



OXFORD
PREPARATORY ACADEMY

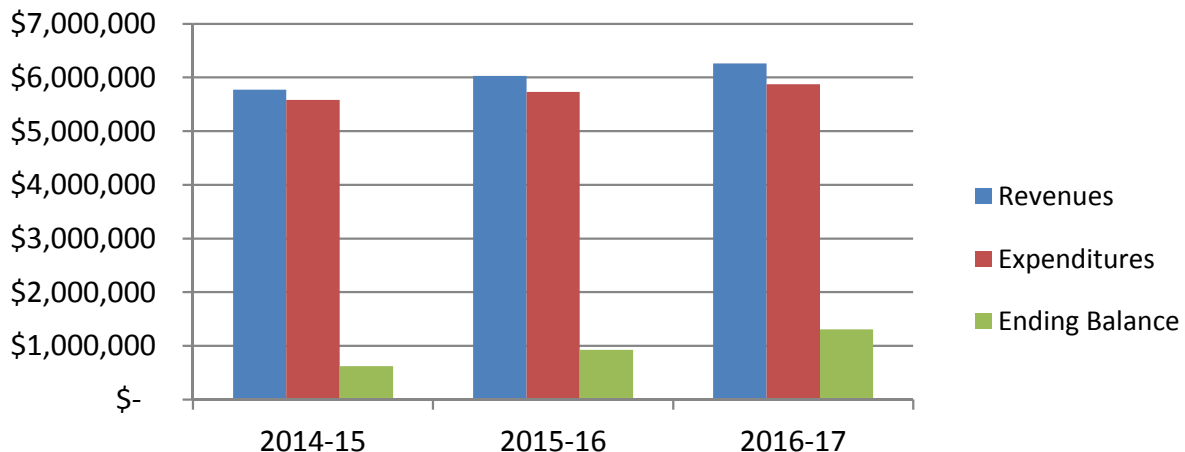
APPENDIX

Oxford Preparatory Academy

2013 Charter Renewal Petition - Financial Projection

SUMMARY

	2014-15 Year 1	2015-16 Year 2	2016-17 Year 3
Enrollment:	824	824	824
ADA:	810.83	810.83	810.83
Revenues:			
Revenue Limit	\$ 5,094,962	\$ 5,344,900	\$ 5,577,156
Federal Revenue	103,652	108,883	108,883
Other State Revenue	519,811	520,016	520,016
Other Local Revenue	55,500	56,000	56,000
TTL Revenues:	\$ 5,773,926	\$ 6,029,799	\$ 6,262,056
Expenditures:			
Certificated Salaries	\$ 2,380,137	\$ 2,451,541	\$ 2,525,087
Non-certificated Salaries	797,297	821,216	845,852
Benefits	731,879	753,835	776,450
Books/Supplies/Materials	572,708	584,162	595,845
Services/Operations	964,566	993,135	1,013,262
Capital Outlay	21,500	21,500	21,500
Other Outgo	116,481	103,450	96,949
TTL Expenditures:	\$ 5,584,569	\$ 5,728,839	\$ 5,874,947
Net Income	\$ 189,357	\$ 300,960	\$ 387,109
Beginning Balance July 1	\$ 433,637	\$ 622,994	\$ 923,954
Ending Balance June 30	\$ 622,994	\$ 923,954	\$ 1,311,063
Ending Bal. as % of Exp.:	11.16%	16.13%	22.32%



Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
THREE-YEAR FINANCIAL PROJECTION

	2014-15	2015-16	2016-17	
Description	Year 1	Year 2	Year 3	Notes/Comments
<u>REVENUES</u>				
Revenue Limit Sources				
8011 - General Purpose Block Grant	\$ 491,777	\$ 700,725	\$ 894,891	See "Funding Calcs" pages for detail
8012 - Education Protection Account	835,574	876,564	914,654	See "Funding Calcs" pages for detail
8096 - Funding in Lieu of Property Taxes	3,767,611	3,767,611	3,767,611	See "Funding Calcs" pages for detail
8181 - Federal IDEA Special Education	103,652	108,883	108,883	See "Funding Calcs" pages for detail
8560 - State Lottery Revenue	130,438	130,438	130,438	See "Funding Calcs" pages for detail
8590 - Other State Categoryals	389,373	389,578	389,578	See "Funding Calcs" pages for detail
8660 - Interest	3,000	3,500	3,500	See "Funding Calcs" pages for detail
8699 - All Other Local Revenue	52,500	52,500	52,500	See "Funding Calcs" pages for detail
TTL REVENUES	\$ 5,773,926	\$ 6,029,799	\$ 6,262,056	
<u>EXPENDITURES</u>				
1000 - Certificated Salaries				
1100 - Teachers' Salaries	\$ 1,953,622	\$ 2,012,231	\$ 2,072,598	
1130 - Teacher Substitutes	33,990	35,010	36,060	
1150 - Certificated Stipends	145,927	150,305	154,814	
1170 - Health Care In-Lieu Stipends	12,360	12,731	13,113	
1300 - Certificated Supervisory/Admin	234,237	241,265	248,503	
TTL Certificated Salaries	\$ 2,380,137	\$ 2,451,541	\$ 2,525,087	Assumes 3% step/column/replacement annually
2000 - Non-Certificated Salaries				
2100 - Instructional Aide Salaries	\$ 369,567	\$ 380,654	\$ 392,074	
2130 - Classified Subs	10,300	10,609	10,927	
2150 - Classified Stipends	40,170	41,375	42,616	
2160 - Classified Electives	6,283	6,471	6,666	
2170 - Health Care In-Lieu Stipends	-	-	-	
2200 - Classified Support Salaries	82,544	85,020	87,571	
2300 - Classified Supervisory/Admin	42,951	44,240	45,567	
2400 - Clerical/Tech/Office Staff	245,482	252,846	260,432	
TTL Non-Certificated Salaries	797,297	821,216	845,852	Assumes 3% step/column/replacement annually

Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
THREE-YEAR FINANCIAL PROJECTION

	2014-15	2015-16	2016-17	
Description	Year 1	Year 2	Year 3	Notes/Comments
3000 - Employee Benefits				
3101 - STRS Certificated	\$ 190,959	\$ 196,688	\$ 202,589	
3102 - STRS Classified	8,890	9,157	9,431	
3202 - PERS Classified	64,686	66,627	68,626	
3301 - Soc. Sec/Medicare Certificated	38,572	39,729	40,921	
3302 - Soc. Sec/Medicare Classified	54,312	55,942	57,620	
3401 - Health Insurance Benefits - Cert	201,728	207,780	214,013	
3402 - Health Insurance Benefits - Class	81,984	84,444	86,977	
3501 - State Employment Ins - Cert	26,182	26,967	27,776	
3502 - State Employment Ins - Class	8,770	9,033	9,304	
3601 - Workmen's Comp Certificated	41,795	43,049	44,341	
3602 - Workmen's Comp Classified	14,001	14,421	14,853	
TTL Employee Benefits	\$ 731,879	\$ 753,835	\$ 776,450	Based on staffing expenditures
4000 - Books/Supplies/Materials				
4100 - Textbooks	\$ 120,000	\$ 122,400	\$ 124,848	
4310 - Student Books/Materials	256,200	261,324	266,550	
4320 - Other Supplies/Materials	98,000	99,960	101,959	
4330 - Incentives/Events	6,000	6,120	6,242	
4400 - Non-Capitalized Equipment	91,508	93,338	95,205	
4700 - Nutrition	1,000	1,020	1,040	
TTL Books/Supplies/Materials	\$ 572,708	\$ 584,162	\$ 595,845	Includes SELPA + additional IS students

Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
THREE-YEAR FINANCIAL PROJECTION

	2014-15	2015-16	2016-17	
Description	Year 1	Year 2	Year 3	Notes/Comments
5000 - Services & Operations				
5200 - Travel and Conferences	\$ 3,090	\$ 3,183	\$ 3,246	
5210 - Mileage	17,510	18,035	18,396	
5300 - Dues and Memberships	3,090	3,183	3,246	
5400 - Liability Insurance	18,540	19,096	19,478	
5500 - Operation and Housekeeping Services	2,575	2,652	2,705	
5510 - Utilities	77,096	79,408	80,997	
5600 - Facilities Use Charge	72,100	74,263	75,748	
5620 - Copier/Equip Lease	20,600	21,218	21,642	
5630 - Maintenance/Repairs	15,450	15,914	16,232	
5800 - Professional/Consulting Services	518,046	533,587	544,259	
5810 - Legal	45,000	46,350	47,277	
5820 - Audit/CPA Costs	7,210	7,426	7,575	
5825 - Business Services	117,600	123,480	129,654	
5840 - Advertisement	3,090	3,183	3,246	
5860 - Bank Fees	24,000	22,000	19,000	
5870 - Livescan (Fingerprinting)	3,090	3,183	3,246	
5890 - Other Services	5,150	5,305	5,411	
5910 - Telephone Expense	3,090	3,183	3,246	
5920 - Telecom/Internet	7,468	7,692	7,845	
5930 - Postage	773	796	812	
TTL Services & Operations	\$ 964,566	\$ 993,135	\$ 1,013,262	2-5% annual increases assumed
6000 - Capital Outlay				
6900 - Depreciation	21,500	21,500	21,500	
TTL Capital Outlay	\$ 21,500	\$ 21,500	\$ 21,500	

Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
THREE-YEAR FINANCIAL PROJECTION

	2014-15	2015-16	2016-17	
Description	Year 1	Year 2	Year 3	Notes/Comments
7000 - Other Outgo				1% of General Purpose Entitlement + CBG
7141 - Oversight Fee	\$ 48,513	\$ 50,950	\$ 53,449	
7438 - Interest Cost	67,969	52,500	43,500	
TTL Other Outgo	\$ 116,481	\$ 103,450	\$ 96,949	
TTL EXPENDITURES	\$ 5,584,569	\$ 5,728,839	\$ 5,874,947	
Revenues less Expenditures	\$ 189,357	\$ 300,960	\$ 387,109	
Beginning Fund Balance	\$ 433,637	\$ 622,994	\$ 923,954	
Net Revenues	\$ 189,357	\$ 300,960	\$ 387,109	
ENDING BALANCE	\$ 622,994	\$ 923,954	\$ 1,311,063	
Components of Ending Fund Balance				
Reserve for Economic Uncertainties (5% of exp.)	\$ 279,228	\$ 286,442	\$ 293,747	
Additional Reserves	343,766	637,512	1,017,316	
Total Ending Balance	\$ 622,994	\$ 923,954	\$ 1,311,063	

Oxford Preparatory Academy - South Orange County

2013 Charter Renewal Petition - Financial Projection

GENERAL ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. Assumes enrollment of 824 students per year (see "Enrollment Assumptions").
2. ADA ratio of 98.4% assumed - current ratio is over 99%.
3. Unduplicated Pupil count of 164 is based on current 13-14 estimates.

STATE FUNDING ASSUMPTIONS:

1. Funding levels based on latest LCFF estimates and DOF projected increases.
2. Cash flows based on latest SSC cash flow schedule.
3. Statewide COLA as per SSC 13-14 Dartboard.
4. Special Education Revenue based on El Dorado Charter SELPA projections.
5. Mandate Block Grant projected at \$14/ADA (for K-8) for all years.

FEDERAL FUNDING ASSUMPTIONS:

1. Assumes no ESEA/Title I-V participation.
2. Sequestration rate of 8.2% not applicable for IDEA due to State backfill.
3. Assumes no other federal funding.

LOCAL FUNDING ASSUMPTIONS:

1. Estimated in-lieu-of property tax for CUSD of \$4,646.61 taken from 12-13 P-2 Prin. Appt.
2. OPA-SOC is LEA member of El Dorado SELPA for 2013-14 on - all rev/exp included here.
3. No external special education encroachment payment as LEA member of EDSLEPA.

OTHER EXPENSES ASSUMPTIONS

1. Staffing is based on current 13-14 staffing levels.
2. No startup costs included since charter is currently operational.
3. Facility cost estimates based on continuing existing facility agreements - final FUA TBD.
4. Oversight fee set at 1% of GPBG and CBG as per statute.
5. Budgeted expenditure amounts based on petition narrative and similar charter schools - estimates only.
6. Annual increases in staffing and other costs estimated only - will depend upon statewide funding.
7. Cash flow loans will be required to cover state deferrals. RANs assumed for planning purposes.

Oxford Preparatory Academy - South Orange County 2013 Charter Renewal Petition - Financial Projection STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

Staffing structure and levels are consistent with existing operations to date as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from current classroom and administrative staffing levels, although total administrative overhead may be reduced from the levels shown here if additional OPA campuses are opened, creating additional economies of scale. In this event, admin costs would be slightly lower than shown here, as this scenario assumes continuing the current two-campus OPA structure for the three-year period.

Special education services will be provided by new OPA staff - add'l staffing is based on estimates as shown in the El Dorado SELPA LEA application, and will vary depending upon SPED population.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. However, given for current planning purposes we are simply assuming a general 3% overall cost increase annually, taking into account the combined effect of step/column, replacement of departing staff, and other pay adjustments. As each annual state budget is determined, final step/column and/or COLA increases will be determined on an annual basis.

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = 8.25%

PERS = 11.417% (will vary)

OASDI = 6.20%

Medicare = 1.45%

Worker's Comp = 1.76% (current level)

SUI = 1.1% (current level)

Health Care = \$11,000 cap on employer-funded portion, with cash in-lieu option

We assume all full-time certificated staff are STRS-eligible and will participate in STRS. We assume full-time non-certificated staff will participate in PERS once the 1000-hour level is met.

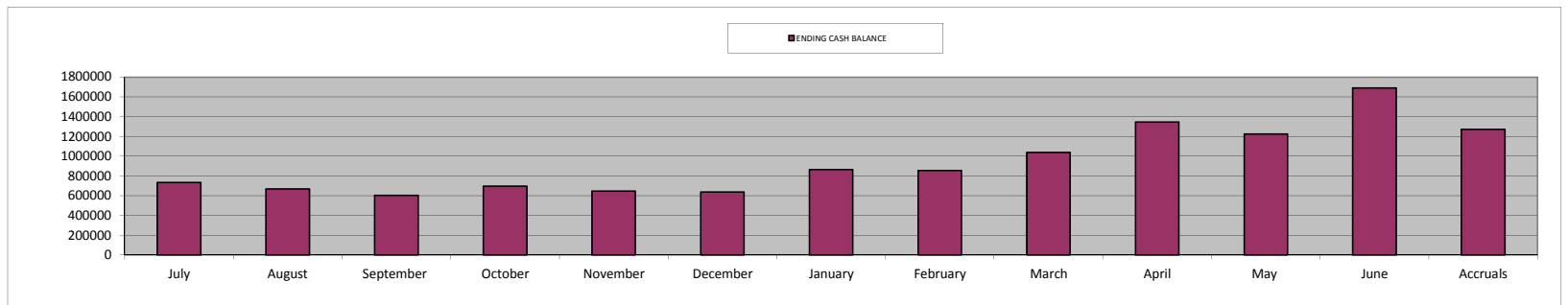
We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are assuming maintaining the \$11k healthcare contribution indefinitely. Health care costs are projected to increase by 5% annually for Years 2 and 3 (but subject to individual caps). All health insurance providers will be selected through competitive bidding and may be modified during the charter term if necessary.

Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
ENROLLMENT AND A.D.A. ASSUMPTIONS

ADA Ratio:	Year 1 - 2014-15		Year 2 - 2015-16		Year 3 - 2016-17	
98.4%						
	ENROLL.	ADA	ENROLL.	ADA	ENROLL.	ADA
Total K-3 Enrollment	370	364.09	306	301.12	306	301.12
Total 4-6 Enrollment	296	291.26	360	354.23	328	322.75
Total 7-8 Enrollment	158	155.48	158	155.48	190	186.96
TTL Enrollment	824	810.83	824	810.83	824	810.83
<u>TK/Kindergarten</u>						
Students per Class	32		32		32	
Number of Classes	2		2		2	
TTL Kinder Enrollment	64	62.98	64	62.98	64	62.98
<u>Grade 1</u>						
Students per Class	32		32		32	
Number of Classes	2		2		2	
TTL Grade 1 Enrollment	64	62.98	64	62.98	64	62.98
<u>Grade 2</u>						
Students per Class	32		32		32	
Number of Classes	2		2		2	
TTL Grade 2 Enrollment	64	62.98	64	62.98	64	62.98
<u>Grade 3</u>						
Students per Class	32		32		32	
Number of Classes	4		2		2	
TTL Grade 3 Enrollment	128	125.95	64	62.98	64	62.98
<u>Grade 4</u>						
Students per Class	32		32		32	
Number of Classes	3		4		2	
TTL Grade 4 Enrollment	96	94.46	128	125.95	64	62.98
<u>Grade 5</u>						
Students per Class	32		32		32	
Number of Classes	3		3		4	
TTL Grade 5 Enrollment	96	94.46	96	94.46	128	125.95
<u>Grade 6</u>						
Students per Class	32		32		32	
Number of Classes	2		3		3	
TTL Grade 6 Enrollment	64	62.98	96	94.46	96	94.46
<u>Grade 7</u>						
Students per Class	32		32		32	
Number of Classes	2		2		3	
TTL Grade 7 Enrollment	64	62.98	64	62.98	96	94.46
<u>Grade 8</u>						
Students per Class	32		32		32	
Number of Classes	2		2		2	
TTL Grade 8 Enrollment	64	62.98	64	62.98	64	62.98
<u>Independent Study</u>						
K-3	50	49.20	50	49.20	50	49.20
4-6	40	39.36	40	39.36	40	39.36
7-8	30	29.52	30	29.52	30	29.52
TTL Ind. Study.	120	118.08	120	118.08	120	118.08
TOTAL:	824	810.83	824	810.83	824	810.83

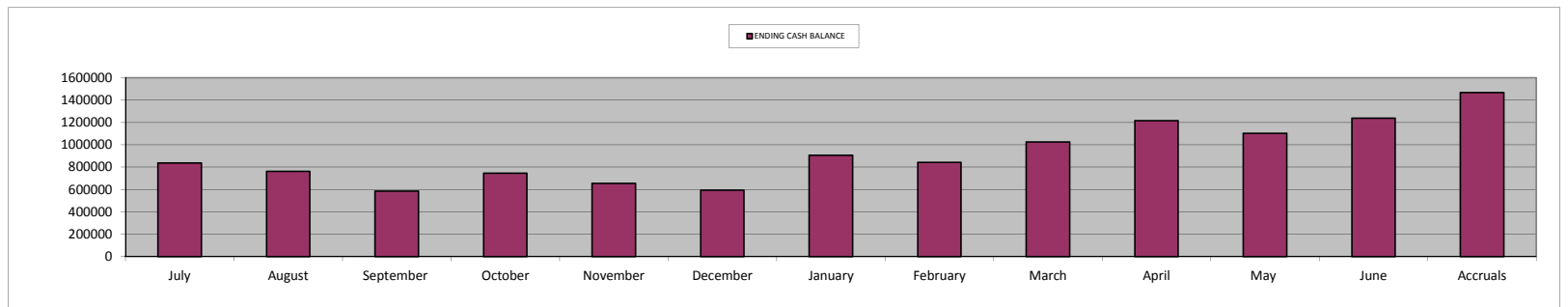
Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
2014-15 Projected Monthly Cash Flow Statement (YEAR 1)

Description	2014-15 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,505,465	421,932	193,159	152,551	294,353	234,368	199,681	399,774	399,638	619,468	798,901	706,192	552,862	1,505,465
<u>CASH INFLOWS</u>															
REVENUES															
General Purpose Block Grant	491,777	-	14,403	14,403	25,925	25,925	25,925	25,925	25,925	66,670	66,670	13,491	-	186,518	491,777
Education Protection Account	835,574	-	-	-	208,894	-	-	208,894	-	-	208,894	-	-	208,894	835,574
In-Lieu-Of Property Taxes	3,767,611	-	226,057	452,113	301,409	301,409	301,409	301,409	301,409	527,466	263,733	263,733	263,733	263,733	3,767,611
Federal Revenues	103,652	-	-	-	-	-	-	-	34,551	-	-	34,551	-	34,551	103,652
Lottery Revenues	130,438	-	-	-	-	-	-	32,610	-	-	32,610	-	-	65,219	130,438
Other State Revenues	389,373	-	-	12,365	77,864	29,744	55,043	48,320	55,043	42,758	24,590	12,580	-	31,067	389,373
Other Local Revenues	55,500	1,388	1,388	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	5,045	2,270	55,500
Accounts Receivable (net change)		437,414	27,546	72,114	-										537,073
Loan Proceeds and other Cash Inflows													-	-	-
TTL CASH INFLOWS	5,773,926	438,801	269,392	556,040	619,136	362,123	387,421	622,202	421,972	641,939	601,541	329,400	268,778	792,252	6,310,999
<u>CASH OUTFLOWS</u>															
EXPENDITURES															
All Certificated Salaries	2,380,137	59,503	198,345	198,345	198,345	198,345	198,345	198,345	198,345	198,345	198,345	198,345	198,345	138,841	2,380,137
All Classified Salaries	797,297	53,153	53,153	67,000	67,000	67,000	67,000	67,000	67,000	67,000	67,000	67,000	67,000	20,993	797,297
All Benefits	731,879	25,949	57,929	61,119	61,119	61,119	61,119	61,119	61,119	61,119	61,119	61,119	61,119	36,816	731,879
All Materials & Supplies	572,708	57,271	114,542	190,903	71,589	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	7,500	572,708
All Services and Operations	964,566	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	74,197	964,566
All Capital Outlay	21,500	-	-	-	-	-	-	-	-	-	-	-	-	21,500	21,500
All Other Expenditures	116,481	-	-	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	65,632	116,481
Net Change in Payables	-	352,260	-	-	-	-	-	-	-	-	-	-	-	-	352,260
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows	-	900,000	-	-	-	-	-	-	-	-	-	-	-	800,000	1,700,000
TTL CASH OUTFLOWS	5,584,569	1,522,334	498,166	596,648	477,334	422,108	422,108	422,108	422,108	422,108	422,108	422,108	422,108	1,165,479	7,636,829
NET INFLOWS/OUTFLOWS	189,357	(1,083,533)	(228,774)	(40,608)	141,802	(59,986)	(34,687)	200,093	(136)	219,831	179,432	(92,709)	(153,330)	(373,227)	
ENDING CASH BALANCE		421,932	193,159	152,551	294,353	234,368	199,681	399,774	399,638	619,468	798,901	706,192	552,862	179,635	



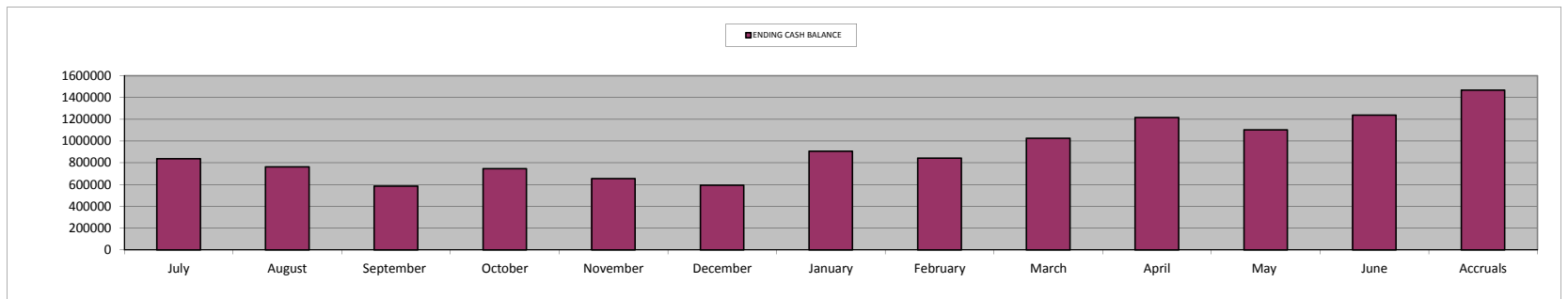
Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
2015-16 Projected Monthly Cash Flow Statement (YEAR 2)

Description	2015-16 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		552,862	1,333,788	1,192,865	196,799	336,300	264,843	218,699	444,801	398,656	608,068	787,319	661,387	483,574	552,862
<u>CASH INFLOWS</u>															
REVENUES															
General Purpose Block Grant	700,725	-	24,589	24,589	44,260	44,260	44,260	44,260	44,260	86,049	86,049	17,413	-	240,736	700,725
Education Protection Account	876,564	-	-	-	219,141	-	-	219,141	-	-	219,141	-	-	219,141	876,564
In-Lieu-Of Property Taxes	3,767,611	-	226,057	452,113	301,409	301,409	301,409	301,409	301,409	527,466	263,733	263,733	263,733	263,733	3,767,611
Federal Revenues	108,883	-	-	-	-	-	-	27,221	-	-	-	27,221	-	54,442	108,883
Lottery Revenues	130,438	-	-	-	-	-	-	32,610	-	-	32,610	-	-	65,219	130,438
Other State Revenues	389,578	-	-	12,372	77,905	29,760	55,072	48,345	55,072	42,781	24,603	12,586	-	31,084	389,578
Other Local Revenues	56,000	1,400	1,400	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	2,291	56,000
Accounts Receivable (net change)	-	622,580	129,898	39,775											792,252
Loan Proceeds and other Cash Inflows		800,000													800,000
TTL CASH INFLOWS	6,029,799	1,423,980	381,943	533,940	647,805	380,519	405,831	678,077	405,831	661,387	631,226	326,044	268,824	876,645	7,622,052
<u>CASH OUTFLOWS</u>															
EXPENDITURES															
All Certificated Salaries	2,451,541	61,289	213,177	213,177	213,177	213,177	213,177	213,177	213,177	213,177	213,177	213,177	213,177	45,300	2,451,541
All Classified Salaries	821,216	54,748	54,748	69,010	69,010	69,010	69,010	69,010	69,010	69,010	69,010	69,010	69,010	21,623	821,216
All Benefits	753,835	26,727	61,713	64,998	64,998	64,998	64,998	64,998	64,998	64,998	64,998	64,998	64,998	15,415	753,835
All Materials & Supplies	584,162	58,416	116,832	194,721	73,020	16,690	16,690	16,690	16,690	16,690	16,690	16,690	16,690	7,650	584,162
All Services and Operations	993,135	76,395	76,395	82,761	82,761	82,761	82,761	82,761	82,761	82,761	82,761	82,761	82,761	12,733	993,135
All Capital Outlay	21,500	-	-	-	-	-	-	-	-	-	-	-	-	21,500	21,500
All Other Expenditures	103,450	-	-	5,339	5,339	5,339	5,339	5,339	5,339	5,339	5,339	5,339	-	55,403	103,450
Net Change in Payables	-	365,479	-												365,479
Fixed Asset Acquisitions														(21,500)	(21,500)
Loan Repayment and Other Outflows		-		900,000							-			800,000	1,700,000
TTL CASH OUTFLOWS	5,728,839	643,054	522,866	1,530,006	508,305	451,975	451,975	451,975	451,975	451,975	451,975	451,975	446,637	958,124	7,772,819
NET INFLOWS/OUTFLOWS	300,960	780,926	(140,922)	(996,066)	139,500	(71,456)	(46,144)	226,101	(46,144)	209,411	179,251	(125,932)	(177,813)	(81,479)	
ENDING CASH BALANCE		1,333,788	1,192,865	196,799	336,300	264,843	218,699	444,801	398,656	608,068	787,319	661,387	483,574	402,095	



Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
2016-17 Projected Monthly Cash Flow Statement (YEAR 3)

Description	2016-17 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		483,574	418,692	287,986	217,956	378,741	320,149	286,882	535,379	502,112	699,334	883,726	740,764	537,369	483,574
<u>CASH INFLOWS</u>															
REVENUES															
General Purpose Block Grant	894,891	-	35,036	35,036	63,065	63,065	63,065	63,065	63,065	101,899	101,899	20,620	-	285,076	894,891
Education Protection Account	914,654	-	-	-	228,664	-	-	228,664	-	-	228,664	-	-	228,664	914,654
In-Lieu-Of Property Taxes	3,767,611	-	230,909	461,817	307,878	307,878	307,878	307,878	307,878	511,831	255,916	255,916	255,916	255,916	3,767,611
Federal Revenues	108,883	-	-	-	-	-	-	27,221	-	-	-	27,221	-	54,442	108,883
Lottery Revenues	130,438	-	-	-	-	-	-	32,610	-	-	32,610	-	-	65,219	130,438
Other State Revenues	389,578	-	-	12,378	77,946	29,775	55,101	48,371	55,101	42,803	24,616	12,593	-	30,895	389,578
Other Local Revenues	56,000	1,400	1,400	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	5,091	2,291	56,000
Accounts Receivable (net change)		676,416	138,589	61,640											876,645
Loan Proceeds and other Cash Inflows		500,000													500,000
TTL CASH INFLOWS	6,262,056	1,177,816	405,934	575,963	682,644	405,810	431,135	712,899	431,135	661,624	648,794	321,440	261,006	922,501	7,638,701
<u>CASH OUTFLOWS</u>															
EXPENDITURES															
All Certificated Salaries	2,525,087	63,127	219,573	219,573	219,573	219,573	219,573	219,573	219,573	219,573	219,573	219,573	219,573	46,659	2,525,087
All Classified Salaries	845,852	56,390	56,390	71,080	71,080	71,080	71,080	71,080	71,080	71,080	71,080	71,080	71,080	22,272	845,852
All Benefits	776,450	27,529	63,564	66,948	66,948	66,948	66,948	66,948	66,948	66,948	66,948	66,948	66,948	15,877	776,450
All Materials & Supplies	595,845	59,585	119,169	198,615	74,481	17,024	17,024	17,024	17,024	17,024	17,024	17,024	17,024	7,803	595,845
All Services and Operations	1,013,262	77,943	77,943	84,439	84,439	84,439	84,439	84,439	84,439	84,439	84,439	84,439	84,439	12,991	1,013,262
All Capital Outlay	21,500	-	-	-	-	-	-	-	-	-	-	-	-	21,500	21,500
All Other Expenditures	96,949	-	-	5,339	5,339	5,339	5,339	5,339	5,339	5,339	5,339	5,339	5,339	43,564	96,949
Net Change in Payables		158,124	-												158,124
Fixed Asset Acquisitions														(21,500)	(21,500)
Loan Repayment and Other Outflows		800,000									-			500,000	1,300,000
TTL CASH OUTFLOWS	5,874,947	1,242,698	536,640	645,993	521,858	464,402	464,402	464,402	464,402	464,402	464,402	464,402	464,402	649,166	7,311,570
NET INFLOWS/OUTFLOWS	387,109	(64,882)	(130,706)	(70,029)	160,785	(58,592)	(33,267)	248,497	(33,267)	197,222	184,392	(142,962)	(203,396)	273,336	
ENDING CASH BALANCE		418,692	287,986	217,956	378,741	320,149	286,882	535,379	502,112	699,334	883,726	740,764	537,369	810,704	



**Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
FUNDING CALCULATIONS**

2014-15 (Year 1)		Net State Funding COLA over prior year =		1.80%
GENERAL PURPOSE ENTITLEMENT				TOTALS
General Purpose Entitlement	\$/ADA	ADA	Subtotal	
Grades K-3	\$ 6,283.64	364.09	\$ 2,287,810	
Grades 4-6	\$ 6,283.64	291.26	1,830,172	
Grades 7-8	\$ 6,283.64	155.48	976,980	
Total General Purpose Entitlement		810.83	\$ 5,094,962	
Local In-Lieu-Of Property Tax Portion of GPE: \$ 4,646.61		810.83		\$ 3,767,611.00
Education Protection Account:				835,574.00
Remaining State Aid Portion of GPE:				491,777.16
		TOTAL GENERAL PURPOSE ENTITLEMENT		\$ 5,094,962.16
FEDERAL REVENUES				
Other Federal Revenues				
Title I-V ESEA			\$ -	
IDEA Special Education (\$133/prior year ADA less set-aside)			103,652.39	
Total Other Federal Revenues:				103,652.39
		TOTAL FEDERAL REVENUES		\$ 103,652.39
OTHER STATE REVENUES				
Non-Prop 20 Lottery (using P-2 ADA)		\$ 124.00	847	\$ 105,028
Prop 20 Lottery (using P-2 ADA):		30.00	847	25,410
				130,438.00
Additional Other State Revenues				
Mandate Block Grant (\$14/ADA)			\$ 11,352.00	
AB602 Special Education (\$442.17/ADA plus set-aside adj.)			361,804.70	
Tier I Mental Health (\$20/ADA through EDSELPA)			16,216.60	
Other State Revenues			-	
Total Additional Other State Revenues:				389,373.30
		TOTAL OTHER STATE REVENUES		\$ 519,811.30
OTHER LOCAL REVENUES				
Interest Earnings:				\$ 3,000.00
Additional Other Local Revenues				
Local Donations/Contributions			\$ -	
Champion's Village			52,500.00	
Total Additional Other Local Revenues:				52,500.00
		TOTAL OTHER LOCAL REVENUES		\$ 55,500.00
		TOTAL REVENUES		\$ 5,773,925.85

**Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
FUNDING CALCULATIONS**

2015-16 (Year 2)	Net State Funding COLA over prior year =			2.20%
GENERAL PURPOSE ENTITLEMENT				TOTALS
General Purpose Entitlement	\$/ADA	ADA	Subtotal	
Grades K-3	\$ 6,591.89	301.12	\$ 1,984,949	
Grades 4-6	\$ 6,591.89	354.23	2,335,044	
Grades 7-8	\$ 6,591.89	155.48	1,024,907	
Total General Purpose Entitlement		810.83	\$ 5,344,900	
Local In-Lieu-Of Property Tax Portion of GPE:	\$ 4,646.61	810.83		\$ 3,767,611.00
Education Protection Account:				876,564.00
Remaining State Aid Portion of GPE:				700,724.76
	TOTAL GENERAL PURPOSE ENTITLEMENT			\$ 5,344,899.76
FEDERAL REVENUES				
Other Federal Revenues				
Title I-V ESEA			\$ -	
IDEA Special Education (\$133/prior year ADA less set-aside)			108,883.39	
Total Other Federal Revenues:				108,883.39
	TOTAL FEDERAL REVENUES			\$ 108,883.39
OTHER STATE REVENUES				
Non-Prop 20 Lottery (using P-2 ADA)	\$ 124.00	847	\$ 105,028	
Prop 20 Lottery (using P-2 ADA):	30.00	847	25,410	
				130,438.00
Additional Other State Revenues				
Mandate Block Grant (\$14/ADA)			\$ 11,352.00	
AB602 Special Education (\$442.17/ADA plus set-aside adj.)			362,009.70	
Tier I Mental Health (\$20/ADA through EDSELPA)			16,216.60	
Other State Revenues			-	
Total Additional Other State Revenues:				389,578.30
	TOTAL OTHER STATE REVENUES			\$ 520,016.30
OTHER LOCAL REVENUES				
Interest Earnings:				\$ 3,500.00
Additional Other Local Revenues				
Local Donations/Contributions			\$ -	
Champion's Village			52,500.00	
Total Additional Other Local Revenues:				52,500.00
	TOTAL OTHER LOCAL REVENUES			\$ 56,000.00
	TOTAL REVENUES			\$ 6,029,799.45

Oxford Preparatory Academy - South Orange County
2013 Charter Renewal Petition - Financial Projection
FUNDING CALCULATIONS

2016-17 (Year 3)	Net State Funding COLA over prior year =			2.50%
GENERAL PURPOSE ENTITLEMENT				TOTALS
General Purpose Entitlement	\$/ADA	ADA	Subtotal	
Grades K-3	\$ 6,878.33	301.12	\$ 2,071,203	
Grades 4-6	\$ 6,878.33	322.75	2,219,981	
Grades 7-8	\$ 6,878.33	186.96	1,285,973	
Total General Purpose Entitlement		810.83	\$ 5,577,156	
Local In-Lieu-Of Property Tax Portion of GPE:	\$ 4,646.61	810.83		\$ 3,767,611.00
Education Protection Account:				914,654.00
Remaining State Aid Portion of GPE:				894,891.14
	TOTAL GENERAL PURPOSE ENTITLEMENT			\$ 5,577,156.14
FEDERAL REVENUES				
Other Federal Revenues				
Title I-V ESEA			\$ -	
IDEA Special Education (\$133/prior year ADA less set-aside)			108,883.39	
Total Other Federal Revenues:				108,883.39
	TOTAL FEDERAL REVENUES			\$ 108,883.39
OTHER STATE REVENUES				
Non-Prop 20 Lottery (using P-2 ADA)	\$ 124.00	847	\$ 105,028	
Prop 20 Lottery (using P-2 ADA):	30.00	847	25,410	
				130,438.00
Additional Other State Revenues				
Mandate Block Grant (\$14/ADA)			\$ 11,352.00	
AB602 Special Education (\$442.17/ADA plus set-aside adj.)			362,009.70	
Tier I Mental Health (\$20/ADA through EDSELPA)			16,216.60	
Other State Revenues			-	
Total Additional Other State Revenues:				389,578.30
	TOTAL OTHER STATE REVENUES			\$ 520,016.30
OTHER LOCAL REVENUES				
Interest Earnings:				\$ 3,500.00
Additional Other Local Revenues				
Local Donations/Contributions			\$ -	
Champion's Village			52,500.00	
Total Additional Other Local Revenues:				52,500.00
	TOTAL OTHER LOCAL REVENUES			\$ 56,000.00
	TOTAL REVENUES			\$ 6,262,055.83

Oxford Preparatory Academy - South Orange County
2013-14 LCFF August Budget Update
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2014-15)

STEP 1: Calculate Start Point (2012-13 Actual Funding)

2012-13 General Purpose Block Grant	-	
2012-13 Education Protection Account	395,104	
2012-13 In-Lieu-Of Property Taxes	3,548,291	
2012-13 Categorical Block Grant (Main Portion)	314,257	
2012-13 Categorical Block Grant (EIA Portion)	39,884	
2012-13 Supplemental Categorical Grant	96,981	
2012-13 Actual Funding Total:		\$ 4,394,517
2012-13 P-2 ADA:	divided by	763.63
2012-13 Actual Funding Per ADA:		\$ 5,754.77

Step 2: Calculate LCFF Target Amount:

2014-15 Projected Enrollment:	824	
2014-15 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students:	164	
2014-15 Unduplicated % (13-14 + 14-15 Enrollment / 13-14 + 14-15 UC):	19.90%	
Local District Unduplicated %:	23.76%	
	2014-15	K-3 / 9-12
	ADA	Base Grant
		Add-on
		Supp.
		Grant
		Conc.
		Grant
		Total Target
2014-15 K-3 ADA:	364.09	7,077
2014-15 4-6 ADA:	291.26	7,183
2014-15 7-8 ADA:	155.48	7,397
Totals:	810.83	5,818,871
		267,970
		242,243
		-
		6,329,085
LCFF Target:		\$ 6,329,085
2014-15 P-2 ADA:	divided by	810.83
LCFF Target Per ADA:		\$ 7,805.69
LCFF Base Grant + Add-On Only Per ADA:		\$ 7,506.93

Step 3: Calculate Current Year LCFF Funding:

LCFF Target:	\$ 6,329,085
Starting Amount (2012-13 Actual Funding Per ADA x 2014-15 ADA):	(4,666,140)
Prior Year Gap per ADA x 2014-15 ADA:	(185,130)
Total Revised Gap Amount:	\$ 1,477,815
Percentage of Gap Covered in 2014-15:	16.490%
Dollar Amount of 2014-15 Gap Coverage:	\$ 243,692
Total 2014-15 LCFF Funding (2013-14 Funding + 14-15 Gap Coverage):	\$ 5,094,962
Total 2014-15 LCFF Funding Per 2014-15 ADA:	\$ 6,283.64
% Change in \$/ADA Funding from 2013-14 to 2014-15:	5.023%

Oxford Preparatory Academy - South Orange County
2013-14 LCFF August Budget Update
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2015-16)

STEP 1: Calculate Start Point (2012-13 Actual Funding)

2012-13 General Purpose Block Grant	-	
2012-13 Education Protection Account	395,104	
2012-13 In-Lieu-Of Property Taxes	3,548,291	
2012-13 Categorical Block Grant (Main Portion)	314,257	
2012-13 Categorical Block Grant (EIA Portion)	39,884	
2012-13 Supplemental Categorical Grant	96,981	
2012-13 Actual Funding Total:		\$ 4,394,517
2012-13 P-2 ADA:	divided by	763.63
2012-13 Actual Funding Per ADA:		\$ 5,754.77

Step 2: Calculate LCFF Target Amount:

2015-16 Projected Enrollment:	824
2015-16 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students:	164
2015-16 Unduplicated % (13-14,14-15 & 15-16 Enrollment / 13-14, 14-15 & 15-16 UC):	19.90%
Local District Unduplicated %:	23.76%

	2015-16 ADA	Base Grant	K-3 / 9-12 Add-on	Supp. Grant	Conc. Grant	Total Target
2015-16 K-3 ADA:	301.12	7,240	753	318	-	2,502,608
2015-16 4-6 ADA:	354.23	7,348		292	-	2,706,317
2015-16 7-8 ADA:	155.48	7,567		301	-	1,223,317
Totals:	810.83	5,959,508	226,743	245,991	-	6,432,242

LCFF Target:		\$ 6,432,242
2015-16 P-2 ADA:	divided by	810.83
LCFF Target Per ADA:		\$ 7,932.91
LCFF Base Grant + Add-On Only Per ADA:		\$ 7,629.53

Step 3: Calculate Current Year LCFF Funding:

LCFF Target:	\$ 6,432,242
Starting Amount (2012-13 Actual Funding Per ADA x 2015-16 ADA):	(4,666,140)
Prior Year Gaps per ADA x 2015-16 ADA:	(428,822)
Total Revised Gap Amount:	\$ 1,337,280
Percentage of Gap Covered in 2015-16:	18.690%
Dollar Amount of 2015-16 Gap Coverage:	\$ 249,938
Total 2015-16 LCFF Funding (2014-15 Funding + 15-16 Gap Coverage):	\$ 5,344,900
Total 2015-16 LCFF Funding Per 2015-16 ADA:	\$ 6,591.89
% Change in \$/ADA Funding from 2014-15 to 2015-16:	4.906%

Oxford Preparatory Academy - South Orange County
2013-14 LCFF August Budget Update
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2016-17)

STEP 1: Calculate Start Point (2012-13 Actual Funding)

2012-13 General Purpose Block Grant	-	
2012-13 Education Protection Account	395,104	
2012-13 In-Lieu-Of Property Taxes	3,548,291	
2012-13 Categorical Block Grant (Main Portion)	314,257	
2012-13 Categorical Block Grant (EIA Portion)	39,884	
2012-13 Supplemental Categorical Grant	96,981	
2012-13 Actual Funding Total:		\$ 4,394,517
2012-13 P-2 ADA:	divided by	763.63
2012-13 Actual Funding Per ADA:		\$ 5,754.77

Step 2: Calculate LCFF Target Amount:

2016-17 Projected Enrollment:	824
2016-17 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students:	164
2016-17 Unduplicated % (14-15, 15-16 & 16-17 Enrollment / 14-15, 15-16 & 16-17 UC)	19.90%
Local District Unduplicated %:	23.76%

	2016-17 ADA	Base Grant	K-3 / 9-12 Add-on	Supp. Grant	Conc. Grant	Total Target
2016-17 K-3 ADA:	301.12	7,407	770	325	-	2,560,122
2016-17 4-6 ADA:	322.75	7,517		299	-	2,522,614
2016-17 7-8 ADA:	186.96	7,741		308	-	1,504,841
Totals:	810.83	6,103,765	231,862	251,950	-	6,587,577

LCFF Target:		\$ 6,587,577
2016-17 P-2 ADA:	divided by	810.83
LCFF Target Per ADA:		\$ 8,124.49
LCFF Base Grant + Add-On Only Per ADA:		\$ 7,813.76

Step 3: Calculate Current Year LCFF Funding:

LCFF Target:	\$ 6,587,577
Starting Amount (2012-13 Actual Funding Per ADA x 2016-17 ADA):	(4,666,140)
Prior Year Gaps per ADA x 2016-17 ADA:	(678,760)
Total Revised Gap Amount:	\$ 1,242,677
Percentage of Gap Covered in 2016-17:	18.690%
Dollar Amount of 2016-17 Gap Coverage:	\$ 232,256
Total 2016-17 LCFF Funding (2015-16 Funding + 16-17 Gap Coverage):	\$ 5,577,156
Total 2016-17 LCFF Funding Per 2016-17 ADA:	\$ 6,878.33
% Change in \$/ADA Funding from 2015-16 to 2016-17:	4.345%



Susan D. Roche

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E--MAIL: SUE.ROCHE@OXFORDCHAMPIONS.COM

Education

California State University, Fullerton, Fullerton, CA

Masters of Science Educational Administration – 1984

Clear Administrative Service Credential

California Polytechnic University, Pomona

Multiple Subject Life Credential – 1979

California State University, Fullerton, Fullerton, CA

Bachelor of Arts in Liberal Studies;

Minor in English/Social Studies – 1978

Employment

Oxford Preparatory Academy (Charter Schools), Inc.

Executive Director

July, 2010 – Present

- Administrated the opening of the first charter school in the Chino Valley; student population of 955
- Placed first in District/San Bernardino County in 2011 with an API Score of 957
- Placed first in District/San Bernardino County in 2012 with an API Score of 972
- Tied for first in District/San Bernardino County in 2013 with an API Score of 955
- Received Statewide and Similar Schools Rankings of 10 out of 10
- California Business for Education Excellence Honor Roll in 2012
- California Business for Education Excellence Honor Roll in 2013
- Administrated the opening of the school in South Orange County; student population of 560
- Placed first in District, second in Orange County in 2012 with an API Score of 993
- Placed first in District, tied for second highest in Orange County in 2013 with an API Score of 990
- Received Statewide and Similar Schools Rankings of 10 out of 10
- Organized and implemented a successful Professional Learning Community
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment
- Provided direction in the development and refinement of a strategic vision, focusing on student learning
- Utilized collegiate theme for school-wide philosophy of Multiple Intelligences

Chino Valley Unified School District, Chino, California

District Office – Principal on Assignment

January – June, 2010

- Mentored five (5) new principals
- Mentored new principals on standards-based curriculum implementation to increase student achievement
- Provided professional development to enhance job-related skills

Principal – Edwin Rhodes Elementary

2003 – 2010

- Administrated the opening of the school in 2003
- Placed first in District/San Bernardino County in 2009 with API Score of 965
- Received 2008 California Distinguished School Award
- Received 2008 California Service-Learning Leader School Award
- Received 2008 Honor Roll for Academic Achievement Award
- Received 2008 Picturing American Award
- Increased API score and for all significant sub-groups consistently for six years
- In 2008, ranked 35th of all schools in California (over 400 students tested)
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment
- Provided direction in the development and refinement of a strategic vision, focusing on student learning
- Remained current in educational research best-practices to motivate staff in implementing state-of-the-art models
- Monitored student learning through continual alignment of standards, assessment, accountability and intervention practices for a diverse population of approximately 740 students
- Organized and implemented a successful Professional Learning Community
- Established a specific curriculum for the District GATE Magnet Program (Grades 2-6)
- Utilized collegiate theme for school-wide philosophy of Multiple Intelligences
- Organized and implemented opening new school; student population of 650

Resume - Susan D. Roche (continued)

Page 2

Director – Auxiliary Projects, Categorical Programs Department

2002-2003

- Created and provided staff development for No Child Left Behind (NCLB) provisions, K-12
- Organized and facilitated workshops for teachers on California Standards for the Teaching Profession
- Presented in-services to district leadership, administrative teams, and school sites regarding State standards, compliance issues and diversity
- Assisted with the development of curriculum; facilitated in-services for K-12 District teachers on character education
- Developed PowerPoint presentations on diversity and facilitated staff development seminars for 7-12 sites
- Assisted the Categorical Programs Department with its successful exit of the Comité process
- Organized, coordinated, and implemented first District-wide Parent Fair for Parents of English Learner Students
- Provided technical support to resolve Office for Civil Rights litigation
- Prepared reports, summaries, and analysis as requested by Deputy Superintendent
- Assisted sites in using data to better inform instructional decision making

Director of Human Resources

1999-2002

- Provided leadership for the overall management of District's Human Resources Department (K-12)
- Interpreted and applied all regulations of the Education Code and District policy relative to personnel
- Created substitute teacher program, including development of a substitute teacher handbook, and coordinated/facilitated in-service training for all substitute teachers prior to receiving assignments
- Assisted with hiring of certificated/classified personnel and ensured that all positions were filled within budgets
- Implemented collective bargaining agreement and served as member of the management team during negotiations
- Assisted with the development and presentation of in-service programs for management and administrative teams
- Organized and instituted a concise and comprehensive District-wide certificated evaluation process
- Created and implemented teacher recruiting strategies; assembled recruiting teams in state and nationwide
- Oversaw the selection and assignments of new employees and administrators
- Assisted in placement and transfer of personnel, as well as for the process of promotional recommendations
- Established celebratory acknowledgements for probationary and tenured teachers
- Served as a catalyst to establish and implement the BTSA and PAR Programs within the District
- Developed and recommended policies and procedures for the Superintendent's review and administered same upon adoption by the Board of Education

Principal – Country Springs Elementary

1994-1999

- Administrated the opening of the school in 1994
- Provided instructional leadership, resulting in number one status in State scores, both in District and San Bernardino County; five consecutive years
- Ranked consistently number one in District attendance (out of 32 schools)
- Considered an innovative "model" school in the State of California utilizing the Theory of Multiple Intelligences
- Organized and implemented opening new school; student population of 890

Principal – Rolling Ridge Elementary

1989-1994

- Administrated the opening of the school in 1989
- Ranked number one in CA State Test results for District and San Bernardino County; five consecutive years
- Ranked consistently number one in District attendance (out of 30 schools)
- Organized and implemented opening new school; student population of 500

Principal – Anna Borba Fundamental Elementary

1985-1989

- Implemented and maintained the fundamental school concept for student population of 700
- Provided instructional leadership that resulted in an increase in enrollment; thereby, expanding fundamental school concept to K-8 grade span
- Ranked number one in CA State Test results in District and San Bernardino County for five consecutive years
- Created school handbook to clarify policies and admission to magnet school

Teacher (6th Grade) – Levi Dickey Elementary

1981-1984

- Administrative Designee and Curriculum Grade Level Representative
- Established Sixth Grade Drill Team and PE Program
- Coordinated Sixth Grade Outdoor Education Camp Program

Saint Margaret Mary School, Chino, California

Teacher, 7th & 8th Grade

1979 – 1981

- Taught 7th and 8th Grade Language Arts and History
- Cheerleading Coach
- Yearbook Advisor

Other Professional Information/Recognitions

Facilitator/Staff Developer – Theory of Multiple Intelligences

1994-Present

- Coordinated, facilitated, and conducted Trainer of Trainers Workshops in various districts both in California and various states on the implementation of the Theory of Multiple Intelligences as part of the instructional process
- Provided consultant services, utilizing expertise and successful results throughout the state of California and various districts nationwide, in designing and developing learning styles in the Theory of Multiple Intelligences

Instructor at University of California, Riverside

1996-2000

- Taught classes, such as, “*Establishing a Multiple Intelligence School*”

Recognitions

- Gifted and Talented Education (G.A.T.E.) Certificate, 1988
- Theory of Multiple Intelligences Certificate, 1995
- Inducted in the Country Springs Elementary School Hall of Fame, 2001
- PTA Honorary Service Award, 1987 & 1988
- Teacher of the Year, Levi Dickey Elementary School, 1982

References

- Upon Request

Bob Kuhnert, Esq.

Professional Experience	1968-1997	County District Attorney Office	Los Angeles, CA
	Deputy District Attorney		
	<ul style="list-style-type: none"> 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 Responsible for the oversight of over 250 attorneys and their Supervisors Award Recipient from L.A. County Marshal for the successful prosecution of a murdered Marshall by a gang member. Award for recognition of gang activity prosecution from City of Norwalk. 		
	1977-1981	Walnut Valley Unified School Board	Walnut, CA
	School Board Member		
	<ul style="list-style-type: none"> Various responsibilities overseeing the operation of the entire district Assisted in securing funds from State of California to build Diamond Bar High School 		
	1972-1978	California District Attorney Assoc.	Los Angeles, CA
	Case Brief Writer and Editor		
	<ul style="list-style-type: none"> Responsibilities include reviewing all Appellate and California Supreme Court criminal case decisions and author briefs on the rulings. Briefs were provided to all members to ensure early access to important decisions affecting criminal justice in order to ensure that every case being prosecuted complied with current Court rulings. 		
	1967-1968	U.S. Department of Justice	Los Angeles, CA
	Attorney-Anti-Trust Division		
	<ul style="list-style-type: none"> Responsible in the Supervision of investigation and prosecution of Sherman Anti Trust Act violations. 		
Education	1964-1967	University of San Diego School of Law	San Diego, CA
	<ul style="list-style-type: none"> Juris Doctor Degree. Graduated <i>Magna Cum Laude</i>. 		
	1961-1964	San Diego State University	San Diego, CA
	<ul style="list-style-type: none"> B.S. History and Political Science. Graduated <i>Magna Cum Laude</i>. 		
	1960-1961	University of San Diego	San Diego, CA
	<ul style="list-style-type: none"> Undergraduate Studies 		
Interests	Travel, gardening, golf, landscaping, and spending time with family.		
Professional Memberships	California State Bar Association Member		
Community Activities	Walnut Unified School District Board Member		
	Member of the Municipal Advisory Council reporting to the County Board of Supervisors and responsible for incorporating the city of Diamond Bar and drafting of By-Laws.		
	Member of Diamond Bar-Walnut YMCA		
References	Available upon request		

Albert J.C. Chang, Esq.
Chang and Cote LLP
19138 East Walnut Drive North, Suite 100
Roland Heights, CA 91748
Phone: (626) 854-2112, Ext. 105
ajcchang@changcote.com



BACKGROUND

Mr. Chang grew up in Oak Park, a suburb of Chicago, Illinois and attended the University of Illinois, Champaign-Urbana. After earning his Electrical Engineering degree, Mr. Chang worked as an engineer and manager for nuclear and conventional power plants, the Space Shuttle and MX Peacekeeper Projects, and eventually moved to Southern California to pursue his dream of becoming an attorney. While attending Loyola Law School, Mr. Chang worked full time as an intellectual property law clerk and graduated ahead of schedule with honors in 1988.

After graduation, Mr. Chang worked for the premier intellectual property firm of Spensely, Horn, Jubas and Lubits and was later recruited by one of his international high-tech clients to serve as its General Counsel, Secretary, and Director of Human Resources. Witnessing the rapid growth of Chinese owned business in California and the need for competent legal representation to serve them, Mr. Chang founded the Law Offices of Albert J.C. Chang in 1993, a predecessor to Chang & Cote, LLP.

In 1997, Mr. Chang was admitted to practice law in the state of Nevada and later established the first law firm in Las Vegas staffed with Chinese speaking attorneys. With two locations, Mr. Chang was able to provide much needed legal services to Asian businesses on the West Coast.

Seeing the need to better serve the firm's growing international client base, Mr. Chang joined force with Mr. Steven Coté and founded the firm of Chang and Coté, LLP in 2004. Mr. Chang further recruited other highly talented and experienced attorneys to provide uncompromising legal services to the firm's clients. Over the years, Mr. Chang traveled between China, the U.S., and the Caribbean to create opportunities that never existed before for Chinese and U.S. businesses wishing to expand into new markets. On October 18, 2008, Mr. Chang achieved another "first" by establishing the first U.S. law firm in the city of Tianjin, the fastest growing major city in China. Under Mr. Chang's leadership, Chang & Coté, LLP has truly become an indispensable bridge between the East and the West.

Mr. Chang is fluent in Mandarin.

AREAS OF EMPHASIS

General Business Consultation, Intellectual Property Rights, Corporate Law in California/Nevada, Contract Drafting and Negotiation, Asset and Stock Purchases, Shareholder/Partner of Disputes, Employment Disputes and Compliance, Real Estate Transactions, Asset Protection, and Estate Planning.

Managing Partner, Chang and Cote LLP 2004 to Present
Founded, Law Offices of Albert J.C. Chang, Esq. 1993- 2004
Attorney, Spensely, Horn, Jubas & Lubitz 1988 – 1993

EDUCATION

Loyola Law School Graduate (Juris Doctorate 1988 - Cum Laude) Honor: Order of the GOLF
University of Illinois 1980 – Bachelor of Science in Electrical Engineering

QUALIFICATIONS

- Admitted to California Supreme Court
- Admitted to Nevada Supreme Court
- Admitted to Federal Circuit Court of Appeals
- California Licensed Real Estate Broker
- Vice President of North America Chinese American Lawyers Association
- Former Board of Director of Southern California Chinese Lawyers Association
- Senatorial Special Recognition Award – U.S. Senator John Ensign (Nevada)
- Pro Bono Attorney Service Award – Asian Pacific American Legal Center
- Corporate Counsel to numerous civic organizations including Sino-American CPA Association, Chinese American Association of Walnut, Orange County Chinese American Chamber of Commerce, and International Culture Exchange
- Frequent legal commentator for television and radio shows
- Former President of Nevada Chinese American Professionals & Business Association

VOLUNTEER SERVICES

Serves as a Lead Petitioner and Founding Member for Oxford Preparatory Academy Charter School – Chino Valley
Measure R Citizens' Oversight Committee for Mt. San Antonio College

Curriculum Vitae

Greg Maddex, D.O.
1111 S. Grand Ave, Suite #L
Diamond Bar, CA 91765
Phone 909-860-2605
Fax 909-860-5461

Education

B.A. -1972
Michigan State University
East Lansing, MI

Doctor of Osteopathy -1978
Michigan State University
East Lansing, MI

Rotating Internship
Fifth Avenue Medical Center (formerly Waldo General Hospital)
10560 5th Ave., Seattle, WA
Residency director, Peter Kilburn D.O.

Certifications

Board Certified American Osteopathic Board of Family Practice (1990- current)
Board Certified American Board of Emergency Medicine 1990-2000
Certified American Society of Addiction Medicine 1990
Board Certified (CAQ) Addiction Medicine-American Osteopathic Board of Family Practice/ American Osteopathic Academy of Addiction Medicine 1997
Board certified CAQ sports Medicine American Osteopathic Board of Family Practice/ American Osteopathic Academy of Sports Medicine 1996-2008
Board Certified American of Quality Assurance and Utilization Review (Mastery level Reviewer 1991/recert 1994/1997)

Professional Societies-

San Bernardino County Osteopathic Association -president 1991-92
American Osteopathic Academy of Addiction Medicine President 1995-96, Board of directors 1992-1997
American Osteopathic Association

Sports Medicine

1993-present Team Physician/Athletic staff Diamond Bar High School, Diamond Bar, CA
1990-1992 Team physician San Dimas High School, San Dimas CA
1989-2002 Medical staff Mt SAC Relays, Walnut, CA
1989-90 Team physician- Mt. San Antonio College Women's Basketball
1989-90 Lecturer- OPSC scuba seminars
1986-88 Team physician- Vashon HS, Vashon, WA
1985-86 Medical director- Valley of the Sun Triathlon, Yakima, WA
1984 Expedition Physician- Mountain Travel Andean climbing Seminars
1982-1988 Medical Director and Lecturer- Washington Osteopathic Medical Association
Annual CME Scuba Seminars

Employment History

1980-87 Emergency Medicine (multiple locations)
Spectrum Emergency Physicians, Colorado Springs, CO
1981-86 Emergency Medicine and Outpatient Clinic Director
New Valley Osteopathic Hospital, Yakima, Washington
1985-88 Family Practice- Vashon, WA
1987-90 Emergency Medicine - Medicus- Santa Ana, CA
1988-89 Emergency Medicine Ontario Emergency Physicians - Ontario, CA
1988-present Family Practice /Addiction Medicine / Sports medicine
1111 South Grand Ave Ste #L, Diamond Bar, CA 91765
1989 -2001 ER Physician Brea Community Hospital, Brea, CA
1989-90 Director Dual Diagnosis Program,
Sierra Royale Hospital, Azusa, CA
1993-94 Board of Trustees, Medical Director- New Beginnings Chemical Dependence,
Yorba Hills Hospital, Yorba Linda, CA
2006-present Medical Director- Detox Unit, Doctors Hospital West Covina, West
Covina, CA

Contracted Speaker --treatment advocate trainer

Reckitt Benckiser Pharmaceuticals- substance abuse detoxification/ maintenance with
Suboxone 2005-present
License CA 20A5522
DEA AM8934134 /XM8934134

Hospital Affiliations:

Doctors Hospital West Covina (CA) director detox unit

School affiliations:

Clinical faculty- Touro University School of Osteopathic Medicine, Las Vegas, NV
Clinical faculty- Still College of Osteopathic Medicine, Phoenix, AZ campus
Clinical faculty Pomona Valley Medical Center family practice residency

Community Positions

Vice president Board of Trustees, Unity Community Church of Brea 2007-11
Prayer Practitioner, Unity of Tustin 2011-2012



Robert Gary Lehmeyer

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Cardiff by the Sea, California 92007
Email bob.lehmeyer@gmail.com cell 619-379-1475

It is my goal to join the Oxford Preparatory Academy team to further the great work of putting students first, and removing any obstacles or limitations that prevent success. It is my own personal experience in my freshman and senior years in high school of moving schools to get a better education. I do not need to tell you what you have is special, very special. I believe the near future holds dramatic growth that will require even more "out of the box thinking". I am a WILL do person, there is always a way to get a project done. It may take a different approach, a path not well traveled, or asking for help for others that may have not supported you in the past. The future will be filled with new locations. Ongoing search for the talented teachers, new ways of operating to handle the growth, and always keeping in mind the people we serve – The Students.

Professional Experience

Keller Williams Residential/Commercial Real Estate 9/2011 to Present
Del Mar/Carmel Valley, California
Real Estate Agent
Residential and Commercial Sales of Real Estate including large scale development projects, contract negotiations, ethical representation of clients, and contracts

Coldwell Banker Residential/Commercial Real Estate 6/2007 to 9/2011
San Diego, California
Real Estate Agent

One Source Realty/GMAC Real Estate 7/2003 to 6/2007
(June 2007 was sold to Coldwell Banker)
San Diego, California
Real Estate Agent

Axis Martini Bar and Restaurant 6/2002 to 6/2004
Del Mar, California
Co-owner/General Manager
Owned and operated a Restaurant/Martini Bar about a block from the Del Mar Racetrack. Numerous awards, one of the highest per square foot grossing establishments in San Diego County.

Aubergine Restaurant, Bar, and Club 9/2002 to 7/2003
San Diego, California
Co-owner/General Manager

Dave and Busters 7/2000 to 6/2002
San Diego, California
Asst General Manager

Licenses, Awards, Special Training

California Real Estate License, Food Handlers Instructor for San Diego County, Record Management, Training and Development Programs, Regulatory Compliance, Problem Identification and Resolution, Ethics Courses, Social Networking through Online and Media outlets, Marketing and Public Relations with Special event Focus, Management of Human Resources, Top Honors 2003-2010 in Real Estate Sales

Education

San Diego Mesa College
Wayzata High School 1989
Carmel High School

San Diego, CA
Wayzata, MN
Libertyville, IL

Professional Affiliations

Member of the National Association of Realtors
Member of the California Association of Realtors
Member of the San Diego Association of Realtors
Member and Donor of the San Diego Blood Bank
San Diego County Republican Party

Joel S. Cahn

3224 Yorba Linda Blvd., Suite 295
Fullerton, CA 92831
joelscahn@gmail.com
Phone: (714) 829-9800

EXPERIENCE:

Retirement Services

- Manage tax-qualified retirement plans for public education employers (school districts) such as 403(b), 403(b)(7), and small businesses through 401(k) plans.
- Responsible for assessing market conditions, compiling and analyzing economic data and advising clients on the best investment opportunities, products, and services – based on their evolving needs and long term retirement objectives.
- Maintain extensive knowledge in (1) Investments such as Traditional and Roth IRAs, Mutual Funds, College Planning 529 Plans, and Managed Investments. (2) Insurance products such as Life, Long Term Care, Disability, and Annuities. (3) Retirement Planning.

School Library Book Services

- Independent K-12 book sales to public schools and school districts. Sales ranged from a few hundred dollars to over \$300,000 per school or District order.
- Developed business relationships with key district and school site personnel through a Customer First attitude. Made building level and school district calls. Generally met, one-to-one, with all levels of school personnel, from librarians to principals, district coordinators (Curriculum, Title 1, Title 6, etc.) to superintendents.
- Sold books, AV, and Renaissance Learning's Accelerated Reader/Accelerated Math to the K-12 market. Built up territory over 73% in annual sales – from \$2,100,000 to \$3,650,000.
- Maintained and controlled advertising budgets. Designed and implemented territory mailings and email campaigns. Prepared territory plan including new school development and bid proposals. Worked with school districts in providing book displays and book talks. Presented school in-services for 5 to 100 school and district personnel.

AFFILIATIONS:

Board Member (former), Citizen's for Kids Educational Foundation: a non-profit organization which provides funds for programs and services that exclusively benefit the students of the Chino Valley Unified School District.

Founding Member and Friends Board Member (former) for the Chino Hills Public Library

17 Year Youth Soccer Coach and former Board Member (AYSO and JUSA)

American Library Association, American Booksellers Association, Advisory Council, California School Lib Association...

Founder, Chino Hills Festival, an annual community festival with 10,000 to 30,000 attendees raising money for multiple non-profit organizations. Groups included the Chino Hills Library, Chino Valley YMCA, Kiwanis, Hillview Acres, Pop Warner, Ayala High School, and AYSO to name a few.

Accelerated Reader – Trained hundreds of K-12 schools on the use of STAR and Accelerated Reader.

Co-founder of Chino Hills 91709, Chino 91710, and Diamond Bar 91765 Magazine. With a monthly local distribution of 80,000, the magazine grew to 96+ pages and offered community information to local residents.



Oxford Preparatory Academy

STANDARD OPERATING PROCEDURES FOR EMERGENCY AND DISASTERS

Oxford Preparatory Academy conforms to the
National Incident Management Systems (NIMS)
Standardized Emergency Management Systems (SEMS)

Emergency and Disaster Preparedness Plan



Emergency and Disaster Preparedness Plan

This Emergency and Disaster Preparedness Plan has been prepared in compliance with California Administrative Code, Title 5, Education Section 560, which requires all public schools (Kindergarten through Community College) to have a written Emergency Organizational Plan (Plan) which will be reviewed annually by the local governing board.

The Plan is devoted to the welfare and safety of all students and personnel during school hours. This document was developed to serve as an emergency procedure guide to provide Oxford Preparatory Academy personnel with direction in the event of an emergency or disaster affecting employees and the students of Oxford Preparatory Academy.

The major objectives of the Emergency Disaster Preparedness Plan are to save lives and protect property in the event of a disaster. This Plan has been developed with these objectives in mind. The concepts and procedures contained in this document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man made threats to the environment. This Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances. Therefore, the Plan must be supplemented by the judicious employment of common sense and compliance with the policies and procedures outlined by the Orange County Superintendent of Schools and the National Incident Management Systems (NIMS) as well as the Standardized Emergency Management System (SEMS). This Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

County Board of Education Policy - Delegation of Responsibility and Authority (533)

It shall hereafter be a joint resolution of the Oxford Preparatory Academy Executive Director and the Oxford Preparatory Academy Board of Directors that delegation of responsibility and authority to manage and supervise Oxford Preparatory Academy is established in the absence, any form of incapacitation, or death of the Executive Director.

In the event of any of these circumstances, the line of responsibility hereafter is delegated to the Chancellor, followed by the Dean.



LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- ◆ **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.
- ◆ **Level Two (Community Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students city-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.
- ◆ **Level Three (State/ Nationwide) Emergency:** A major disaster, clearly beyond the response capability of school administrative personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.



FIGURE 1 – Levels of Emergencies

Level 1 - School Emergencies

Situations in which the scope is limited to school settings and school-based personnel, and no assistance is needed.

Level 2 – Community-Wide Emergencies

These are events where support and involvement is required from the City Emergency Team. While these events may require help from non-school employees, they do not reach the scope and gravity of state-level disasters requiring state-wide support.

Level 3 – State/Countywide Emergencies

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. However, schools must be prepared to rely on their own resources until help arrives.



Emergency Response Signals

Incident	Signal
Fire/Chemical Accident	Building Alarm System, Verbal All Clear
Earthquake	Verbal-Duck/Cover/Hold
Hostile Act/Civil Disturbance	Verbal-Duck/Cover/Hold

Emergency Telephone Numbers

Law Enforcement.....911
 Fire/Paramedic.....911
 Orange County Fire Authority.....714.573.6000
 Orange County Sheriff's Department.....949.770.6011

Emergency request for disaster response will be handled using the 911 emergency system or directly contacting LOCAL emergency response agencies. Non-emergency requests for disaster aid should be made through local city and/or county agencies.

The 911 emergency system is used to expedite the initial emergency response by local agencies. Once these agencies have arrived on scene, the 911 emergency system is not usually needed and all follow-up communications for non-emergency aid will go through local channels.

Radio Stations

AM		FM	
Station	Frequency	Station	Frequency
KKDD	1290	KFRG	95.1
KFI	640	KHITS	97.5 (Spanish)
KNX	1070	KCAL	96.7
KSZL	1230	KGGI	99.1
KCAL	1410 (Spanish)	KOLA	99.9
KIXW	960	KIIS	102.7
KRSX	1590	KOST	103.5
KRAX	910	*	
*		*	
*		*	

Fill in additional stations as desired. If available, utilize National Oceanic and Atmospheric Administration (NOAA)



SCHOOL / CLASSROOM PROCEDURES

EMERGENCY MATERIALS

Emergency Kit To Include:

- Emergency Organization Plan
- School Map
- Class Roster
- Green (All Clear) / Red (Missing Person) Card
- Classroom Attendance Count Form
- Paper and Pen

First Aid Kits

- Teachers in classrooms take them to the Assembly Area.

INTRODUCTION TO EMERGENCY MANAGEMENT

FIRE (Building Alarm System)

1. Sound fire alarm. Implements ACTION - "LEAVE BUILDING"
2. Call 911.
3. Notify administration.
4. Take Emergency Plan Kit, First Aid Kits, and Mobile Supply Units (as specifically indicated in the "Staff Assignments" section of this plan) to Emergency Assembly Area.
5. Maintain control of students and staff at a safe distance from the fire and fire fighting equipment.
6. Account for all students and staff
7. Hold up red/green card based on results of roll:
 - **Green** = *All students present and accounted for*
 - **Red** = *Student(s) missing*
8. If not a drill, complete and give the "Classroom Attendance Count Form" in your emergency kit to Assembly Area Leader.
9. Render first aid when appropriate.
10. Use the fire extinguisher, if appropriate
11. Keep access roads open for emergency vehicles
12. Administration will determine whether ACTION - "GO HOME" should be implemented.
13. Do not return to building until fire department official or administrator declares the area safe.



FIRE NEAR THE FACILITY

In the event a fire is near or approaching the facility, Administration will determine whether the students and staff should leave the premises.

Burning Clothes

If a person's clothing catches fire, follow these procedures:

1. Don't allow the victims to run! Running will only make the fire burn more intensely. If the fire extinguisher is not immediately available:
2. Smother the fire
 - a. If a blanket is available, wrap the victim in it and roll the victim on the ground. A coat, rug, curtain, or other heavy fabric material will work as well.
 - b. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. STOP! DROP! ROLL!
3. After the fire is out, treat the victim for shock, (lying down, feet raised, neck supported) and cover the burned area with a soaking wet cloth, sheet or blanket, etc.

Fire During Recess or Lunch Time

1. All students will follow the instructions of the nearest adult and proceed to their assigned Assembly Area (based on their classroom assignment) as indicated on Emergency Evacuation Map.
2. Teachers will meet their students at their classroom's designated spot at the Assembly Area.
3. All teachers will take roll.
 - Green = All students present and accounted for
 - Red = Student(s) missing
4. Hold up Red/Green card based on results when roll is taken.
5. If not a drill, 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.



EARTHQUAKE (Verbal - “DUCK, COVER & HOLD”)

Earthquakes strike without warning. When an earthquake hits the following actions should be accomplished:

1. Teachers give “Duck, Cover & Hold” command at first indication of quake or ground movement.
 - a. Avoid windows or other potential hazards.
 - b. Utilize desks or table for shelter or move to an inside wall. If shelter moves, hold on and stay under.
 - c. Remain calm and listen for directions.
 - d. Stay in position until the shaking is over or until further instructions are given.
2. When the shaking has subsided, implement ACTION - “LEAVE BUILDING.” Go to an open area away from trees, power poles, and cars if possible using established route. (Students outside their classrooms meet their classmates at the Emergency Assembly Area on the field.)
3. When leaving building, take Emergency Plan Kit, First Aid Kit, and miscellaneous medical supplies (as specifically indicated in the “Staff Assignments” section of this plan) and leave the door unlocked. No one is to return to the building(s) unless authorized.
4. Injured students who cannot walk or be carried should be left behind to be taken care of by the Sweep Team (Search and Rescue).
5. Upon reaching Emergency Assembly Area, each teacher will take roll, complete “Classroom Attendance Count Form” (if not a drill) found in your emergency kit and report to Assembly Area Captain.
6. 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**”.
7. After class is settled and roll is taken, teachers who are now part of additional teams will begin those responsibilities A.S.A.P. (Staff assigned to Assembly Areas will administer first-aid *as needed* in Assembly Areas.)
8. Assemble in the Emergency Assembly Area and remain there until: (1) Reentry into the building has been approved; (2) given direction to move to another location or (3) released to go home.



During Recess or Lunch Time

If students are outside, at the first indication of ground movement, instruct students to take a “Drop & Cover” position under lunch tables, or clear of buildings. After shaking stops students proceed to line up at emergency line-up designation where teachers will join them to supervise and take attendance.

Outside Buildings:

- Command “Drop! Take Cover.”
- Move away from buildings, trees, fences, and power lines. Should a power line fall on a fence, it will be electrified and very dangerous.
- Drop to your knees.
- Bury your face in your arms.
- Make your body as small as possible.

EARTHQUAKE PREPAREDNESS TIPS

California Governor's Office of Emergency Services

Earthquake: Duck, Cover & Hold

No matter where you are, know how to protect yourself and your family during an earthquake. Practice taking cover as if there were an earthquake and learn the safest places in your home and work. Practice getting out of your home and check to see if the planned exits are clear and if they can become blocked in an earthquake. Practice turning off your electricity and water. Know how to turn off the gas, but do not practice this step. In the event of an earthquake, once you turn off your gas, only your utility company should turn it back on for safety reasons.

Tips

- When in a HIGH-RISE BUILDING, move against an interior wall if you are not near a desk or table. Protect your head and neck with your arms. Do not use the elevators.
- When OUTDOORS, move to a clear area away from trees, signs, buildings, or downed electrical wires and poles.
- When on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster and other debris.
- When DRIVING, pull over to the side of the road and stop. Avoid overpasses and power lines. Stay inside your vehicle until the shaking stops.
- When in a CROWDED STORE OR OTHER PUBLIC PLACE, move away from display shelves containing objects that could fall. Do not rush for the exit.
- When in a STADIUM OR THEATER, stay in your seat, get below the level of the back of the seat and cover your head and neck with your arms.

Duck



DUCK or DROP down on the floor.

Cover



Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.

Hold



If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.

**Ready
To Ride It Out?**



LOCK-DOWN

In the case of police activity or an emergency in the neighborhood, the campus will be placed on Lock-Down.

1. If a lockdown situation arises, an announcement will be made over the intercom system stating “LOCKDOWN, LOCKDOWN, LOCKDOWN” This will signal the need for a LOCK-DOWN drill.
 - a) Everyone is to stay where they are.
 - b) Classroom teachers are to:
 - Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - Lock your door.
 - Lower or close any blinds.
 - Keep students quiet and in the room.
 - c) Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
 - d) Any students in the cafeterias should remain with the adult supervising them.
 - e) If students and teachers are outside the school building, they should get to the closest open room.
 - f) Anyone in a bathroom or the hallway should move to the closest classroom immediately.
 - g) Nurse/cafeteria workers/support staff should stay in the area they are in and secure doors.
3. Stay in safe areas until personally directed by law enforcement officers or an OPA Administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. Law enforcement and administrators will have the keys to open the doors. An announcement will not be made to end the drill, an OPA Administrator or law enforcement will enter the room to give the all-clear signal.
4. An OPA Administrator will signal all personnel if the lockdown has been lifted by entering the room with a key.
5. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.



ACTIVE SHOOTER/VIOLENT INTRUDER

Identification badges are 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., active shooter, violent intruder) must report the threat to the office or administration immediately, if possible. If a student recognizes the threat, he/she must immediately notify staff or the office if possible.

No single response fits all *active shooter situations*; however, making sure each individual knows his or her options for the response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action. During an *active shooter situation*, staff will rarely have all the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives. (*Guide for Developing High-Quality School Emergency Operations Plans 2013*)

1. If an active shooter/intruder is on campus, an announcement will be made over the intercom system stating “INTRUDER! INTRUDER! INTRUDER!” This will signal the need for an INTRUDER 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 the 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. Take roll and make the best decision for your situation.
4. Administration and/or those first made aware of the threat notifies the local Police Department by calling 911:
 - a. Provide school site name and location;
 - b. Provide suspect description, direction of travel;
 - c. Provide suspect location on campus; and
 - d. If weapon was seen, explain type, if possible, and whether or not any shots have been fired.
5. Follow the direction of law enforcement, as everyone may be treated as a suspect.
6. There are three basic options: **run, hide, or fight**. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm. (*Guide for Developing High-Quality School Emergency Operations Plans 2013*).

RUN: If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location. Students and staff should be trained to:

- ❖ Leave personal belongings behind;



- ❖ Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- ❖ Avoid escalators and elevators;
- ❖ Take others with them, but not to stay behind because others will not go;
- ❖ Call 911 when safe to do so; and
- ❖ Let a responsible adult know where they are.

HIDE: If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

- ❖ Lock the doors;
- ❖ Barricade the doors with heavy furniture;
- ❖ Close and lock windows and close blinds or cover windows;
- ❖ Turn off lights;
- ❖ Silence all electronic devices;
- ❖ Remain silent;
- ❖ Hide along the wall closes to the exit but out of view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- ❖ Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and
- ❖ Remain in place until give an all clear by identifiable law enforcement officers.

FIGHT: If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by aggressive force and items in their environment, such as fire extinguishers, and chairs.

7. Site representatives debrief with law enforcement as necessary and remain available for further communication.
8. The Administrative Team will be responsible for campus supervision.
9. The “All Clear” signal will be given to designate the end of the situation.

HOSTAGE SITUATION

If a hostage situation occurs on the facility:

1. Isolate the affected room, building, or outside area.
2. Evacuate students/personnel to a safe area away from the action.



Any student and/or personnel directly involved should follow instructions, do exactly as told, and avoid direct confrontation with the suspect(s). OPA Administration will dial 911 as soon as possible. It is critical that all staff understand the following:

1. Keep phone lines clear.
2. Police will handle negotiating/other contact with suspect.
3. On-scene OPA Administration will coordinate with police to remove all student / Academy personnel from the area as soon as possible.
4. OPA Administration / police will coordinate / dictate further actions.

BOMB THREAT

A bomb threat could be written, e-mailed, communicated verbally or received by phone. The majority of bomb threats are delivered by telephone. All bomb threats must be taken seriously.

- 1) As caller calls in threat, the “Bomb Threat Information Form” should be completed. Write down everything the caller says.
- 2) Immediately after receiving a bomb threat, leave the phone off the hook and report the threat to the OPA Administration (in coordination with local emergency response agencies, if required). (Do Not Hang Up the Phone)
- 3) OPA Administration will call 911.
- 4) Keep the caller on the phone as long as possible.
- 5) If the threat is directed to an employee(s), try to find out the nature of the threat and why.
- 6) Even if the caller hangs up, keep the phone off the hook so the police can trace the call.
- 7) Quickly scan your immediate area or building prior to evacuation. (Devices are more likely to be outside or in a common area).
- 8) If bomb threat is determined to be real, follow “Evacuation Procedure” or “Lockdown Procedure” as determined by threat.
- 9) If an evacuation is ordered, do not touch any suspicious items.
- 10) Wait for local law enforcement to begin their search and/or investigation.

CAUTION!

- ❖ **DO NOT** use 2-way radios, cellular phone or pagers as the transmissions could set off the bomb.
- ❖ **DO NOT** turn on or off electricity (lights, etc.). This could set off the bomb.
- ❖ **DO NOT** sound the fire alarm; it also could set off the bomb.



OVERALL POWER OUTAGE

- In the event of a power failure, please stand by. Power restoration will be assessed.
- If power is unable to be restored, OPA Administration will direct teachers and staff verbally and via messengers as to which procedures to follow.
- Do not allow students to leave class until you have been notified that it is safe to do so.
- A determination will be made as to potential for continuing classes in outdoor settings and/or other alternative (and safe) environment.
- Custodians will attempt to determine the origin of the power failure and rectify the situation. A decision will be made conjointly as to whether or not back-up generators should be used.
- Tune to local radio station for latest advisory information.
- When power is restored, custodians and/or OPA Administration will check for power outage effects on the school plant (refrigerators, clocks, bell systems, etc.). Maintenance will be provided for any outstanding adjustments that need to be done.
- If a decision is made to evacuate to a safety zone for any reason, you will be notified by administration or via messenger

SEVERE WEATHER (Floods / Mudslides / Flash Flood)

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action. OPA Administration may initiate any of the emergency actions considered necessary. The greatest danger from flooding is from flash flood because the severity and timing can be difficult to predict.

Procedures to Follow:

- 1) Evacuate the building to a safe location at the site (higher ground).
- 2) Evacuate the site to another facility out of the potential flood zone.
- 3) Release students and staff to go home. Follow the procedure for student release. Extreme caution is needed in potential flood areas (i.e. riverbeds, dips, intersections, curbs).
- 4) Upon official request, the site or portions thereof may be converted to a mass care center.



SEVERE WINDS / TORNADO

Severe weather warnings may come from local emergency response agencies. If high winds develop during normal business hours, the following emergency actions will be implemented:

Procedures to Follow:

- 1) If outside, proceed with caution to the nearest school building if time permits.
- 2) Students and staff should be assembled inside the building, preferably in a room with emergency supplies and various communication abilities.
- 3) Implement ACTION - “DUCK, COVER & HOLD” if necessary.
- 4) Close blinds.
- 5) Move away from windows and remain near an inside wall, if possible.
- 6) Keep tuned to one of the suggested radio stations for latest advisory information. (See radio stations.)
- 7) Account for all students and staff.
- 8) Notify OPA Administration or custodian of an actual or suspected break in the utility service.

FALLEN AIRCRAFT

If an aircraft falls on or near the site, OPA Administration will assess the situation to determine proper action.

Procedures to Follow:

- 1) If an explosion occurs:
 - If inside, implement ACTION - “DUCK, COVER, & HOLD.”
 - If outside, lie flat on ground, preferably in a ditch or culvert if nearby.
- 2) If the decision is made to evacuate the building, execute the following procedures:
 - Evacuate building in a direction away from crash site and move to a location upwind and as far away from the crash site as possible.
 - Account for all students and staff.



- 3) If the decision is made to remain indoors, execute the following procedures:
 - Implement ACTION - “DUCK, COVER, & HOLD.”
 - Close blinds.
 - Move away from windows and remain near an inside wall, if possible.
 - Keep tuned to one of the suggested radio stations for latest advisory information (See radio stations).
 - Account for all students and staff.
- 4) Call 911 FIRST and then notify administration.
- 5) If outside at the time of the crash and an explosion has not yet occurred:
 - Move away from the crash site as quickly as possible.
 - If an explosion occurs while leaving the crash site, immediately drop to the ground and lie as flat as possible until the shock wave, debris, and fireball passes. Once this has happened, continue to move away from the crash site.
- 6) Render first aid as necessary.
- 7) If the building has been evacuated, do not return to the building until proper authorities declare the area safe.
- 8) OPA Administration will direct further action as necessary.

SNIPER

If a sniper is seen or reported in the area of the facility, immediate action must be undertaken to preserve the lives of students, staff and community members.

Procedures to Follow:

- 1) OPA Administration will order student/personnel inside and advise them to keep low and away from windows.
- 2) OPA Administration will check roll/roster and will keep students/personnel inside until further advised.
- 3) If caught outside in such a situation, get behind/under shelter and DO NOT move until advised to do so.
- 4) OPA Administration will notify police, when able, by dialing 911.
- 5) The OPA Administrator on scene will coordinate with police to remove all students/personnel from area as soon as possible.
- 6) OPA Administration will coordinate/direct further action as required.



CHEMICAL ACCIDENT

Chemical accidents/hazardous materials spills could endanger students and staff with little warning. When an accident occurs, the following should be accomplished:

1. Implement SAFE SCHOOL EVACUATION (fire alarm).
2. Call 911.
3. Notify an OPA Administrator.
4. Move up wind from the accident, if possible, to avoid fumes/vapors and maintain control of students at a safe distance from the accident.
5. OPA Administrator will direct other actions as required.
6. Render first aid as necessary.
7. Account for all students and staff.
8. DO NOT RETURN TO THE SITE until emergency response personnel declare the area safe.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion or the threat of an explosion such as those caused by leaking natural/LP gas or other causes, the following will be accomplished:

Explosion

1. Action “DROP-TAKE COVER.”
2. Call 911, notify OPA Administrator.
3. If the explosion occurred within the building or threatens the building, immediately implement ACTION “LEAVING BUILDING.”
4. Sound the fire alarm.
5. Move to an area of safety as far away from hazard as possible.
6. Render first aid when appropriate.
7. Use fire extinguisher if appropriate and safe. Fire extinguishers are for small-contained fires only. Multiple fires in a building even if small, present an immediate safety hazard to all personnel in the building. Under these circumstances, all personnel must be evacuated from the building. (Note: Staff should be aware of locations and proper use of fire extinguishers.)
8. Account for all students and staff.
9. The Executive Director or Chancellor will direct further action as required.
10. DO NOT RETURN TO THE BUILDING until the fire department declares the area safe.

Threat of Explosion

1. Notify OPA Administration.
2. OPA Administration will assess the situation and call 911.
3. Caution-before sounding fire alarm, advise staff of the proper evacuation route.
4. Sound the fire alarm. This automatically implements ACTION-“LEAVE BUILDING.”
5. Evacuate building in a direction away from the threat of explosion and move to a location upwind, if possible, and as far away from the site as possible.
6. Account for all students and staff.
7. OPA Administration will direct further action if necessary.



PSYCHOLOGICAL SURVIVAL

One of the gravest dangers in time of any disaster is panic.

Each person has had different experiences during the course of his/her life. It is important to recognize the systems of nervousness that occur when an emergency/disaster strikes. Therefore, we must be prepared to provide release through physical and creative activities. If unknown fears are replaced by fears based on actual knowledge and if adults can plan a course of action to follow, there should be an increased feeling of security with a decrease of tension. People become more willing and able to participate in tension-relieving activities if they understand the reason for doing so.

Therefore, the program of disaster preparation and response shall consist of three objectives with reference to psychological protection:

1. Dissemination of actual knowledge
2. Planning a course of action
3. Contacting area SELPAs for counseling support

EMPLOYEE/PERSONNEL RESPONSIBILITIES

DISASTER SERVICE WORKER (SEMS)

In the NIMS/SEMS model, all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained as back-ups to carry out their responsibilities if needed.

All PUBLIC EMPLOYEES Are Disaster Service Workers.

Disaster Service Worker-California Government Code, Section 3100

“It is hereby declared that the protection of the health and safety and preservation of the lives and priority of the people of the state from the effects of natural, man made, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.”



NOTIFICATION

When pressed into service as a disaster service worker, the immediate activation of the Disaster Plan is imperative. (Note: The Disaster Plan is independent from the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS). Implementing the Disaster Plan is an immediate response by individual and groups of employees to save lives and property *whereas NIMS / SEMS is activated to address disaster response that go beyond the immediate disaster response.*

Workers will be notified of assignments by the Chancellor or Executive Director.

❖ Responsibilities

- Protect health and safety of staff, students, and visitors.
- Preservation of property

EMERGENCY PLANNING AND PREPARATION COMMAND POST COORDINATION TEAM

1. Set up evacuation routes, first aid, and assembly areas.
2. Develop/install good communication system.
3. Schedule staff for needed in-service on Cardio Pulmonary Resuscitation CPR, first aid, and shelter management.
4. Assign personnel to emergency teams.
5. Appoint alternates in all positions.
6. Review and update emergency plan/checklists annually.
7. Publicize plan in school letters to parents and in staff notices.
8. Periodically survey sites for problem areas/hazards.
9. Test staff emergency awareness/conduct emergency team drills.

FIRST AID TEAM

1. Regularly inventory all first aid supplies.
2. Plan for special medical needs of students and staff.
3. Conduct first aid /medical self-help training for team, students, and staff.
4. Read, practice, and discuss methods of caring for the injured.

SWEEP TEAM

1. Survey site during drills, identify/correct problem areas/hazards before an emergency occurs.
2. Maintain inventory of emergency equipment.
3. Train all members to locate/operate utility shut-offs.
4. Train all members in water storage, distribution/purification.
5. Discuss, practice and train on search and rescue techniques.



STUDENT RELEASE TEAM

1. Know the Disaster Plan and student release procedure.
2. Establish evacuation procedure for school and site records.
3. Learn the functions of other teams; be ready to help if needed.
4. Establish and test an emergency data card handling routine.

Note: *Students will not be released until a parent or designated individual is available to sign the release log.*

- Students will be retained in Emergency Assembly Area.
- Teacher will take roll periodically; report those missing to command post.
- Any injuries requiring first aid will be reported to command post.

RELEASE PROCEDURE

1. Parents arriving to pick up students will report to check-in gate.
2. Parents are not allowed in emergency assembly area.
3. Release team takes name-request from parent, sends runner to emergency assembly area.
4. Student is sent to release point, parent accepts/signs for him/her.

CPR PROTOCOL (sequence for the Initial Rescuer*)**

1. Establish unresponsiveness.
2. Adult: Place in recovery position – summon help.
Infant or child: Yell for help.
3. Place victim on a firm surface.
4. Position yourself.
5. Open the airway using *head-tilt-chin-lift*.
6. *Look, listen, and feel* for breathing.
7. If not breathing, give two slow breaths.
8. Check for a pulse:
 - a. Adult: carotid pulse
 - b. Child: carotid pulse
 - c. Infant: brachial pulse
9. If no pulse, start CPR. If pulse present, then provide rescue breathing.
10. Check for return of pulse after 1 minute.
11. If performing CPR on an infant or child and no one has called for help, call 911 now!



CPR

Category	Hands	Depth	Rate/Min	Ratio		Rescue Breathing
				1 Person	2 Persons	
Adult (9+ yrs old)	2 hands	1.5 in – 2 in*	100	15:2	15:2 5:1 w/ET	1 breath/ 5 seconds (12 x minutes)
Child (1-8 yrs old)	1 hand	1-1.5 in*	100	5:1	5:1	1 breath/ 3 seconds (20 x minutes)
Infant (0-1 yrs old)	2 – 3 fingers	.5-1 in *	100	5:1		1 breath/ 3 seconds (20 x minutes)

**Chest compression depth should be ½ to 1/3 the diameter of the chest.*

UNCONSCIOUS CHOKING

Adult	Child	Infant
Finger sweep Attempt to ventilate 5 abdominal thrusts (Repeat sequence)	Visualize mouth Attempt to ventilate 5 abdominal thrusts (Repeat sequence)	Visualize mouth Attempt to ventilate 5 back blows & 5 chest thrusts (Repeat sequence)

***** Oxford Preparatory Academy will provide yearly CPR training opportunities for staff so they remain familiar with the above procedures.**

FOUNDING FAMILIES OF OXFORD PREP-SOUTH ORANGE COUNTY

Melissa Alsop is the mother of three children ages 19, 10, and 1. Education and children's health are her two passions. As a stay at home mom, she has used her time to assist her children's schools in many different capacities including the Orchestra Volunteer Coordinator at Dana Hills High School, team mom for the Excell Equestrian team, and a Girl Scout leader. She has spent extensive time volunteering for the Pediatric Cancer Research Foundation in Irvine, and is a member of Parents Advocate League (PALs). As a founding member of Oxford Prep Academy-South Orange County (Oxford Prep), she organized Parent Information Meetings and trained volunteers for the intake of documents required to enroll in the school. Ms. Alsop sits on the Nutrition Committee and the Hospitality Committee. Currently she volunteers as the Oxford Prep communications liaison to site administration. Specifically, she oversees the school's social media (e.g. Facebook) information distribution.

Maureen Banis earned her bachelor's degree in nursing from Point Loma Nazarene University (PLNU) and her Masters in Nursing from the University of California, Los Angeles (UCLA). She has worked 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 as a PICU bedside nurse at various hospitals in the community. In addition, Ms. Banis teaches Sunday school classes for elementary school children at Crossline Community Church. At Oxford Prep, she volunteers as the Room Mom for each of her children's classrooms and assists with any copying/filing needs of their teachers. Moreover, Ms. Banis lends a hand with other school activities including Literature Day, Diffendoofer Day, the Jog-a-thon, and the Gala.

Ryan Belkin earned his bachelor's degree in Business Administration from California State University, Fullerton. Mr. Belkin is a Sales Executive for CVS Caremark, a Fortune 18 company, and is responsible for new business development for their Western Region. He has worked in the health care industry for over fifteen 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.

Kelly Brewer lives in Mission Viejo with her husband, LaVal Brewer, and their three children. Ms. Brewer received her Bachelor's degree in Recreation Administration from California State University, Long Beach and was a Senior Level Director for the YMCA for over ten years. Additionally, Ms. Brewer has been a senior level community programs director for over ten years. She has overseen fundraising efforts of over \$200,000 for the Torrance-South Bay YMCA. Over the last five years, she has also trained and organized over 50 teen volunteers for the Presbyterian Church of the Master. As an Oxford Prep volunteer, Ms. Brewer has led fundraising efforts for science camp and assists with the Gala fundraiser.

Frank Camilleri is a Naval veteran who honorably served his country for six years during the first Gulf War. Upon leaving the military, Frank attended the University of Maryland and received a degree in Speech Communications while working full time at Nordstrom in Washington, DC. Mr. Camilleri currently works in the medical field and is a sales professional for McKesson Corporation. In his community, Mr. Camilleri volunteers his time at AYSO soccer, USYVL volleyball, and MVGS softball as a coach for his daughter's recreational sports teams. He has volunteered as a member of the Oxford Prep Traffic Committee; the Convocation Committee, and assisted in the Opening Day Celebrations of 2011.

Lanan Clark is the mother of two children. She has served in many capacities since Oxford Prep opened in 2011. Ms. Clark volunteered her time at Parent Information Meetings, enrollment intake, and the lottery

for the past three years. She held the position of Treasurer while serving on the Honour Society. Ms. Clark has also served on various committees including the Welcome Celebration, Living Museum, and the WOW Celebration Committee.

Craig Cleaver grew up in Costa Mesa, California, and attended Rancho Santiago College where he obtained his degree in Fire Science. Later, 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. He lives in Ladera Ranch with his wife, Eichel, and their two children. Mr. Cleaver has volunteered at Oxford Prep in numerous capacities, and was especially instrumental during the school's original Open Enrollment period and Lottery.

Eichel Cleaver has lived in Southern California most of her life and graduated from California State University, Fullerton, with a Bachelor of Fine Arts in Graphic Design. She currently lives in Ladera Ranch with her husband, Craig, and their two children. Most of her professional career, she worked for PacificCare Health Care Company as their publication and ad designer. Currently she works as a freelance designer from home. Ms. Cleaver has donated countless hours to a local moms club and at Oxford Prep, overseeing the *Teal Pages* school directory and annual Gala fundraising event.

Julie Collier is a parent, credentialed educator, and long-time proponent of parental choice and responsible public education reform. In 2007, she created Parents Advocate League (PALs), a grassroots, parent-led organization dedicated to student-focused education policy. Parents Advocate League has members throughout California who participate in local and state education reform movements. Through her work with Parents Advocate League, Ms. Collier remains focused on helping to ensure students are a priority when it comes to public education. She is an original founder that helped establish Oxford Prep in South Orange County where her children currently attend. Julie served as the Honour Society Co-President for the first two years of the school and continues to volunteer her time at several school events, most notably Red Ribbon Week.

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. Ms. Damkroger 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 over 20 years. They live in Mission Viejo with their son.

Stephanie Davies holds a Bachelors of Science from Northern Arizona University and has held a variety of management positions in the fashion industry prior to becoming a stay at home mother. She is a member of Parents Advocate League (PALs) and stays involved in education reform in California. Ms. Davies has served on numerous volunteer committees for Oxford Prep including the Welcome Celebration in 2011, the Gala, and is Co-Vice President of the Honour Society. In addition, she spends many hours in her children's classrooms and helps in the office or around the school when needed.

Kathleen Deason graduated from the University of Washington with her Bachelors of Science. Ms. Deason has worked in various capacities in the real estate industry for over 14 years. Additionally, she was involved in the event planning field in the Temecula Wine Country where she developed a Wedding Program from the ground up including, but not limited to, the advising and overseeing of a complete renovation of one of the more popular wineries. Ms. Deason is an active community volunteer and has spent time serving on the board at her church along with chairing the Events Committee. She has been an active member of the national organization of MOMS Club for over 9 years and served as MOMS Club President of the Mission Viejo Chapter. She has been a huge supporter of Oxford Prep and spent countless hours

helping to bring the school to South Orange County. She has served on the Fundraising Committee, Traffic Committee, helped with the uniform exchange program, assisted the Events Planning Committee, and worked with the Safety Committee to implement an emergency plan for the school.

Linda DeFonce grew up in Syracuse, New York, and attended Kenyon College in Gambier, Ohio. Ms. DeFonce worked for many years in sales, ten of those in the medical industry. She and her husband, Chris DeFonce, have two children. Ms. DeFonce was President of the PTA at O'Neill Elementary, and a Girl Scout co-leader for nine years. As Director of Public Affairs for Parents Advocate League (PALs), she promotes parental choice, and speaks on behalf of charters and other schools with better educational programs for students. Ms. DeFonce takes her views on school choice and education all the way to Sacramento as a voice for those (like Oxford Prep parents) who need to be heard. She regularly attends school board meetings where Oxford Prep's and other petitions are reviewed.

Jacqueline Dewers has been a registered nurse for 16 years. She has been actively involved in the Parent-Teacher Association (PTA) and Girl Scouts for more than six years. Nursing, along with her dedicated volunteer hours, keeps her actively involved in her community. At Oxford Prep, Ms. Dewers serves as a Room Mom and volunteers in the classrooms including the science lab. She assists with Parent Information Meetings and enrollment intake. For this school year she has dedicated more than 100 volunteer hours!

Giavanna Fiore is an Interior Designer. At Oxford Prep, Ms. Fiore has become a highly active member of the classroom, volunteering her time and energy to these young students several times a week. She has also contributed vital input to the success of the school's Honour Society.

Roxanne Hafezi has worked as a Marketing Manager in the computer industry and uses her professional experience to assist in her volunteer activities at Oxford Prep. She served as the Co Vice-President of the Honour Society and currently serves as the Co-President. She has also worked as a Room Parent, a classroom volunteer, and a member of the Safety Committee. As a Co-President, she has organized and implemented many student activities and school programs. She loves to see the excitement of the students as they participate in the school programs offered by Oxford Prep.

Jennifer Hambel is a credentialed English-Language Arts teacher and a substitute teacher in the Irvine Unified School District. Prior to staying home to raise her children, Ms. Hambel worked at Woodbridge High School in Irvine as an instructional assistant in the special education department, as a student teacher, and later as a full-time teacher. In Oxford Prep's inaugural year, Ms. Hambel served as the Dean of Fundraising, coordinating successful events and activities such as Family Fun Nights, the Annual Academy Fund, and the Gala. She currently co-chairs Oxford Prep's Annual Academy Fund, a voluntary school-wide giving campaign, and enthusiastically helps out with other school projects as the need arises.

Yvonne Hasselkus has been active in the Mission Viejo community since she was a child through sports, scouts, and school. She earned her bachelor's degree in Liberal Arts from California Polytechnic State University, San Luis Obispo, and holds a California Multiple Subject Teaching Credential from California State University, Fullerton. As a member of the national non-profit organization MOMS Club, Ms. Hasselkus served as the President of the Mission Viejo South chapter in 2005. She is a member of Parents Advocate League (PALs). Ms. Hasselkus has served on numerous volunteer committees for Oxford Prep, including Dean of Student Development as Spirit Wear Coordinator, Blackwell's Student Store volunteer, Parent Information Meetings, and served in the enrollment and intake meetings.

Dana Johnson attended William Woods University in Fulton, Missouri, and received a Bachelor of Arts with a double major, Illustration and Merchandising, and a minor in business. Ms. Johnson was a former apparel designer/buyer, now turned real estate agent working out of Laguna Beach. She has served the Child Abuse Prevention Center in Orange, California, by Co-Chairing an annual charity event put on by the

"Wives of Professional Athletes" group. At Oxford Prep, Ms. Johnson has most notably helped the Hospitality Committee with supplying meals for Staff Appreciation Week, the lottery, board meetings and other events. Additionally, she helps manage the Parent Information Meetings, enrollment intake, the lottery and assists the Uniform Committee during their uniform road shows. Ms. Johnson enjoys helping the teachers get their classrooms "student ready" for the start of school each year, and served on the School Beautification Committee.

Tina Johnson attended Chapman University and holds a current California Multiple Subject Teaching Credential. For two years, she held the position of Dean of Student Development in Oxford Prep's Honour Society along with serving on the Welcoming Committee, Fundraising Committee, and overseeing the Blackwell's Student Store Committee. Ms. Johnson spends countless hours volunteering in the school office. Additionally, she spends many hours volunteering her time benefitting local youth through Mission Viejo Girls' Softball.

Jill Klein has a Bachelors of Science in family studies from the University of Arizona with an emphasis in psychology. As part of her studies, she helped implement new teaching strategies to reduce aggression in "at risk" schools in Arizona. Her extensive business experience includes working as the Small Business Development manager for a chamber of commerce in Pennsylvania, the Director of Personnel for a chain of pharmacies, and as the International Sales Manager for a cosmetics manufacturer. She has volunteered with the Special Olympics and the Make-A-Wish Foundation. Ms. Klein has also fundraised for the Orange County Philharmonic Society and the Orange County Performing Arts Center. Currently at Oxford Prep, she assists with Parent Information Meetings, Racial/Ethnic Outreach, and the annual lottery. She creates and presents Art Masters lessons and volunteers numerous hours in the classroom.

Liz Laderman graduated from California State University, Long Beach, with her Bachelor of Science degree in merchandising and a minor in marketing. She holds a Multiple Subject Clear California Teaching Credential from National University. For five years, Ms.Laderman taught third and fourth grade in the Capistrano Unified School District (CUSD). She volunteers at Oxford Prep both in the classroom and by serving in school-wide committees at Oxford Prep including the Uniform Committee Chair, Hospitality, Lottery Co-Chair, Diffendoofer Day, Staff Appreciation, and decorating for various student/professor spirit days and performances.

Lorii Malafronte has worked in promotion, advertising, real estate, and as a documentary filmmaker. She served on the Board of Directors for the last 12 years for the Mission Sunrise Ridge Homeowners Association, and also volunteers for her local church and hospital. Ms.Malafronte has been the Chair of the Fundraising Committee for Oxford Prep's Gala the last two years.

Madonna Marchese studied business administration at The University of Phoenix and has ten years work experience as a Sales Administrator for office furniture dealerships. She earned an Associates of Arts degree in Interior Design and started an Interior Design and Residential Real Estate Home Staging company.

Gretchen Mars received her teaching degree from the University of Southern California (USC) and earned her Master's Degree in Education from the University of La Verne. She has been an elementary school teacher for over 16 years in Glendale, Newport Beach, and currently in Laguna Niguel. Ms.Mars has taught kindergarten through fourth grade and is currently teaching second grade at St. Anne School. For over ten years she was an educational consultant for McGraw-Hill's Everyday Mathematics out of the University of Chicago. Ms. Mars was one of the original founders who put in many hours to have Oxford Prep approved in the Capistrano Unified School District. She volunteers many hours helping in the classroom, heading school committees, and assisting at school events such as the Gala.

Timothy Maurier graduated from Chapman University with a Bachelor of Arts in History and a Masters in Business Administration studies. He is a Vice President with Parsons Corporation, an engineering and construction company. Mr. Maurier served as staff for the County of Orange Supervisor (General) Thomas F. Riley, responsible for High Speed Rail, John Wayne Airport expansion, Measure M, and other issues. He has extensive community service, including more than ten years on the Board of Directors of the Second Harvest Food Bank and on the Board of Directors for Olive Crest, South Mission Viejo Little League, and the American Youth Soccer Organization (AYSO). He has been active in supporting Oxford Prep events for the past two years.

Romney Miller is a native Californian who went to college at the University of California at Riverside, and completed her Masters of Arts in Education in 2006 with an emphasis in administration and leadership. She and her husband, Jim, have two children ages twelve and nine. Originally, Ms. Miller worked as a bilingual elementary school teacher in Orange County, and then served at two charter schools in the roles of teacher, mentor, parent advisor, consultant, and Program Quality Review (PQR) presenter to the Riverside County Board of Education. She is a proud founder of Oxford Prep in South Orange County. Currently, Ms. Miller helps other parents advocate for choice in public education through her role with Parents Advocate League (PALs).

Karen Myers holds a Bachelor of Science degree in Business with an emphasis in Real Estate from California Polytechnic State University, Pomona. She worked in the private sector for more than 18 years as Sales Director for one of the premier building companies in Orange County. Ms. Myers currently spends her time volunteering with the Honour Society as the Co-Dean of Student Development overseeing Blackwell's, Oxford Prep's student store.

Alex Nguyen and his wife, Natalie, live in Mission Viejo and have two young sons. Both have worked in the high-technology industry. Both are actively involved in the community by volunteering at Oxford Prep, Boy Scouts of America, and coaching in the Rancho Mission Viejo Little League and Saddleback Recreation tee ball teams.

Kim Price worked in the plastics packaging industry in Foothill Ranch. Her volunteer affiliations include, but are not limited to, PTA, School Site Council, Parents Advocate League (PALs) and Girls Scouts of Orange County.

Brian Roche graduated from San Jose State University with Honors, and after being named AP and Football News All-American, was drafted as the 81st overall draft pick by the San Diego Chargers and enjoyed a successful seven-year professional football career playing for the Chargers, Kansas City Chiefs, and Dallas Cowboys. Upon retiring, Mr. Roche has been involved in numerous entrepreneurial business ventures, including owning a National Home Furnishings, a wholesale furniture distribution business with four Southwest locations, restaurants in San Diego, Los Angeles and Las Vegas, and a successful credit card processing company. He remains active in local charities and supporter of OPA since its inception.

Erika Schulte is a community volunteer and communications professional with 20 plus years of experience directing corporate and cause-related communications. Since earning her Bachelor of Arts degree in communications/public relations at California State University, Fullerton, she has led public relations initiatives for leading brands such as Canon and Toyota. Additionally, Ms. Schulte served as media strategist and spokesperson for public figures such as child protection advocate, Erin Runnion, recovered kidnap victim, Jaycee Dugard, and The Jessie Rees Foundation. She served as a founding board member for The Joyful Child Foundation – In Memory of Samantha Runnion, and has volunteered with the Presbyterian Church of the Master (PCOM), PCOM Preschool, MOPS (Mothers of Preschoolers), South Mission Viejo Little League, and is past president of MOMS Club Mission Viejo Northwest. Ms. Schulte was part of a core group of Oxford Prep Academy-South Orange County founders that was instrumental in persuading the

charter school organization to open in Capistrano Unified School District. As a founder she has helped with community organizing and grassroots outreach to raise awareness of Oxford Prep, reached out to elected officials and local media to voice parental interest in the charter school, volunteered with Open Enrollment, Parent Information Meetings, and the Public Lottery, served as Dean of Public Relations for the Honour Society, assisted with fundraising efforts throughout the petition process, and served as a parent advocate in support of choice in public education.

Gina Schumann has over 20 years of professional accounting experience that includes public accounting, investment services and small business consulting. She holds a current CPA license in the state of California and is a graduate from California State Polytechnic University, Pomona. Ms. Schumann actively volunteers on the board of two other local charities within the community. She has enjoyed volunteering at Oxford Prep assisting in the set-up of the roles and process of the financial positions of the parent-faculty group, the Oxford Prep Honour Society

Betsy Sherwood studied communication and worked as a television producer prior to becoming a stay-at-home mother. She volunteered with Oxford Prep during the initial school lottery and enrollment period. Ms. Sherwood devotes many hours to Oxford Prep by helping in the school office, organizing volunteers in her children's classrooms, serving on the Hospitality Committee, and helping with the Art Masters program. She also provided extensive help with the Cum Laude Awards.

Jose Tolentino is a former Major League Baseball player and is currently a sports commentator for the Los Angeles Angels of Anaheim Spanish broadcasting team. His native country has given him the honor to manage or coach Team Mexico to the Olympics, the Pan-American Games, and the first World Baseball Classic (WBC) in 2006, 2008 and 2009. He has volunteered extensively in his community and received the 2000 Orange County United Way Hispanic Influential Sports and Entertainment Award. He founded the Jose Tolentino "Way Out" Baseball Clinics for Inner-City Youth. Recently, Mr. Tolentino was invited to be an integral part of the newly-formed Fox Sports "Spring Training to the Troops" program, a goodwill tour bringing Major League Baseball to the United States military troops in Germany, in order to engage, support and thank our troops for serving our country. He and his wife, Natalie, volunteer at Oxford Prep in their children's classrooms and serve on the Safety Committee.

Jenny Tucker worked as an office manager for several years. For the past ten years, she has served in her community, church and at school on many committees. Ms. Tucker assists with Oxford Prep's Jog-A-Thon fundraiser, Cum Laude Awards, along with numerous other school events. Mrs. Tucker was vital in ensuring the school's gala event location was secured and volunteers were available to assist school staff.

AUG 21 2012

**RESTATED
ARTICLES OF INCORPORATION
OF
OXFORD PREPARATORY ACADEMY**

The undersigned certify that:

1. They are the President and Secretary, respectively, of Oxford Preparatory Academy.
2. The Articles of Incorporation of this corporation are amended and restated to read as follows:

ARTICLES OF INCORPORATION

I.

The name of this corporation is Oxford Preparatory Academy.

II.

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The specific purpose of this corporation is to oversee, manage, operate, advise, guide, direct, promote, support and hold charters or contracts for one or more public charter schools.

III.

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code.
- B. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code of 1988, as amended, (or the corresponding provision of any future United States Internal Revenue Law).
- C. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the corporation shall not

participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

3. The foregoing restatement of Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 9/14/2012

Sue Roche
Sue Roche, President

Mary Chladni
Mary Chladni, Secretary



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

SEP -7 2012

Date: Jim

Debra Bowen
DEBRA BOWEN, Secretary of State



old/
original

3146259



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California,
hereby certify:

That the attached transcript of 2 page(s) has been compared
with the record on file in this office, of which it purports to be a copy, and
that it is full, true and correct.



IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal of the
State of California this day of

APR 23 2008

Debra Bowen

DEBRA BOWEN
Secretary of State



OXFORD
PREPARATORY ACADEMY

3196259

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

APR 21 2009

ARTICLES OF INCORPORATION

I
The name of this corporation is Oxford Preparatory Academy

II

A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:

- ☒ public purposes.
or ☐ charitable purposes.
or ☐ public and charitable purposes.

B. The specific purpose of this corporation is to be an education institution
and a charter school for K - 8th grade

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Corporation Service Company Which Will Do Business In California As
Name CSC-Lawyers Incorporating Service
Address _____
City _____ State CALIFORNIA Zip: _____

IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

B. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law).

C. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.



OXFORD
PREPARATORY ACADEMY

V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

Nancy Taylor 4/20/09
Nancy Taylor, Incorporator



FOURTH AMENDED BYLAWS
OF
OXFORD PREPARATORY ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Oxford Preparatory Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 5862 C Street, Chino, CA 91710, San Bernardino County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the

plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI MEMBERS

Section 1. **MEMBERS.** Oxford Preparatory Academy Schools, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation ("Sole Statutory Member") as the term "member" is defined in Section 5056 of the Nonprofit Corporation Law of California. The membership of the Sole Statutory Member in this corporation is not transferable.

Section 2. **ASSOCIATES.** Nothing in this Article 6 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of trustees, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Nonprofit Corporation Law of California, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of trustees may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. **RIGHTS OF SOLE STATUTORY MEMBER.** The Sole Statutory Member shall have the right to vote, as set forth in these bylaws, approving this corporation's elected trustees of the board, on the disposition of all or substantially all of this corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve this corporation, and as otherwise required under the California Nonprofit Corporation Law or set forth in these bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, subject to the powers of the Sole Statutory Member, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board, subject to the powers of the Sole Statutory Member.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Approve personnel policies and monitor their implementation; to appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or county; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be nominated and elected by the existing Board of Directors, and approved by the Sole Statutory Member.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by lot with two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any

person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERM.** Each director shall hold office for three (3) years and until a successor director has been designated and qualified, unless otherwise removed from office in accordance with these bylaws.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director may be removed, with or without cause, by the Sole Statutory Member, or by a vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2

of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by nomination and election of the Board of Directors and approval by the Sole Statutory Member or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, subject to the approval of the Sole Statutory Member, or (b) a sole remaining director, subject to the approval of the Sole Statutory Member.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the boundaries of one of the local school districts that have authorized a charter petition to be operated by Oxford Preparatory Academy which has been designated in the notice of the meeting. Oxford Preparatory Academy shall post agenda and shall establish teleconferencing at each of its school sites so that parents at each of its schools can participate in Oxford Preparatory Academy Board meetings in a convenient manner. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed; and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

- a. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- b. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of California;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.
- i. Approve any action for which the California Nonprofit Corporation law or these bylaws require the approval of the Sole Statutory Member;

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board. The corporation may also have, at the discretion of the Board, such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen every two (2) years by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the Chairman, the Secretary shall preside at Board of Directors meetings.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

Section 11. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

The Secretary shall implement Brown Act training and serve as a liaison to the Chartering Agency on issues related to policy and records.

Section 11. TREASURER. The treasurer shall oversee or cause to be overseen all books, records of accounts, and business transactions; oversee all deposits and disbursements of money and valuables; oversees the 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,

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors that have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in

Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) and the Sole Statutory Member within 120 days after the end of the corporation's fiscal year, that report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving; in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent

with the corporation's Articles of Incorporation, or any laws. In addition, any amendment to these bylaws which would affect the Sole Statutory Member's rights as provided under the California Nonprofit Corporation Law or these bylaws requires the approval of the Sole Statutory Member.

ARTICLE XVIII FISCAL YEAR

FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Oxford Preparatory Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on January 2014 and that these bylaws have not been amended or modified since that date.

Executed on January 2014 at Chino, California

JOEL S. CAHN, Secretary

Revised/Approved: December 6, 2010
 January 10, 2012
 August 14, 2012
 Pending Board Approval

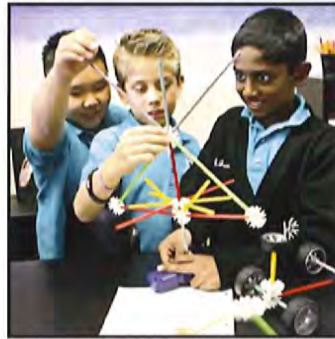


IMPLEMENTING MULTIPLE INTELLIGENCES

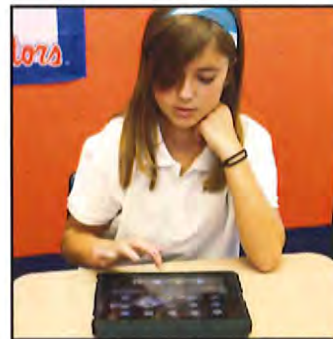


8-Ways to Success!

Presenting . . .



THE MAGNIFICENT EIGHT





PEYTON MANNING'S FOOTBALL FIELD

Bodily/Kinesthetic Learner

BODY-SMART

LEARNS BY DOING

NEEDS TO MOVE OR FIDGET
WHEN SITTING FOR A LONG
TIME

INTERACTS WITH SPACE
EFFECTIVELY

ENJOYS RUNNING, JUMPING,
DANCING, ETC.

IS EXCELLENT AT ROLE
PLAYING/ACTING/MIMICKING

GESTURES FREQUENTLY

EXCELS AT SPORTS AND
PHYSICAL GAMES

NEEDS HANDS-ON
EXPERIENCES

USES BODY LANGUAGE TO
EXPRESS EMOTIONS

IS COMPETITIVE

LOVES PHYSICAL EXERCISE
AND IS WELL COORDINATED

DEMONSTRATES CRAFTING
SKILLS IN SEWING, CARVING,
MECHANICS, AND
WOODWORKING

PROCESSES KNOWLEDGE
THROUGH BODILY
SENSATIONS

POSSESSES A DRAMATIC WAY OF
EXPRESSION



BODILY-KINESTHETIC INTELLIGENCE:

The competency to manipulate objects and fine-tune physical skills. These learners express themselves through movement and have a good sense of balance and hand-eye coordination. It involves skillful work with objects, as well as athleticism, a sense of timing, and the improvement of skills through mind-body union.

YOU. . . process knowledge through bodily sensations and use your body in differentiated and skilled ways. You need opportunities to move and act things out. You like to touch and feel things. You respond best in a classroom that provides manipulatives, action-packed stories, role-playing, simulations, physical activities, and hands-on learning experiences.

YOU THINK. . . through movement

YOU LOVE. . . dancing, running, jumping, building, touching, gesturing, etc.

YOU NEED. . . role playing, drama, things to build, sports and physical games, tactile experiences, hands-on learning, etc.

ASK YOURSELF:

Do you –

1. Move, tap, or wiggle while sitting?
2. Like to touch or be touched by people when talking to them?
3. Do well in sports or athletic activities?
4. Like to act, or act things out?
5. Get answers to questions by "feeling" or "sensing" the right answer?
6. Have a good sense of coordination?

CHARACTERISTICS:

- Learns best by moving around, touching, or acting things out
- Enjoys manipulatives
- Processes knowledge through bodily sensations
- Wants to move, tap, touch, fiddle, get up; cannot sit still for long
- Likes to touch or be touched when talking or learning
- Performs fine and gross motor skills well
- Enjoys drama
- Likes group games and competition
- Engages in physical activities or sports and can become accomplished athletes
- Demonstrates skill in a craft that uses hands like woodworking, sewing, carving, or sculpting

- Enjoys hands-on active learning experiences
- Enjoys role-playing, simulations, physical exercise, games, competitive sports, and action-packed stories
- Processes information through whole-body responses
- Communicates very effectively through gestures and other forms of body language
- Internalizes information by touching, manipulating, moving, and acting things out
- Demonstrates understanding of information through multi-sensory experiences expanded across the curriculum

CAREERS:

Athlete
Actor/Actress
Craftsman
Builder

Dancer
Performer
Physical Therapist
Firefighter

Mechanic
Physical Education Instructor
Carpenter
Paramedic

FAMOUS PEOPLE:

Serena Williams
Janet Jackson

Fred Astaire
Michael Jordan

Mia Hamm
Sam Maloof

INVENTORY:

- I engage in at least one sport or physical activity on a regular basis. I find it difficult to sit still for long periods of time.
- I like working with my hands involving concrete activities such as sewing, weaving, carving, carpentry, or model building.
- My best ideas often come to me when I am out for a long walk or a jog, or when I am engaged in some other kind of physical activity.
- I often spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy daredevil amusement rides or similar thrilling physical experiences.
- I would describe myself as well-coordinated.
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

TEACHER APPLICATION:

(Bloom's Taxonomy)

KNOWLEDGE:

repeat (actions), tell (in actions)

COMPREHENSION:

discuss, express, simulate, use, show

APPLICATION:

exhibit, simulate, operate, experiment

ANALYSIS:

discover, inspect, arrange, group, organize, dissect, diagram

SYNTHESIS:

invent, produce, arrange, set-up

EVALUATION:

decide, measure, estimate, choose

THE BODILY-KINESTHETIC LEARNER:**CHARACTERISTICS**

Is good at physical activities. Has a tendency to move around, touch things, and gesture.

MATERIALS

Hands-on craft materials, such as wood, clay, fabric, yarns, and manipulatives like blocks. This child will find swings, ladders, slides, riding toys, and other gym equipment especially appealing.

ACTIVITIES

Shines in physical skills, both fine and large motor. This child likes craft activities, drawing, and can express himself or herself through dance, drama, and movement.

SPECIAL OUTINGS

Attend sporting and dance events, and participate in programs that encourage physical movement. Talks with dancers, sports personalities, and crafts people are valuable for this child.

IN SUMMARY:

The Bodily-Kinesthetic child enjoys role-playing, creative movement; any activity involving physical activity. Take them to playgrounds, obstacle courses, hiking trails, swimming pools, and gymnasiums. Allow them to fix things, sculpt with clay or wood, take care of small animals, play physical games together, go to sporting events, go camping, or any other vigorous activities.



Logical/Mathematical Learner

NUMBER-SMART

BILL GATES' THINK TANK

ASKS MANY QUESTIONS

SOLVES PROBLEMS

CONNECTS SEPARATE AND
DISTINCT PIECES OF
INFORMATION

EXPERIMENTS

REASONS LOGICALLY

WORKS WITH ABSTRACT
PATTERNS AND
RELATIONSHIPS

CLASSIFIES AND CATEGORIZES

IS ADEPT AT CRITICAL
THINKING

MAKES PREDICTIONS

FINDS COMPUTER/MATH
GAMES INTERESTING

COMPUTES NUMBERS QUICKLY

UNDERSTANDS CAUSE AND
EFFECT

NEEDS EXTENDED TIME TO
EXPLORE NEW IDEAS

HAS A STRONG BELIEF IN
ONLY RIGHT AND WRONG
ANSWERS

FOLLOWS "SCIENTIFIC
PROCESS " NATURALLY

PLAYS GAMES WITH PATTERNS,
SUCH AS, CHESS AND
CHECKERS

WANTS EVERYTHING TO BE
ANALYZED



LOGICAL-MATHEMATICAL INTELLIGENCE:

The competency to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations. It involves the discernment of relationships and connections, abstract, symbolic thought, sequential reasoning skill, inductive and deductive thinking patterns, and use of the scientific method.

YOU. . . like to explore patterns and relationships and enjoy doing activities in a sequential order. You like mathematics, experiment to test things you don't understand, enjoy opportunities to solve problems, and reason logically and clearly.

YOU THINK. . . by reasoning

YOU LOVE. . . experimenting, questioning, figuring out logical puzzles, calculating, analyzing, etc.

YOU NEED. . . things to explore and think about, science materials, manipulatives, trips to the planetarium, and science museums, etc.

ASK YOURSELF:

Do you –

1. Compute arithmetic problems quickly?
2. Like to play chess, checkers, or other strategy games?
3. Like to solve problems logically?
4. Like using computers?
5. Have an easy time adding, subtracting, multiplying, and dividing?
6. Experiment to figure things out?

CHARACTERISTICS:

- Enjoys questioning
- Computes arithmetic problems quickly
- Able to group and order data
- Able to analyze, interpret, and make predictions
- Reasons things out logically
- Plays games with patterns such as chess and checkers
- Enjoys logic puzzles
- Likes mathematics and computers
- Wants to know "what's coming up next"
- Understands cause and effect
- Devises experiments to test out things that aren't easily understood

- Learns by forming concepts and looking for patterns, relationships, and categories
- Participates in activities which teach sequence, prediction, cause and effect, and other important cognitive learning processes
- Has a strong belief there are only right and wrong answers
- Constantly questions and wonders about natural events
- Needs lots of time to explore new ideas, therefore, needs time management techniques
- Follows the "scientific process" naturally

CAREERS:

Scientist
Doctor
Computer Programmer
Economist

Mathematician
Accountant
Researcher
Engineer

Lawyer/Attorney
Bookkeeper
Financial Planner

FAMOUS PEOPLE:

Albert Einstein
Stephen Hawking

Louis Pasteur
Marie Curie

Lene Vestergaard Hau
Isaac Newton

INVENTORY:

- I can easily compute numbers in my head.
- Math and science were among my favorite subjects in school.
- I enjoy playing games or solving brainteasers that require logical thinking.
- I like to set up "what if" experiments just to see the results.
- My mind searches for patterns, regularities, or logical sequences.
- I am interested in new developments in science.
- I believe that almost everything has a rational explanation.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I like analyzing logical flaws in things that people say and do.
- I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

TEACHER APPLICATION:

(Bloom's Taxonomy)

KNOWLEDGE:

record, recall, collect, label, specify, enumerate, recount

COMPREHENSION:

identify, locate, review, group

APPLICATION:

solve, demonstrate, calculate, show, experiment

ANALYSIS:

analyze, interpret, scrutinize, investigate, discover, inquire, organize, examine, question

SYNTHESIS:

invent, formulate, set up, hypothesize, systematize

EVALUATION:

evaluate, rate, value, revise, select, measure, assess, estimate, score

THE LOGICAL-MATHEMATICAL LEARNER:

CHARACTERISTICS

Excels at math. Has strong problem-solving and reasoning skills. Asks questions in a logical manner.

MATERIALS

Collections of objects to sort or items to explore; like old wind-up clocks, telephones, kitchen gadgets, magnets, magnifiers, and games that encourage deductive thinking.

ACTIVITIES

Experimenting, exploring, categorizing, classifying, working with numbers, questioning. This child will enjoy breaking codes, solving mysteries, and writing word problems or coded riddles for other children to solve.

SPECIAL OUTINGS

Introduce this student to people in the math, computer, and technical world. Visit museums and science and computer fairs.

IN SUMMARY

The Logical-Mathematical child has the ability to detect patterns, a desire to explain the inexplicable, and a penchant for logic and reasoning. If your child tries to figure out how things work, knows the trick for beating you at tic-tac-toe, or likes to test our simple hypotheses — such as, what happens when you use two cups of laundry detergent instead of one — he or she may be a logical-mathematical thinker.



WALT DISNEY'S CANVAS

POSSESSES STRENGTH IN
VISUAL ARTS ... DRAWING,
PAINTING, SCULPTING

BUILDS, DESIGNS, AND
CREATES 3-DIMENSIONAL
CONSTRUCTIONS

DOODLES ON WORK SHEETS,
WORKBOOKS, ETC.

DAYDREAMS OFTEN

STIMULATES LEARNING WITH
VIDEOS, SLIDES, AND
PHOTOGRAPHY

LEARNS VISUALLY

HAS AN ACTIVE IMAGINATION

VISUALIZES OBJECTS FROM
DIFFERENT PERSPECTIVES AND
ANGLES

IS SENSITIVE TO THE
ENVIRONMENT

ORGANIZES SPACE, OBJECTS,
AND AREAS

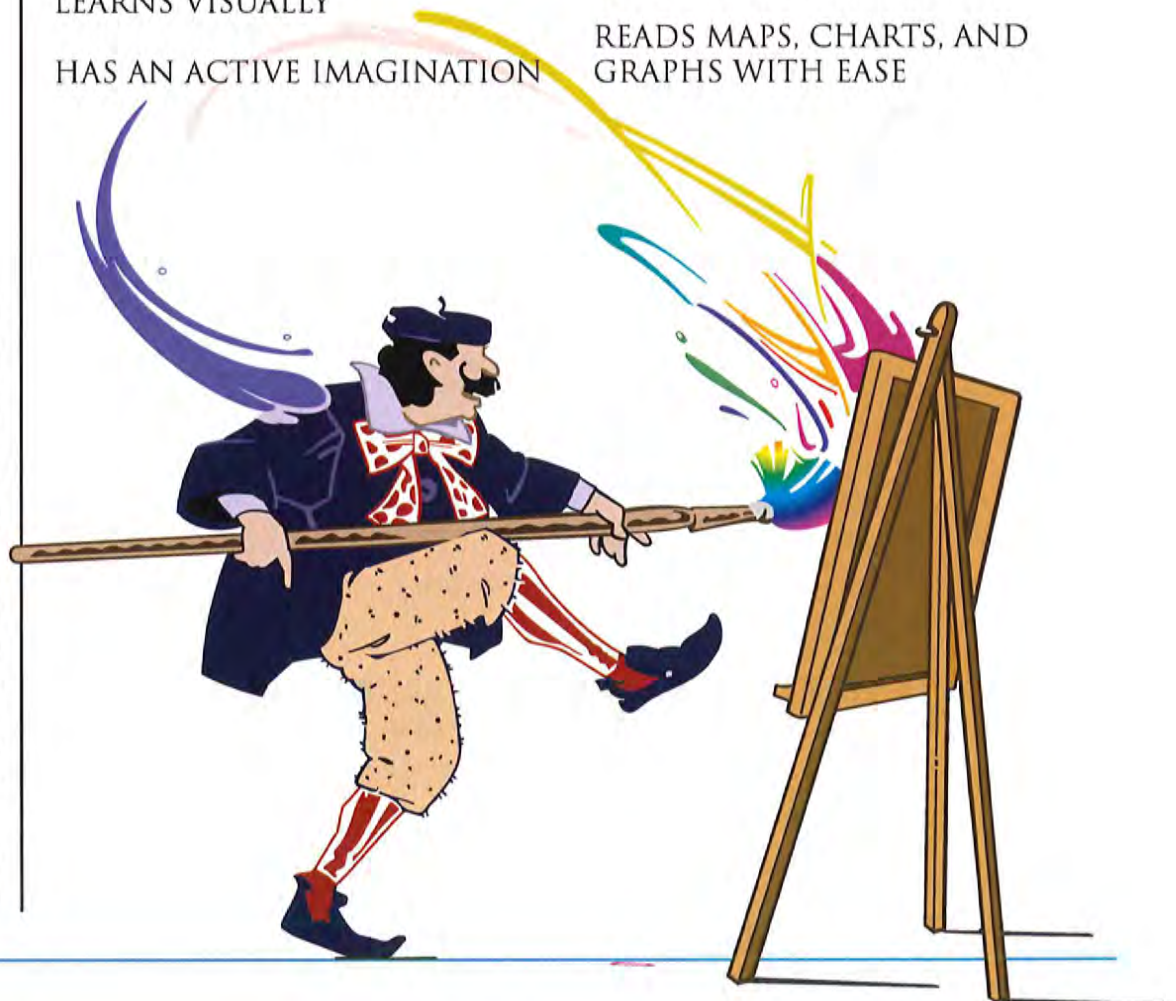
IS GOOD AT JIGSAW PUZZLES,
MAZES, AND MODELS

NEEDS LOTS OF COLOR

THINKS IN CLEAR IMAGES
AND PICTURES

READS MAPS, CHARTS, AND
GRAPHS WITH EASE

Spatial Learner
PICTURE-SMART



SPATIAL INTELLIGENCE:

The capacity to think in three dimensional forms and pictures. There is a need to create vivid mental images to retain information. It involves mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination.

YOU. . . enjoy art activities, read maps, charts and diagrams, and think in pictures. You respond positively to movies, slides, pictures, and other visual media. You are able to visualize clear images when thinking about things, enjoy doing jigsaw puzzles, and solving artistic problems.

YOU THINK. . . in images

YOU LOVE. . . designing, drawing, visualizing, doodling, etc.

YOU NEED. . . art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums, etc.

ASK YOURSELF:

Do you –

1. Like to draw and paint?
2. Enjoy doing puzzles or mazes?
3. Understand in your mind's eye how simple machines work?
4. Feel you are sensitive to color?
5. Read maps easily?

CHARACTERISTICS:

- Thinks in images and pictures
- Possesses a vivid imagination
- Draws accurate representations of people or things
- Likes to draw and design
- Easily reads graphs, maps, charts, diagrams
- Needs pictures to learn
- Organizes space, objects, and areas
- Is proficient with jigsaw puzzles and mazes
- Enjoys pens, crayons, and various paper mediums
- Likes to utilize storyboards
- Prefers video, slides, and photography to stimulate learning
- Enjoys pretending

- Likes to draw, paint, sculpt, and participate in art activities
- Reports clear visual images when thinking about something
- Daydreams a lot
- Learns visually and needs to be taught through images, pictures, and color
- Motivated through audio/visual materials
- Exhibits a highly developed spatial awareness
- Is very sensitive to the environment

CAREERS:

Artist
Engineer
Photographer
Sculptor

Architect
Fashion Designer
Sailor
Painter

Graphic Designer
Interior Designer
Pilot
Inventor

FAMOUS PEOPLE:

Frank Lloyd Wright
Maya Lin

Donna Karan
Ansel Adams

Pablo Picasso
Amelia Earhart

INVENTORY:

- I often see clear visual images when I close my eyes.
- I am sensitive to color.
- I frequently use a camera or camcorder to record what I observe around me.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way around unfamiliar territory.
- I like to draw or doodle.
- Geometry was easier for me than algebra in school.
- I can comfortably imagine how something might appear if it were looked at from above.
- I prefer looking at reading material that is heavily illustrated.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

label, rewrite, copy

COMPREHENSION:

express, explain in pictures

APPLICATION:

demonstrate, illustrate, show

ANALYSIS:

compare and contrast, scrutinize, arrange, diagram

SYNTHESIS:

compare, plan, produce, design, arrange, assemble, create, construct, imagine, originate, predict, concoct

EVALUATION:

judge, appraise, value, select, choose, recommend

THE SPATIAL LEARNER:**CHARACTERISTICS**

Needs a mental or physical picture to best understand new information. Does well with maps, charts, and diagrams. Likes mazes and puzzles. Has a good imagination: can design, draw, and create things. Daydreams.

MATERIALS

Lots of visuals: maps, charts, illustrations, films, slides, and photographs; provide mazes, puzzles, and construction toys.

ACTIVITIES

Is comfortable with organizing visual information. Mapmaking, chart construction, and media presentations are appropriate activities. This child prefers drawing and painting projects, and can conjure up vivid mental pictures of stories.

SPECIAL OUTINGS

Take a trip to an art museum or planetarium. Visit with crafts people, architects, and artists of all kinds.

IN SUMMARY:

This is the realm of the artist, the architect and the map-maker. What in the immediate environment appears to the untrained eye as a blur of images, emerges as an infinite series of shapes, lines, colors, and patterns for the spatially gifted. These learners quickly grasp how objects orient in space, and can recreate visual experiences even in the absence of physical stimuli. An early sign of this ability is skill in building things with blocks.



DR. SEUSS' LIBRARY

READS, READS, READS, AND
READS MORE!

HAS WELL DEVELOPED
WRITING & EDITING SKILLS

ENJOYS LISTENING TO THE
SPOKEN WORD

TELLS STORIES

PLAYS WORD GAMES

MEMORIZES NAMES, PLACES,
FACES, & TRIVIA EASILY

SAYS, HEARS, & SEES WORDS
EASILY

POSSESSES AN EXTENSIVE
VOCABULARY

USES LANGUAGE FLUENTLY

SPELLS ACCURATELY

PRODUCES LANGUAGE,
POETRY, METAPHORS, ETC.

THINKS IN WORDS

LIKES DISCUSSIONS, DEBATES,
& SPEECHES

SPINS TALL TALES, TELLS
JOKES/LOVES HUMOR

ENJOYS EXPLORING PIECES OF
LANGUAGE

LIKES TO USE "FANCY" WORDS

Linguistic Learner
WORD-SMART



LINGUISTIC INTELLIGENCE:

The ability to think in words and to use language to express and appreciate complex meanings. It involves the ability to understand the order and meaning of words, explaining, teaching and learning, and linguistic skills. It is the most shared human competence.

YOU. . . have highly developed auditory skills, enjoy reading, writing, like to play word games, and have a good memory for names, dates, and places. You possess a well developed vocabulary, use language fluently, and are often able to spell words accurately and easily.

YOU THINK. . . in words.

YOU LOVE. . . reading, writing, telling stories, playing word games, etc.

YOU NEED. . . books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories.

ASK YOURSELF:

Do you –

1. Like to read books?
2. Like to read, write, listen to poetry?
3. Remember names, places, dates?
4. Like to do crossword or other word puzzles?
5. Tell stories or jokes well?
6. Easily persuade others?

CHARACTERISTICS

- Likes to write, read, and listen
- Enjoys spinning tall tales, telling jokes, and storytelling
- Has a very good memory for names, dates, and trivia
- Prefers to read than be read to
- Likes discussions, debates, and speeches
- Is a strong, successful reader
- Demonstrates details in writing
- Has highly developed auditory skills
- Possesses talent with rhyming, tongue twisters, and puns

- Can develop and appreciate alliterations
- Spells words accurately and easily
- Has well-developed vocabulary and uses language fluently
- Likes doing crossword puzzles or playing games
- Learns best by seeing, saying, and hearing language
- Often thinks in words
- Integrates sounds and words to maximize and fully develop the linguistic intelligence
- Enjoys exploring the bits and pieces of language

CAREERS:

Writer
Politician
Journalist
Actor/Actress

Editor
Preacher
Broadcaster
Lawyer

Public Speaker
Teacher
English/Writing Tutor
Translator

FAMOUS PEOPLE:

Maya Angelou
Abraham Lincoln

William Shakespeare
Walter Cronkite

J.K. Rowling
Ronald Reagan

INVENTORY:

- Books are very important to me.
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- I enjoy word games like Scrabble, Password, or Anagrams.
- I enjoy entertaining myself or others with nonsense rhymes or puns.
- Other people sometimes remark on my usage of vocabulary.
- English, social studies, and history were easier for me in school than math and science.
- When I drive, I pay attention to signs rather than the scenery.
- My conversation includes frequent references to things that I have read or heard about.
- I have written something recently that I was particularly proud of or that earned me recognition from others.
- I enjoy writing.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

define, memorize, record, list

COMPREHENSION:

discuss, restate, describe, explain

APPLICATION:

interview, dramatize, express, show

ANALYSIS:

interpret, compare, investigate, inquire, organize, survey, question, test

SYNTHESIS:

compose, create, predict, imagine

EVALUATION:

evaluate, revise, infer, deduce, predict

THE LINGUISTIC LEARNER:

CHARACTERISTICS

Likes to read books, write, and tell stories. Has a good memory for names, places, dates, and trivia information.

MATERIALS

Word-making tools, such as word processor, tape recorder, alphabet stamps; as well as many books, digital books, book-tape sets, and periodicals.

ACTIVITIES

Storytelling, oral reading, creative writing, audio taping, written and oral direction games, and joke telling. This child will enjoy writing reports and essays.

SPECIAL OUTINGS

Trips to the library, a bookstore, or a newspaper office. This child will enjoy a prose or poetry reading and a talk with an author.

IN SUMMARY

Various presidents, as demonstrated by their handling of press conferences, town meetings and impromptu speeches, have a well-developed gift for communication. They possess linguistic intelligence – a sensitivity to the sounds, structure, meanings, and functions of words and language. We appreciate this talent in our favorite authors and see it emerging in the child who easily memorizes stories and verses, lives to write, or has an advanced vocabulary.



SELENA GOMEZ CONCERT

SINGS

HUMS TUNES

LISTENS TO MUSIC

PLAYS AN INSTRUMENT

RESPONDS TO A BEAT

RECOGNIZES PITCH, RHYTHM,
AND TONE

IS SENSITIVE TO
ENVIRONMENTAL NOISES

REMEMBERS MELODIES OF
SONGS

LIKES TO COLLECT CDS

HAS A RHYTHMIC WAY OF
SPEAKING AND/OR MOVING

LEARNS BEST BY RHYME,
RHYTHM, AND REPETITION

STIMULATES THINKING AND
ACTIVITY THROUGH MUSIC

USES CHANTING TO DEVELOP
SKILLS

KNOWS WHEN MUSIC IS OFF
KEY

ENJOYS SKITS AND MUSICALS

WORKS BEST WHEN MUSIC IS
PLAYING

Musical Learner
MUSIC-SMART



MUSICAL INTELLIGENCE:

The capacity to be sensitive to pitch, rhythm, timbre, and tone, as demonstrated by composers, conductors, musicians, vocalists, and sensitive listeners. It involves the recognition, creation, and reproduction of music. There is often an affective connection between music and the emotions. Music has an impact on several components of your mind, including memory, imagery, and creativity.

YOU. . . Are sensitive to the sounds in your environment, enjoy music, and prefer listening to music when studying or reading. You appreciate pitch, rhythm and timbre, and often sing songs to yourself.

YOU THINK. . . via rhythm and melodies.

YOU LOVE. . . singing, whistling, humming, tapping feet and hands, listening, etc.

YOU NEED. . . sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.

ASK YOURSELF:

Do you –

1. Enjoy music?
2. Remember melodies of songs?
3. Keep time to music?
4. Like to have music on while working?
5. Know when a musical note is off key?
6. Like all kinds of music?

CHARACTERISTICS

- Is highly musical
- Identifies melodies from a short piece
- Is sensitive to a variety of sounds in the environment
- May play a musical instrument
- Learns by rhythms or songs
- Can tell when music is off key
- Prefers to have music on when studying or working
- Enjoys skits and musicals
- Remembers melodies of songs
- Collects records, tapes, or CDs
- Enjoys singing songs

- Keeps time rhythmically
- Learns concepts by putting information to music
- Prefers lessons using the 3 R's - rhyme, rhythm, and repetition
- Utilizes the beats and rhythms in language to create story meaning and language understanding
- Uses song lyrics to teach reading
- Likes chanting to develop skills
- Can usually be found tapping, humming, moving, or singing information

CAREERS:

Musician
Composer
Music Director
Disc Jockey

Singer
Songwriter
Choir Director

Conductor
Music Teacher
Record Producer

FAMOUS PEOPLE:

Bob Marley
B.B. King

Paul McCartney
Carlos Santana

Madonna
Celine Dion

INVENTORY:

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on radio, cassettes, or compact discs.
- I play a musical instrument.
- My life would be poorer if there were no music in it.
- I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
- If I hear a musical selection once or twice, I am usually able to sing it back accurately. I like to make-up my own special song.
- I have a good ear for different kinds of nonverbal sounds (dogs barking, wind blowing, birds chirping, etc.).
- I learn best by repetition, rhythm, and rhyme.
- When I work, I need music to stimulate my thinking and activity.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

know, memorize, repeat, copy, recall, name

COMPREHENSION:

recognize, express, describe, translate (into music)

APPLICATION:

demonstrate, practice, dramatize, show

ANALYSIS:

interpret, analyze, differentiate, arrange, group, organize

SYNTHESIS:

compose, arrange, construct, create

EVALUATION:

judge, appraise, value, assess, recommend

THE MUSICAL LEARNER:**CHARACTERISTICS**

Responds to music. Remembers melodies, notices pitch and rhythm. Is aware of surrounding sounds, such as the nearly audible ticking of a watch or a bird singing outside.

MATERIALS

Musical instruments, computerized sound systems, percussion objects, records, tapes, compact discs, and other materials for making music, including taping equipment.

ACTIVITIES

Needs music activities, including rhythm exercises. Learning often comes easier if things are set to music or to a beat. This child can gain information through ballads and other song lyrics.

SPECIAL OUTINGS

Visit music and instruments stores, meet musicians and songwriters, attend recitals, operas, and musicals.

IN SUMMARY:

The budding Bachs of the world wince at the sound of an off-key note and, at an early age, demonstrate an appreciation of rhythm, pitch, and timbre. They enjoy producing music by singing or playing an instrument, and, far from being distracted by sound, prefer to have music in the background as they study, read, work, and play.



RYAN SEACREST'S STAGE

Interpersonal Learner PEOPLE-SMART

UNDERSTANDS PEOPLE

IS A NATURAL LEADER

EXCELS AT BEING AN
ORGANIZER

COMMUNICATES EFFECTIVELY

MANIPULATES

MEDIATES CONFLICTS

SHARES, COMPARES, RELATES,
COOPERATES

HAS MANY FRIENDS

LEARNS BY RELATING AND
INTERACTING WITH OTHERS

ENJOYS TALKING TO PEOPLE

JOINS GROUPS

IS SENSITIVE TO MOODS OF
OTHERS

PREFERS SOCIAL ACTIVITIES

EXPRESSES EMPATHY AND
READILY GIVES ADVICE

DEBATES

USES WORDS TO INFLUENCE

EXCELS IN LISTENING,
NEGOTIATING, AND
PERSUADING

ENJOYS ACTIVITIES USING
PROBLEM-SOLVING SKILLS

LOVES A CROWD



INTERPERSONAL INTELLIGENCE:

The ability to understand and interact effectively with others. It involves effective verbal and non-verbal communication, the ability to note distinctions among others, a sensitivity to the moods and temperament of others, the ability to entertain multiple perspectives, and leadership as well as collaborative skills.

YOU... enjoy being around people, have many friends, prefer social activities, and learn best by relating and participating in cooperative learning groups. You express empathy for the feelings of others, can respond to the moods and temperament of other individuals, and enjoy participating in group activities.

YOU THINK. . . by bouncing ideas off other people.

YOU LOVE. . . leading, organizing, relating, manipulating, modeling, socializing, mediating, etc.

YOU NEED. . . friends, group games, social gatherings, community events, clubs, mentors/apprenticeships, etc.

ASK YOURSELF:

Do you –

1. Enjoy being around people?
2. Make friends easily?
3. Enjoy group activities?
4. Have empathy or "feel" for others?
5. Pick up on the moods of others?
6. Help others with problems?

CHARACTERISTICS

- Enjoys being around people
- Loves to talk and debate
- Likes to use words to influence
- May be a group leader
- Socializes a lot at home, at work, and at school
- Is good at conflict resolution
- Excels in listening, negotiating, and persuading
- Has empathy for others' feelings
- Can "read" social situations accurately
- Likes peer teaching, peer partners, and cooperative learning

- Has many friends
- Enjoys participating in many group activities
- Serves as the "family mediator" when disputes arise
- Responds to the moods and temperaments of other individuals
- Is a great organizer and communicator
- Enjoys activities where problem-solving skills are being utilized
- Learns best by relating, cooperating, and experiencing dynamic interaction with others

CAREERS:

Diplomat
Politician
Receptionist
Child Care
Actor/Actress

Leader
Clergy
Sales Representative
Coach
Business Person

Manager
Social Worker
Counselor
Teacher

FAMOUS PEOPLE:

Ronald Reagan
Aung San Suu Kyi

Cesar Chavez
Donald Trump

Mahatma Gandhi
Nelson Mandela

INVENTORY:

- I am the sort of person that people come to for advice at work or in my neighborhood.
- I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming or jogging.
- When I have a problem, I am more likely to seek out another person for help than attempt to work it out on my own.
- I have at least three close friends.
- I favor social pastimes such as board games and cards, over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, about subjects I know.
- I consider myself a leader (Other people call me that).
- I feel comfortable in the midst of a crowd.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evenings at a lively gathering than stay at home alone.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

define, repeat, recall, name, collect, tell

COMPREHENSION:

discuss, describe, explain, express, report, retell

APPLICATION:

interview, simulate, employ, dramatize, practice

ANALYSIS:

investigate, inquire, organize, survey, question

SYNTHESIS:

plan, propose, set-up, formulate, arrange

EVALUATE:

judge, decide, appraise, conclude, criticize, infer, recommend

THE INTERPERSONAL LEARNER:**CHARACTERISTICS**

Strong leadership skills. Understands people and is sociable. Skilled at organizing, communicating, mediating, negotiating.

MATERIALS

People are the most important resource. Arrange desks and chairs to encourage discussion. Have tape machines available to record interviews.

ACTIVITIES

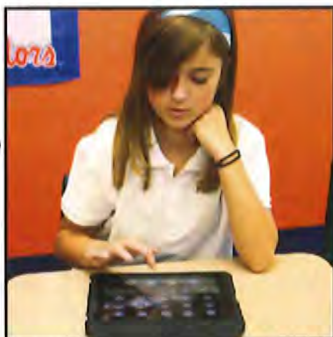
The ultimate group worker, this child often needs to talk to or even teach others in order to learn. Discussions, interviews, debates, and verbal problem-solving sessions are good activities. Encourage sharing and cooperation through group work.

SPECIAL OUTINGS

Social and cultural events. This child might like to meet newscasters, politicians, actors, salespeople, and others who communicate directly with people.

IN SUMMARY:

The most effective leaders - those who inspire, persuade and mobilize - possess interpersonal intelligences. Names like Martin Luther King, Jr., Mahatma Gandhi, and Nelson Mandela come to mind. Such individuals have the capacity to discern and respond appropriately to a person's mood, temperament, motivations, and desires. The very social youngster who easily influences or organizes his or her playmates or who picks up quickly on others' feelings could be tomorrow's diplomat or CEO.



DR. MARTIN LUTHER KING'S "I HAVE A DREAM"

Intrapersonal Learner

SELF-SMART

UNDERSTANDS
HIMSELF/HERSELF

PREFERS OWN INNER WORLD

HAS HIGH SELF-ESTEEM

WANTS SOLITUDE AND NEEDS
PRIVATE SPACE AND TIME

IS AWARE OF STRENGTHS,
WEAKNESSES, AND INNER
FEELINGS

POSSESSES SELF-CONFIDENCE

IS INDEPENDENT/STRONG
WILLED

IS AN "ORIGINAL" - ONE OF A
KIND

IS GOAL ORIENTED

NEEDS CHOICES

REACTS WITH STRONG
OPINIONS TO
CONTROVERSIAL TOPICS

FOLLOWS INSTINCTS

DREAMS TO ACTUALIZE THE
POSSIBLE

PURSUES OWN INTERESTS

PREFERS SELF-PACED
INSTRUCTION

ENJOYS REFLECTING,
THINKING, AND VISUALIZING

LEARNS BEST BY THEMSELVES
OR WHEN WORKING ALONE



INTRAPERSONAL INTELLIGENCE:

The capacity to understand oneself in terms of thinking and feeling and to use such knowledge in planning and directing one's life. It involves not only an awareness of the self but also of the human condition. This is one of the last intelligences to emerge.

YOU...prefer your own inner world, like to be alone, and are aware of you own strengths, weaknesses, and inner feelings. You have a deep sense of self-confidence, independence, a strong will, and motivate yourself to do well on independent study projects. You often respond with strong opinions when controversial topics are being discussed, and prefer to "march to the beat of a different drummer".

YOU THINK. . . deeply inside yourself

YOU LOVE. . . setting goals, meditating, dreaming, being quiet, planning

YOU NEED. . . secret places, time alone, self-paced projects, choices, etc.

ASK YOURSELF:

Do you –

1. Enjoy being by yourself?
2. Have some idea of your life goals?
3. Remember the events of your life pretty clearly?
4. Feel happy with yourself?
5. Feel comfortable being a bit different?
6. Like to work independently?

CHARACTERISTICS:

- Has a deep awareness of inner feelings, strengths, and weaknesses
- Has a strong self-will
- Possesses a sense of independence
- Is often self-directed and self-motivated (especially if interested)
- Reacts with strong opinions
- Learns best by themselves
- Wants solitude and needs private space and time
- Likes to pursue a personal hobby, interest, or project
- Has a deep sense of self-confidence
- Enjoys diaries, journals, and silent reading
- Likes independent games
- Needs time to reflect, think, and visualize
- Enjoys focusing and concentration exercises
- Needs silent time in order to concentrate

- Possesses intuitive ability
- Uses imagery to develop: reading comprehension, language understanding, and creativity
- Needs opportunities for independent study, self-paced activities, and individualized projects

CAREERS:

Psychologist
Theologian
Researcher

Philosopher
Counselor

Writer
Minister

FAMOUS PEOPLE:

Plato
Jaime Escalante

Sigmund Freud
Stephen King

Billy Graham
Henry David Thoreau

INVENTORY:

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counseling sessions or personal growth seminars to learn more about myself.
- I am able to respond to setbacks with resilience.
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.
- I have a realistic view of my strengths and weaknesses.
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.
- I keep a personal diary or journal to record the events of my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

memorize, name, repeat

COMPREHENSION:

translate, explain, express, restate

APPLICATION

solve, dramatize (alone), visualize

ANALYSIS:

compare, contrast, probe, investigate, dissect, question

SYNTHESIS:

compose, plan, design, assemble, create, imagine, hypothesize

EVALUATION:

value, infer, assess, choose

THE INTRAPERSONAL LEARNER:**CHARACTERISTICS**

Has a strong sense of self. Is confident, a bit of a dreamer, and prefers working alone. Good instincts about strengths and abilities. Follows through on interests and goals, asking for help as needed.

MATERIALS

Space for solitude. Include books and films about people who have "done their own thing" in the class collection. Make sure that some of the classroom games and collections are suitable for individual work.

ACTIVITIES

Provide individualized activities such as independent research projects or cumulative writing projects. Allow this child time alone to work on special interests such as writing poetry, putting together a collection, creating artwork, or even thinking.

SPECIAL OUTINGS

Spend time on quiet walks, encouraging thinking and meditating. This child might like to meet people who have successfully pursued unusual goals.

IN SUMMARY:

The intrapersonal child might choose one aspect of a class project and research it in depth. This child might enjoy spending time in the library, pursuing this project independently at his or her own pace. All of us enjoy times of being alone, and this intelligence helps us to be introspective and set personal goals.



JEFF CORWIN'S ANIMAL KINGDOM

HAS A LOVE FOR THE
OUTDOORS

INTERACTS WITH NATURE

LIKES TO SPEND TIME
OUTSIDE

OBSERVES WEATHER PATTERNS

LIKES TO LEARN ABOUT
NATURE

ENJOYS GARDENING

DOES EXPERIMENTS

NOTICES CHANGES IN THE
WEATHER

CLASSIFIES INFORMATION

USES MAGNIFIERS OR
MICROSCOPES TO STUDY
NATURE

ENJOYS HAVING PETS

APPRECIATES SCENIC PLACES

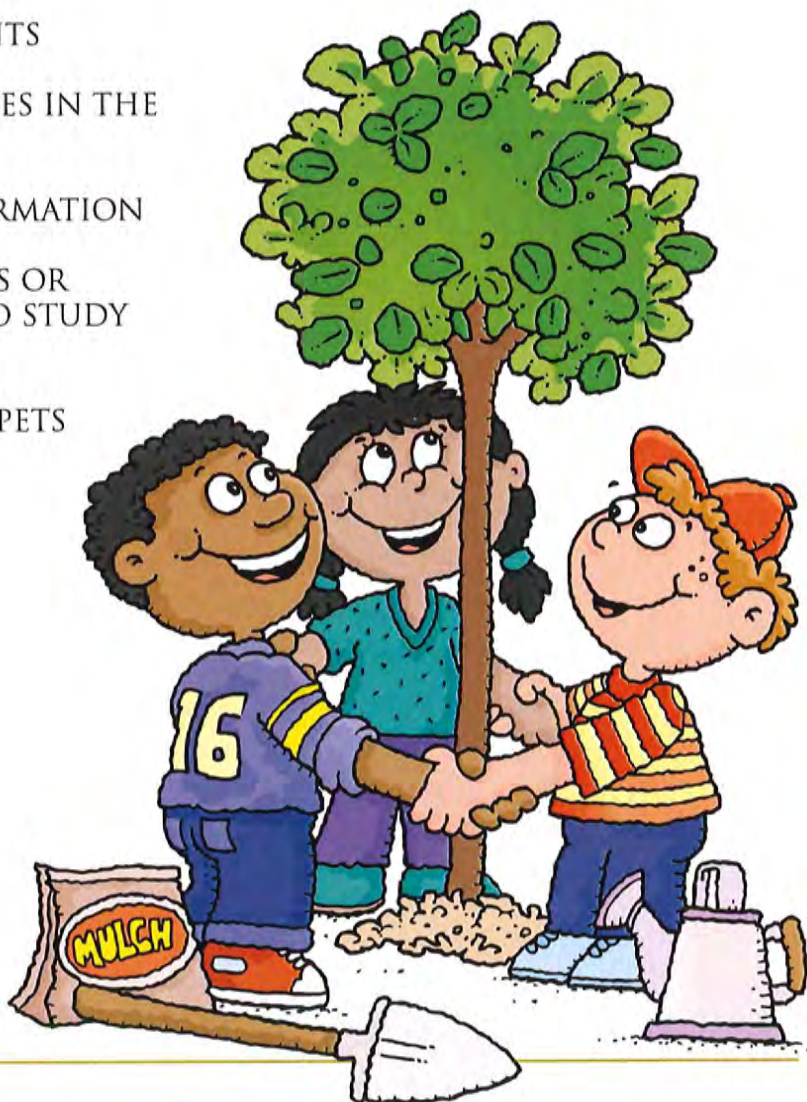
FEELS ALIVE WHEN IN
CONTACT WITH NATURE

LIKES TO CAMP, HIKE, WALK,
AND CLIMB

IS BOTHERED BY POLLUTION

IS ENVIRONMENTALLY
CONSCIOUS

Naturalist Learner
NATURE-SMART



NATURALIST INTELLIGENCE:

The ability to observe, understand, and organize patterns in the natural environment. It involves an expertise in the recognition and classification of plants--all variety of flora and fauna, rocks and minerals, and animals. Has a love for the outdoors and interacts effectively with nature and is gifted at nurturing and growing things, as well as having the ability to care for and interact with animals.

YOU...show an understanding of natural phenomena and are acutely aware of how you relate to your surroundings and where you fit into it. You are gifted at nurturing and growing things, and have the ability to care for and interact with animals.

YOU THINK. . . through being involved with the environment

YOU LOVE. . . observing nature, collecting data, gardening, caring for pets

YOU NEED. . . to spend time outdoors, study nature, hike, visit museums of natural history, and observe animals at zoos.

ASK YOURSELF:

Do you –

1. Keep notebooks with pictures of objects in nature?
2. Like to spend your time outside and observe the environment?
3. Like to take nature walks or field trips?
4. Observe weather patterns?
5. Feel that having a pet makes you happy?
6. Enjoy working in a garden?

CHARACTERISTICS:

- Collects and organizes objects from the natural world
- Likes to study and learn about nature
- Enjoys gardening
- Does experiments
- Notices changes in the weather
- Classifies information
- Uses magnifiers or microscopes to study nature
- Enjoys having pets
- Appreciates scenic places
- Feels alive when in contact with nature
- Likes to camp, hike, walk, and climb
- Notices nature above all other things

CAREERS:

Conservationist
Animal Trainer
Botanist
Marine Biologist

Gardener
Park Ranger
Zookeeper
Ecologist

Farmer
Scientist
Geologist
Veterinarian

FAMOUS PEOPLE:

Charles Darwin
Jacques Cousteau

Jane Goodall
Dian Fossey

Bindi Sue Irwin
William D. Boyce

INVENTORY

- I have keen sensory skills—sight, sound, smell, taste, and touch.
- I like to be outside or like outside activities like gardening, nature walks, or field trips.
- I notice patterns easily from my surroundings—likes, differences, similarities, anomalies.
- I am interested in and care about animals or plants.
- I am interested in television shows, videos, books or objects from or about nature, science or animals.
- I create, keep, or have collections, scrapbooks, logs, or journals about natural objects—these may include written observations, drawings, pictures, photographs, or specimens.
- I show a heightened awareness and concern of the environment and/or for endangered species.
- I easily learn characteristics, names, categorizations, and data about objects or species found in the natural world.
- I notice things in the environment others often miss.
- I find it boring to be indoors for long periods of time.

TEACHER APPLICATION:

(Bloom's Taxonomy Verbs)

KNOWLEDGE:

identify, describe, recognize, label, record, study

COMPREHENSION:

characterize, compare, interact, observe, relate, understand

APPLICATION

adapt, investigate, organize, predict, produce, respond to animals

ANALYSIS:

catalog, categorize, chart, classify, examine, inspect, point out

SYNTHESIS:

adopt, arrange, collect, compile, cultivate, gather, hypothesize

EVALUATION:

appreciate, assess, choose, justify, measure, prioritize, rate, verify

THE NATURALIST LEARNER:

CHARACTERISTICS

Is good at recognizing and classifying both the animal and plant kingdoms, and loves being outdoors to interact with nature.

MATERIALS

Microscopes, magnifiers, telescopes, binoculars, and nature books are important learning tools. Provide plenty of outdoor experiences in order to maximize the learning capabilities.

ACTIVITIES

Draws or photographs natural objects; labels and mounts specimens. This child likes to participate in wildlife protection projects, and enjoys gardening and caring for animals.

SPECIAL OUTINGS

Visits zoos, botanical gardens, and museums of natural history. They prefer camping, hiking, and field trips to national parks.

IN SUMMARY:

The naturalist child loves to be outdoors and enjoys any activity that involves the environment. They have an appreciation of nature and everything in it, especially plants and animals. Allow them the opportunity to own and care for pets, maintain a collection of objects, grow plants, and take frequent nature walks. In addition, much time needs to be spent in observing their surroundings and understanding their relationship to the world around them.



Theory of Multiple Intelligences DOMAINS OF INTELLIGENCE



Word Smart		Number Smart		Picture Smart		Music Smart	
							
Linguistic Learner	LIKES TO read write tell stories give speeches tell jokes/spin tall tales	Logical/Mathematical Learner	LIKES TO do experiments figure things out work with numbers ask questions analyze & make predictions	Spatial Learner	LIKES TO draw, build, design & create things daydream view pictures/movies see/use colors	Musical Learner	LIKES TO sing and hum tunes listen to music play an instrument collect CDs watch musicals
	EXCELS AT memorizing trivia writing using extensive vocabulary spelling playing word games		EXCELS AT mathematics reasoning logic problem solving using technology		EXCELS AT using imagination sensing environment mazes/puzzles reading maps & charts visual arts		EXCELS AT picking up sounds remembering melodies noticing pitches/rhythms keeping time singing songs
	LEARNS BEST BY reading writing speaking hearing & seeing language discussions and debates humor incorporated in learning		LEARNS BEST BY categorizing classifying working with abstract patterns/relationships using the computer making time to complete tasks		LEARNS BEST BY visualizing dreaming stimulating environment working with colors/pictures audio/visual materials		LEARNS BEST BY rhythms, rhyme & repetition information put to a beat playing music while working performing in skits & musicals using song lyrics to memorize
Body Smart		People Smart		Self Smart		Nature Smart	
							
Bodily/Kinesthetic Learner	LIKES TO move around work with hands use body language exercise gesture frequently	Interpersonal Learner	LIKES TO solve problems talk to people join groups and clubs be a leader have lots of friends	Intrapersonal Learner	LIKES TO work independently pursue own interests have strong opinions work on independent games have many choices	Naturalist Learner	LIKES TO garden hike, camp, walk & climb care for pets & wildlife recycle spend time outdoors
	EXCELS AT physical activities sports/dance crafts drama/acting mechanics		EXCELS AT understanding people leading others socializing persuading others mediating conflicts		EXCELS AT understanding self focusing inward on feelings/ dreams pursuing interests & goals being original		EXCELS AT collecting categorizing recognizing plants & animals understanding native surroundings recycling
	LEARNS BEST BY doing moving role playing hands-on experiences action packed stories/drama		LEARNS BEST BY working in a group cooperating with others sharing their ideas communicating debating		LEARNS BEST BY individualized projects self-paced instruction having private space & time working independently reflecting, thinking, & visualizing		LEARNS BEST BY classifying information observing doing experiments using telescopes & binoculars exploring the environment

be a winner "touch 'em all"



Stage 1

AWAKENING THE INTELLIGENCES

We can stimulate areas of the brain/mind/body system to certain capabilities that may be dormant. Exposing our students to the different activities and materials is enough to awaken or turn on different intelligences.

Stage 2

AMPLIFYING THE INTELLIGENCES

Each of the intelligences can be enhanced, strengthened, and improved—the more we practice the better we become. The goal of this stage is to develop the intelligence areas in which one is uncomfortable or weak.

Stage 3

TEACHING WITH THE INTELLIGENCES

Once an intelligence has been awakened and its skill learned, we can now use that intelligence for gaining information and acquiring knowledge. The goal is to present lessons using different ways of knowing in order to master academic material.

Stage 4

TRANSFERRING THE INTELLIGENCES

This stage integrates all the intelligences into one's daily living – this includes learning how to apply the intelligences in solving problems and meeting challenges in the world beyond the classroom.

Wow! LET'S TEACH THE M.I. WAY

BODILY KINESTHETIC ACTIVITIES

- Act out or dramatize skits/charades/mimes
- Choreograph a dance
- Make a model/construction
- Spelling words while jumping or using body as letters
- Hands-on materials and manipulatives
- Tactile materials and experiences
- Computer
- Outdoor activities and P.E.
- Movement games such as Twister, hopscotch, bean bags
- Equipment such as clay, Legos, balance beam, balls, bats, rackets
- Touch and feel books
- Movements to learn skills (jump, skip, hop, etc.)

BODILY-KINESTHETIC MATERIALS

Model kits

Balance beam

Blocks

Crafts

Playdough/clay

Construction sets

Puzzles

Nerf equipment

Hands-on equipment (*such as bikes, rackets, balls, beanbags, ropes, bats*)

Games (*such as Twister, relays, hopscotch, obstacle course*)

Costumes and props (*such as dress up clothes, hats, puppets*)

LOGICAL MATHEMATICAL ACTIVITIES

- Sequence/order of events/timelines
- Cause and effect questions
- Venn diagrams
- Compare/contrast/categorize
- Measurement/estimation
- Graphs/lists/charts
- Strategy games like chess, checkers, puzzles
- Number games and puzzles
- Problem solving/logic
- Computers and technology

- Grouping/sorting/classifying
- Calculators and adding machines
- Patterning
- Science activities and experiments
- Math manipulatives
- Arrange spelling words in order
- "If...,then...." syllogism
- Greater than and less than
- Brain teasers and mental math

LOGICAL-MATHEMATICAL MATERIALS

Calculators

Computers

Adding Machine

Dice/Cards

Number flashcards

Play money

Science Equipment

Manipulatives (*such as pattern blocks,tangrams,unifix cubes*)

Measuring tools (*such as rulers,balancing scales,measuring cups*)

Strategy games (*such as chess, checkers, Mastermind, cribbage*)

SPATIAL ACTIVITIES

- Draw pictures to show words or concepts
- Picture books, illustrations, pop-up book, comic books, color books
- Videos, pictures, photographs, slides, drawings,A-V equipment
- Posters, graphs, diagrams, jigsaw puzzles, mazes, maps, charts
- Create a mural, bulletin board, photo album, poster, drawings
- Math with graphs, tangrams, rulers, picture and mental math
- Use art to show comprehension
- Spelling words using rainbow words and pictures
- Games such as Pictionary,Aggravation, Rubik's cubes, tic-tac-toe
- Painting, collage, sculpture, art work, and art materials

SPATIAL MATERIALS

Jigsaw puzzles

Collage materials

Video equipment

Visuals (*such as charts, posters, graphs, prints, mazes, maps, photos, pictures*)

Art materials (*such as paints, clay, markers, chalk, crayons, stamps, stencils*)

Games (*such as Pictionary, tic-tac-toe, Rubik's Cube, Twister, Aggravation*)

LINGUISTIC ACTIVITIES

- Worksheets and word cards and flash cards
- Write stories, poems, journals, letters, newsletters
- Read books, newspapers, encyclopedias, magazines
- Oral speaking, debate, interview, discuss, tell
- Phonics, word families, rhyming
- Partner and shared reading
- Word games (Password, Scrabble, crossword puzzles)
- Computer word processing and keyboarding
- Learn spelling words by writing the words
- Make sentences or story for spelling and vocabulary words
- Use dictionary and learn definitions
- Listen to oral presentations and books on tape
- Research and make presentation
- Compile word list/word bank
- Word problems or story problems for math
- Talking books and cassettes

LINGUISTIC MATERIALS

Books

Magazines

Newspapers

Computer

Typewriter

Pocket Charts

Encyclopedias

Dictionary

Thesaurus

Paper and pencils

Tape recorder

Journals

Anagrams

Crossword Puzzles

ABC stamps & magnetic letters

Word games (*Scrabble, Boggle, Password, Wheel of Fortune*)

MUSICAL ACTIVITIES

- Rhyme, rhythm, repetition
- Songs, poems, chants, raps
- Play appropriate background music
- Books with sing-along tapes
- Computer musical software
- Cassettes, CDs
- Write words to familiar tunes to learn basic skills

- Spell words to music or on a piano
- Tongue twisters to practice sounds
- Jump rope rhymes
- Sound effects for math symbols
- Songs or raps for math skills ((multiplication, etc.)
- Rhythm instruments

MUSICAL MATERIALS

Rhythm instruments

CDs/CD player

Autoharp

Keyboard

Cassettes/recorder

Poetry books

Headphones

Musical software

INTERPERSONAL ACTIVITIES

- Take turns reading paragraphs or pages
- Partner reading
- Communicating and problem solving
- Cooperative groups
- Spelling bee
- Projects or problems to solve together
- Interactive books
- Form study groups
- Teach another student
- Read to or with another student
- Conduct a class meeting
- Reader's theater
- Participate in group presentation or performance

INTERPERSONAL MATERIALS

Projects to work on together

Tables for small group work

Choral/partner reading

Cooperative board games

Drama, skits, and plays

Teams

INTRAPERSONAL ACTIVITIES

- Opportunities to read silently
- Flash cards by yourself
- Journals and diaries

- Self-correcting workbooks
- Reading corner
- "All About Me" books
- Independent projects
- Stories about character development
- Describe how you feel or your personal philosophy
- Choices of topics for independent research and reading
- Keep special book of favorite word log or book log
- Choose own method for showing comprehension

INTRAPERSONAL MATERIALS

Independent projects

Quiet place to work

Journals, diaries, blank books

Biographies

Stories about character development

Computers

NATURALIST ACTIVITIES

- Labeling and mounting specimens from nature
- Organizing collections
- Observing nature
- Noticing changes in the environment
- Categorizing objects
- Keeping notebooks
- Using binoculars or telescopes to study nature
- Nature hikes or field trips in nature
- Gardening
- Caring for pets
- Setting up winter feeding stations for wild animals or birds
- Visiting zoos and botanical gardens
- Drying flowers

NATURALIST MATERIALS

Telescope

Gardening tools

Nature books

Magnifying glass

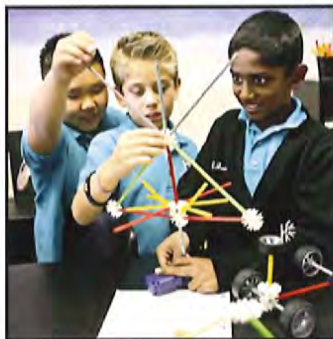
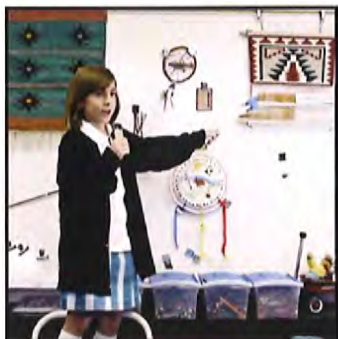
Microscope

Hiking boots

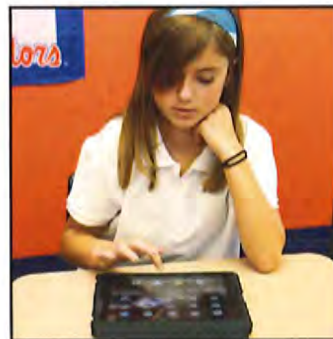
Journals/notebooks

Collections for nature

Lessons for Multiple Intelligences

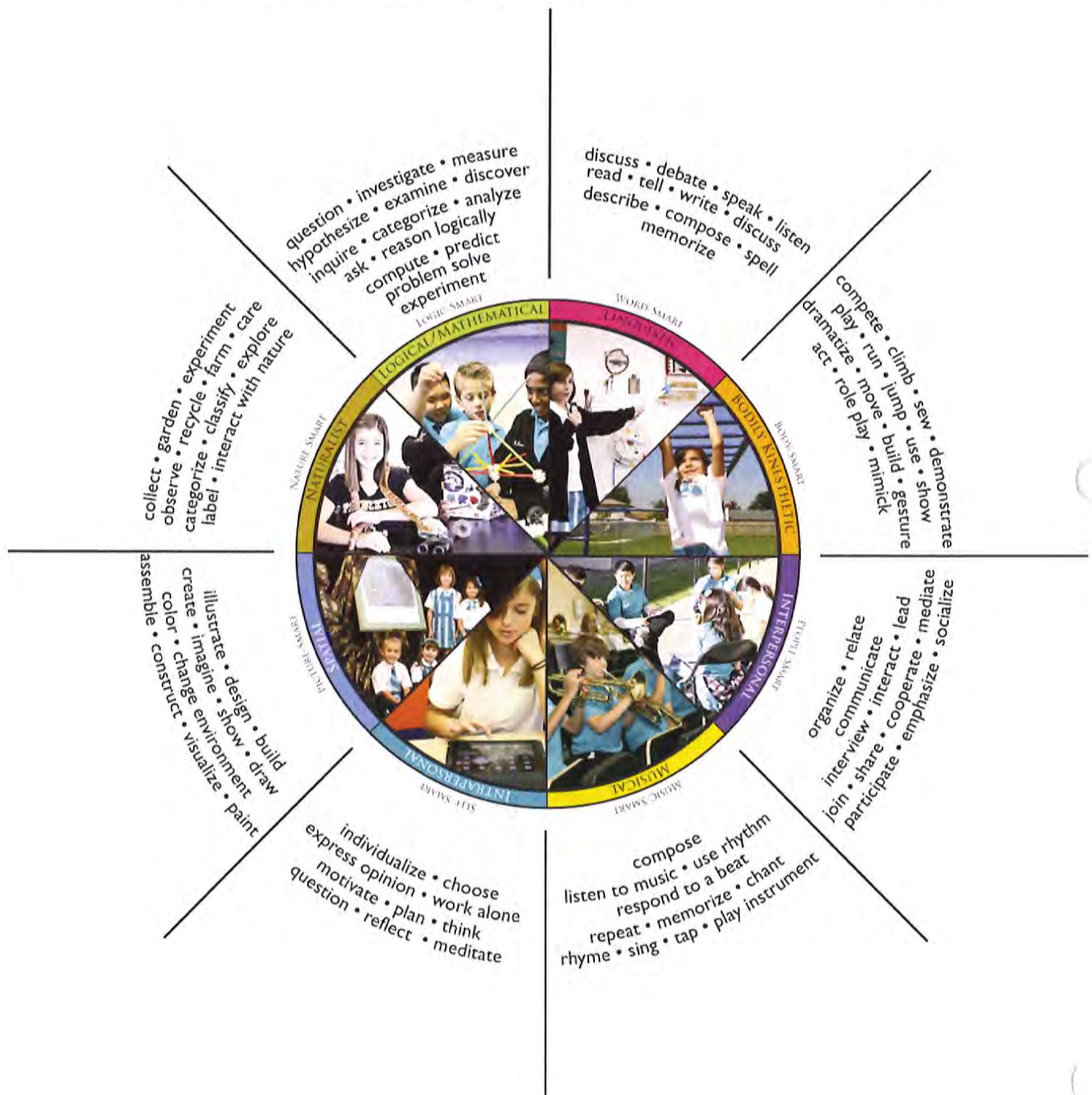


WAYS TO WIN!!



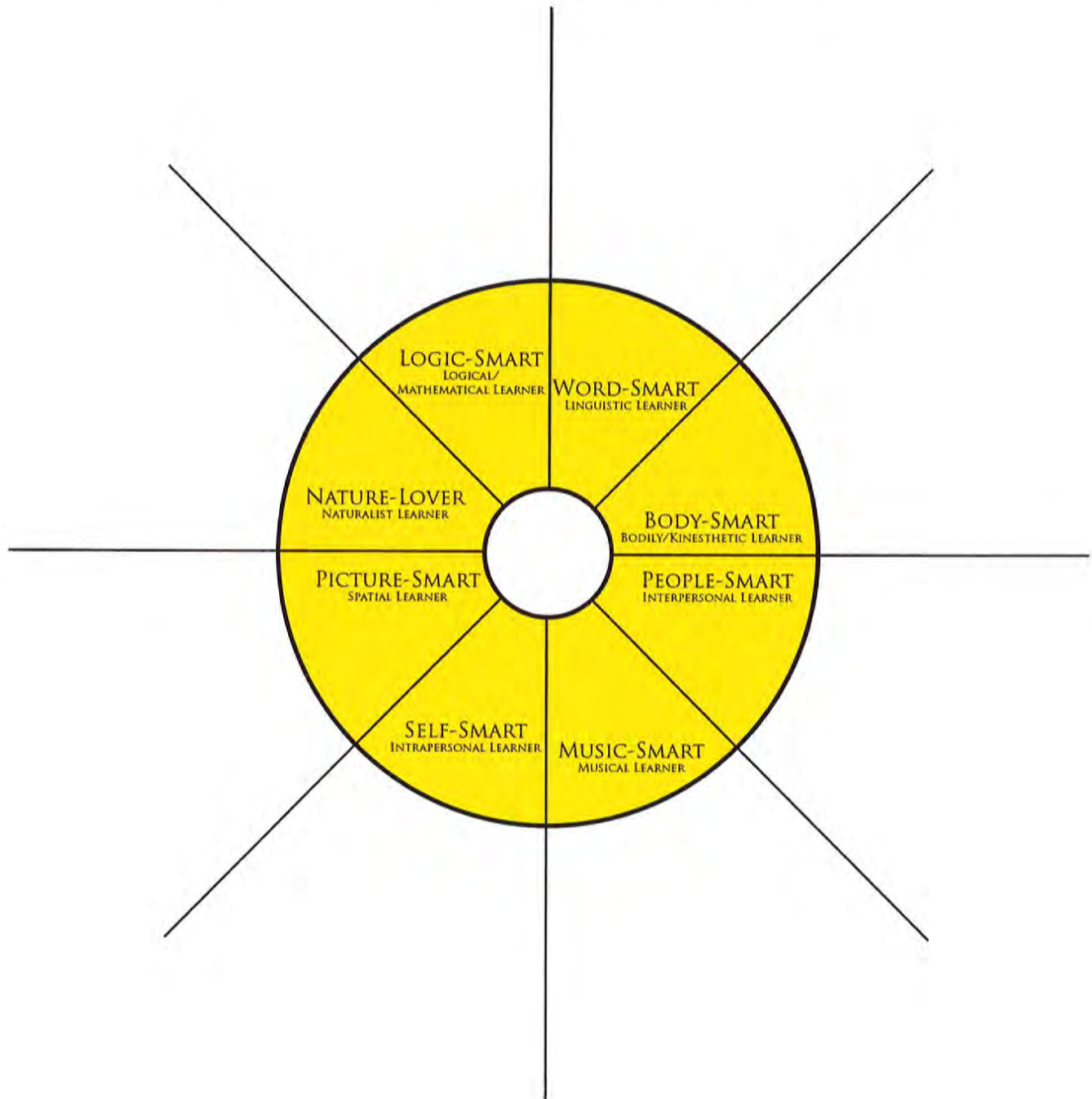
MULTIPLE INTELLIGENCES

Lesson Planner Guide



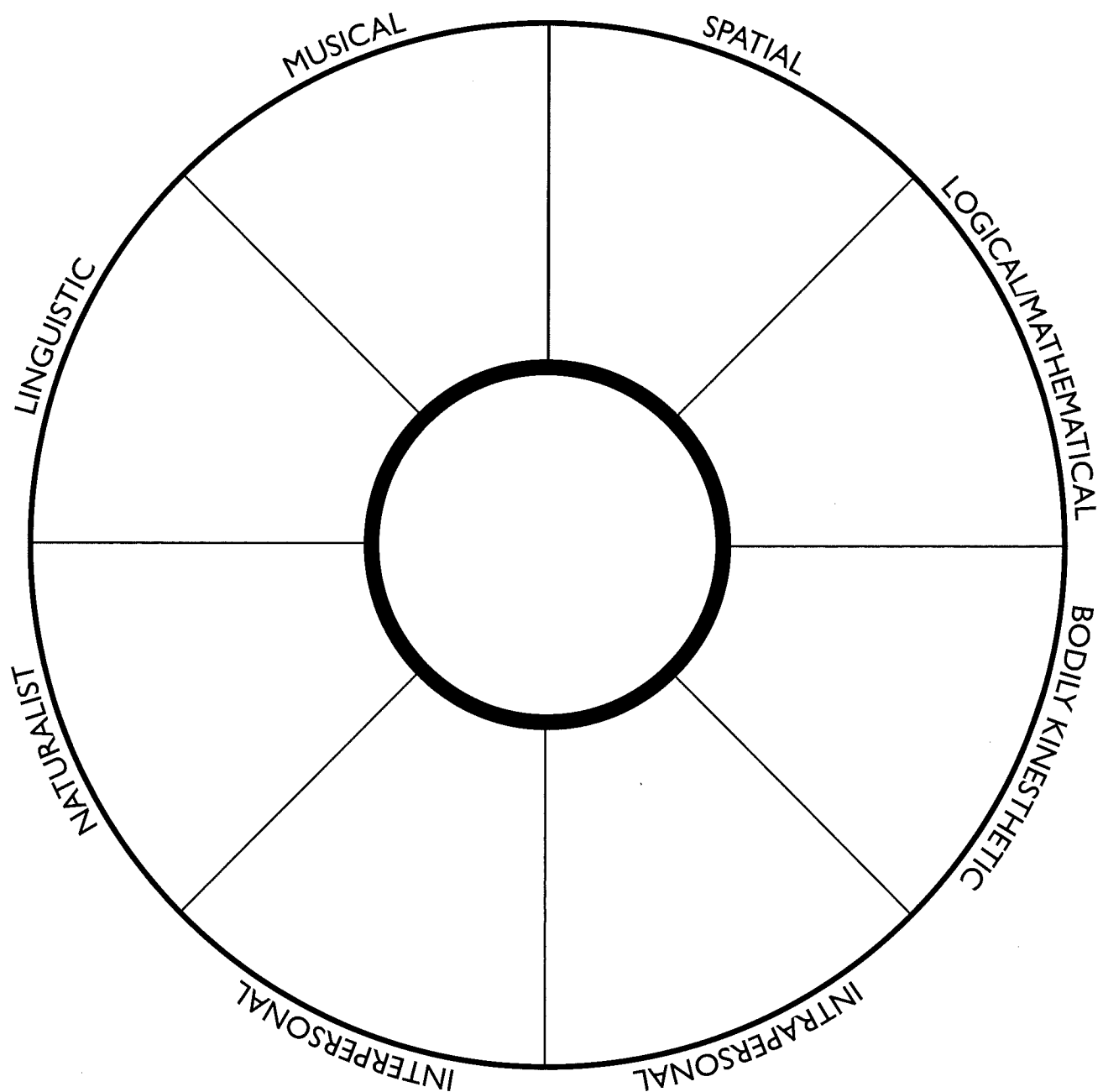
Lesson Planner

MULTIPLE INTELLIGENCES



LESSON

MULTIPLE INTELLIGENCES – ACTION PLAN



ACKNOWLEDGEMENT

We gratefully acknowledge the following authors for
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WORLD LANGUAGE TRANSLATORS STAFF

EMPLOYEE NAME	WORLD LANGUAGE	AVAILABILITY
Claudia Divito Jesse Rodriguez Dr. Eric Beam Daisy Mota	Spanish	Daily
Serena Mauretelli	Italian	Tuesday, Wednesday, Thursday
Helen Slama	German	Tuesday, Wednesday, Thursday
Helen Slama	French	Daily
Sally Song Letitia Liao	Chinese Mandarin	Tuesday, Wednesday, Thursday

World Language Translators Parent Volunteers

EMPLOYEE NAME	WORLD LANGUAGE	AVAILABILITY
Wejin Hariadi	Tagalog	As Needed
Jose Tolentino	Spanish	As Needed



OXFORD
PREPARATORY ACADEMY

Academic Strategic Success Plan

Possible Candidate for Retention

The Academic Strategic Success Plan is used to inform parent(s)/guardian(s) that their child's work is falling below academic expectations and is now considered "at risk", which could result in retention. - Approved Charter Petition

Student: _____ D.O.B. _____

Teacher: _____ Grade: _____ Academic Strategic Success Plan Date: _____

Pertinent Background Information: ☐ Prior Retention in grade: _____ ☐ Prior recommendation for retention in grade: _____

☐ Previous Psycho-Educational Assessment / Grade : _____

☐ Previous SST ☐ IEP ☐ 504 ☐ Highly Gifted ☐ Health Concerns _____

☐ Previous A.S.S.P. for Grade(s): _____ ☐ ELA ☐ Math ☐ Behavior

Special Instructional Considerations: _____

Qualifying Criteria for Intervention Plan				Interventions (Check all that apply)	1	2	3
Report Card	Trimester Grade			Student Success Team Meeting Held			
	1	2	3	Small Reading Group Instruction			
English-Language Arts				Small Math Group Instruction			
Math				Excellence Academy - ELA			
Assessment(s)				Excellence Academy - Math			
Basic Phonics Skills Test (BPST) Results (Grades K – 3):				Peer Tutoring			
<input type="checkbox"/> Below Grade Level <input type="checkbox"/> Far Below Grade Level				Tutoring From Adult Volunteer			
California Assessment of Student Performance and Progress (Grades 3 – 8):				Modified Assignment(s)			
English-Language Arts Level:				Behavior Contract			
Specific student performance levels to be determined				Parent Contract Re: Absences			
Math Level:				Parent Contract Re: Homework			
Specific student performance levels to be determined				Special Classroom Seating			
<input type="checkbox"/> Classroom Assessments: ELA _____ Math _____				Online/Audio Text Books			
<input type="checkbox"/> Teacher Observations				Other:			
Other Criteria: <input type="checkbox"/> Absences # _____ <input type="checkbox"/> Tardies # _____							
<input type="checkbox"/> Behavior Grade _____							

Progress Evaluation						
Progress Status	Trimester					
	1		2		3	
	ELA	Math	ELA	Math	ELA	Math
Meeting Grade Level Standards						
*Grade Level Standards Not Met						

**Students not meeting grade level standards in ELA and/or Math by the end of the third trimester may be recommended for retention. Students will not be retained more than one year.*

For Administrative Use Only

End of Year/Promotion-Retention Committee Decision:

Recommend for Retention: ____ Yes ____ No

Mid-Trimester (1st)

Teacher Signature _____ Date _____

Parent(s) Signature _____ Date _____

Mid-Trimester (2nd)

Teacher Signature _____ Date _____

Parent(s) Signature _____ Date _____

Mid-Trimester (3rd)

Teacher Signature _____ Date _____

Parent(s) Signature _____ Date _____

White - School Copy

Yellow - Parent Copy

Pink - Parent Copy

Goldenrod - Parent Copy

Oxford Preparatory Academy Program for the Gifted

Program Overview

Oxford Preparatory Academy (Oxford Prep) is committed to providing students who have been identified as “Gifted” or “Highly Gifted” in kindergarten through eighth grade with unique learning experiences that focus on both academic rigor and the social-emotional needs of the student.

At Oxford Prep, two levels of gifted service are provided, our program for students that are identified as *Gifted* and a second tier for students identified as *Highly Gifted*.

Gifted Program

Oxford Prep’s school environment focuses on the premise that all children are gifted and can learn.

Teaching the content of the standards through all eight intelligences allows 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 meet the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore ensures that they will successfully meet the State Standards.

Additionally, the staff is constantly given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development. The Multiple Intelligences Lesson Planner Guide (see attached), is one resource professors use to plan units of study.

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; thus producing optimum educational success for all Oxford Prep students.

Utilizing the Theory of Multiple Intelligences, students have opportunities to participate in a wide variety of lessons that encourage them to use their dominant intelligences and develop others. They 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. The following is a list of the eight Intelligences and a brief description of each:

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.

Oxford Preparatory Academy Program for the Gifted

Identification Process

Oxford Preparatory Academy utilizes Multiple Intelligences Inventories to assess student giftedness. These Multiple Intelligences Assessments can be used with children as young as two years of age to gain an understanding of how they learn. All students are assessed in the beginning of the school year to determine the modalities in which they best learn.

Program for the Highly Gifted

Highly Gifted students in grades 3-8 are equally distributed among all general education classrooms in that grade. All *Highly Gifted* identified students may receive ongoing, differentiated learning, including literature circles, acceleration of the curriculum, and the use of depth and complexity in questioning. Appropriate pacing and acceleration are used to challenge each student to reach his/her maximum potential. In addition, the school's philosophy of Multiple Intelligences enhances the total educational program for all gifted students.

These are the basic elements prevalent in each *Highly Gifted* child's educational course of study:

Cognitive Domain (Academic)

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

Affective Domain (Social/Emotional)

- As necessary, Oxford Prep contracts with a licensed counseling service, made available for social/emotional development
- Community-based service projects
- Flexible Grouping utilized to introduce new experiences, build a community of learners, and develop social skills

Identification Process

The identification process begins with a referral from the classroom professor or a *Parent Nomination & Permission to Assess* referral form from the parent/guardian for a student currently in grades three through eight. A brochure about the *Highly Gifted* program and a parent survey are sent to the parent/guardian, as well as a survey to the professor. Upon receipt of *Parent Nomination & Permission to Assess* form, a *Highly Gifted* assessment (the assessment varies with grade/age level) is administered.

A collection of data that reflects the broad spectrum of each student's abilities and needs, and a multi-dimensional identification procedure is used during the identification process. Multiple sources are used to

Oxford Preparatory Academy

Program for the Gifted

determine eligibility for program placement. Once identified, a student remains identified as a *Highly Gifted* student while enrolled at Oxford Prep. Students may be identified in the following categories: *General Intellectual Ability, Specific Academic Aptitude, Leadership Ability, Creative Ability, Psychomotor Ability, and Visual and Performing Arts (music, dramatics, and/or art)*. Ethnicity, disability, significant medical factors, and significant economic factors may be used to aide eligibility.

The identification process includes search, assessment, documentation, review, and identification and placement. Identification of students eligible for placement in the *Highly Gifted* program is a shared responsibility of the administration, professors, and other staff members at Oxford Prep.

The following criteria, as described below, is utilized when identifying students for *Highly Gifted* program placement:

- General Intellectual Ability (performance on the CST's [2013 results] or Smarter Balanced Assessments), and the OLSAT (Otis Lennon School Ability Test)
- Specific Academic Aptitude (performance on the CST's [2013 results] or Smarter Balanced Assessments), and the OLSAT (Otis Lennon School Ability Test)
- Leadership ability (as measured by a portfolio, presentation, or other means of identification by the Program for the Gifted review team)
- Creative ability (as measured by a portfolio, presentation, or other means of identification by the Program for the Gifted review team)
- Psychomotor Ability (as measured by a portfolio, presentation, or other means of identification by the Program for the Gifted review team)
- Exceptional aptitude in Visual and Performing Arts: Music, Dramatics, and/or Art (as measured by a portfolio, presentation, or other means of identification by the Program for the Gifted review team)
- Other considerations/impact factors, such as socio-economic status, language proficiency (e.g. English Learner), Special Education, health issues, etc.

Instructional Program

Within grade levels, professors develop units of study that extend the depth and complexity of learning for the *Highly Gifted* 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 are 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 have the opportunity to extend their understanding during discussions with their professors and peers, introducing them to new experiences, and aiding in their development of social skills. Professors utilize the enrichment activities that are provided in the adopted textbooks and programs to provide differentiated instruction for their identified *Highly Gifted* students in specific curricular areas. Additional sources are used to provide a wider variety of learning materials for these *Highly Gifted* students. The differentiated instruction is provided instead of, not in addition to, the regular assignments.

Students have the opportunity to pretest in the core subject areas. Curriculum is 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 also participate in a school-day program, "M.A.J.O.R.S.," held on occasion throughout the school year, which

Oxford Preparatory Academy

Program for the Gifted

allows students to select courses based on their interests, incorporating the Theory of Multiple Intelligences. Additional field trips that enhance the educational program are also included in the program.

Utilizing the Theory of Multiple Intelligences, students have opportunities to participate in a wide variety of lessons that encourage them to use their dominant intelligences and develop others. They 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.

In addition to the standards-based curriculum, world language training is included. Extended technology training is provided, allowing students to develop tools for presenting their research material.

Formative and summative assessments are used to determine learning opportunities and to measure depth and complexity of understanding. In-depth analysis of standardized test data is used to determine areas of strength for each student. Achievement and mastery of concepts and standards is 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 is added to the course of study based on assessed student performance.

Instructional Methodology – Highly Gifted Strategies

Since the vision of Oxford Prep states that all students are unique and gifted individuals, the staff uses teaching strategies for all students that are recommended for differentiating the curriculum for gifted students. Gifted 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. Revised Bloom's Taxonomy is a focal point of this instructional program.

Depth and Complexity

Depth and complexity concepts encourage abstract thinking and big ideas. Using these strategies, professors are 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.

Oxford Preparatory Academy

Program for the Gifted

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 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 gifted 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).

Instructional Methodology - Revised Bloom's Taxonomy

Oxford Prep incorporates the Revised 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 the Revised Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

1. **Creating:** Generating new ideas, products, or ways of viewing things, designing, constructing, planning, producing, inventing
2. **Evaluating:** Justifying a decision or course of action, checking, hypothesizing, critiquing, experimenting, judging
3. **Analyzing:** Breaking information into parts to explore understandings and relationships, comparing, organizing, deconstructing, interrogating, finding
4. **Applying:** Using information in another familiar situation, implementing, carrying out, using, executing
5. **Understanding:** Explaining ideas or concepts, interpreting, summarizing, paraphrasing, classifying, explaining
6. **Remembering:** Recognizing, listing, describing, retrieving, naming, finding

Oxford Preparatory Academy Program for the Gifted

Primary Rapid Learners (PRLs)

Transitional kindergarten, kindergarten, first and second grade students may be identified as Primary Rapid Learners. These students are 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.

Identification Process

Oxford Prep staff search and assess whether a student will be nominated as a Primary Rapid Learner (PRL). Once nominated, the classroom professor completes a Primary Rapid Learner Inventory. Students identified as PRLs are provided a more rigorous and challenging curriculum. These students may also be eligible for nomination for the *Highly Gifted* program once eligible.



SOC LOTTERY PROTOCOL

“We believe in keeping families together”

Oxford Preparatory Academy (Oxford Prep) conducts an Open Enrollment for thirty (30) days in the spring of each year for parents who are interested in enrolling their child(ren) for the next school year. During that time, parents are given the opportunity to complete the enrollment requirements for attendance at Oxford Prep, and to fill out and submit the Student Enrollment Application.

The Oxford Prep Charter Petition, Element 8, states: *“Following the open enrollment period each year, applications are 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.”*

The following are the lottery procedures:

- 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 agreement between the Charter School and its Chartering Agency;
- The lottery shall draw student names from a general pool of ballots;
- A representative of Oxford Prep shall draw the student names;
- As each student's name is drawn in their grade level, they are placed in either an opening or on the waiting list;
- As long as there are openings when a student's name is drawn, their siblings are placed either in an opening or on the Sibling Priority Wait List at his/her grade level; and
- The drawing shall continue until all names are drawn.

When we receive more applications than we have openings, a random public drawing/lottery is conducted to establish **Placement, Sibling Priority, and Waiting** lists for each grade level.

In addition to the existing students who are guaranteed enrollment, as stated in the Oxford Prep petition, the “hierarchy of exemptions and preferences for enrollment” must also be followed. Students qualifying for these exemptions and preferences may be found in the Charter Petition, Element 8, Section E and/or in the agreement between the Charter School and its Chartering Agency.

To comply with the Oxford Prep Charter Random Public Drawing/Lottery process, including the “hierarchy of exemptions and preferences for enrollment,” the following will take place:

1. Children of staff members will be placed first in any openings, then children of Founding Families. The total number of students receiving enrollment exemptions and preferences as children of staff and Founding Families shall not exceed 10% of the total enrollment.
2. Siblings of currently enrolled students will be placed next. When there are not enough openings to accommodate the siblings, students will be placed on the Sibling Priority List. The order on the Sibling Priority List will be determined by the students' previous lottery number. These siblings will not be a part of the random public drawing; the Sibling Priority List remains on-going and does not expire at the end of the year.
3. Students who reside in the CUSD and attend in-District Program Improvement (PI) schools will then be placed. When there are not enough openings to accommodate these students, they will be placed on the PI Waiting list.

4. All other students who enrolled during the Open Enrollment Period, whether they reside within the Capistrano Unified School District (CUSD) or outside of the CUSD will be included in the lottery.
5. Those students who reside in the CUSD will be given a “weighted” preference during the lottery. It will be a 5:1 ratio. This is to comply with the “hierarchy of exemptions and preferences for enrollment” and with federal guidelines of the Public Charter Schools Grant Program (PCSGP) for grant funding. The federal government requires that a charter school may not have separate lottery pools, but they may have weighted lotteries.

OXFORD PREPARATORY ACADEMY RANDOM PUBLIC DRAWING/LOTTERY

- ❖ With the exceptions listed above, all students who enrolled during the Open Enrollment Period will participate in one lottery.
- ❖ Cards containing student names/numbers indicating their grade level and their siblings will be placed in the “lottery” drum by an Oxford Prep Representative, traditionally a Corporate Board Member, or Administrator.
- ❖ Due to the “weighted” preference, an in-district student will have five (5) entries, whereas an out-of-district student would have only one (1) entry.

As the student names/numbers are randomly selected:

- ❖ They will be displayed and recorded.
- ❖ If there is an opening for the student selected:
 - The student will be placed in their designated grade level;
 - Siblings will be placed, provided space is available, in their designated grade level; and
 - Remaining siblings not placed in their designated grade levels will be placed on the Sibling Priority List at his/her grade level.
- ❖ If there is no opening for the student selected:
 - The student will be placed at the bottom of the Waiting List.
- ❖ If there is no opening for the student selected, and their sibling(s) is/are selected for placement during the lottery:
 - Their sibling(s) will be placed in their designated grade level(s); and
 - The student will be moved from the Waiting List to the bottom of the Sibling Priority List.
- ❖ Once a student’s name/number has been drawn, and the student has been placed on the Placement, Sibling Priority, or Waiting List, duplicate entries selected as a result of preference weighting shall be eliminated.
- ❖ All names/numbers are drawn until each student has been placed in an opening or on the waiting list.
- ❖ The Waiting List will expire at the end of each school year. Students not placed and remaining on the Waiting List at the end of each school year must go through the Open Enrollment Process for the upcoming school year, if they remain interested in attending the school.

Notification: A Placement List, Sibling Priority List, PI List, or Waiting List postcard will be mailed to the address on record of each applicant within two (2) weeks following the lottery, informing them of the lottery results for their children.

Confirmation of Acceptance/Decline Placement: Parents shall have five (5) business days from the date of first notification to accept or decline placement. In addition, the school shall attempt on at least one additional occasion to contact the parent(s)/guardian(s) of students promoted from the Waiting List.



Board Policy Independent Study (IS) Program Oxford Preparatory Academy – South Orange County

Overview:

The Independent Study (IS) Program at Oxford Preparatory Academy-South Orange County (OPA) is an optional alternative education program designed to assist parents who prefer to facilitate their children's continuing education. This voluntary program gives parents the opportunity to directly supervise the instruction of their children in the home environment with professional guidance from supervising teachers, Chancellor, and the Independent Study Coordinator. The program is an alternative to classroom instruction consistent with OPA's high quality course of study and is not an *alternative curriculum*.

OPA's Independent Study Program provides students the opportunity to pursue an education at their own pace, create a bridge between the school and the community, and challenges each student to excel in areas of special interest. The same state-approved texts and instructional materials used at OPA are provided to families in this program.

Independent Study Program: 2 Levels of Service

Level One: On-Campus Workshops

In Level One, students complete grade level appropriate work from home. Students and parents are both invited to attend various grade level instructional workshops throughout the week on the CORE subjects. The parent is required to attend one group or individual meeting every 20 school days with an assigned Independent Study Teacher. In addition, students have the option to participate in both Non-CORE and extra-curricular activities on campus.

Level Two: Four (4) Days a Week

In Level Two, students may attend CORE instruction in a regular classroom at their appropriate grade level four (4) days a week. The Independent Study students are required to complete class work given on the particular days they are in school. The classroom teacher will assign work for the remaining day to be completed at home and returned to the Independent Study Teacher. The parent of the Independent Study child will attend one group or individual meeting every 20 school days with the assigned Independent Study teacher. Students may also participate in on-campus Non-CORE classes and extra-curricular activities. Due to class sizes, space is **LIMITED** in this level.

Criteria for Enrollment and Placement:

For a student to achieve success in the Independent Study Program, it is essential to demonstrate:

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- The desire to participate in an alternative education program which features an alternative instructional strategy.
- The ability to work independently to complete assignments that meet grade level and course objectives.
- The ability for parents to establish regular attendance patterns for meetings with the teacher once every twenty (20) school days.

Families, who are interested in the Independent Study Program, should:

- Attend an enrollment meeting for OPA.
- Complete and submit a school enrollment packet.
- Attend an Independent Study Informational Meeting.
- Submit an Independent Study Application to the program director.

When **ALL** paperwork is completed and received by the Independent Study Office, it is reviewed and evaluated. Upon acceptance into the Independent Study Program, the parent is contacted by the Independent Study Coordinator to schedule an orientation date to meet their teacher and receive: an Oxford Preparatory Academy School Handbook, Independent Study Master Agreement, Attendance Log, and information on grade level standards for their child's grade level.

Beginning the 2012 – 2013 school year, the Oxford Preparatory Academy – South Orange County Independent Study Policy regarding on-site placements is as follows: All Independent Study students who request enrollment in the on-site program will be placed on the Wait List for their grade level per lottery numbers. If they have not participated in the lottery, they will be placed at the bottom of the Standard Wait list for their grade level.

**The Independent Study Policy dated January 10, 2012 remains in effect for students enrolled during the 2011/12 school year until they are placed in the on-site program or leave OPA.*

Additionally, new students to OPA will only be accepted into the Independent Study Program prior to April 1, of every school year. The date to accept new students into the Independent Study (IS) Program may be extended beyond the April 1 deadline and at the discretion of the Executive Director of the Charter School.

Special Education Students:

Per Education Code Section 51745(c), a student with special needs that has an Individualized Education Plan (IEP) and who wishes to participate in the Independent Study Program may do so only to the extent his or her IEP provides for participation in Independent Study.

Courses of Study:

All subjects specified in the Common Core/California State Standards are offered to participants in this program. Also, the following is available to Independent Study students and parents:

- Independent Study Workshops - students are able to receive small group instruction in the CORE curriculum. Parents are welcome to attend to receive supplemental support in applying or teaching the CORE curriculum at home;

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- Non-CORE Classes - students may participate in science lab, MIND Institute, music, band, physical education, foreign language classes, computer lab, library services, Multiple Intelligences enrichment, or other specific educational opportunities;
- Extra-Curricular Activities – students may have the option to attend field trips, participate in student leadership, cheerleading, school newspaper, sports, and/or school yearbook; and
- Parent Information Meetings - parents may attend in-service training opportunities which may include information on homework assistance, Highly Gifted, Multiple Intelligences, writing, and effective lesson planning.

Supervising teachers will be responsible for evaluating student progress, with parent input, and trimester grades are entered into the school's record. Report cards will be issued at the same intervals as the traditional school. The teacher maintains all official grade books. Students may demonstrate progress through a wide variety of work, including completed assignments and projects, written tests and reports, oral presentations, standardized tests and other competency assessments. Independent Study students are included in all standardized tests mandated by the state of California. The reports generated by each student's test results may be used by parents as an additional and informative evaluation of student progress and achievement.

Attendance:

Independent Study attendance credit is based on 1) student's daily engagement in educational activities required by the school on days that the school is in session, and 2) the work completed by the student using the teacher's judgment of time and value of the work completed. Work assignments must be equivalent to a full school day that would have been required of the student if the student were in a regular classroom. To be counted for attendance, the work must be turned in by the due date. A monthly attendance log must be *maintained daily and submitted* by the parent at the end of the month.

Timelines for Completing Work:

For pupils in all grade levels in the Independent Study Program offered by OPA, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be **20 school days**.

Parent Responsibility:

- The parent assists the instructor in helping the student to become successful academically.
- The parent provides transportation to OPA for Independent Study Workshops, Non-CORE Classes, etc.
- The parent keeps daily attendance logs.
- The parent must attend one mandatory group or individual meeting every 20 school days with assigned teacher.
- The parent works with the teacher to provide a Personalized Learning Plan (PLP) for their student.
- The parent assists with correcting assignments (though the supervising teacher will make assignments and perform the final evaluation on student progress).
- The parent provides structure and support to the student on a daily basis.

Master Agreement:

A current Independent Study Master Agreement shall be maintained on file for each Independent Study pupil, including but not limited to, all of the following:

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- The manner, time frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, which will be made available to the pupil.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation to determine whether or not the pupil should be allowed to continue in Independent Study.
- The duration of the Independent Study Master Agreement, including beginning and ending dates for the pupil's participation in Independent Study under the agreement. No Independent Study Master Agreement shall be valid for any period longer than one trimester.
- A statement of the number of course credits, or other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each Independent Study Master Agreement that Independent Study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through Independent Study only if the pupil is offered the alternative of classroom instruction.
- Each written Independent Study Master Agreement shall be signed, prior to the commencement of Independent Study, by the pupil, the pupil's parent, legal guardian, or care giver. If the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of Independent Study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

Criteria for Removal from the Independent Study Program:

The Chancellor or Coordinator of Independent Study shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the Independent Study Program if a student fails to satisfactorily complete the conditions set forth in the Independent Study Master Agreement which include:

- Failure to meet consistently with the Independent Study Teacher;
- Failure to turn in assignments, as described below;
- Failure to maintain adequate progress towards completion of their current grade; and
- Failure to meet all conditional terms as established by OPA's Learning Partnership Agreement.

Missed Assignments:

A pupil may miss up to two **(2) assignments** during any period of **20 school days** before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in Independent Study. Therefore, when any pupil fails to complete more than three **(3) assignments** during any period of **20 school days**, the Chancellor or Coordinator of Independent Study shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in Independent Study. A written record of the finding of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record.

This record shall be maintained for a period of three (3) years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forward to that school.

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Sample of Instructional Independent Study Workshop Classes:

- **Language Arts:** Reading Comprehension (Expository Text), Writing Strategies, Literature, Phonics, Spelling, Word Analysis, Vocabulary, Written Conventions
- **Mathematics:** Number Sense, Problem Solving, Basic Facts, Fractions, Geometry, Measurement, Algebra and Functions, Graphing, Quadratics and Polynomials, Logic
- **Science :** Physical, Earth, Life, Scientific Method, Periodic Table and Structure of Matter
- **Social Studies:** Heroes & Holidays, Geography, US History, Ancient Civilizations, Middle Ages

OPA shall comply with Education Code Sections 51745 through 51749.3, and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder.

Approved: June 10, 2010
Revised/Approved: September 28, 2010
Revised/Approved: November 16, 2010
Revised/Approved: April 12, 2011
Revised/Approved: May 12, 2011
Revised/Approved: January 10, 2012
Revised/Approved: April 18, 2012
Revised/Approved: October 24, 2013



Oxford Preparatory Academy



OXFORD PREPARATORY ACADEMY CHARTER SCHOOL IS NOW ENROLLING!

Oxford Preparatory Academy Charter School is a tuition-free, public school providing students with a Multiple Intelligences-infused, collegiate-inspired center for higher learning in South Orange County.

To enroll your child in Oxford Preparatory Academy, you must attend one (1) of our mandatory *Pre-Enrollment Parent Information Meetings (PIM)*:

OPA South Orange County Campus - Honour Hall

- Tuesday, April 9th at 8:30 a.m.
- Thursday, April 11th at 6:00 p.m.
- Thursday, April 18th at 6:00 p.m.

Church of Christ in Mission Viejo – 26558 Marguerite Pkwy., Mission Viejo 92692

- Tuesday, April 30th at 6:00 p.m.
- Thursday, May 2nd at 9:00 a.m.
- Thursday, May 2nd at 6:00 p.m.
- Thursday, May 9th at 9:00 a.m.
- Thursday, May 9th at 6:00 p.m.
- Tuesday, May 14th at 6:00 p.m.

Please arrive promptly with a photo ID. Doors will close 15 minutes after the meeting begins.

You must register to reserve a seat for any of the above PIMs on our website.

If you are unable to access our website, there will be a computer available to reserve a seat in our Admissions Office, Mondays – Thursdays 9:00 a.m. – 2:00 p.m.

Oxford Preparatory Academy Open Enrollment * April 15 – May 14, 2013

Parents who attend one of the above PIMs will be assigned a registration number, that must be used to submit an online Enrollment Application on our website at www.oxfordchampions.org

If you are unable to access our website, there will be a computer available for registration in our Admissions Office, Mondays – Thursdays 9:00 a.m. – 2:00 p.m.

After submitting a student Enrollment Application online, you must physically provide:

- Proof of Residency (i.e., utility bill), and
- Proof of Student Birthdate (i.e., birth certificate, passport)

to the Admissions Office in order to complete the Application process.

Proof of Residency and Birthdate will be accepted on the following dates:

- Wednesday, April 24th from 9:00 a.m. – 12:00 p.m.
- Wednesday, May 1st from 4:00 p.m. – 6:00 p.m.
- Wednesday, May 8th from 12:00 p.m. – 2:00 p.m.
- Wednesday, May 14th 9:00 a.m. – 6:00 p.m.

To learn more about Oxford Preparatory Academy Charter School, please visit: www.oxfordchampions.org

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Multiple Intelligences Instruction • Campus-Wide University Theme • Service Learning •
Second Language Instruction • Gifted And Talented Education (G.A.T.E.) Program •
Visual & Performing Arts • Technology Incorporated Throughout Instructional Program