 39 facility requests annually;
- Prepares and conducts charter renewals;
- Evaluates ~~Director of Educational Services~~ Principal and Director of Operations; and
- Accepts other responsibilities as assigned by the Board of Directors.

I. Hiring Decisions

The Oxford Preparatory Academy Board of Directors will hire the Executive Director when an opening occurs, or if the present contract expires (which may be renewed). The Executive Director will recommend for hire all other employees. All staff may be recruited from our annual California Charter Schools Job Fairs, Ed Join, or other advertisements.

To hire teachers, the ~~Director of Educational Services~~ Principal will review prospective teacher candidates and will set up meetings for interviews. The ~~Director of Educational Services~~ Principal will give input to the Executive Director as to the potential for success the selected candidate has as a prospective employee at Oxford Prep. The Executive Director may conduct a second interview with the prospective candidate. The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Directors.

Oxford Preparatory Academy will perform all required background checks, including fingerprinting and drug testing, according to existing California state law. Prior to the first day of work for an employee, the employee shall pass background checks through LiveScan, administered by the Department of Justice.

Oxford Preparatory Academy will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide prior to beginning employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB);
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record; and
- Documents establishing legal status.

I. Parent Involvement

The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers., and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.

The following committees provide parents enormous opportunities for parent input on school-wide operations and school involvement activities:

Oxford Prep Convocation

As part of our Leadership Team and to further the involvement of parents and guardians in their children's educational program, the Convocation will be established. This joint committee is made up of ~~thirteen~~ fourteen (14)



members elected by parents whose children attend the school: Director of Educational Services/Principal (non-voting), Director of Operations, five (5) teachers, one non-certificated staff member, and six (6) parents, including one from each of the following parent groups: English Language Learners, GATE, and Special Education. The Convocation meets on a monthly basis.

The responsibilities of this committee include:

- Developing, promoting and evaluating educational initiatives;
- Collaborating with stakeholders regarding school-wide needs assessment and school policy development;
- Developing School Safety Plan and School Accountability Report Card (SARC);
- Establishing and maintaining partnerships with the community; and
- Regularly consulting with parents/guardians under the direction of the Director of Educational Services/Principal, regarding the school's educational program, as required by Education Code 47605.

English Language Advisory Committee (ELAC)

The English Language Advisory Committee (ELAC) are elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, for a term of one school year. Their responsibilities include:

- Formulate initiatives to support English Language Learners;
- Solicit and encourage community participation;
- Participate in the school's needs assessment by students, parents and teachers;
- Provide input to the Convocation on the most effective ways to support full participation of English Language Learners in all school activities; and
- Offer suggestions to the Convocation on the most effective ways to ensure regular school attendance.

Honour Society

All parents/guardians are automatically members of the Honour Society with no mandatory membership dues required. The Honour Society's focus is on school-wide activities and events that promote the vision and mission of Oxford Prep and encourage a positive, family-oriented school climate.

Oxford Preparatory Academy understands that parental involvement is essential to student success. It is a priority in its mission and philosophy to strongly encourage parents to participate in the school by signing a "Learning Partnership Agreement" (Exhibit Appendix C). The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent(s) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent(s) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers, and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.

with the school at the time of student enrollment which The "Learning Partnership Agreement" includes the following provisions; but is not limited to:

- Sustaining their children's attendance rates of no less than 98%;
- Ensuring homework is completed accurately, neatly, and turned in on a daily basis;
- Working with their children at home on learning activities;



- Volunteering in their children's classrooms, library, office, etc. or for activities sponsored by the school, for a minimum of twenty (20) hours annually;
- Mandatory attendance for all meetings regarding decisions relating to the education of their children, such as Individualized Education Plan (IEP) Meetings, Student Study Team (SST) Meetings, Parent/Professor Conferences, etc. Both parents/guardians are required to be in attendance in order for the meeting to occur. In single parent families, that parent must attend;
- Required attendance at the following events: University Orientation Night, Open House, classroom and grade level programs, and Parent Collegiate Nights held to inform parents of instructional approaches and/or the educational program;
- Attending all Awards Assemblies honoring their child, as well as General Honour Society meetings, as often as possible;
- Abiding by the school-wide behavior policy which emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive to academic achievements;
- Adhering by the school-wide Resolution Process (refer to the Oxford Preparatory Academy Informational Handbook); and
- Complying with all additional policies and procedures found in Oxford Preparatory Academy Informational Handbook.

Prospective students and their parents or guardians will be required to attend an in-service regarding the school's instructional and educational philosophy, prior to the beginning of each year. Families who enter the school after the beginning of the calendar year will be required to attend this in-service with school leadership personnel. Each family will also be given an Oxford Preparatory Academy Informational Handbook, approved by the Board of Directors, outlining the parent and student-related policies and procedures. A copy of this handbook can be provided to the Chartering Agency, if requested.

K. Complying with the Brown Act

During the term of the charter, Oxford Preparatory Academy will comply with the provisions of the Brown Act and Government Code 1090. Trainings will be held yearly on the Brown Act.

Members of Oxford Preparatory Academy, Inc. Board of Directors, any administrators, managers or employees, and any other committees of the school [with decision-making authority](#), shall comply with federal and state laws [governing public entities, specifically, Government Code, sections 54950-54963 \(Chapter 9 \(commencing with section 54950\) of Division 2 of Title 5 of the Government Code\)](#), and nonprofit integrity standards regarding ethics and conflicts of interest. Oxford Preparatory Academy, Inc. will be solely responsible for the debts and obligations of Oxford Prep.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

*"The qualifications to be met by individuals to be employed by the school."
Education Code § 47605 (b)(5)(E)*

A. Code of Professionalism

Oxford Preparatory Academy staff members will be a dedicated group of professionals who believe that education is a "vocation" and "not a job." They will be bound by a common philosophy and belief that all children are gifted and can learn. Staff members at Oxford Prep will be actively committed to working together and ensuring that our mission



and vision is upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students' academic and social growth, and will fulfill all required duties and responsibilities.

The following Code of Ethics, adapted from the California Educational Code, Title 5, Section § 80130, applies to all staff members of Oxford Prep, full or part time.

Preamble

All members of Oxford Preparatory Academy believe in and support the mission statement which is:

Oxford Preparatory Academy believes that all students are unique and gifted individuals. We are committed to developing life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued. The staff will be comprised of Professional Learning Communities (PLC) utilizing data to drive instructional strategies.

All staff believes the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, is essential to fulfilling our school's mission. All staff will recognize and accept the responsibility to educate every student according to the highest ethical standards.

All staff understands the magnitude of the responsibility in the field of education. They engage individually and collectively to hold each other accountable in accordance with the provisions of the Code of Ethics.

All staff holds the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. Our students deserve the best we have to offer—our talents, knowledge, and skill—to nurture democratic citizenship and inspire students to become our future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

All staff realizes the challenges we all face in society today; yet, the expectation is that the family of every single young person who walks through Oxford Preparatory Academy holds these same values and high expectations for their child(ren). We support our parents in their quest for excellence in the cognitive and affective domains for their child(ren).

Principle I — Commitment to the Students

Oxford Prep Staff will be dedicated to developing the same school-wide goals set at the prestigious Oxford University. They are:

- High academic achievement
- Integrity of character
- A spirit of unselfishness
- Respect for others
- Potential for leadership
- Physical vigor

All staff will work to inspire students to develop a spirit of inquiry, the acquisition of knowledge and understanding, and facilitate goal setting for higher education. In fulfilling this commitment, staff will:

- Encourage students to become innovative and creative thinkers in their pursuit of learning;



- Prepare the subject matter collaboratively, presenting it to the students without distortion and, within the limits of time and curriculum;
- Protect the health and safety of students;
- Honor the integrity of students and influence them through motivational techniques;
- Provide for participation in educational programs without regard to race, color, creed, gender, sexual orientation, and national origin, both in what is taught and how it is taught; and
- Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II Commitment to the Public

All staff believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All staff shares with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All staff bears particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all staff:

- Have an obligation to support education and Oxford Prep and not to misrepresent them in public discussion. When expressing opinions/concerns in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of Oxford Prep; and
- Will not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

Principle III Commitment to the Profession

All staff believe that the quality of their services directly influence their community and the children they serve. Therefore, every effort is made to raise academic standards, promote service learning, and create a positive school climate. The exercise of sound personal and professional judgment is required in order to achieve conditions that attract "highly qualified" teachers and persons. In fulfilling these goals, all staff will:

- Accord just and equitable treatment to all staff in the exercise of their rights and responsibilities;
- Not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
- Always communicate in a professional manner;
- Present professional qualifications truthfully;
- Discuss the professional qualifications of their colleagues, fairly and accurately, when discussion serves a professional purpose;
- Apply for, accept, offer, and assign positions of responsibility on the basis of professional preparation and legal qualifications;
- Conduct professional business through proper channels;
- Use time granted for its intended purposes;
- Follow the conditions of employment; and
- Live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

B. Recruiting Highly Qualified Teachers



Oxford Prep teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher of core academic subjects must have a Bachelor’s Degree and a State Teaching Credential.

Oxford Preparatory Academy shall also comply with Education Code § 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Oxford Preparatory Academy teachers shall conform to the legal requirement that all charter school teachers who teach core, college preparatory courses shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)). Oxford Prep teachers shall be “highly qualified” per provisions set forth in the No Child Left Behind (NCLB) Act regulations and agrees to comply with provisions set forth in NCLB as they apply to certificated and paraprofessional employees of charter schools. Oxford Prep will not employ teachers with an emergency permit. Most teachers will hold multi-subject credentials, but the Charter School reserves the right to hire single subject credentialed teachers in grades 7 and 8 as student needs require. Oxford Prep will maintain current copies of all teacher credentials, which will be made readily available for inspection.

Oxford Preparatory Academy will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition or age. Individual contracts will address, among other issues: salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

C. Projected Hiring Assumptions

Employee Titles

The first year of operations, Oxford Prep assumes it will employ one (1) part time Executive Director; one (1) ~~Director of Educational Services~~Principal; one (1) part time ~~Director of Operations~~Coordinator of Administrative Services; twelve (12) elementary school teachers for grades K-5; ~~five~~^{six} (56) middle school teachers for grades 6-8; one (1) music/band teacher; one (1) PE teacher; two (2) independent study teachers; four (4) part-time foreign language instructors; one (1) Office Manager; one (1) Coordinator of Attendance; one (1) Facilities Manager; one (1) Custodian, one (1) Office Assistant; one (1) Instructional Aides, and one (1) Health Technician. Additional teachers and non-teaching staff may be retained at the school, as needed. Oxford Prep staffing assumptions include the assumptions that the District will provide special education services due to the fact that the charter school is proposing to be a school of the District for special education purposes.

Employees will receive compensation depending upon experience, job responsibilities, and the charter school’s budget. All full time staff will be eligible for all health benefits provided, including a one million dollar professional liability insurance coverage, stipends, and disability insurance. ~~Stipends will be given for serving on specified committees and assuming additional duties.~~ Specific personnel policies, including calendar, work day/school year, and procedures for disputes will be further developed and amended, from time to time, by the Board of Directors. Recommendations will be presented to the Board of Directors for review on an annual basis and codified in an Employee Handbook.

Comment [JW31]: See budget line item 1150 for stipends



The management of the school will be under the direction of the ~~Director of Educational Services~~[Principal](#). Additional administrative support will be provided during the school week from the Executive Director, having the responsibility for overseeing the entire corporation operation, and ~~Director of Operations~~[Coordinator of Administrative Services](#).

D. Employee Qualifications

To be employed by Oxford Prep the following conditions must be met:

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
- All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by Oxford Prep, to the effect that he/she has knowledge of the provisions of Section 11166 and will comply with those provisions. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees and volunteers must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.

E. Job Descriptions

1. Executive Director

The Executive Director serves as the ~~chief executive officer~~[Board President](#) and the educational leader of the school; thereby, having the responsibility for overseeing the entire corporation's operation. The Executive Director serves as the authorized agent for Oxford Preparatory Academy, Inc., is the professional advisor to the Board of Directors, and submits school-wide operation reports to the Board of Directors. Primary responsibilities include, but are not limited to:

- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Assists in the development and implementation of the Board of Directors policies;
- Directs and assists staff in the development of an effective instructional program through conferences, meetings, and in-service workshops;
- Conducts frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes;
- Reviews evaluations of classified employees;
- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short range goals;
- Evaluates recommendations for hire from the ~~Director of Educational Services~~[Principal](#) to submit to the Board of Directors;
- Ensures that the school is fiscally sound and stable;
- Reports to the Chartering Agency all necessary reports and documents, as specified in the charter;
- Prepares and conducts charter renewals;



- Reviews evaluations of both classified and certificated employees submitted by the [Director of Educational ServicesPrincipal](#);
- Evaluates [Director of Educational ServicesPrincipal](#) and [Director of OperationsCoordinator of Administrative Services](#);
- Accepts other responsibilities as assigned by the Board of Directors; and
- Oversees the purchasing of furniture, equipment, and supplies.

Additional Qualifications:

- Must have a master's degree from an accredited college/university;
- Must have a teaching credential;
- Must have a valid administrative credential;
- Must demonstrate his/her ability as the lead learner, including knowledge of:
 - o Charter school operations, and organization, rules, regulations, and laws governing charter schools;
 - o Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - o Multiple Intelligences approaches to learning couples with experience in teaching strategies; and
 - o Data-based innovative educational research that may be applied to strengthen student learning.

2. [Director of Educational ServicesPrincipal](#)

The [Director of Educational ServicesPrincipal](#) assists the Executive Director as the educational leader of the school and is responsible for the management of the daily operation of the school site. The [Director of Educational ServicesPrincipal](#) is accountable to the Executive Director for the quality of teaching, curriculum, instruction, and the achievement of students. The [Director of Educational ServicesPrincipal](#) participates in staff and student activities, and exercises leadership in the community. Primary responsibilities include, but are not limited to:

- Schedules "Reflective Chats" at the beginning of each school year with individual teachers in order to review their goals for the year.
- Conducts frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and submits final evaluations to the Executive Director;
- Oversees the Honour Society, which focuses on school-wide activities and events that promote the vision and mission of Oxford Prep and encourages a positive family-oriented school climate;
- Evaluates classified employees based on the components of their job descriptions and the effectiveness of the completion of said job and submits the evaluation to the Executive Director;
- Recommends for hire all teaching and instructional program staff to the Executive Director;
- Manages and directs the educational activities of the school by implementing instructional programs, including:
 - o guiding sound teaching techniques;
 - o overseeing the implementation of State standards;
 - o directs assigned programs for exceptional children, and;
 - o interprets results of testing programs to teaching staff;
- Conducts and organizes yearly program evaluations;
- Reviews prospective teacher candidates and sets up meetings for interviews with the Staffing Committee;
- Prepares and submits Proposition 39 facility requests annually;
- Develops various operational schedules at the direction of the Executive Director;
- Under direction of the Executive Director, manages the Special Education program of the school;
- Manages the school-wide behavior policies;



- Acts to resolve controversy relating to school affairs;
- Develops school plans and organizational procedures for pupil services, health, safety, discipline and conduct of student;
- Assists in the development and formulation of school policy;
- Accepts other responsibilities as assigned by the Executive Director.

Additional Qualifications:

- Must have a master's degree from an accredited college/ university;
- Must have a teaching credential;
- Must have a valid administrative credential;
- Must demonstrate his/her ability as the lead learner, including knowledge of:
 - o Charter school operations, and organization, rules, regulations, and laws governing charter schools;
 - o Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - o Multiple Intelligences approaches to learning couples with experience in teaching strategies; and
 - o Data-based innovative educational research that may be applied to strengthen student learning.

Additional qualifications for all administrative positions:

- Must demonstrate his/her ability as the lead learner, including:
 - o Knowledge of the students and their families, including their background and aspirations;
 - o Knowledge of the local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - o Knowledge, understanding and experience in Multiple Intelligences approaches to learning; and
 - o Knowledge of data based innovative educational research that may be applied to strengthen student learning.

3. Director of Operations Coordinator of Administrative Services

The Director of Operations Coordinator of Administrative Services has overall responsibility for the secretarial and clerical functions of the Executive Director's office. He/she coordinates and supervises the clerical business for the Executive Director and acts as his/her confidential executive assistant. Working with the selected Back Office services provider, Delta Managed Solution, LLC, is responsible for all financial and fiscal management aspects of Oxford Preparatory business operations. Together, they will provide leadership and coordination of human resources/payroll, accounting, purchasing, and budgeting to ensure compliance requirements are met. This important function will help the Executive Director as the educational leader to focus on the vision of Oxford Prep and ensure success for its students. The Director of Operations Coordinator of Administrative Services will have the responsibility to provide general administrative support to the Board of Directors at the direction of the Executive Director.

Primary responsibilities include, but are not limited to:

- Maintains files of Board actions, agendas and minutes, legislative information, and other specialized and/or confidential materials;
- Takes dictation and/or composes correspondence independently or from oral instruction from the Executive Director, receives telephone calls, arranges and coordinates appointments, meetings, conferences, and travel arrangements for the Executive Director;
- Coordinates with Charter Business Services Provider Delta Managed Solutions, Orange County and Capistrano Unified School District staff to ensure timely and accurate apportionment transfers;



- Coordinates with Charter Business Services Provider Delta Managed Solutions regarding benefit plan alternatives (matching or exceeding existing plan benefits) and assist employees in subscribing for benefits;
- Coordinates with Charter Business Services Provider Delta Managed Solutions regarding initial hiring paperwork, DOJ clearances, employment agreements, credentialing, and general oversight of HR matters;
- Conducts evaluations of classified non-instructional employees;
- Coordinates purchasing of all materials, develop efficient purchasing process with school staff using web-based purchasing program (AptaFund Web-PR module);
- Researches multiple vendors for major or recurring purchases, analyze benefits of bulk purchasing program with other charter schools;
- Assists with Consolidated Application, class size reduction, and other categorical reporting;
- Tracks data for California Student Information System (CSIS) ID'S, STAR Pre-ID files, Free-Reduced, English Learners (EL), etc. (depending on SIS);
- Trains and supervises assigned personnel;
- Responsible for analyzing data, checking for accuracy, and making necessary adjustments as requested by the administrative team; and
- Performs other related duties as assigned.

Additional Qualifications:

- Must have a minimum of an Associate of Arts Degree from an accredited college/university;
- Must demonstrate his/her ability regarding the following:
 - o Practices, procedures, and equipment involved in the operation of an administrative office;
 - o Correct English usage, spelling, grammar, punctuation and mathematics;
 - o Charter school operation, and organization, rules, regulations, and laws governing charter schools;
 - o Office management and business correspondence procedures, including telephone techniques, filing systems, letter and report writing, proofreading, and composing correspondence independently;
 - o Local community in which the students and their families live and work;
 - o Multiple Intelligences approaches to learning;
 - o Dealing effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness;
 - o Operating personal computer using various word processing, spreadsheet, and database software and maintaining a working knowledge of and application skills in the newest technological programs and hardware;
 - o Assist analyzing data, checking for accuracy, and making necessary adjustments as requested by the administrative team; and
 - o Performs other related duties as assigned.

4. Teaching Staff

Teachers must provide an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned. Duties to be performed will include, but are not limited to the following:

Demonstrate their ability as learners:

- Knowledge of the students and their families, their background and aspirations;
- Knowledge of the subject matter(s) and standards in which he or she teaches. It is essential that teachers demonstrate that he or she is continuing to learn updated subject matter;
- Knowledge of the local community in which the students and their families live and work. It is vital that teachers have an understanding of the community to assist students in reaching their academic potential;



- Develop data-driven lesson plans and instructional materials to provide individualized and small group instruction in order to adapt to the curriculum needs of each pupil;
- Demonstrate an ability to work as colleagues. As a staff we will form and work as a Professional Learning Community (PLC) to maximize student achievement. Student learning is the focus of all collaboration and staff development. Teachers must be able to work as a team with other faculty, students, and parents;
- Provide leadership for the school. Initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards is an essential part of being a teacher at Oxford Prep;
- Conform to the legal requirement that all core, college preparatory charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold; and
- Be "highly qualified" in accordance with the No Child Left Behind Act regulations and all teachers shall possess an English Learner (EL) Authorization. Oxford Preparatory Academy will not employ teachers with an emergency permit.

Copies shall be maintained of all current teacher credentials and supporting documents in personnel files available for inspection.

5. Instructional Aide

Under general supervision of Teaching Staff, Instructional Aides must work cooperatively with and support all Teaching Staff in the instruction of students by directing various learning activities for individuals or small groups, and perform a wide variety of routine clerical tasks in support of the instructional program. Duties may include, but are not limited to, the following:

- Keeps students on task and focused;
- Presents teacher-prepared lessons in a small group or individual student setting;
- Assists in the organization of all classroom activities;
- Assists in the administration of student testing;
- Assists in the maintenance of acceptable classroom behavior;
- Corrects student work, records grades, maintains classroom bookkeeping or other records;
- Duplicates material for instruction as required by the classroom teacher;
- Communicates with the classroom teacher regarding individual child conduct;
- Assists in other activities involving children outside the classroom such as physical education, recess, music, computers, auditorium activities, field trips and parent conference scheduling; and
- Performs related duties as required.

Additional Qualifications:

- Must have an equivalent to completion of the twelfth grade;
- One year of paid or volunteer experience working with children ages 5 through 12 in an educational or child care setting is desirable;
- Must demonstrate his/her ability as instructional aide as follows:
 - o Learn and apply the proper methods and procedures to be followed in a variety of instructional situations;
 - o Communicate effectively, both orally and in writing using correct grammar;
 - o Establish and maintain effective working relationships with teaching staff, students, parents and coworkers;
 - o Understand and carry out oral and written instructions;
 - o Perform simple clerical tasks and operate standard office machines;
 - o Maintain confidentiality of pupil records and school reports;
 - o Demonstrate an understanding, patient and receptive attitude toward students;



- Be familiar with the operations, organization, rules, regulations, and laws governing charter schools; and
- Must demonstrate his/her ability as a learner, including:
 - Knowledge of the students and their families, including their background and aspirations;
 - Knowledge of the local community in which the students and their families live and work; and
 - Knowledge of Multiple Intelligences approaches to learning.

6. *Office Manager*

Under general supervision or direction of the Executive Director or ~~Director of Educational Services~~Principal, the Office Manager serves as office coordinator and secretary to the Executive Director, ~~Director of Educational Services~~Principal, and ~~Director of Operations~~Coordinator of Administrative Services. Persons working in this position perform a wide variety of clerical and secretarial work for administrative staff. Duties may include, but are not limited to, the following:

- Establish and maintain complex, interrelated filing systems and records;
- Review and check documents, records, and related forms for accuracy completeness, and conformance to applicable rules and procedures;
- Give out information in person or by telephone where judgment, knowledge and interpretation of policies and procedures are necessary;
- Collect and compile statistical or financial data and other information for inclusion into special reports, proposals and presentations;
- Make travel and conference arrangements;
- Evaluate communication priorities, keep administrators informed, and relay information accurately;
- Assemble and prepare materials for agendas and meetings;
- Type a variety of materials, including correspondence, narrative and statistical reports, forms, lists and records;
- Gather data and information and assume responsibility for replying to various requests and inquiries for information and research assigned topics;
- Serve as secretary to various committees;
- Serve as liaison between administrators, staff, parents, community members, or other school personnel, as needed;
- Receive and handle telephone and personal contacts from schools, staff, other agencies and general public;
- Coordinate substitute coverage for certificated and classified staff; provide information, schedules, and keys for substitute employees;
- Monitor employee attendance and maintain records;
- Operate a variety of office equipment including word processor and/or computer terminal;
- Maintain site personnel files; and
- Perform other related duties as assigned.

7. *Coordinator of Attendance*

Under general supervision of the Executive Director or ~~Director of Educational Services~~Principal, the Coordinator of Attendance performs a variety of clerical duties involving several specific routines and must be able to exercise independent judgment in the completion of assignments. Duties may include, but are not limited to the following:

- General typing from rough drafts or oral instructions, record keeping, or student service functions;
- Conduct transactions with school personnel or the public in matters requiring the knowledge of rules, procedures, policies, and receive inquiries by telephone or in person;
- Input appropriate data into a computer; maintain, compile, and retrieve a variety of records;
- Compare and check varied records, forms, and other documents for accuracy and completeness; and



- Perform other related duties as required.

8. **Office Assistant**

Under general supervision or direction of the Office Manager, the Office Assistant performs a wide variety of clerical and secretarial work for administrative staff. Duties may include, but are not limited to, the following:

- Perform requested clerical support;
- Communicate various information regarding school-wide activities and/or response to requests;
- Provide for timely and accurate distribution of materials;
- Answer telecommunication systems for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages;
- Compile a variety of reports and recommendations (e.g. student hours, teacher check in-in/check-out procedures, orders and requisitions, etc.) for the purpose of providing accurate information on assigned programs;
- Coordinate a variety of activities for the purpose of delivering services in conformance to established guidelines;
- Maintain a variety of files, documents and/or student records (e.g. grades, transcripts, schedules, calendar, inventory, purchase orders, etc.) for the purpose of documenting and/or providing reliable information;
- Perform enrollment and un-enrollment activities on the automated student information system and prepare and maintain permanent student records for all students within program for the purpose of ensuring compliance with financial, legal, state or federal requirements;
- Prepare written materials (e.g. reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference and/or conveying information;
- Respond to inquiries of staff, other educational institutions, the public, parents and/or students for the purpose of providing information and/or direction; and
- Support assigned administrative personnel for the purpose of providing assistance with their administrative functions.

9. **Facilities Manager**

Under general supervision or direction of the Executive Director or ~~Director of Educational Services~~Principal, the Facilities Manager will be responsible for maintaining a safe and sanitary environment for students and staff to learn and work in during the school day. Duties may include, but are not limited to, the following:

- Clean and care for facilities in order to ensure they are maintained in a safe and healthy manner;
- Create and maintain sanitary environments in offices, classrooms, and restrooms;
- Maintain an inventory of instructional supplies, report needs to the ~~Director of Operations~~Coordinator of Administrative Services, and replenish as needed;
- Lock and unlock doors and gates;
- Adjust and arrange equipment;
- Replace lights, as needed;
- Place garbage in outside storage bins;
- Clean, wash, and disinfect drinking fountains;
- Perform and/or report minor maintenance repairs;
- Maintain storage areas and cleaning equipment, organize materials and supplies in a safe and orderly manner in order to ensure the safety of staff and students; and
- Perform other related duties as required.

10. **Custodian**

Under direction of the Facilities Manager, the custodian will assist in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day. Duties may include, but are not limited to, the following:



- Perform general clean-up of all facilities. (sweeps, mops, scrubs, polishes, vacuums halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom, etc.);
- Maintains gymnasium floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate;
- Prepares and sets up rooms for special meetings, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound, etc.;
- May work extra hours to accommodate after school activities and functions;
- Performs periodic major cleaning projects such as scrubbing walls, ceilings, etc;
- May take charge in the absence of the Facilities Manager;
- Secures building against vandalism, locks and unlocks doors, turns off light switches and generally patrols the building and grounds;
- Performs minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism, etc.); and
- Occasional other duties as assigned (within skill level).

11. Health Technician

Under the general supervision or direction of Executive Director or ~~Director of Educational Services~~ **Principal**, the Health Technician will carry out a variety of treatments and procedures necessary for providing health care services to meet the medical and physical needs of all students. Duties may include, but are not limited to the following:

- Assist with coordination and organization of a variety of activities pertaining to the health appraisal screening of students, to include assisting in the screening of pupils for vision and hearing deficiencies;
- Screen student records for proper immunizations;
- Advise parents of needed immunizations, maintain communication with parents until records of immunizations are provided;
- Render first aid to injured and ill students;
- Sterilize, disinfect, and bandage cuts, abrasions, and burns;
- Observe for signs of shock and other emergency situations and record medical treatment administered;
- Administer medication supplied by the parent with written orders from a physician and signed consent of the parent; and
- Perform other related duties as required.

12. Instructors

Parents, non-teaching staff, and community members may serve as part-time instructors for specific, non-core, non-college preparatory short-term instructional purposes. Parents and staff members are encouraged to teach such courses to extend and enrich the learning experiences of the students at our school. They are not employees of the school and are considered to be outside contractors. These instructors cannot serve as the supervising teacher of independent study students.

13. Non-Teaching Staff

Although non-teaching staff are not directly responsible for the teaching of children, any work done at the school is viewed as part of the educational program of the school. They may be called upon to provide extra-curricular activities to children as the need or desire arises. Job descriptions will be developed for these positions prior to job opening and employment.

E. Process for Staff Recruitment and Selection



The Executive Director shall coordinate all selection and employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings (use of EDJOIN and website postings);
- Recruit applicants through various means (university contacts, job fairs, etc);
- Request resumes, copies of credentials, and letters of reference;
- Verify previous employment and references;
- Form a pool of potential candidates that have been created by the Staffing Committee;
- Review candidates' files and portfolios;
- Select interview questions;
- Interview candidates;
- Executive Director may conduct a second interview with the prospective candidate;
- The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Directors; and
- Prior to the first day of work for any potential employee, Oxford Preparatory Academy will perform all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement).

G. Staff Evaluation

The evaluation of the teaching staff shall be based on the Code of Ethics, and shall be a collaborative effort based on the California Standards for the Teaching Profession:

- Standard One: Engaging & Supporting All Students in Learning
- Standard Two: Creating & Maintaining Effective Environments for Student Learning
- Standard Three: Understanding & Organizing Subject Matter for Student Learning
- Standard Four: Planning Instruction & Designing Learning Experiences for All Students
- Standard Five: Assessing Student Learning
- Standard Six: Developing as a Professional Educator

At the commencement of each school year, the teachers at Oxford Preparatory Academy shall establish goals for the year and fill out the evaluation instrument for Standards One (1) through Six (6) (see above). The purpose is not only to establish goals, but also to communicate to the Executive Director and/or ~~Director of Educational Services~~ Principal how each teacher perceives their strengths and particular areas of focus for that specific school year, and how they will affect student learning. Discussions will be based on data from individual students, grade level performance, and school-wide overall performance.

The administrators shall conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement. Administrators shall conduct an informal conference with each teacher to reflect on progress made regarding the California Standards for the Teaching Profession and how his/her goals impacted student achievement. A written evaluation will be given by the administrator to each teacher.

Assistance and Performance Review System for Classified Staff



The evaluation of the classified staff at Oxford Preparatory Academy shall be based on individual job description performance, informal walk-throughs, and adherence to the agreed upon Code of Ethics. Additionally, classified employees will be evaluated through:

- Ongoing supervision and observation by administrator(s); and
- Evaluation by administrator(s).

Assistance and Interventions for Classified Staff

Resources for classified personnel include:

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.



"The procedures that the school will follow to ensure the health and safety of pupils and staff." Education Code § 47605 (b)(5)(F)

Oxford Preparatory Academy is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. We will ensure the safety of all students and staff by complying with state and federal laws. Oxford Preparatory Academy will adopt and implement a comprehensive plan of health, safety, and risk management policies after charter approval and the securing of a building and location (see attached Standard Operating Procedures for Emergencies and Disasters, Appendix [D](#)). This plan will be kept on file and updated annually. The Disaster Preparedness Plan will utilize F.E.M.A. guidelines in its planning and preparations. All staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.

A. Emergency Preparedness

Policies and procedures will be developed for response to natural disasters and emergencies, including fires and earthquakes. All instructional and administrative staff will be trained in basic first aid. Staff will be trained annually on the safety procedures outlined in the plan.

B. Fire Drills

Fire drills will be held at least ~~bi-monthly~~ ~~(every other month)~~ monthly. Administrative personnel will maintain a record of fire drills held. Oxford Prep will establish a more detailed Emergency Procedures Manual once a site is secured and the staff is hired. The following lists the Oxford Preparatory Academy general procedures for a fire drill: (Short, one minute intermittent bell)

Evacuate immediately and close classroom door:

1. Teachers will give the command to evacuate the classroom and building, using the established route.
2. Take emergency plan kit, first aid kits, and supply carts to Emergency Assembly Area.
3. Take roll.
4. Hold up red/green card based on results of roll:
 - a. Green = all students present and accounted for in Assembly Area; or
 - b. Red = student(s) missing.
5. Give "Classroom Attendance Count" to Assembly Area Leader.
6. Monitor class and assist in the supervision of surrounding students.
7. Wait for the "All Clear" announcement to return to class.

During Recess or Lunch Time

1. All students will follow the instructions of the nearest adult and proceed to their assigned Emergency Assembly Area (based on their classroom assignment) as indicated on the Emergency Evacuation Map.
2. Teachers will meet their students at their classroom's designated spot at the Emergency Assembly Area.
3. All teachers will take roll.
4. Hold up red/green card based on results of roll:
 - a. Green = all students present and accounted for in Emergency Assembly Area; or
 - b. Red = student(s) missing.
5. Give "Classroom Attendance Count" to Emergency Assembly Area Leader.
6. Monitor class and assist in the supervision of surrounding students.
7. Wait for the "All Clear" announcement to return to class.

Once at the Emergency Assembly Area, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are present in the Emergency Assembly Area. The



names of any missing students will be given to the Emergency Assembly Area Leader, who then forwards this information to the Executive Director or [Director of Educational Services/Principal](#). The administrative staff will attempt to locate missing students by contacting the office staff to verify absences and early release. All students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal, allowing students to return to class.

C. Earthquake Drills

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

The following lists the procedures for an earthquake drill:
(Long, one minute prolonged bell)

1. Teachers give “DROP” command at first indication of quake or ground movement or the sounding of ONE (1) CONTINUOUS BELL.
2. Students and teachers seek protective cover under or near desks, tables, or chairs in kneeling position with hands around head no matter where they are on campus.
3. Students remain in “DROP” position until ground movement ends or instructed by the teacher to get up.
4. At the completion of ground movement, teacher must ascertain possible injury and determine the ability of class to evacuate.
5. The teacher then gives the command to evacuate the classroom and building, using established route. (Students outside their classrooms meet their classmates at the designated Emergency Assembly Area).
6. Remove emergency plan kit and other necessary supplies upon evacuation and leave the door unlocked.
7. Injured students, who cannot walk or be carried, should be left behind to be taken care of by the Search and Rescue teams.
8. Upon reaching Emergency Assembly Area, each teacher will take roll and report to Assembly Area Captain.
9. After completion of roll, teacher or first student in line will hold up the red/green card indicating either green for “everyone accounted for” or red for “someone is missing”.
10. After roll is taken, teachers who are now part of additional teams will begin those responsibilities as soon as possible. (Staff assigned to Emergency Assembly Areas will administer first-aid as needed in Emergency Assembly Areas.)

During Recess or Lunch Time

If students are outside, at the first indication of ground movement or continuous one (1) minute ringing of bell, instruct students to take a drop position under lunch tables, or clear of buildings.

- Students take drop position until the ground movement ends.
- Students and staff evacuate area.
- Students will proceed to the Emergency Assembly Area, and report to their assigned classroom teacher.

D. Intruder/Hostage



Identification badges will be issued to visitors prior to entering our campus as a means to ensure proper authorization to be on the school site. The first person to recognize someone as a threat (e.g., violent intruder on campus), must report the threat to the office or administration immediately. If a student recognizes the threat, he/she must notify staff or main office.

1. If an intruder is on campus, an announcement will be made over the intercom system stating “[LOCK-DOWN! LOCK-DOWN! THIS IS A LOCK-DOWN](#)” –~~PORTER! PORTER! PORTER!~~ – This will signal the need for a LOCK-DOWN drill.
2. Immediately lock classroom doors and any other doors leading directly to the classroom (do not let ANYONE in/out once the door is locked), and close blinds. All doors are to remain locked until the “all clear” code or until law enforcement or school administration gain access to classrooms using a master key.
3. Students are to seek protective cover under or near desks, or near tables in a kneeling position with hands on top of their heads.
4. If students are outside of the classroom on campus, they should drop and cover in a similar position, keeping close to the ground, or move to an area of safety, if in danger.
5. Take roll and remain silent in your room.
6. Await further directions via intercom, telephone, or e-mail.
7. Administration and/or those first made aware of the threat notifies the local Police Department by calling 911:
 - Provide school site name and location;
 - Suspect description, direction of travel;
 - Location on campus; and
 - If weapon was seen, explain type, if possible, and whether or not any shots have been fired.
8. Follow the direction of law enforcement, as everyone may be treated as a suspect.
9. Custodian and/or office personnel will lock gates and all exterior doors to the campus if safe to do so.
10. The office staff will lock all doors to the Administrative Offices.
11. Site representative debriefs with law enforcement as necessary and remains available for further communication.
12. The Administrative Team will be responsible for campus supervision.
13. All restroom trips will be monitored by administration, not classroom teachers.
14. Teachers will wait for the “All Clear” signal before releasing students from the “duck and cover” position.

E. Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

F. Disaster Drills



Oxford Preparatory Academy will conduct regular emergency evacuation drills in accordance with the regulations of state and federal guidelines. Students will be taught the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom or other signal. During the “duck and cover” routine in the classroom, teachers will have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one will leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

A disaster of a significant nature may require evacuation. Immediately upon notification by outside authorities that Oxford Preparatory Academy must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the Emergency Assembly Area, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are present. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administration. Students will remain with their teachers at the Emergency Assembly Area until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administration.

G. Evacuation Checklist

Administration:

- ☐ Administration issues evacuation procedures.
- ☐ Administration determines if students and staff should be evacuated outside of building or to a location adjacent to campus. Administration contacts local authorities (Police, Fire, etc.) and informs them that the evacuation is taking place.



- ☐ Administration notifies relocation center.
- ☐ Administration directs students and staff to follow evacuation drill procedures and route and/or follow alternate route if normal route is too dangerous.
- ☐ Administration advises teachers to close all windows and lock doors, when appropriate.
- ☐ Facilities Manager ensures that all lights, electrical equipment, gas, water faucets, air conditioning and heating system are turned off.

Teachers:

- ☐ Direct students to follow normal evacuation drill procedures unless administration alters route.
- ☐ Take classroom roster and emergency/safety kit.
- ☐ Close classroom doors and turn out lights.
- ☐ When outside building, account for all students.
- ☐ Arrange with buddy teachers to stay with wounded students.
- ☐ Inform Area Captain immediately of missing student(s). The Area Captain will report to the Administration.
- ☐ If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center and complete Student Accounting Form.

H. Facilities

Oxford Preparatory Academy will maintain a safe and healthy work and school environment. It is anticipated that we will be receiving a Field Act compliant facility from the District under Proposition 39. In the event that at some future point Oxford Prep obtains a private, non-District building, it will comply with local city and county ordinances and safety codes for the building that the school will occupy, including Fire Marshal and other relevant codes. OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed. In securing a facility, the real estate groups with which we are working will coordinate safety efforts in reviewing the specifications necessary to house the number of students in grades K-8 as specified in Element 1(C - Anticipated Enrollment by Grade Levels). In the event Oxford Prep later occupies a private facility, campus cleanliness and security will be maintained as follows:

- Assurance that all buildings comply with California Building Standards Code, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, will be on file;
- A safety inspection of the grounds and facilities will occur on a monthly, or as needed, basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately; and
- Ongoing communication with law enforcement and local police regarding crime around and within campus site will occur.

I. Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Oxford Preparatory Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Oxford Prep is responsible, the employee will bring it to the attention of the administration immediately.



The Administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem. Employees will be encouraged to report any workplace injury/accident, to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, the Oxford Preparatory Academy Board of Directors may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance is not permitted.

J. Role of Staff to Report Child Abuse

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. Oxford Preparatory Academy will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. Oxford Prep staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff shall not investigate any suspected incident(s) of abuse, only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

K. Student Health and Safety

Oxford Preparatory Academy is committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures will be implemented:

- Immunizations must be up-to-date with required boosters;



- Prior to admission, parents must present proof of immunization for polio, D.T.P., measles, mumps, hepatitis, rubella, and any other immunizations required for enrollment in non-charter public schools;
- Records of student immunizations shall be maintained in the health office;
- Proof must be presented that a child of age five (5) or six (6) entering school has had a physical examination within the last twelve (12) months;
- A required emergency card for all students and staff will be completely filled out each year and updated throughout the year as necessary;
- An appropriate screening for students' health (including pupils' vision and hearing, and the screening of pupils for scoliosis) equivalent to that provided by non-charter public schools per state mandates will be provided;
- A referral will be made to agencies and/or local hospitals for chronic illness and treatment of communicable disease through our health office;
- Students shall be released during the school day in the custody of an adult only if:
 - o The adult is the student's custodial parent(s)/guardian(s);
 - o The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, office staff will verify the adult's identity;
 - o The adult is an authorized law enforcement officer acting in accordance with the law; or
 - o The adult is taking the student to emergency medical care, at the request of the administration or designee;
- A Field Trip Waiver, Internet Authorization, and Parent/Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs, along with any other required forms, will be completed at the time of school registration and maintained in the student's permanent record;
- A policy establishes that the school functions as a drug, alcohol, and tobacco free workplace;
- Students will be required to adhere to an established dress code, which is clearly communicated through the Oxford Preparatory Academy Informational Handbook; and
- A discipline policy for all students, as clearly outlined in the Behavior section of the Oxford Preparatory Academy Informational Handbook, will be established after charter approval.
- The Board of Directors shall adopt a resolution with administrative rules and regulations in regards to risk management and safety prior to the opening of the school.

L. Medication in School

Policies relating to the administration of prescription drugs and other medicines will be followed.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, written parent permission, and dispensing instructions [from the prescribing physician](#). Parents will complete the appropriate form, authorizing Oxford Prep staff to administer medication. School staff members who administer medication shall receive training from qualified medical personnel as well as training in the proper documentation and storage of the medication. Staff authorized to administer the medication shall be afforded appropriate liability protection. If the parent/guardian so chooses, he/she may administer the medication to his/her own child, or may designate another individual who is not a school employee to administer the medication to the student.



Upon written request by the parent/guardian, and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing, may be allowed to self-administer, self-monitor, or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

In order for a pupil to be assisted by a school nurse or other designated school personnel, the school shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that Oxford Prep assist the pupil in the matters set forth in the statement of the physician.

In order for a pupil to carry and self-administer prescription, auto-injectable epinephrine, or carry and self-administer inhaled asthma medication, Oxford Prep shall obtain a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. Oxford Prep will have the physician/surgeon confirm that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, will provide a release for:

- The school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication; and
- Oxford Prep and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The written statements specified in this section shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

The Health Technician will put medications in a locked cabinet or refrigerator, as needed. The Health Technician will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. The Health Technician will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, the Health Technician will provide parents with one week's notice to alert them that additional medication is needed. In the event that enrollment is insufficient in the first year to justify hiring a Health Technician, another appropriately trained school staff member shall perform these obligations.

M. Blood Borne Pathogens

Oxford Prep shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Administration shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

N. Procedures for Background Checks

In accordance with California Education Code Section § 44237, fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. Employees will submit fingerprints to the Department of Justice via Live Scan processing. Employees will not start work until results are received from the Department of Justice and the employee is cleared to begin work.



All staff must provide evidence that they are free from tuberculosis. A Mantoux TB [screening and clearance](#) is required of all employees who have not been tested previously. Administration will be responsible for maintaining compliance with California Education Code Section § 44237 and all applicable health and safety laws.

O. Sexual Harassment Policies and Procedures

Oxford Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Oxford Prep will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Oxford Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

P. Freedom from Harassment Policy

Internal disputes at Oxford Prep, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school to be included in the finalized Oxford Preparatory Academy Informational Handbook. The Chartering Agency shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the Board of Directors and/or Executive Director, the dispute has given the Chartering Agency reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, the Chartering Agency believes there may be an immediate threat to the health or safety of students or employees at the site, or unless Board of Directors has requested the Chartering Agency to intervene in the dispute.

Q. Grievance Procedure for Parents and Students

Oxford Preparatory Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This includes any investigation of any complaint filed with Oxford Preparatory Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Oxford Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Oxford Preparatory Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

R. Insurance Requirements

No coverage shall be provided to the charter school by the Chartering Agency under any of the Chartering Agency's self-insured programs or commercial insurance policies. Oxford Preparatory Academy shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the Chartering Agency to protect Oxford Prep from claims which may arise from its operations. Oxford Prep shall meet the below insurance requirements individually.



It shall be Oxford Prep's responsibility, not the Chartering Agency's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Comprehensive or commercial general liability insurance with limits not less than Three Million Dollars (\$3,000,000) each occurrence combined single limit for bodily injury and property damage and not less than \$24,000,000 excess liability insurance.
 2. Comprehensive or Business Automobile Liability Insurance with limits not less than One Million Dollars (\$1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage including coverage for Owned, Non-owned and Hired Vehicles, as applicable.
 3. Workers' Compensation, with Employer's Liability limits (including employment practices coverage) not less than One Million Dollars (\$1,000,000) each occurrence.
 4. Abuse and Molestation \$1,000,000 each occurrence.
 5. Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than One Million Dollars (\$1,000,000) each occurrence.
 6. If any policies are written on a claims-made form, the Charter School agrees to maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.
 7. The Charter School shall be responsible, at its sole expense, for separately insuring its personal property.
 8. The Charter School shall add the District as a named insured on all of its insurance policies.
1. Oxford Preparatory Academy shall procure insurance coverage of at least \$1,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of Oxford Prep, its Board of Directors, officers, agents, employees, or students. The policy shall name the District as an additional insured on such policy.
 2. Workers' Compensation Insurance, in accordance with provisions of the California Labor Code, will be adequate to protect Oxford Prep from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000 per occurrence, \$1,000,000 aggregate.
 3. Fidelity Bond coverage shall be maintained by Oxford Prep to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.
 4. Professional Educators (Errors and Omissions) Liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$1,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

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S. Evidence of Insurance

Oxford Prep shall furnish to the District within 30 days of all new policies inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the chartering authority."

Facsimile or reproduced signatures may be acceptable upon review by the ~~Director of Operations~~[Coordinator of Administrative Services](#). However, the chartering authority reserves the right to require certified copies of any required insurance policies.

T. Risk Management

Oxford Preparatory Academy shall adhere to, but not be limited to, the following Risk Management Guidelines:

1. Board of Directors shall adopt a resolution with administrative rules and regulations concerning risk management and safety prior to the opening of the school.
2. Oxford Preparatory Academy must adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and providing assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. At a minimum, Oxford Preparatory Academy shall require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Oxford Prep and its chartering authority from any and all losses which may occur, however caused, as a result of the user group use of the facility.
4. Oxford Preparatory Academy shall conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk management guidelines. Defective or dangerous conditions discovered through these inspections shall be promptly corrected. Oxford Prep shall keep written records of these inspections on file for at least one (1) year after the date of the inspection.
5. Oxford Preparatory Academy shall obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities. An Assumption of Risk Form shall be signed by all participants twelve (12) years of age or older and their parents/legal guardians.
6. Oxford Prep employees and parent volunteers must provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on Oxford Prep business or activities. Only participants in the activity shall ride in the vehicle while it is being driven on school business.
7. Oxford Preparatory Academy shall not allow employees or the public to use the school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students shall have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and shall only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.



8. Oxford Preparatory Academy shall comply with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling sexual harassment complaints, and conducting business in a nondiscriminatory manner.
9. When Oxford Preparatory Academy decides to use the services of independent contractors rather than hiring employees, it shall be responsible for proper risk management of those activities. Oxford Preparatory Academy shall also assume responsibility for any taxes and penalties, which may be assessed, by the U.S. Internal Revenue Service or California Franchise Tax Board.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code § 47605

(b) (5) (G). Oxford Prep strives to have a broad representation of ethnic groups amongst our student and staff population. Our goal is to reach a balanced audience. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated.

A. Open Enrollment Policy

Oxford Preparatory Academy will have an open enrollment process established by the Board of Directors. Each student attending Oxford Prep shall do so on a voluntary basis. No student shall be denied admittance to the school based on race, sexual orientation, religion, ethnicity, national origin, gender, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. Further, at Oxford Prep's Parent Information Meetings, parents are provided with a very clear and accurate picture of the school's learning experience so they can make the most appropriate choice for their children.

Students who are enrolled in schools within the Capistrano Unified School District that are identified by the California Department of Education as in need of Program Improvement are able to attend Oxford Prep. Public School Choice (PSC) placement with charter schools is an alternative strongly encouraged by NCLB. Oxford Prep agrees to discuss with the District the possibility of accepting enrollment from District students participating in the District's PSC program. In addition, Oxford Preparatory Academy will adhere to the McKinney-Vento Homeless Assistance Act. This will ensure that each parent of a homeless child will have equal access to the same free, appropriate public education as provided to other children.

B. Community Outreach Plan

Oxford Prep utilizes a comprehensive recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds (See Appendix X). In addition, certain subgroups may be targeted for



extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population.

Oxford Prep will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an attempt to achieve a racial and ethnic balance reflective of the general population residing within the Capistrano Unified School District. These include:

Fliers/brochures – Oxford Prep staff will create fliers and/or brochures in English and Spanish outlining our vision and mission statements for the school and the community for the purpose of student recruitment. By no later than August 2011, a minimum of 500 fliers will be distributed as one of the main means to recruit the maximum number of students for the first school year. Oxford Prep has identified specific locations to reach out to all targeted demographic groups and inaccessible members of the community. These specific locations include, but are not limited to:

Comment [CK33]: This will be accomplished by staff volunteers.

Churches

1. Mission Hills Baptist Church, 24162 Alicia Parkway, Mission Viejo Ca 92691
2. Corpus Christi Church, 27231 Aliso Viejo Parkway, Aliso Viejo, CA 92656
3. Saint Kilian Church, 26872 Estanciero Drive, Mission Viejo Ca 92691
4. Mission San Juan Capistrano, 26801 Ortega Highway, San Juan Capistrano, CA 92675
5. Temple Beth El, 2A Liberty, Aliso Viejo, CA
6. Pacific Coast Church, 2651 Calle Frontera, San Clemente, CA
7. Vineyard Community Church, 27632 El Lazo, Laguna Niguel CA 92677
8. Saddleback Valley Community Church, 23456 Madero, # 100, Mission Viejo CA 92691
9. Capistrano Valley Church, 32032 Del Obispo, San Juan Capistrano, CA
10. Mount Of Olives Lutheran Church, 24851 Chrisanta Drive, Mission Viejo Ca 92691

Community Organizations

1. City of Mission Viejo Recreation and Community Services: Norman P Murray Community & Senior Center, 24932 Veterans Way, Mission Viejo, CA
2. Aliso Viejo Community Services, 12 Journey, Aliso Viejo, CA 92656
3. LARCS Ladera Ranch Community Services, 28192 O'neill Dr, Mission Viejo, CA
4. Rancho Santa Margarita Community Services, 22112 El Paseo, RSM, CA 92688
5. City of San Juan Community Center, 32400 Paseo Adelanto, San Juan Capistrano, CA 92675
6. YMCA of San Clemente, 1101 Calle Puente, San Clemente, CA 92672
7. S. Coast YMCA, 29831 Crown Valley Parkway, CA Laguna Niguel, CA 92677

Preschools

1. Church of the Master Preschool, 26051 Marguerite Parkway, Mission Viejo, CA
2. Crown Valley Montessori Academy, 27500 Marguerite Parkway, Mission Viejo, CA
3. San Clemente Preschool, 163 Avenida Victoria, San Clemente, CA
4. Mission ~~Lutheran~~ Lutheran Preschool, 24360 Yosemite Road, Laguna Niguel, CA 92677
5. Rancho Capistrano Preschool, 29251 Camino Capistrano, CA 92675

Libraries

1. Mission Viejo Library, 25209 Marguerite Pkwy, Mission Viejo, CA 92692
2. Laguna ~~Niguel~~ Niguel Library, 30341 Crown Valley Parkway, Laguna Niguel, CA 92677
3. Ladera Ranch Library, 2955 Sienna Parkway, Ladera Ranch, CA 92694

Tutoring Services

1. Within Reach Learning Center, 27001 La Paz Road, Mission Viejo, CA 92691
2. Kumon Math and Reading Center, 33161 Camino Capistrano, San Juan Capistrano, CA 92675
3. Huntington Learning Center, 24000 Alicia Pkwy # 33, Mission Viejo, CA



4. Sylvan Learning Center, 27281 La Paz, Laguna Niguel, CA 92677
5. Mathnasium of Ladera Ranch, 1701 Corporate Drive, Ladera Ranch, CA 92694
6. Mathnasium of San Clemente, 1501 Avenida Pico, San Clemente, CA 92673

Our strategy will be to disseminate informational fliers/brochures to all of these locations focusing primarily on preschools and tutoring services in close proximity to the Oxford Prep. At the end of each school year, a distribution to independent CUSD preschoolers will take place.

Media – Oxford Prep’s public relations team will establish a media packet to distribute to local media outlets to receive donations for media placements. The team will send news releases and report recruitment updates and pitch them to magazines, newspapers, city newsletters, and local radio and TV stations, such as the approval and opening of our school. We will also provide invitations to community meetings starting no later than August 2011. All press releases will be translated into Spanish, if required. The following publications will be included:

Comment [JW34]: See budget line 5840 for Advertisement/Media Packet Prep

Print

1. Mission Viejo Entertainment, magazine
2. Edutopia, magazine
3. Orange County Register, newspaper
4. Saddleback Valley News, newspaper
5. Mission Viejo News, newspaper
6. City of Mission Viejo, newsletter
7. The Capistrano Dispatch, newspaper

We believe these periodicals will reach our targeted population, but we want to ensure that every avenue has been considered to recruit all demographic subgroups. We will work with local radio and TV stations to promote Oxford Prep and to recruit students who do not receive printed material. We want to receive a positive recognition by the local community as a school with remarkable potential, staff, and educational opportunities for students. The coverage of the media will include:

Radio

1. 88.5 KSBR

Television

1. MVTN – Channel 30
2. ABC - Channel 7
3. KCAL - Channel 9

Electronic Media - We will establish and utilize our website for Oxford Prep when the charter is approved. The website will offer information about the school’s mission and vision, instructional practices, student registration, potential job openings, upcoming meetings, Board members, and contact information for parents. Our website will provide constant communication with parents and other community members online.

Community Meetings - Oxford Prep will conduct community meetings, open to the public, to inform and supply families with information in making a decision about enrolling their children in the Academy. At all meetings, as needed, Spanish translators will be provided available to families in attendance. Meetings will begin no later than April 2011 and will be held at least monthly during open enrollment. The Executive Director and ~~Director of~~ Educational Services/Principal will conduct these monthly meetings. Members of the Board of Directors may also be in attendance. The meetings will be held at locations frequented by all demographic groups targeted by Oxford Prep. Meeting places will include community centers, church rooms, and public schools.



C. Racial & Ethnic Balance Data

The school's student information system allows accurate collection and analysis of the school's demographic data. The data collected in this way is then used to generate reports to the Oxford Prep Board of Directors, the district, and the state. Recent data regarding racial and ethnic balance wherein the charter school will operate (Capistrano Unified School District) is reflected in the chart below. (See Element 1-D for Racial and Balance Data chart for specific school data, based on District-wide enrollment).

Oxford Preparatory Academy will expand its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the District. Based on the District-wide demographic enrollment, data (see below) suggests that the school will be 62.8% White, 19.4% Latino/Hispanic, 9.5% Multiple or No Response, and 5.0% Asian.

Ethnic Groups	Elementary Schools	Junior High Schools	Elementary Schools & Junior High Schools Totals (Weighted)
American Indian	0.2%	0.3%	0.2%
Asian	4.9%	5.3%	5.0%
Pacific Islander	0.2%	0.3%	0.2%
Filipino	1.5%	1.7%	1.5%
Hispanic or Latino	19.3%	19.5%	19.4%
African American	1.3%	1.3%	1.3%
White (not Hispanic)	61.1%	66.0%	62.8%
Multiple/No Response	11.6%	5.6%	9.5%
Source: California Department of Education			

We will make it our goal to dynamically recruit a diverse student population, including low-income and low achieving students, reflective of similar racial and ethnic backgrounds of the enrollment in the Capistrano Unified School District.



ELEMENT 8 - ADMISSION REQUIREMENTS

"Admission requirements, if applicable", Education Code § 47605(b)(5)(h)

A. Non-discrimination Statutes

Oxford Preparatory Academy will actively recruit a diverse student population, including low achieving and low-income students, from surrounding areas, and will abide by all state and federal laws regarding admissions. Oxford Prep shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code.

B. Open Enrollment Process

Oxford Prep shall establish a period of open enrollment each year. After the open enrollment period closes, should Oxford Prep receive a number of applications from potential students that exceed the number of spaces available within the school, the school will conduct a random public lottery for any grade level that is oversubscribed. Should Oxford Prep have spaces available after the open enrollment period, applications will continue to be accepted as space permits.

Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a random public lottery to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Siblings of students drawn from the random public lottery will also be placed, depending upon space available, at the given grade level during the lottery process. For example, if a student's name is chosen during the lottery and the student has siblings, those siblings will be placed, provided space is available at the given grade level, before another name is drawn. The remaining names will be placed on a waiting list based on the order drawn from the random public lottery (at each grade level). The waiting list will expire at the



end of each school year. Students remaining on the waiting list at the end of each school year must go through the Open Enrollment Process for the upcoming school year.

The application process is comprised of the following:

- Parent attendance at an Oxford Prep Information Meeting ([meetings will be held in multiple locations](#));
- Completion of a student admissions application;
- Parent signature on Learning Partnership Agreement ([refer to Element 8, Section C and Appendix C](#)), Network Use Agreement, Field Trip Waiver, Photograph/Media Waiver, Home Language Survey, and Emergency Medical Information Form;
- Emergency contact information;
- Proof of Immunizations;
- Most recent grade report;
- Authorization to release student records from previous school site;
- Copy of student's IEP or 504 Plan, if applicable;
- Proof of residence; and
- [Proof of birth date.](#)

[The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent\(s\) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent\(s\) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers., and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student from attending the Charter School.](#)

C. Admission Requirement

Oxford Preparatory Academy shall be nonsectarian in admission policies, programs, employment practices, and all other operations. No student will be denied admission to Oxford Prep based on race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. No tuition will be charged.

Oxford Prep will serve a diverse student population from the surrounding areas that understand and value the school's mission and is committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California; however, priority is given to students residing within the district boundaries of the Capistrano Unified School District. Oxford Prep is a school of choice. Admission will require a commitment to the goals, objectives, and mission of the school as set forth in the charter. (See, Appendix C, Learning Partnership Agreement)

[The Charter School will not reject any students or prevent them from attending the Charter School solely because their parent\(s\) is not willing or able to sign the Learning Partnership Agreement so long as they apply for a hardship waiver. The Charter School will not disenroll any students whose parent\(s\) fails to sign or fulfill the terms of the Learning Partnership Agreement. While the Charter School views parent participation as a requirement to sustaining a good charter school program, it understands that exceptions must be made to that policy where necessary to comply with the free school guarantee. The charter school will establish a process for and grant hardship waivers., and understands the parent volunteer/service requirements and their attendance at mandatory school functions described and required herein, while strongly encouraged, will not serve to preclude any student](#)



from attending the Charter School. Parents who face personal challenges in completing all of the requirements stated in the Learning Partnership Agreement shall receive assistance from staff with alternatives for fulfilling the requirements that are achievable for their individual circumstances. Oxford Prep will not expel or disenroll any student for the failure of their parent to meet the parent volunteer hours requirement.

D. Enrollment for Inaugural Year

Oxford Prep, upon charter approval, will begin an open enrollment process no sooner than fourteen (14) days after it receives charter approval. The enrollment period will remain open for thirty (30) days.

After the open enrollment period closes, should Oxford Prep receive a number of applications from potential students that exceeds the number of spaces available within any grade level of the school, the school will conduct a random public lottery for that grade level. Should spaces be available after the open enrollment period, applications will continue to be accepted as space permits at each grade level.

Education Code Section 47605(d)(2)(B) states, "Preference shall be extended to pupils currently attending the charter school and pupils who reside in the District except as provided for in section 47614.5." Therefore, preference for students attending Oxford Preparatory Academy will be given to those students residing within the territorial jurisdiction of the chartering District.

The total number of students receiving enrollment preferences due to being children of Faculty and Founding Families, when combined, shall not exceed 10% of the total enrollment.

The hierarchy of preferences for enrollment in Oxford Prep:

- Children of Faculty
- Children of Founding Families
- Siblings of current students (to the extent space is available in their desired grade level)
- Children of Capistrano Unified School District residents

Waiting list priority is based upon the "hierarchy of preferences for enrollment" (listed above).

E. Enrollment Procedures for Subsequent Years

Oxford Prep will conduct an Open Enrollment for at least thirty (30) days in the spring of each year. During the Open Enrollment period all applications will be accepted.

The following is the hierarchy of preferences for enrollment in Oxford Prep:

- Children of Faculty
- Children of Founding Families
- Siblings of current students (to the extent that space is available in their desired grade level);
- Children of Capistrano Unified School District residents

Waiting list priority is based upon the "hierarchy of preferences for enrollment." The total number of students receiving enrollment preferences as children of Faculty and Founding Families, when combined, shall not exceed 10% of the total enrollment.



F. Random Public Lottery

The following rules and procedures will be communicated to all interested parties at least ten (10) days prior to holding the lottery.

The lottery procedures will be as follows:

- The lottery will take place within ninety (90) calendar days of closing the open enrollment period as defined above;
- The lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
- The lottery will take place on a given published date;
- Oxford Prep will comply with all applicable state and federal laws and with the Chartering Authority's policy as it relates to the oversight of charter schools;
- The lottery shall draw names from a general pool of ballots;
- A representative of Oxford Prep shall draw the ballots;
- Siblings of students drawn from the random public lottery will be placed depending upon space available at the given grade level during the lottery process; and
- The drawing shall continue until all names are drawn.

Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. All lottery policies may be refined after the first year of operations as deemed necessary by the Board of Directors.

Families promoted from the waiting list shall be notified based on the parent's stated preference of communication on the Enrollment/Waiting List Form, and shall have five (5) business days from the date of first notification to respond. In addition, the school shall attempt on at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the five (5) day period. Those families not responding within the five (5) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list shall be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at Oxford Prep at another time, must reapply.

The lottery will be held for all students who enrolled during the open enrollment period in a grade level that is impacted. For example, if 48 spots are available in second grade, and 52 students seek to enroll during the course of the open enrollment period, then all 52 students would be placed in the lottery for the 48 spots. The remaining four (4) students would be placed on a waiting list as defined in the application. Therefore, each student would have equal opportunity to be accepted into the school in the case that a lottery was necessary.

G. Subsequent Years – Re-enrollment

The following conditions will apply in subsequent years:

- In the spring, during the open enrollment period, the parent(s)/guardian(s) of students attending Oxford Prep will be required to complete a Re-Enrollment Form to continue into the next school year;
- The school will notify parents via telephone, in-person, and/or email to complete the re-enrollment process;



- On at least two (2) separate occasions the school will contact parent(s)/guardian(s) regarding completing the Re-Enrollment Form; and
- Those families not responding within the ten (10) day period will forfeit their right to enroll their child in the school for the following school year.

H. Public Charter School Grant Program

Notwithstanding the above information pertaining to enrollment preferences, Oxford Preparatory Academy reserves the right to modify the enrollment process and preferences to comply with the requirements of the federal Public Charter School Grant Program ("PCSGP") in any year in which Oxford Prep receives these funds. Such changes to comply with PCSGP will not be deemed a material revision of the charter and Oxford Prep is authorized to pledge compliance with the grant program's admissions requirements as a condition of receipt of these funds. Such changes to comply with PCSGP will require approval of the District Superintendent. Any changes to the admissions process other than as necessary to comply with the PCSGP shall be deemed a material revision of the charter and shall be processed in accordance with the Charter Schools Act of 1992.

ELEMENT 9: FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Education Code § 47605 (b)(5)(I)

A. Annual Independent Audit

Oxford Prep will be an independent, directly funded charter school operating in Capistrano Unified School District boundaries. Each year, the Board of Directors will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The Board of Directors shall be responsible for contracting with an auditor. The independent audit will be conducted by an accountant certified by the State of California with knowledge of school budget and accounting procedures. This audit will be conducted according to Generally Accepted Accounting Practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the school's financial statements, attendance, and enrollment accounting principles and review the school's internal controls. To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars.

B. Audit Exceptions & Deficiencies to be Resolved

The school's audit committee will review any audit exceptions or deficiencies and report to the Oxford Prep Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the Chartering Agency.



Oxford Prep will provide the Chartering Agency with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. The audit will also be submitted to the California Department of Education, the Orange County Department of Education, and the State Controller's Office by December 15th following each school year.

C. Financial Reports

Oxford Prep will submit the following reports to the Chartering Agency and the Orange County Department of Education pursuant to Education Code § 47604.33:

- Final Budget – by July 1 of each fiscal year
- First Interim Budget – by December 15, reflecting changes through October 31
- Second Interim Budget – by March 15, reflecting changes through January 31
- Unaudited Actuals – by August 15, reflecting entire fiscal year through June 30

In addition, Oxford Prep shall submit the following reports to the Chartering Agency:

- 20-Day Attendance Report – in October of first year of operation only
- P-1 Attendance Report – each January, reflecting attendance through the last full school month ending prior to December 31
- P-2 Attendance Report – each April, reflecting attendance through the last full school month ending prior to April 15
- Annual/P-3 Attendance Report – each June, reflecting entire year's attendance
- Any additional reports as set forth in a Memorandum of Understanding between Charter School and Chartering Agency
- Other financial information requested by the Chartering Agency from time to time to assess the fiscal condition of Oxford Prep.

D. Oversight

The Chartering Agency may charge an oversight fee for its actual cost of supervision and oversight not to exceed one (1) % of the general purpose and categorical block grant revenue received by the School or three (3) % in the case that the Chartering Agency provides substantially rent-free facilities for use by Oxford Preparatory Academy in accordance with Education Code § 47613. The oversight fee will be based on the general purpose entitlement and categorical block grant funding provided to the School at the Second Principal Apportionment (P-2).

E. Audit and Inspection of Records

Oxford Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to Chartering Agency oversight;
- The Chartering Agency's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School; and



- The Chartering Agency is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles, or if it engages in fiscal mismanagement.

Accordingly, the Chartering Agency hereby reserves the right, pursuant to its oversight responsibility, to audit Oxford Prep's books, records, data, processes and procedures. All financial records of the Oxford Preparatory Academy nonprofit corporation are a matter of public record; therefore, the charter petitioners will share any financial information with the Chartering Agency, if requested.

The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement;
- Internal controls, both financial and operational in nature;
- The accuracy, recording and/or reporting of school financial information;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- The school's enrollment process;
- Compliance with safety plans and procedures; and
- Compliance with applicable grant requirements.

Oxford Preparatory Academy shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days-notice to Oxford Prep.

In addition, if an allegation of waste, fraud or abuse related to Oxford Prep operations is received by the Chartering Agency, the Charter School shall be expected to cooperate with any investigation by the Chartering Agency's investigatory body.



ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled. - California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Oxford Preparatory Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements [and are not considered by the District to be material revisions.](#)

School staff shall enforce disciplinary rules and procedures consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director of Educational Service's office.



Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to all other students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline that may constitute a change in placement on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would consult with ~~would~~ grants and consider recommendations from the District ~~approval rights~~ prior to the expulsion of any such student as well.

Comment [SR35]: Change made to reflect language in SPED MOU, per conversation with Ron Lebs, 2/22

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Before recommending a student for suspension or expulsion, the charter school shall consider whether other means of correction, short of suspension or expulsion, would be feasible to address the offending behavior. If the Charter School determines, in its sole discretion, that other means of correction are not feasible, it may proceed to suspension or expulsion. ~~Students may be suspended or expelled for any of the following acts when it is determined the pupil, and other means of correction are not feasible. Students may be suspended or expelled for any of the following acts:~~

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained prior written permission to possess the item from the ~~Director of Educational Services~~ Principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in profanity or vulgarity.



- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Engaged in or attempted to engage in hazing of another.
- q. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- r. Made terrorist threats against school officials and/or school property.
- s. Committed sexual harassment.
- t. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. *Conference*

Suspension shall be preceded, if possible, by a conference conducted by the [Director of Educational Services/Principal](#) with the student and his or her parent/guardian and, whenever practical, the teacher, or school employee who referred the student. The conference may be omitted if the [Director of Educational Services/Principal](#) determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent/guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent/guardian at the conference. If the parent/guardian is unwilling or unavailable to attend the conference, the parent/guardian will provide written explanation of their plans to work with the [Director of Educational Services/Principal](#) to resolve the situation.

b. *Notice to Parents/Guardians*

At the time of the suspension, the [Director of Educational Services/Principal](#) or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person.



Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. *Suspension Time Limits/Recommendation for Placement/Expulsion*

Suspensions, when not including a recommendation for expulsion, which meets criteria for extended suspension, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director of Educational Services ~~Principal~~, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director of Educational Services ~~Principal~~ upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

d. *Authority to Expel*

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil, an administrator of the site, or a Board member of the School's governing board. Before recommending a student for expulsion, the charter school shall consider whether other means of correction, short of expulsion, would be feasible to address the offending behavior. If the Charter School determines, in its sole discretion, that other means of correction are not feasible, it may proceed to expulsion. ~~The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.~~

e. *Expulsion Procedures*

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause and with parent agreement, the hearing shall be held within thirty (30) school days after the Director of Educational Services ~~Principal~~ determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing.

Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- i. The date and place of the expulsion hearing;
- ii. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- iii. A copy of the School's disciplinary rules which relate to the alleged violation;
- iv. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;



- v. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- vi. The right to inspect and obtain copies of all documents to be used at the hearing;
- vii. The opportunity to confront and question all witnesses who testify at the hearing;
- viii. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

f. *Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the presiding officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, Oxford Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.



- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

g. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

h. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

i. Written Notice to Expel



The ~~Director of Educational Services~~Principal, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student.
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The ~~Director of Educational Services~~Principal shall send a copy of the written notice of the decision to expel to the District ~~and the student's district of residence, based on the last known address of the student.~~ This notice shall include the following:

- a. The student's name.
- b. The specific expellable offense committed by the student. Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

j. *Disciplinary Records*

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

k. *No Right to Appeal*

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

l. *Expelled Pupils/Alternative Education*

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

m. *Rehabilitation Plans*

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

n. *Readmission*

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

o. *Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities*



i. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline constituting a change in placement for any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

ii. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. the discipline proceedings must halt, and the child shall be allowed to return to the Charter School shall immediately unless the parent and all other members of the IEP team (including both Charter School and District representatives) agree otherwise. If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Oxford Prep, including relevant members of the student's IEP team, and the parent/guardian determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The ~~Director of Educational Services~~ Principal may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had a basis of knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.



If Oxford Prep knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Oxford Prep had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The Charter School shall [confer with the District about](#) conducting an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

Oxford Prep shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT PROGRAMS AND STAFF ISSUES

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code § 47605 (b)(5)(K)

A. Retirement Program

Oxford Preparatory Academy will make participation in the State Teachers' Retirement System (STRS) and the Public Employees Retirement System (PERS) program available to all eligible persons working at the school. All withholdings from employees and Oxford Prep will be reported and forwarded to Orange County Superintendent of Schools (OCSS) as required, and Oxford Prep will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS and/or PERS. The Board of Directors, under the advisement of the Executive Director, shall ensure that such retirement coverage is arranged or administered through the school's business services provider, [Delta Managed Solutions, LLC](#), and shall forward any required payroll deductions and related data to SBCSS as required by Education Code § 47611.3. The Oxford Preparatory Academy Board of Directors also reserves the right to offer additional retirement plans as it deems appropriate.

Comment [JW36]: Delta Managed Solutions oversight cost is identified in the budget line 5825



B. Employee Benefits

All full-time employees will receive a comprehensive compensation and benefit package that includes, but will not be limited to, workers' compensation, unemployment insurance, Medicare, and Social Security (for non-STRS members). Full-time employees will also be given life, health, dental, vision, and related benefits. Part-time contractual employees may also be given life, health, dental, vision and related benefits at the discretion of the Oxford Preparatory Academy Board of Directors if the charter school's budget allows.

The Executive Director and [Director of Educational Services](#) [Principal](#) may offer additional incentive compensation to those staff members performing additional responsibilities if approved by the Oxford Preparatory Academy Board of Directors.

ELEMENT 12: ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."
Education Code § 47605 (b)(5)(L)

Pupils who choose not to attend Oxford Prep may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the Capistrano Unified School District.

Alternative schools for students living within the Capistrano Unified School District attendance area will be the same as those offered to all other students currently residing in the district. The parents/guardians of each student enrolled in Oxford Prep will be informed that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Oxford Prep, except to the extent that such right is extended by the local education agency.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.



ELEMENT 13: EMPLOYEE RIGHTS

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605 (b)(5)(M)

Persons employed by the Charter School are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. The Charter School shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including but not limited to any rights in the case of closure of the Charter School.



ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code § 47605 (b)(5)(N)

The District and Board of Directors of Oxford Preparatory Academy agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. It is recommended that all parties will refrain from public commentary regarding any disputes during the period that the parties are attempting to informally resolve the dispute.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the following procedures:

1. Written Notification

A written notification, identifying the nature of the dispute and any supporting facts, must be submitted with a signature, to the Oxford Prep Board of Directors or District Superintendent. The written notification may be tendered by personal delivery, facsimile, or certified mail. The written notification shall be deemed received if: (a) it is personally delivered by 4:00 PM or otherwise on the business day following personal delivery; (b) it is



communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail. All written notices shall be addressed as follows:

Oxford Prep Charter School
c/o Sue Roche, Executive Director
5862 C St., Chino, CA 91752
Dr. Joseph M. Farley, Superintendent
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

2. Written Response

A written response shall be tendered to the other party within ten (10) business days from the date of receipt of the written notification. The parties agree to schedule a conference to discuss the claim or controversy ("Resolution Conference"). The Resolution Conference shall take place within ten (10) business days from the date the written response is received by the other party. The written response may be tendered by personal delivery, facsimile, or certified mail. The written response shall be deemed received if: (a) it is personally delivered upon date of delivery to the address of the person to receive such notice by 4:00 PM, or otherwise on the business day following personal delivery; (b) it is communicated by facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail.

3. Mediation for Non-Agreement

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Resolution Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. Both the mediator and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Resolution Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy, claim, or dispute. If the dispute remains unresolved after mediation, both the Charter School and the District shall be deemed to have exhausted their administrative remedies, thus allowing either party to pursue any further available legal remedy under the law.

4. Refusal to Arbitration

Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

5. Internal Disputes

All internal disputes between parents, teachers, students, administrators, and Board of Directors members of Oxford Preparatory Academy shall be resolved by the school according to the school's own internal policies. The Chartering Agency shall not be involved with internal disputes of the school unless the school requests the Chartering Agency involvement, or the internal dispute relates to one of the reasons under Education Code § 47607 for which a charter may be revoked.



ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with § 3540) of division 4 of Title 1 of the Government Code)." Education Code § 47605 (b)(5)(O)

Oxford Preparatory Academy will be the exclusive public employer of all employees of Oxford Prep for collective bargaining purposes. As such, Oxford Preparatory Academy will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from Capistrano Unified School District for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted at salaries and benefits set by the Oxford Preparatory Academy Board of Directors.



ELEMENT 16: SCHOOL CLOSING PROTOCOL

"A description of the procedures to be used, if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code § 47605 (b)(5)(P)

Closure Procedures

The following are closing procedures that are in accordance with California Education Code § 47605(b)(5)(P), should the school close for any reason. The decision to close Oxford Prep, either by the Oxford Preparatory Academy Board of Directors or by the Chartering Agency, will be documented in a Closure Action. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked or not renewed by the Chartering Agency and Oxford Prep has exhausted its appeal rights; or
- The Oxford Preparatory Academy Board of Directors votes to close the school.

In the event of such a Closure Action, the nonprofit agency operating the charter school would be the designated entity for school closure items and would provide for the maintenance or transfer of student records in accordance with the law. Additionally, the following steps are to be implemented:



1. Written notification, to parents/guardians/caregivers of the enrolled students of Oxford Preparatory Academy, will be issued by Oxford Prep within ten (10) days after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the Chartering Agency, SELPA, Orange County Superintendent of Schools, the retirement systems, and the California Department of Education within the same time frame, with the date of closure, and the name(s) and contact information for the person(s) to whom reasonable inquiries may be made. The action will identify the reason for closure (e.g. decision not to renew as a charter school).
 - a) The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. Oxford Prep will ask the pupils' school districts of residence to store original records of charter school students if the pupil's parents do not request that records be transferred to another educational institution.
 - b) Parents will also be provided with student information that includes date of closure, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
 - c) All student records, including state assessments results and Special Education records, will be transferred within seven (7) calendar days after the closure of the school; and
 - d) Written notification to the Chartering Agency of the list of returning students to their home schools, within fourteen (14) days of the determination of the Closure Action.
2. Written notification to the California Department of Education and the Orange County Superintendent of Schools of the Closure Action shall be made by Oxford Prep by registered mail within 72 hours of the decision for Closure Action.
3. Oxford Prep shall allow the Chartering Agency access, inspection, and copying of all school records, including financial and attendance records, upon written request by the Chartering Agency.
4. A financial closeout audit of the school will be paid for by Oxford Preparatory Academy to determine the disposition of all assets and liabilities of Oxford Prep, including plans for disposing of any net assets. The final independent audit shall be completed within six (6) months after the closure of the school. An independent auditor who is on the State's approval list of education auditors will employ generally accepted accounting principles to conduct this audit. Any liability or debt incurred will be the responsibility of Oxford Prep and not the Chartering Agency. Oxford Preparatory Academy understands and acknowledges that it will cover any outstanding debts or liabilities. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oxford Prep understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the Chartering Agency or SELPA.

In accordance with state law, all other assets (acquired with public or private funds) including but not limited to, all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments, and other revenues generated by students attending Oxford Prep, remain the sole property of Oxford Preparatory Academy and shall be distributed in accordance with the distribution plan adopted by the Oxford Prep Board of Directors. The distribution plan may include allocation to other charter schools, or other public or nonprofit entities, in accordance with state law.



5. For six (6) calendar months from the Closure Action, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by Oxford Prep Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
6. The Oxford Prep Board of Directors shall adopt a plan for the closure of the school and, if necessary, and in accordance with the requirements of the Corporations Code, the closure of the corporation. The non-profit corporation shall be responsible for all closure-related activities unless the Oxford Prep Board of Directors identifies another person to be responsible.
7. In addition to a final audit, Oxford Preparatory Academy will also submit any required year-end financial reports to the California Department of Education and Chartering Agency in the form and time frame required.
8. As Oxford Preparatory Academy is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Oxford Prep, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
9. As specified in the budget, Oxford Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADMINISTRATIVE SERVICES

The Board of Directors sets the School's administrative and fiscal policy, and the Oxford Prep Executive Director will ensure that the educational philosophy and mission continues to be implemented, while the [Director of Educational Services](#) Principal oversees the day-to-day operations of the school. We have contracted with an experienced BackOffice services provider to work in conjunction with our [Director of Operations](#) [Coordinator of Administrative Services](#) to perform all day-to-day administrative functions.

A. Accounting & Business Services

The Oxford Preparatory Academy Board of Directors will oversee the work of the BackOffice services provider, who will handle all BackOffice business functions, including but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, attendance reporting, and insurance and benefits administration. The provider will also assist the Oxford Prep staff and Board of Directors on business issues that arise during the year, such as Memorandum of Understanding (MOU) negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider will help the Executive Director, [Director of Educational Services](#) Principal, [Director of Operations](#) [Coordinator of Administrative Services](#) and the Oxford Prep Board of Directors create and monitor the annual budget and will provide monthly financials, cash flow projections and analysis.

Comment [JW37]: Outlined in budget line 5825



Oxford Preparatory Academy has selected Delta Managed Solutions (DMS), Inc. as its BackOffice services provider. DMS is in its seventh year of operation and serves over 6,000 students in fifteen (15) schools statewide. DMS is experienced with all areas of charter school administrative services. The contract with DMS is fully contingent upon successful charter approval.

All financial reporting, including budgets, ADA reports, and STRS/PERS reporting, will be implemented in accordance with state law and regulations as well as any specific MOU provisions between the School and its authorizer.

B. Criteria for Contract Services

Oxford Preparatory Academy will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Oxford Prep will make awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, [and in compliance with conflict of interest laws referenced herein](#). Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

C. Conflict of Interest Guarantees

No employee, officer or agent shall participate in selection or in the award or administration of a contract if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when (a) the employee, officer, or agent, (b) any member of his or her immediate family, (c) his or her partner, or (d) an organization, which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The officers, employees, or agents will neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.

Oxford Prep shall also comply with the Political Reform Act [and Government Code section 1092](#), and shall adopt a Conflict of Interest Code in accordance with the Political Reform Act [and the Government Code](#) in addition to the policy statement [contained hereinabove](#).

FACILITIES

Oxford Prep has submitted a request for facilities pursuant to Proposition 39 and its Implementing Regulations. Oxford Prep looks forward to working with the Capistrano Unified School District to identify an appropriate facility to house the projected enrollment contained in the Proposition 39 facilities request. Oxford Prep also requests that the District consider allocating space to house the school's independent study meetings/instruction.

In accordance with its charter and budget, the Charter School operates grade levels kindergarten through 8th grade on one contiguous school site. Consequently, the Charter School's educational program requires a single contiguous school site in which to operate. Based upon the needs of the Charter School and the residency of the projected student enrollment, the Charter School desires to locate its facility at a school facility within the Capistrano Unified School District, [and will pay a pro-rate share to the District for use of the facilities, in addition to entering into a Facilities Use Agreement regarding the allocated property](#).

The Charter School [desires a facility ~~must provide that includes that includes~~](#) two (2) additional classrooms for use as foreign language labs, physical education locker rooms, two (2) regulation-sized basketball courts, athletic fields with backstops, 1 science lab with water and gas hook-ups, athletic fields, a furnished and equipped computer lab, a library, a music room; a game room; and a performing arts theater or multi-purpose room. [The Charter School understands it will be allocated reasonably equivalent facilities](#).



IMPACT ON DISTRICT AND LIABILITIES

Intent

This statement is intended to fulfill the terms of Education Code Section §47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

Oxford Prep shall be operated by a California non-profit public benefit corporation. The corporation will be organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purpose for which the corporation is organized is to operate a charter school.

Pursuant to Education Code Section §47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Oxford Prep shall work diligently to assist the District in meeting any and



all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the charter school.

Further, Oxford Prep and the District shall enter into a memorandum of understanding, which shall, amongst other items indemnify the District for the actions of the Charter School under this charter.

The corporate Bylaws of Oxford Preparatory Academy shall provide for indemnification of Oxford Prep's Board of Directors, officers, agents, and employees, and Oxford Prep will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

As stated above, insurance will be secured by Oxford Prep. The District shall be named an additional insured on the general liability insurance of Oxford Prep.

The Board of Directors of Oxford Prep will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Supervision and Oversight

The District shall conduct supervision and oversight as required by law. The District shall receive one (1) percent of the charter school's revenues as defined by law for this purpose. The District and Oxford Prep shall agree in a MOU between the parties to additional supervision and oversight duties, processes, timelines, as well as evaluation criteria for the annual review and site visits.