



Oxford Preparatory Academy



OXFORD PREPARATORY ACADEMY CHARTER SCHOOL ESTA ACEPTANDO APLICACIONES

Oxford Preparatory Academy Charter School es una escuela publica que ofrece una educacion gratuita. Nuestra escuela facilita a los alumnos de las Inteligenicas Multiples, es inspirada por el colegio y es el centro de educacion superior en el Valle de South Orange County.

Para inscribir a su estudiante en Oxford Preparatory Academy, debe de asistir a uno (1) de nuestras juntas mandatorias que ofrecen informacion para los Parientes :

OPA South Orange County Campus- Honour Hall

- Martes, 9 de Abril a las 8:30 a.m.
- Jueves, 11 de Abril a las 6:00 p.m.
- Jueves, 18 de Abril a las 6:00 p.m.

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

- Martes, 30 de Abril a las 6:00 p.m.
- Jueves, 2 de Mayo a las 9:00 a.m.
- Jueves, 2 de Mayo a las 6:00 p.m.
- Jueves, 9 de Mayo a las 9:00 a.m.
- Jueves, 9 de Mayo a las 6:00 p.m.
- Martes, 14 de Mayo a las 6:00 p.m.

Todas de nuestras juntas seran en el Honour Hall de nuestra escuela en Chino. Porfavor de llegar a tiempo con su identificacion de photo. Ceramos nuestras puertas 15 minutos despues de que la junta haigo empezado.

Usted tiene que registrar y reservar su asiento en nuestra pagina de internet para asistir a una de las fecha que ofrecemos. Si usted no tiene acceso al internet, habra una computadora accessible en nuestra oficina de Admision para que pueda reservar su asiento. Nuestras horas de oficina son las siguientes:

Lunes – Jueves 9:00 a.m. – 2:00 p.m.

Fechas para inscribir a su estudiante en Oxford Preparatory Academy son de Abril 15 – Mayo 14, 2013

Parientes que asisten a una de las juntas de arriba seran asignado un numero de registracion. Este numero se usara para la aplicacion para inscribir a su estudiante por internet en la pagina www.oxfordchampions.org

Si usted no tiene acceso al internet, habra una computadora accessible en nuestra oficina de Admision para que pueda reservar su asiento. Nuestras horas de oficina son las siguientes:

Lunes – Jueves 9:00 a.m. – 2:00 p.m.

Despues de submitir su aplicacion por internet, tiene que comprobar lo siguiente:

- Prueba de residencia (factura de electricidad, agua o gas), y
- Acta de nacimiento (puede usar su passaporte)

Se tiene que comprobar a la oficina de Admision en South Orange County.

Prueba de residencia y acta de nacimiento sera aceptada las siguiente fechas:

- Miercoles, 24 de Abril 24 de 9:00 a.m. – 12:00 p.m.
- Miercoles, 1 de Mayo de 4:00 p.m. – 6:00 p.m.
- Miercoles, 8 de Mayo de 12:00 p.m. – 2:00 p.m.
- Miercoles, 14 de May de 9:00 a.m. – 6:00 p.m.

Para saber mas de Oxford Preparatory Academy Charter School, por favor visitar: www.oxfordchampions.org

23000 Via Santa Maria, Mission Viejo, CA 92691 (949) 305-6111

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













OXFORD
PREPARATORY ACADEMY



South Orange County Admissions Update

Thank you for your cooperation and patience as we transition to the new Oxford Preparatory Academy website. We are excited to announce two new features on our website: **an online Parent Information Meeting (PIM) and an online admissions system!**

- Parents who are interested in attending a PIM must register online prior to the date of the PIM. This will allow for quicker check-in of PIM attendees and enhanced management of PIM's by our office staff.
- Our online admissions system is fully automated and will allow you to easily and quickly apply online in order to enter your child(ren) into the random public lottery.
- Both components (online PIMs and online enrollment) are integrated together with "registration codes". Registration codes are required for parents to apply online and are only provided by attending a PIM.

**If you attended a PIM during months of
October 2012 through March 2013
you **MUST** complete an online registration form by
Wednesday, April 10, 2013 at 5:00PM**

[CLICK HERE TO COMPLETE THE ONLINE REGISTRATION FORM](#)





OXFORD

PREPARATORY ACADEMY

South Orange County Campus News

Mark Your Calendars...



April 2013

Monday, April 8th

- Level 2 IS Parent Meeting at 3:45 p.m. in Mr. McLeod's room
- Intent to Re-Enroll Forms go home.

Tuesday, April 9th

- Parent Information Meeting from 8:30-10:30 a.m. in Honour Hall
- Independent Study Parent Information Meeting at 1 p.m. (Check in at Front Office)
- **Intent to Re-Enroll Forms DUE**

Wednesday, April 10th

- Kindergarten Spring Pictures from 10:30 a.m. to 12 noon in Honour Hall
- SDCOE Carlsbad Decision at 6:00 p.m. 6401 Linda Vista Rd. San Diego, 92111

Thursday, April 11th

- Claim Jumper Fundraiser from 5-10 p.m.

Monday, April 15th

Time is running out on o Academy Fund Drive



Thus far, we have raised over
\$133,000!!!

Help us reach our goal of \$200,000
by making a monthly pledge or a one-time donation.

Champions will be entered to win some amazing prizes including free popcorn and kids meals, to gift cards to a limo & In-N-Out lunch with Mr. W.

[Click Here](#) to download your Pledge and Pledge Commitment along with the raffle and prizes.
Our drive ends Wednesday, April 10th



Say Cheese...

Kindergarten Spring Pictures

- Open Enrollment for the 2013-2014 School Year Begins

Tuesday, April 16th

- Vision and Hearing Screening for Grades K, 2, 5 & 8 from 8:05 a.m.-3:15 p.m.
- Independent Study Parent Information Meeting at 1 p.m. (Check in at Front Office)

Wednesday, April 17th

- Jog-A-Thon Fundraiser from 8:05am-1pm

Thursday, April 18th

- Parent Information Meeting from 6-8pm in Honour Hall

OPA Surf Club

Open to all OPA Champions who love the beach, surfing, or want to learn to surf.



For more information, [Click Here](#).

If you have any questions, please contact Mr. Harrell at reid.harrell@oxfordchampions.com

Please note, an adult chaperone is expected to accompany all Champions at this activity.

Oxford's World Tour Gala



**Wednesday,
10:30 a.m. to**

Kindergarten students are having their Portrait taken in school appropriate attire for the day. Forms are not re-

time of the picture. Parents will have the opportunity to order portraits once the proofs arrive in three

Fundraising Opportunity



CLAIM JUMPER
RESTAURANTS

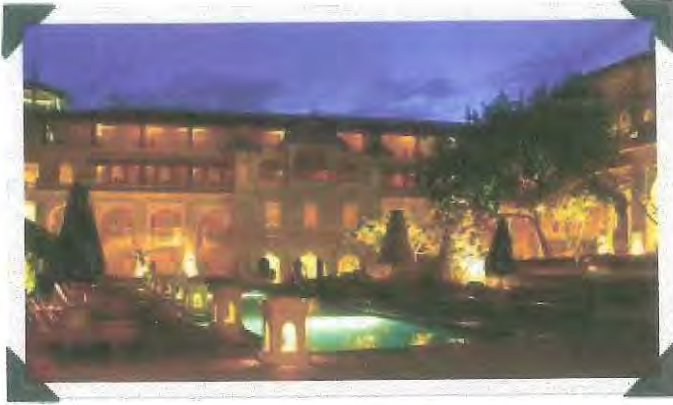
**Come Join Us at the Claim Jumper
Thursday, April 11, 2013
from 5-10 p.m.**

[Click here](#) for more information... Hope to see



Uniform Donations

If you have gently used OPA uniform pants, sweaters, etc...that you would like to donate drop them off in the front office. Make sure



Join us May 4th, for dinner, dancing, and fun at our "World Tour" Gala!

Experience the completely revamped and very chic Hills Hotel in Laguna Hills.

Bid on exclusive silent and live auction items. More importantly, enjoy a night out without the kids! [Click Here](#) for more information.

Purchase Your Tickets Today...

Please visit www.oxfordgala.com to make your purchase and to RSVP by April 21, 2013.

If you have any questions or would like to make a donation for this event, please contact:

Eichelle Cleaver at: eichellecleaver@gmail.com

Honour Society Elections for Open Positions



OXFORD
PREPARATORY ACADEMY

Serving on the Honour Society is a great way to fill your required volunteer hours and to be involved in all that goes on at OPA-SOC. Honour Society Elections will be held at the Open House in May. For detailed information about open positions, or if you are interested in running for an elected position or volunteering for an appointed position,

has been washed and is hole and stain free. All donations are greatly appreciated and will go to support families in need.



Sign Up for the Oxford Prep - SOC Tv



[Click here](#) for directions on up for the Oxford Prep - SOC feed. We will use Twitter instant communication to our necessary.

Oxford Prep Photo Gallery

[Click here](#) to check out Oxford Prep's photo gallery of school events, programs, and student recognition.



Please come and show support for

SDCOE Board Vote

April 10th, 2013 at 6 PM
San Diego Office of Education
6410 Linda Vista Road,
SD 92111



OXF
PREPARATORY

please send an email to:
OPASOCHS@gmail.com



**The following elected positions need to be filled for the
 2013-14 school year:**

President
 Executive Vice President
 Dean of Fundraising
 Dean of Student Development
 Dean of Public Relations
 Dean of Spirit
 Vice President of Finance
 Recording Secretary
 Parliamentarian
 Dean of Volunteers

**The following appointed positions are also open for the
 2013-14 school year:**

Finance Secretary
 Chair of Parent Hours
 Chair of Room Parents
 Chair of Golf Tournament
 Chair of Gala
 Chair of Jog-a-thon
 School Spirit Assistant



All families who are currently not enrolled and are int
 enrolling into Oxford for the 2013-2014 academic y
 required to attend one Parent Information Meeting t
 lottery. Our next meetings will be on:

Tuesday, April 9, 2013 from 8:30-10:30
 SOC Honour Hall; 23000 Via Santa Maria, Mi
Thursday, April 11, 2013, from 6-8 p
 SOC Honour Hall; 23000 Via Santa Maria, Mi
Thursday, April 18, 2013, from 6-8 p
 SOC Honour Hall; 23000 Via Santa Maria, M
Tuesday, April 30, 2013, from 6-8 p.
 Church of Christ; 26558 Marguerite Pkwy, Mi
Thursday, May 2, 2013, from 9-11 a.m. &
 Church of Christ; 26558 Marguerite Pkwy, Mi
Thursday, May 9, 2013, from 9-11 a.m. &
 Church of Christ; 26558 Marguerite Pkwy, Mis
Tuesday, May 14, 2013, from 6-8 p.
 Church of Christ; 26558 Marguerite Pkwy, Mis

To attend one of the above Parent Informati
you must register online. [Click Here to n](#)

Open Enrollment for the 2013-2014 academic year
 April 15th and close on May 14th. The enrollment fc
 available on our web site. Currently enrolled familie
 to attend another Parent Information Meeting.

For more information on Open Enrollr
[Click here for English Flyer](#)
[Click here for Spanish Flyer](#)

University of the Week:
 Oregon State

Interested in the.



Mr. Cordero-Oregon State- is the University of the Week. We're looking forward to learning fun and interesting facts about the Beavers during our Monday Morning Assembly. The Beavers' University song will play as the bells this week!

Independent Study Program



OPA's Independent Study program serves home families who are looking for an alternative education. Independent Study program is designed to assist those who prefer to educate their children at home with the option of on campus for workshops. If you are interested in about our Independent Study program, please attend the Independent Study Parent Information Meeting.

Tuesday, April 9th, from 1-2:30 p.m.
 Tuesday, April 16th, from 1-2:30 p.m.
 Tuesday, April 23rd, from 1-2:30 p.m.
 Tuesday, April 30th, from 1-2:30 p.m.
 Tuesday, May 7th, from 1-2:30 p.m.
 Tuesday, May 14th, from 1-2:30 p.m.

Please call 949-305-6111 if you are interested in attending the above Independent Study Parent Information Meeting. Attendance to one of the above meetings is not required for entry into the Independent Study Program. However, you must attend a Parent Information Meeting in order to complete the enrollment form.

To register for a Parent Information Meeting, please [Click Here](#)

[Forward this email](#)

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This email was sent to carrie.birchler@oxfordchampions.com by adam.bailey@oxfordchampions.com | [Update Profile/Email Address](#) | Instant removal with [SafeUnsubscribe™](#) | [Privacy Policy](#).

Oxford Preparatory Academy | 5862 C Street | Chino | CA | 91710

MASTER

*Swallows Day

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
AV	Community Organization	Aliso Viejo Community Services	12 Journey Aliso Viejo	Tina Johnson	Joanna Stevens	4/11/13 @ 1:15	11:15A	Said they could not post. Did not take others
AV	Church	Corpus Christi Church	27231 Aliso Viejo Pkwy Aliso Viejo	Tina Johnson	Susan	4/11/13	10:45A	She took Eliza and gave them to Fatherhood to approve
AV	Church	Temple Beth El	2A Liberty Aliso Viejo	Tina Johnson	Cathryn	4/11/13 10:55	10:55A	They took 15 and will post without knowing it.
LN	Library	Laguna Niguel Library	30341 Crown Valley Pkwy Laguna Niguel	Tucker	overseer	4/11	11A	dropped off & put out
LN	Preschool	Mission Lutheran Preschool	24360 Yosemite Road Laguna Niguel	Tucker	Principal	4/11	10A	dropped off & sent put out
LN	Community Organization	South Coast YMCA	29831 Crown Valley Parkway Laguna Niguel	Tucker	Director	4/11	9A	dropped off & put out

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
LN	Tutoring Services	Sylvan Learning Center	27281 La Paz Laguna Niguel					
LN	Church	Vineyard Community Church	27632 El Lazo Laguna Niguel					
LR	Library	Ladera Ranch Library	2955 Sienna Pkwy Ladera Ranch	Liz & Dennis	Lisa	4/10	12:45 PM	15 flyers left. said she had to get my approval. was very positive. Lisa Anderson
LR	Tutoring Services	Mathnasium of Ladera Ranch	1701 Corporate Drive Ladera Ranch	Liz & Dennis	<u>John Mathnasium</u>	4/10	1:15	Said "no" can't post Lisa Anderson manager
MV	Preschool	Church of the Master Preschool	26051 Marguerite Pkwy Mission Viejo	Dennis	Closed until Monday April 15th			
MV	Community and Organization	City of Mission Viejo Recreation and Community Services/Norman P Murray	24932 Veterans Pkwy Mission Viejo	Whitaker				

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
LN	Tutoring Services	Sylvan Learning Center	27281 La Paz Laguna Niguel					
LN	Church	Vineyard Community Church	27632 El Lazo Laguna Niguel					
LR	Library	Ladera Ranch Library	2955 Sienna Pkwy Ladera Ranch					
LR	Tutoring Services	Mathnasium of Ladera Ranch	1701 Corporate Drive Ladera Ranch					
MV	Preschool	Church of the Master Preschool	26051 Marguerite Pkwy Mission Viejo					
MV	Community Organization	City of Mission Viejo Recreation and Community Services/Norman P Murray	24932 Veterans Pkwy Mission Viejo	Celito	From	4/11/13	2:00pm	I left 20 Flyers and 20 brochures on their community shelf and table. (Flyer rack)

See Previous Page

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
MV	Preschool	Crown Valley Montessori Academy	27500 Marguerite Pkwy Mission Viejo	Elaine Neal	front office over	4/11	10 ³⁰	dropped off
MV	Tutoring Services	Huntington Learning Center	24000 Alicia Pkwy #33 Mission Viejo	Neal				
MV	Community Organization	Ladera Ranch Community Services/LARCS	28192 O'Neil Drive Mission Viejo Ladera Ranch	LIZ & Renee	Joann	4/10	1pm	NO - wouldn't post. said only do it for partnerships cost = \$1000
MV	Church	Mission Hills Baptist Church	24162 Alicia Pkwy Mission Viejo	Whitten	Fisher	4/11	10a	Put out
MV	Library	Mission Viejo Library	25209 Marguerite Pkwy Mission Viejo	Whitten	Director	4/10	2p	won't put out
MV	Church	Mount Of Olives Lutheran Church	24851 Chrisanta Drive Mission Viejo	Whitten	Pastor	4/11	10a	Put out

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
SC	Preschool	San Clemente Preschool	163 Avenida Victoria San Clemente	Madonna				did not go.
SC	Community Organization	YMCA of San Clemente	1101 Calle Puente San Clemente	Madonna				did not go.
SJC	Church	Capistrano Valley Church	32031 Del Obispo San Juan Capistrano	Alfred	No longer			EX 1518.
SJC	Community Organization	City of San Juan Community Center	32400 Paseo Adelanta SJC	Alfred	Director	4/10	1:00	dropped off
SJC	Tutoring Services	Kumon Math and Reading Center	33161 Camino Capistrano SJC	Alfred	Front Desk	4/10	4:00	dropped off
SJC	Church	Mission San Juan Capistrano	26801 Ortega Hwy SJC	Alfred	Secretary	4/10	2:00	dropped off

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
MV	Church	Saddleback Valley Community Church	23456 Madero Suite 100 Mission Viejo					
MV	Church	Saint Kilian Church	26872 Estanciero Mission Viejo	Cielito	Diane	4/14/13	2:15	Will put flyers out by their student service area.
MV	Tutoring Services	Within Reach Learning Center	27001 La Paz Rd Mission Viejo	Cielito			2:30	
RSM	Community Organization	Rancho Santa Margarita Community Services	22112 El Paseo Rancho Santa Margarita					
SC	Tutoring Services	Mathnasium of San Clemente	1501 Avendida Pico					
SC	Church	Pacific Coast Church	2651 Calle Frontera San Clemente					

closed for the week (no one there)

City	Organization	Name	Address	Outreach Person	Contact	Date	Time	Notes
SIC	Preschool	Rancho Capistrano Preschool	29251 Camino Capistrano SIC	Alisa				
LR	Ladera Cleaners	Ladera Cleaners	25022 Crown Valley Pkwy B-3	Liz & Renni	Anna	4/10	1:05	Posted 15 pamphlets - recommended by Joann at rec. center (LR)
LR	Tutoring	Kumon	25042 Crown Valley Pkwy Ste E-5	Liz & Renni	David (Director)	4/10	1:10	Took 10 Pamphlets to hand out.
RSM	Library	RSM Public Library	30902 La Promesa RSM	Liz & Renni	Marjorie	4/10	2:41	15 pamphlets



About Charter Schools

- Charter schools allow school leaders more flexibility when managing their school, allowing them to respond to parents' and students' needs.
- They provide more adaptability and control to design their curriculum, and are held accountable for improved student achievement.
- Charter schools are open to the public.
- Charter schools are tuition-free.
- They participate in state testing.
- Charter schools employ credentialed teachers.

Race, religion, ethnicity, national orientation, gender, sexual orientation, disability, or any other protected classification under local, state, and federal laws will not be a basis to deny admittance to OPA.



Come Learn All About Oxford Preparatory Academy's K-8 Charter School

OPEN ENROLLMENT APRIL 15TH - MAY 14TH, 2013

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

Oxford Preparatory Academy- 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.
Tuesday, April 30th at 6:00 p.m.

Church of Christ of Mission Viejo
Tuesday, April 30th at 6:00 p.m.
Thursday, May 2nd at 9:00 p.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.

All of our PIMs will take place in Honour Hall at the Mission Viejo Campus. You must register on our website to reserve a seat. Please arrive promptly with a photo ID. Doors will close 15 minutes after the meeting.

OXFORD PREPARATORY ACADEMY
 23000 Via Santa Maria, Mission Viejo 92691
 E-MAIL: INFO@OXFORDCHAMPIONS.COM
WWW.OXFORDCHAMPIONS.ORG



OXFORD PREPARATORY ACADEMY



Where Champions Are Made



*A tuition-free, donation
dependent public charter
school*



Oxford's Philosophy

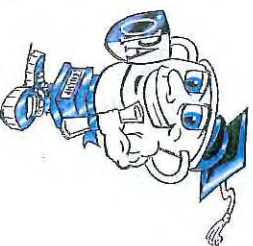
Central to the philosophy of Oxford Preparatory Academy are these school-wide goals:

- ❖ Emphasizing high academic standards, respect, patriotism, and courtesy
- ❖ Providing a structured environment conducive to learning
- ❖ Expecting active parent participation and support of school policies and programs
- ❖ Implementing the Theory of Multiple Intelligences as part of instruction
- ❖ Offering on-going teacher and parent training
- ❖ Maintaining consistent communication between home, school, and community
- ❖ Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction
- ❖ Ensuring all students are minimally performing at grade level, based on California State Standards, including second language as part of the curriculum

Where Champions Are Made

Student Goals

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



The Theory of Multiple Intelligences

Oxford Preparatory Academy's academic program is both innovative and challenging, and focuses on the incorporation of the Theory of Multiple Intelligences. This theory states that each of us possess at least eight intelligences that characterize the way we learn. They are: spatial, linguistic, logical-mathematical, interpersonal, intrapersonal, musical, bodily-kinesesthetic, and naturalist. Utilizing this theory as an instructional approach increases retention of information, thereby producing optimum academic success for our students. The goal is to create a school environment that focuses on the premise that all children can learn, and that all are gifted.

**Central a la filosofía de la
Academia Preparatoria de
Oxford son estos objetivos de
toda la escuela:**

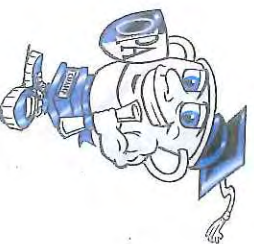
- ❖ Enfatizando estándares de academia altos, respeto, patriotismo, y cortesía
- ❖ Proporcionar un ambiente estructurado conducente a aprendizaje
- ❖ La espera de participación paternal y apoyo de declaración escolares y programas
- ❖ Implementar la Teoría de las Inteligencias Múltiples como parte de la instrucción
- ❖ El ofecimiento de entrenamiento de profesor y para padres
- ❖ Mantener una comunicación constante entre el hogar, escuela y comunidad
- ❖ Participar en actividades de servicio a la comunidad en la actividades intergrada a la instrucción de estándares de nivel de grado
- ❖ Lograr que todos los estudiantes realicen mínimamente a nivel de grado, basado en los Estándares del Estado de California, incluyendo la segunda lengua con parte del plan de estudios



Donde Se Hacen Los Campeones

Metas del Estudiante

- **Alto rendimiento académico**
- **Respetar a otros**
- **Integridad de caracter**
- **Un espíritu de generosidad**
- **Vigor físico**
- **Potencial de liderazgo**



La Teoría de Inteligencias Múltiples

La Academia Preparatoria de Oxford programa académico es innovador y desafiante y se centra en la incorporación de la teoría de las inteligencias múltiples. Esta teoría declara que cada uno de nosotros posee al menos ocho inteligencias que caracterizan la manera que aprendemos. Son: especial, lingüística, lógico-matemática, interpersonal, intrapersonal, musical, corporal-kinestésica y naturalista. Utilizando esta teoría como un método de enseñanza que aumentara la retención de la información, por lo cual, produciendo un óptimo rendimiento académico de nuestros estudiantes. El objetivo es crear un ambiente escolar que se centra en la premisa que todos los niños puedan aprender y que todos son dotados.



Acercas de escuelas charter

- Las escuelas charter permiten a líderes escolares más flexibilidad al administrar su escuela, permitiéndoles responder a necesidades de estudiantes y padres.
- Ellos proporcionan mas adaptabilidad y control para diseñar su plan de estudios y son considerados responsables de mejorar el rendimiento estudiantil.
- Escuelas Charter estan abiertas al público.
- Escuelas Charter son gratuitas.
- Participan en las pruebas estatales.
- Escuelas Charter emplean maestros con credenciales.

Raza, religion, etnia, orientación nacional, género, orientación sexual, discapacidad o cualquier otra clasificación protegidas en local, federal y las leyes no será una base para negar admisión a OPA



*Come Learn All About
Oxford Preparatory Academy's
K-8 Charter School*

OPEN ENROLLMENT APRIL 15th - MAY 14th, 2013

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Martes, Abril 9th, at 8:30 a.m.
Jueves, Abril 11th, at 6:00 p.m.
Jueves, Abril 18th, at 6:00 p.m.
Martes, Abril 30th, at 6:00 p.m.

Church of Christ of Mission Viejo
Martes, Abril 30th at 6:00 p.m.
Jueves, Mayo 2nd at 9:00 p.m.
Jueves, Mayo 2nd at 6:00 p.m.
Jueves, Mayo 9th at 9:00 a.m.
Jueves, Mayo 9th at 6:00 p.m.
Martes, Mayo 14th at 6:00 p.m.

*Todas de nuestras juntas seran en el
Honour Hall de nuestra escuela en South
Orange County.*

Para estar en contacto con OPA:

949-305-6111

Correo Electrónico:

INFO@OXFORDCHAMPIONS.COM

WWW.OXFORDCHAMPIONS.ORG

OPA_Infomational_P...tune SPANISH 2013



OXFORD

PREPARATORY ACADEMY



Donde Se Hacen Los Campeones



La matricula es gratis.

Dependemos de

donaciones. Somos una

escuela publica de charter



Oxford Preparatory Academy Charter Schools

CHANCELLOR Job Description

The Chancellor assists the Executive Director as the educational leader of the school and is responsible for the management of the daily operation of the school plant. The Chancellor is accountable to the Executive Director for the quality of teaching, curriculum, instruction, and the achievement of students. The Chancellor participates in staff and student activities, and exercises leadership in the community.

Primary responsibilities include, but are not limited to:

- Plans, supervises and directs the business operation and plant maintenance of the school in accordance with Authorizing Agency procedures and policies. Works with site maintenance and operations staff to provide a safe, clean environment for students and adults;
- Schedules “Reflective Chats” at the beginning of each school year with individual teachers in order to review their goals for the year;
- Acts to resolve controversy relating to school affairs, while acting as an advocate for all students, must acknowledge and respond within three days, and provide follow through to closure of issue;
- Directs and assists the assigned staff in the development of an effective instructional program through conferences, meetings, Constant Contacts, Tassel Newsletter, bulletins, Parent Handbook, in-service workshops, demonstrations, experimentation, interpretation of guidelines and classroom observations;
- Conducts frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and submits final evaluations to the Executive Director;
- Revisits and reviews Master Teacher assignments every trimester;
- Evaluates and supervises all classified employees in accordance with the charter school's uniform guidelines for evaluation, the components of the respective job descriptions and the effectiveness and completion of said job; recommends appropriate action, and submits evaluations to the Executive Director;
- Reviews prospective employees for interviews with the Staffing Committee;
- Makes recommendation for hiring certificated and/or classified staff to the Executive Director;
- Manages and directs the educational activities of the school by implementing instructional programs including:
 - Implementation of effective instructional methods;
 - Use of equipment and control of curriculum standards;
 - Preparation of instructional minutes and Master Calendar; reviews and updates annually;
 - Establishing an English Learner Advisory Committee (ELAC); ensuring all mandated program requirements are adhered to for English Learner population, including administration of annual and initial assessments of the California English Language Development Test (CELDT);
 - Special Education program of the school, under the direction of the Coordinator of Special Services;
 - Interventions for students, including scheduling Student Success Team (SST) meetings; and
 - Interpreting results of testing programs to teaching staff to increase academic achievement.
- Works with Administrative Team to:
 - Conduct and organize yearly program evaluations;
 - Supervise student activities and school events, before/after school, on/off campus;
 - Manage the school-wide behavior policies;
 - Develop school plans and organization procedures for pupil services, health, safety, discipline and conduct of students;
 - Develop, review, and revise Safe School Plan, including scheduling dates and perform drills;
 - Assist in the development, formulation of school policy;
 - Lead the Founding Group, which is established to further the involvement of parents in their children's education and school-wide programs and events;
 - Oversee the Honour Society as liaison, to focus on school-wide activities and events that promote the vision and mission of Oxford Preparatory Academy and encourages a positive family-oriented school climate;
- Develops various operational schedules at the direction;
- Prepares and submits yearly budget analysis of site expenditures and proposed cuts to Executive Director;
- Assigns tasks to Dean to ensure his/her continued training;

- Supervises school-site and teacher websites for timeliness, consistency, and appropriateness of content, dates, and information; and
- Accepts other responsibilities as assigned by the Executive Director.

Additional Qualifications:

- Employment eligibility may include fingerprints, health (TB), and/or other employment clearance;
- Must be willing to attend evening, night, and weekend meetings and events.
- Administrative credential is strongly preferred.

As an educational leader of Oxford Preparatory Academy, candidate:

Must have knowledge of:

- Data analysis methodologies and instruments, and data-based innovative educational research that may be applied to strengthen student learning;
- Principles, practices, trends, goals, and objectives of public education;
- Principles of organization, operation, and supervision;
- Assessment development and content standards;
- Budget preparation and control;
- State and federal laws, regulations and codes applicable to state and federal testing programs and accountability processes;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities;
- Record-keeping techniques;
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties, including Word, Excel, Access, PowerPoint, and statistical software programs;
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics;

Will be expected to become knowledgeable of:

- Charter petition, Memorandum of Understanding (MOU), Facility Use Agreement (FUA), and/or material revision for charter school site;
- Charter school operations, organization, rules, regulations, and laws governing charter schools;
- Multiple Intelligences approaches to learning coupled with experience in teaching strategies;
- Students and their families, including their background and aspirations; and
- Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential

Must have ability to:

- Plan, organize, and administer a comprehensive assessment program;
- Plan, organize, and prioritize work to meet and honor multiple schedules and deadlines, and manage simultaneous tasks with many interruptions;
- Administer assigned budgets and allocate funds;
- Demonstrate leadership qualities and utilize motivational techniques and strategies;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and charter policies, laws, and regulations.



Oxford Preparatory Academy Charter Schools

Attendance Coordinator Job Description

Under the direction of the Executive Director and the general supervision of the Chancellor, the Attendance Coordinator assists in the preparation and maintenance of Oxford Preparatory Academy financial and/or statistical records as it relates to student attendance, performs complex accounting and clerical functions, and takes primary responsibility for charter school attendance accounting.

Primary responsibilities include, but are not limited to:

- Performs a variety of clerical duties involving several specific routines;
- Follows procedures and protocols to maintain the smooth and efficient operation of the front office;
- Exercises independent judgment in the completion of assignments;
- Enters appropriate data into a computer with efficiency and accuracy;
- Maintains, compiles, copies and retrieves student CUM, and school records as required;
- Compares and validates varied records, forms, and other documents for accuracy and completeness;
- Assists in the preparation of attendance audits for both regular and Independent Study programs;
- Edits and compiles attendance and enrollment reports by school, program, grade level and school month;
- Prepares files, attendance and enrollment reports for Oxford Preparatory Academy for submission at district, county and state levels;
- Compiles information for monthly enrollment summaries;
- Prepares and monitors daily and monthly attendance accounting procedures;
- Informs both charter administration and appropriate school site personnel of new laws and legislation concerning attendance and funding, as required;
- Assists in computing cohort projections and annual percentage of actual attendance
- Assists in providing statistical data used for budgetary decision-making and preparation of financial reports;
- Assists in preparing annual school-month attendance calendars;
- Assists in preparation of site instructional minutes;
- Performs general typing assignments derived from rough drafts or oral instructions, record keeping, and student service functions;
- Conducts transactions with school personnel and/or the public in matters requiring the knowledge of rules, procedures, policies, and field these inquiries in person, by telephone and/or email;
- Maintains effective relationships with other charter schools, charter agency, and state and county agencies;
- Communicates with parents as needed;
- Performs other related duties as assigned.

Additional Qualifications:

- Experience in fiscal recordkeeping and reporting involving manual, machine and computer accounting systems is desirable;
- Must possess demonstrated ability in the following areas, as the lead attendance coordinator:
 - Proficient in English language usage, spelling, grammar, punctuation, and basic mathematics
 - Operations, organization, rules, regulations, and laws governing charter schools
 - Relevant knowledge of federal, state and county laws, and charter schools regulations relating to student attendance
 - Best-practice methods used in developing and preparing financial reports;
 - Bookkeeping and computer-based accounting systems, including but not limited to Excel;
 - Students information Systems, such as, PowerSchool and/or Aeries;
 - Perform accounting functions and bookkeeping;
 - Understand and carry out oral and written directions;
 - Establish and maintain cooperative and effective relationships with all individuals contacted during the course of the working day;
 - Learn the operations, organization, rules, regulations, and laws governing charter schools
 - Become familiar with the local community in which the students and their families live and work;
 - Willingness to learn multiple intelligences approaches to learning.



Oxford Preparatory Academy Charter Schools

Coordinator of Business Services Job Description

The Coordinator of Business Services assists with the purchasing process and procedures for Oxford Preparatory Academy using a web-based purchasing system, coordinating and supervising the purchasing business for the Managing Director and Oxford Preparatory Academy as a whole, and working closely with the selected back office services provider. The Coordinator of Business Services will assist with accounting, purchasing, and budgeting for OPA to ensure compliance requirements are met, and may assist in providing general administrative support to the Board of Directors at the direction of the Executive Director.

Primary responsibilities include, but are not limited to:

- Maintains solid vendor relationships, as well as establish credit as an independent charter school;
- Coordinates with charter business services provider Delta Managed Solutions (DMS), San Bernardino County and authorizing agency staff to ensure timely and accurate apportionment transfers;
- Coordinates purchasing of all materials, develop efficient purchasing process with school staff using a web-based purchasing program;
- Coordinates with charter business services provider regarding purchasing matters;
- Coordinates with charter school business services provider various statistical and financial reports required by federal, state, and county agencies;
- Compiles data for Oxford Preparatory Academy as appropriate;
- Researches multiple vendors for major or recurring purchases, analyze benefits of a bulk purchasing program with other charter schools;
- May assist with Consolidated Application, class size reduction, and other categorical reporting;
- May assist tracking data for California Student Information System (CSIS) and CBEDS reporting, etc.;
- Assists independent auditors to assure efficient and responsive audit of one or more funds of Oxford Preparatory Academy;
- Maintains inventory and fixed assets control records for Oxford Preparatory Academy;
- Assists analyzing data, checking for accuracy, and making necessary adjustments as requested by the administrative team; and
- Performs other related duties as assigned.

Additional Qualifications:

- As the Coordinator of Business Services must demonstrate his/her ability regarding the following:
 - Principles, practices, and forms used in accounting and fiscal control, including data processing capabilities and procedures;
 - Practices, procedures, and equipment involved in the operation of an administrative office;
 - Correct English usage, spelling, grammar, punctuation and mathematics;
 - Charter school operations, and organization, rules, regulations, and laws governing charter schools;
 - Office management and business correspondence procedures, including telephone techniques, filing systems, letter and report writing, proofreading, and composing correspondence independently;
 - Local community in which the students and their families live and work;
 - Dealing effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness; and
 - Operating personal computer using various word processing, spreadsheet, and database software and maintaining a working knowledge of and application skills in the newest technological programs and hardware.



Oxford Preparatory Academy Charter Schools

Coordinator of Independent Study Job Description

The Coordinator of Independent Study (IS) is responsible for assisting with the implementation and on-going oversight of the Independent Study Program for pupils enrolled. The Coordinator is accountable to the Chancellors and Executive Director for assisting with the planning of the IS instructional program, assisting in curriculum selection and development, monitoring student performance, and coordinating program assessment.

Primary responsibilities include, but are not limited to:

- Represents Independent Study Program to a wide variety of internal and external constituencies;
- Coordinates course support and Independent Study activities and projects;
- Monitors student enrollment and works closely with Coordinator of Attendance and Chancellors for attendance and ADA reporting, audits, budget, and compliance;
- Evaluates curriculum, projects, activities and software programs;
- Produces and maintains accurate records for auditing and compliance purposes;
- Provides analytical, administrative and technical support in coordinating complex projects and activities for the IS program;
- Provides the planning, organization, administrative activities and database implementation for the course support and IS area;
- Maintains liaison with faculty, staff, students and other outside individuals and/or agencies, as well as other educational institutions and vendor partners;
- Assists in the planning, organization and helps conducts on-going parent information meetings relating to the Independent Study Program;
- Assists in the planning, organization and helps directs the design, development, and information management systems relating to Independent Study print-based coursework;
- Monitors developing trends and available services relevant to assigned area;
- Participates in planning departmental activities, processes and technology needs;
- Prepares and/or edits statistical reports and generates regular electronic reports;
- Communicates with faculty and students regarding changes with course materials; and
- Performs related duties as assigned.

Additional Qualifications:

- Must demonstrate his/her ability as a lead learner, including knowledge of:
 - Operations, and organization, rules, regulations, and laws governing charter schools;
 - Students and their families, including their background and aspirations;
 - Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - Multiple Intelligences approaches to learning, coupled with experience in teaching strategies; and
 - Data based innovative educational research that may be applied to strengthen student learning.



Oxford Preparatory Academy Charter Schools

Coordinator of Special Services Job Description

Under the direction of the Executive Director and the general supervision of the Managing Director, the Coordinator of Special Services has the responsibility for overseeing the Special Education Programs at Oxford Preparatory Academy Charter Schools. The Coordinator of Special Services will be responsible for the implementation, management and administration of program and services for all special needs pupils that may include, but are not limited to: Psychological Services, Speech and Language Services, Special Education Programs, and Section 504 of the Rehabilitation Act of 1973.

Primary responsibilities include, but are not limited to:

- Oversee the development, formulation and implementation of Oxford Preparatory Academy Policies as they relate to Special Education;
- Oversee the monitoring and adherence to all Special Education Local Area Plan (SELPA) Local Education Agency (LEA) Assurances with El Dorado County Charter SELPA.
- Maintain an updated working knowledge of laws, regulations and Board Policies relating to Special Education;
- Build a database of current periodicals, articles, books, and academic materials relevant to Special Education;
- Provide leadership and expertise in assessing, identifying, formulating, and implementing Special Education goals and programs in compliance with state and federal mandates and guidelines;
- Develop and maintain information and record keeping systems necessary for completion of required county, state and federal reports;
- Coordinate and provide staff development for the charter school computerized IEP program to Special Education staff;
- Oversee the management of student data related to Special Education;
- Keep Executive Director and Administrative Team informed of legal requirements relating to Special Education and available district, state, federal and community resources;
- Represent charter schools at El Dorado County Charter SELPA meetings;
- Review the IEP and other documentation to assure compliance with state and federal mandates, including monitoring student placement procedures;
- Assist in the preparation of complaint, mediation, and due process materials;
- Monitor and review Special Education teacher and instructional aide staffing, performance and assignments;
- Participate as a member of the IEP teams, may serve as the administrative designee;
- Serves as a resource to parents, administrators, and teachers in the identification, selection, and use of instructional materials, curriculum, positive behavioral interventions, methodologies and strategies;
- Plan, organize, and implement a variety of staff development and training;
- Passionately advocate OPA's philosophies to parents, charter school Special/General Education teaching staff and administration.
- Exercise sound judgment, prepare clear and concise written documents, and work varied hours at multiple work locations; and
- Perform other duties as assigned.

Experience:

- Three years of successful experience participating in and/or administering and supervising Special Education programs.

Additional Qualifications:

- The Coordinator of Special Services must have knowledge of and demonstrate his/her ability regarding the following:
 - Principles, practices, trends, goals and objectives of public education;
 - Educational, fiscal and legal aspects of Special Education operations;
 - Curriculum and instructional design and delivery systems specific to Special Education;
 - Research and development processes;
 - Practices in educational technology and data retrieval, reporting and analysis;
 - Conflict resolution and team building methods and techniques;
 - Evaluate and analyze complex problems, issues, and concerns;
 - Effectively communicate orally and in writing;
 - Utilize a simplistic communication model;
 - Learn the operations, organization, rules, regulations, and laws governing charter schools;
 - Become familiar with the local community in which the students and their families live and work; and
 - Willingness to learn Multiple Intelligences approaches to learning.
 - Maintain flexible schedule and be willing to travel from site to site.



Oxford Preparatory Academy Charter Schools

Dean Job Description

The Dean assists the Chancellor as an educational leader of the school and is responsible for assisting with the management of the daily operation of the school plant. The Dean is accountable to the Executive Director for the quality of teaching, curriculum, instruction, and the achievement of students. The Dean participates in staff and student activities, and exercises leadership in the community.

Primary responsibilities include, but are not limited to:

- Assist the Chancellor in the leadership of the staff in determining objectives and identifying school needs;
- Assist in conducting frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and submits final evaluations to the Chancellor and/or the Managing Director;
- Prepares a variety of management and program evaluation reports as required;
- Assist in reviewing prospective employees for interviews with the Staffing Committee;
- Assist in managing and directing the educational activities of the school by implementing instructional programs including:
 - Implementation of effective instructional methods
 - Conducting frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes
 - English Learners through leadership as a member of the English Learner Advisory Committee, includes, but not limited to, scheduling meetings, ensuring translators are present at all meetings, and assisting with a needs assessment;
 - Special Education program of the school, under the direction of the Executive Director, and/or Managing Director;
 - Interventions for students, including the formation of the Students Success Team (SST); and
 - Interpreting results of testing programs to teaching staff to increase academic achievement.
- Works with Administrative Team to:
 - Conduct and organize yearly program evaluations;
 - Assist in the supervision of student activities and school events;
 - Assist in the managing of the school-wide behavior policies;
 - Assist in developing school plans and organization procedures for pupil services, health, safety, discipline, and conduct of students;
 - Assist in the development and formulation of school policy;
 - Assist in leading the Founding Group, which is established to further the involvement of parents in their children's education;
 - Assist in developing various operational schedules at the direction of the Executive Director;
 - Assist in preparation and submittal of Proposition 39 facility requests annually;
- Acts to resolve controversy relating to school affairs;
- Accepts other responsibilities as assigned by the Executive Director.

Additional Qualifications:

- Must demonstrate his/her ability as the lead learner, including knowledge of:
- Charter school operations, and organization, rules, regulations, and laws governing charter schools;
- Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
- Multiple Intelligences approaches to learning coupled with experience in teaching strategies;
- Data-based innovative educational research that may be applied to strengthen student learning; and
- Students and their families, including their background and aspirations.



Oxford Preparatory Academy

Executive Director Job Description

The Executive Director serves as the educational leader of the schools. Subject to the control of the Board, the Executive Director shall supervise, direct, and control the schools' activities, affairs, and officers. The Executive Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Primary responsibilities include, but are not limited to:

- Oversees, directs, and controls schools' activities and affairs;
- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Assists in the development and implementation of the Board of Directors policies;
- Evaluates all Directors, Coordinators, and Chancellors;
- Provides leadership in identifying school needs and in determining goals and objectives;
- Evaluates recommendations from the Staffing Committee for hiring of new staff;
- Works with the human resources department to make personnel determinations in cases of hiring and terminations;
- Works to ensure that the school is fiscally sound and stable;
- Reviews evaluations of certificated, classified, and management employees;
- Oversees the purchasing of furniture, equipment, and supplies;
- Works with management organization regarding contracted services;
- Accepts other responsibilities as assigned by the Board of Directors;

Qualifications:

- Must demonstrate his/her ability as the lead educational leader, including knowledge of:
 - Charter school operations, and organization, rules, regulations, and laws governing charter schools;
 - Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - Multiple Intelligences approaches to learning couples with experience in teaching strategies; and
 - Data-based innovative educational research that may be applied to strengthen student learning.

The Executive Director is responsible to ensure that all OPA employees meet the following conditions:

- All employees must fulfill *California Education Code § 44237*, which requires fingerprints to be obtained from the new employee in order to acquire a criminal record summary from the Department of Justice prior to commencing employment. Employees are responsible to pay for the fingerprinting costs.
- All employees who are mandated reporter, as defined by Penal Code 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each employee shall sign a statement, on a form provided to him/her by the charter school, to the effect that he/she has knowledge of the statutory requirement that if he/she observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, he/she shall immediately report this to Child Protective Services. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.



Oxford Preparatory Academy Charter Schools

FACILITIES MANAGER Job Description

Under general supervision of the Chancellor, the Facilities Manager is responsible for maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Primary responsibilities include, but are not limited to:

- Cleans and cares for facilities in order to ensure they are maintained in a safe and healthy manner;
- Creates and maintains sanitary environments in offices, classrooms, and restrooms;
- Maintains an inventory of instructional supplies, report needs to the Coordinator of Business Services, and replenish as needed;
- Locks and unlocks doors and gates;
- Adjusts and arranges equipment;
- Replaces lights, as needed;
- Places garbage in outside storage bins;
- Cleans, washes, and disinfects drinking fountains;
- Performs and/or reports minor maintenance repairs;
- Maintains storage areas and cleaning equipment, organizes materials and supplies in a safe and orderly manner in order to ensure the safety of staff and students; and
- Performs other related duties as required.

Additional Qualifications:

- Must have a high school diploma or equivalent; higher education and/or college degree is desirable;
- Prefer minimum of three (3) years' experience in custodial work, preferably including one year in a supervisory capacity
- Must demonstrate facilities and leadership abilities, including:
 - Understanding and following oral and written directions at a level required for successful job performance
 - Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures. Knowledgeable in available and appropriate cleaning materials, disinfectants and equipment used in custodial work.
 - Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
 - Willingness to learn Multiple Intelligences approaches to learning



Oxford Preparatory Academy Charter Schools

MANAGING DIRECTOR Job Description

Under the direction of the Executive Director, the Managing Director assists with and serves as a liaison between the Executive Director, charter schools, and authorizing agencies regarding mandated statewide assessments and the management and coordination of facility planning activities related to maintenance and renovation projects as outlined and stipulated in the Facility Use Agreement (FUA) and Memorandum of Understanding (MOU) with each authorizing agency.

Primary responsibilities include, but are not limited to:

- Oversees the evaluation and supervision of all Directors and Coordinators based on the components of their job descriptions and the effectiveness of the completion of said job;
- Acts as testing coordinator by taking primary responsibility in planning and implementing all mandated testing programs for the purpose of fulfilling state and school testing needs and requirements;
- Receives, inventories, organizes, and disseminates state-mandated tests;
- Retrieves and organizes test materials for return to state testing agencies;
- Assists in the preparation/presentation of appropriate instruction to staff in regard to pre-test preparation, administration, and post-test responsibilities;
- Reviews and assists in implementing policies, procedures, rules, and regulations regarding facilities planning activities as it relates to the FUA and/or MOU with respective authorizing agency;
- Communicates with Executive Director and Administrative Team regarding policy, procedures, schedules, supply and equipment requirements, and/or operational problems as it relates to the FUA and/or MOU with respective authorizing agency;
- Coordinates, manages, and oversees planning and maintenance activities for charter school sites with site Chancellors, Facilities Managers, and authorizing agency departments;
- Serves as liaison to charter school sites, authorizing agency departments, consultants, and local agencies regarding facilities planning activities as it relates to the FUA, and/or MOU with respective authorizing agency;
- Coordinates with Chancellors to provide direction to site Facilities Managers to ensure the upkeep of grounds, mowing schedules, routine maintenance, and general repairs for all charter sites as it relates to the FUA and/or MOU with respective authorizing agency;
- Performs other related administrative duties as assigned by the Executive Director.

Additional Qualifications:

- Five years of successful administration experience is required.
- Employment eligibility may include fingerprints, health (TB), and/or other employment clearance.
- Must be willing to travel to and attend evening, night, and weekend meetings and events.

Knowledge and Abilities:

As Managing Director, must have knowledge of:

- Charter petition, Memorandum of Understanding (MOU), Facility Use Agreement (FUA), and/or material revision for charter school site;
- Charter school operations, organization, rules, regulations, and laws governing charter schools;
- Data analysis methodologies and instruments, and data-based innovative educational research that may be applied to strengthen student learning;
- Principles, practices, trends, goals, and objectives of public education;
- Principles of organization, operation, and supervision;
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities;

- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics;

As Managing Director, must have ability to:

- Plan, organize, and prioritize work to meet and honor multiple schedules and deadlines, and manage simultaneous tasks with many interruptions;
- Demonstrate leadership qualities and utilize motivational techniques and strategies;
- Operate a computer terminal and audio-visual equipment;
- Communicate effectively, both orally and in writing;
- Write in a clear and concise manner for broad public appeal and interpretation;
- Gain cooperation through discussion and persuasion;
- Coordinate and supervise the work of others;
- Analyze situations carefully and adopt an effective course of action;
- Interpret, apply, and explain administrative and charter policies, laws, and regulations.



Oxford Preparatory Academy Charter Schools

Office Manager Job Description

Under general supervision and direction of the Chancellor, the Office Manager is responsible for the smooth and efficient operation of the charter school administrative office. Provide administrative assistance to the Chancellor, administrators, office and school staff and students by managing the day to day operations and transactions of the office, answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, coordinating meetings and events, supervising office staff, performing various personnel management functions, monitoring staff time and attendance, managing crisis situations, handling confidential information and other related duties.

Primary responsibilities include, but are not limited to:

- Oversees and manages the smooth and efficient operation of the front office;
- Greets, welcomes and assists all staff, students, parents, community members, callers and visitors to the school;
- Establishes and maintains complex, interrelated filing systems and records;
- Reviews and checks documents, records, and related forms for accuracy completeness, and conformance to applicable rules and procedures;
- Gives out information in person or by telephone where judgment, knowledge and interpretation of policies and procedures are necessary;
- Collects and compiles statistical or financial data and other information for inclusion into special reports, proposals and presentations;
- Assists in enrollment and drop/leave activities on the automated student information system (e.g., Aeries.net and/or Aeries CS);
- Assists in preparing and monitoring daily and monthly attendance accounting; assists in entering attendance data in electronic student system (e.g., Aeries.net and/or Aeries CS);
- Assists in contacting parents in person, by email, or by phone to obtain information as to school attendance and tardiness; maintains a record of such contacts for grades TK-8 in an effort to improve and maintain school attendance;
- Assists in promoting better relations between parents and school and better pupil attendance by explaining charter school attendance policy;
- Makes travel and conference arrangements, as needed;
- Evaluates communication priorities, keeps administrators informed, and relays information accurately;
- Assembles and prepares materials for agendas and meetings;
- Types a variety of materials, including correspondence, narrative and statistical reports, forms, lists and records;
- Gathers data and information and assumes responsibility for replying to various requests and inquiries for information and research assigned topics;
- Serves as secretary to various committees;
- Serves as liaison between administrator, staff, parents, community members, or other school personnel, as needed;
- Receives and handles telephone and personal contacts from schools, staff, other agencies and general public;
- Coordinates substitute coverage for classified staff, provides information and schedules;
- Assists in coordinating substitute coverage for certificated staff, provides information, schedules, and keys for substitute employees;
- Monitor and coordinate office workflow including training and planning, assigning and directing work of assigned office staff; assisting with scheduling para-educators and substitutes in the building; and developing, updating, communicating and implementing office and workroom procedures.
- Monitors employee attendance and maintains records;
- Operates a variety of office equipment including word processor and/or computer terminal; and
- Performs other related duties as assigned.

Additional Qualifications:

- Supplemental training or coursework in the secretarial/clerical area;
- Must have a minimum three (3) years' experience in secretarial/office manager duties;
- Employment eligibility may include fingerprints, health (TB), and/or other employment clearance;
- Must demonstrate ability in the following areas, as Office Manager:
 - Office management techniques and business correspondence procedures, filing systems, telephone techniques, letter and report writing, proofreading, and independent correspondence composition;
 - Proficient in English language usage, spelling, grammar, punctuation, and basic mathematics;
 - Dealing effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise and firmness;
 - Operating a personal computer using various functions and programs including but not limited to, word processing, spreadsheet, Microsoft Office Word, Access, PowerPoint and Excel, database software, PowerSchool SIS;
 - Maintaining a working knowledge and application skills in the newest technological software and hardware;
 - Willingness to learn the operations, organization, rules, regulations, and laws governing charter schools;
 - Willingness to learn Multiple Intelligences approaches to learning.



Oxford Preparatory Academy Charter Schools

SCHOOL NURSE

Job Description

Under the direction of the Executive Director and general supervision of the Chancellor, the School Nurse conducts a health services program for the evaluation, improvement, and protection of the health of charter school pupils and personnel in accordance with Charter School and State Law, policies and procedures.

Primary responsibilities include, but are not limited to:

- Conduct medical and dental case finding, screening, and referral activities related to health defects of selected pupils, including vision and hearing defects;
- Refer parents of pupils needing health care or welfare assistance to appropriate private or community resources;
- Provide emergency nursing service for ill or injured pupils at school;
- Conduct a program directed toward the control of communicable diseases in the school and community, including immunizations through the County Health Department;
- Serve as a health education resource person to staff and pupils;
- Assist in identification of safety and health hazards on school sites;
- Provide health counseling services for pupils, parents, and school personnel;
- Maintain a health record for each pupil;
- Inform teachers of physical or health liabilities of pupils;
- Issue excuses from physical education classes on request from physicians;
- Secure medical reports required for adaptive physical education class placements;
- Notify parents of pupils about illnesses, physical defects, and potential health problems and provides health counseling directed toward pursuit of appropriate action;
- Arrange emergency dental care for eligible pupils through the Parent Council Dental Program;
- Conduct special study of pupils eligible for special education classes and serves on the Admissions and Dismissals Committee;
- Arrange for home instruction for eligible pupils; and
- Administers medication supplied by the parent with written orders from a physician and signed consent of the parent; and
- Perform other duties as assigned.

Additional Qualifications:

- Bachelor's degree, including all courses needed to meet credential requirements;
- Health and Development Credential authorizing service as a school nurse or Standard Designated Services in Health authorizing service as a school nurse, and Audiometry Credential;
- Successful nursing experience, preferably in the field of public health, is desirable for assignment to this position;
- Appearance, grooming and personality which establish a desirable example for pupils;
- Skill in interpersonal relations;
- Must demonstrate his/her ability as School Nurse, including knowledge of:
 - School standards for mental and physical health;
 - Operation, organization, rules, regulations, and laws governing charter schools;
 - Communicate with and understand people from all socio-economic groups;
 - Students and their families, including their background and aspirations;
 - Plan and organize time and material;
 - Local community in which the students and their families live and work; and
 - Multiple Intelligences approaches to learning.



School Psychologist Job Description

Under the direction of the Chancellor and the Coordinator of Special Services, the School Psychologist will serve as psychologist to students in grades transitional kindergarten through eighth; evaluate the needs of children in an educational setting; perform psycho-educational assessments to determine appropriate programs, interventions, and instructional processes to enable students to achieve maximum achievement and adjustment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Performs a variety of individual and group psycho-educational assessment and diagnosis of specific learning, emotional, and behavioral disabilities; evaluates students in relation to learning needs; interprets test data to staff and parents;
- Prepares recommendations pertaining to student remediation, placement in special programs, and psycho-educational interventions; plans and carries out programs to enable children to attain maximum achievement; assists students in understanding and seeking solutions to social, emotional, or academic problems and issues;
- Consults and confers with instructional and administrative personnel in the development and implementation of instructional methods and procedures designed to facilitate learning and to overcome learning and behavioral disorders; serves as a resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns;
- Participates in parent conferences, pupil evaluation reviews and provides pupil profiles indicating learning strengths and weaknesses;
- Serves as a member of Student Success Team and collaborates with other team members in planning special programs, and in the use of remedial instructional materials for students with special needs;
- Consults with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child;
- Counsels students individually and in small groups using a variety of data gathering and therapy techniques; assists in identifying school psychological service needs;
- Serves as a liaison between the schools and community resources; masters contact with community agencies; appropriately utilizes outside agencies based upon identified needs of students;
- Assists in the development and monitoring of the IEP for students with exceptional needs;
- May pursue evaluation and research activities to determine the effectiveness of the school psychological service program;
- Plans and presents, as requested, a variety of management related reports pertaining to school psychological service functions and activities;
- Participates in the development of school programs;
- Performs other related functions as directed.

QUALIFICATIONS:

Knowledge of:

Principles, methods, techniques, strategies, and trends in educational, social and emotional adjustment assessment functions; applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures; social service and youth service agencies in the local and greater metropolitan area; social, emotional, and behavioral characteristics of school age students; evaluation and research techniques, strategies, and procedures; curriculum and instruction programs proven to be beneficial to pupils with special learning needs; applicable sections of the State Education Code and other applicable laws; basic computer operation; and student and parent rights with respect to special education programs.

Ability to:

Effectively and efficiently assess students and aid them in analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns; conduct, analyze and effectively utilize a variety of individual and group counseling techniques applicable to the student with severe learning, behavioral, and emotional needs; effectively deal with site and management personnel, parents, social service, and youth service agencies in resolving student problems and concerns; effectively participate in the planning and implementation of individual educational and learning plans; communicate effectively both orally and in writing; understand and carry out oral and written direction with minimal accountability controls; establish and maintain effective organizational, public, and community relationships; collaborate and communicate effectively both orally and in writing.

Experience:

All required fieldwork/internship or full-time school psychologist experience desirable; classroom teaching or counseling at the elementary or secondary school level desirable.

Education:

Minimum equivalent to the completion of an earned Master's Degree, or higher degree in psychology, counseling, guidance, or closely related field.

Licenses/Credentials:

Pupil Personnel Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist. Possession of a valid California Driver's License.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds.

Preferred Qualifications:

Preference will be given to individuals who possess specific skills that are of benefit to the program. These include, but are not limited to:

- Advanced training, degrees, licenses or certifications - especially in the specific areas of:
 - Social Skills Training
 - Autism
 - Reading Intervention and Acquisition.
 - Math Intervention.
 - Applied Behavioral Analysis and Intervention
 - Evidenced-based practices.
 - Licensed Educational Psychologist
 - Neuropsychology
 - Clinical / Mental Health
- Fluency in multiple languages.



Oxford Preparatory Academy Charter Schools

SCIENCE LAB SPECIALIST

Job Description

Under the direction and general supervision of the Chancellor and Teaching Staff, the Science Lab Specialist works cooperatively with all teaching staff, as well as assisting teachers in providing an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession. The Science Lab Specialist will perform instructional activities in the area of science; provide learning experiences for individual students and small groups; maintain supplies; perform routine clerical and supportive tasks; and do other related work as required, including assistance in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Reinforces core science curriculum skills, knowledge, and scientific principles through activities in general science, earth science, biology, chemistry, or physics to students through hands on laboratory. Works in collaboration with the classroom teacher to enhance core science curriculum;
- Plans an integrated science instructional program using demonstration, discussions, and student experiments; organizes laboratory activities and procedure for optimum learning by developing hands on science lab lessons based on the California Science standards, as well as, Multiple Intelligences to enhance the core classroom instruction;
- Demonstrates scientific concepts by use of scientific apparatus, experiments, and standard and/or teacher-prepared charts, sketches, and other instructional aids;
- Provides individual and small group instruction in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously;
- Instructs pupils in proper use, care, and safe handling of chemicals, science equipment, and plant and animal life;
- Provides for safe storage and proper use of materials, equipment, and tools to prevent loss or abuse. Makes minor adjustments and requests repairs to equipment as required;
- Monitors classroom activities making students responsible for putting materials, supplies, tools, etc., safely and neatly away at the end of the class session;
- Reviews resource materials;
- Cleans and maintains a hygienic science area, and follows and administers science safety rules;
- Uses positive reinforcement strategies and other appropriate techniques to assist students in the development of appropriate behavior;
- Corrects student work, records grades, maintains classroom bookkeeping or other records;
- Performs routine clerical tasks such as typing, computer operation, filing, and photocopying;
- Requisitions, stores, and maintains an appropriate inventory of textbooks, instructional materials, supplies, and equipment;
- Uses good judgment regarding appropriate action to assist injured or physically ill students;
- Maintains an orderly, attractive, and positive learning environment, and encourages students to ensure positive self-concept;
- Organizes all classroom activities and keeps students on task and focused;
- Communicates with the classroom teacher regarding individual child conduct;
- Performs other duties as required.

Additional Qualifications:

- Must meet the qualifications of the No Child Left Behind Act;
- Must have an equivalent to completion of the twelfth grade; may substitute successful completion of 30 semester units of college coursework in Child Development, Education, or related area for the required experience;
- One year of paid or volunteer experience working/dealing with children ages 5 through 12 in an educational or child care setting is desirable;

- Must have knowledge of:
 - Basic concepts of child growth and development, developmental behavior characteristics, student behavior management strategies and techniques;
 - Basic science and other related subject areas as needed in conjunction with instructional lab experiments and/or activities;
- Must demonstrate his/her ability as Science Lab Specialist as follows:
 - Learn and apply the proper methods and procedures to be followed in a variety of instructional situations;
 - Communicate effectively orally and in writing using correct grammar;
 - Establish and maintain effective working relationships with teaching staff, students, parents and coworkers;
 - Perform simple clerical tasks and operate standard office machines;
 - Maintain confidentiality of pupil records and school reports;
 - Demonstrate an understanding, patient and receptive attitude toward students;
 - Understands students and their families, including their background and aspirations;
 - Multiple Intelligences approaches to learning.



Oxford Preparatory Academy Charter Schools

SPECIAL EDUCATION INSTRUCTIONAL AIDE Job Description

Under supervision of the Chancellor, and as directed by a certificated employee, the Special Education Instructional Aide assists in performing a variety of instructional activities for students in assigned areas; provides a variety of clerical and supportive tasks for teachers and students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assists teachers in the presentation of learning materials;
- Tutors individuals and small groups of students;
- Monitors and assists students after instruction has been given by the teacher;
- Oversees and supervises students during classroom activities, recess periods and field trips;
- Reads to students, explain words and meanings, re-phrases materials and provides similar learning examples;
- May assist in the administration of score tests and compute and record grades;
- Maintains student records and files;
- Confers with teacher about program and student needs;
- Performs routine clerical duties in support of classroom activities;
- Uses positive reinforcement strategies and other appropriate techniques to assist students in the development of appropriate behavioral strategies;
- Maintains discipline in the absence of the teacher;
- Prepares teaching materials and learning activities as directed;
- Operates and assists students in the operation of a variety of instructional technology;
- Records and organizes behavioral or academic data to assist in monitoring student progress;
- Assists in maintaining a neat, orderly and attractive learning environment;
- Operates a variety of classroom and office equipment;
- May assist in yard duty assignment working collaborative groups of students for social skills training;
- May attend meetings and training sessions as required;
- Performs other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic concepts of child growth and development and developmental behavior characteristics, behavior management strategies and techniques; basic subjects including arithmetic, grammar, spelling and reading; routine record keeping techniques; computer operations/data entry, word processing, and spreadsheets.

Ability to:

Utilize a variety of instructional materials and procedures to enhance a positive educational environment; work independently; multitask and prioritize; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; understand and carry out oral and written directions; establish and maintain cooperative working relationships; meet NCLB Highly Qualified Para-Professional requirements, pass a proficiency test (example: Para-Pro Assessment) in English usage, language arts, and mathematics, and/or have passed the CBEST.

Experience:

At least one year of experience in a paid or non-paid position working with school aged children.

Education:

Education equivalent to the completion of the twelfth grade; An AA or BA degree is highly desirable.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting may be required. Lifting of office supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Possession of a valid and appropriate California Driver's License; an AA or BA degree is highly desirable.

Preferred Qualifications:

Preference will be given to individuals who possess specific skills that are of benefit to the program. These include, but are not limited to:

- Advanced training, degrees, licenses or certifications - especially in the specific areas of:
 - Social Skills Training
 - Autism
 - Evidenced-based practices.
 - Nonviolent Crisis Prevention and Response
 - First Aid and/or CPR
- Fluency in multiple languages.



Oxford Preparatory Academy Charter Schools

SPECIAL EDUCATION TEACHER EDUCATION SPECIALIST - MILD/MODERATE Job Description

Under the direction of the Chancellor and the Director of Special Services, and in coordination with the regular classroom teacher, the individual placed in this position will provide direct instruction to students identified for the program using specific teaching strategies and methodologies in the core curriculum as defined by stated goals and objectives in each student's Individualized Education Program (IEP).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Collaborates with the regular education teachers and provides direct services to mainstreamed students;
- Supervises and coordinates Instructional Aides in supporting students in a similar manner;
- Delivers instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student; individualizes instructional processes, adapt instructional delivery systems; provides individual and group instruction in teaching strategies that provide student with compensatory skills to remediate student learning disorders and effectively utilize the available instructional time;
- Utilizes an adopted course of study, and curriculum and instruction guidelines, and other materials to develop lesson plans and teach outlines designed to remediate diagnosed learning dysfunctions;
- Reviews, analyzes, and evaluates the history and background of students with learning handicaps and make recommendations to support staff, classroom teacher, parents and charter personnel appropriate diagnostic/instructional services; assists in referral of an individual with exceptional needs to available community agencies when their needs cannot be met by the services provided by the Oxford Preparatory Academy;
- Provides consultative, support, and supervisory services in program and curriculum planning, research, and program evaluation for special projects involving learning handicaps within the school; plans with teachers and other staff members implementation of instructional strategies to meet the needs of an individual with a learning handicap;
- Conducts formal and informal assessments with a student with mild to moderate disabilities, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological, educational, and behavioral potential;
- Participates as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implements and monitors the IEP;
- Develops individual and group behavior management programs; provides reasonable safety precautions to protect students, staff, equipment, materials and the school facility; designs and implements positive behavioral support plans and interventions based on functional analysis assessment; supervises students in the classroom and, as needed, in and out of classroom activities during the assigned workday, as directed by the Chancellor;
- Confers frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conducts/participates in parent conferences as directed, including those to be selected on the same schedule as the general education programs;
- Keeps appropriate records and all other records pertinent to the special education program for the state reports and program accountability; prepares grades and progress reports;
- Trains and guides Instructional Aides assigned to the program;
- Participates, as needed by the Chancellor, in curriculum development programs; attends school staff meetings, in-services, and professional growth activities related to special education; shares in the sponsorship of student activities and participates in faculty committees such as Student Success Team (SST) when requested by the Chancellor;
- Develops personal and professional performance goals in accord with Oxford Preparatory Academy and State guidelines;
- Performs other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to special education students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with special needs; applicable sections of the State Education Code and other applicable laws; basic computer skills; socio and economic and cultural background differences of the general school population; and student and parent rights with respect to special education programs.

Ability to:

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships; develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

Experience:

Student teaching, internship, or full time teaching experience desirable.

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California Education Specialist Credential: Mild/Moderate, or other appropriate credential authorizing teaching in the Mild/Moderate Special Education program; must possess an English Learner authorization at time of employment. Must be certified as "Highly Qualified" under the No Child Left Behind Act. Must possess a valid California Driver's License.

Preferred Qualifications:

Preference will be given to individuals who possess specific skills that are of benefit to the program. These include, but are not limited to:

- Advanced training, degrees, licenses or certifications - especially in the specific areas of:
 - Social Skills Training
 - Autism
 - Reading Intervention and Acquisition.
 - Math Intervention.
 - Applied Behavioral Analysis and Intervention
 - Evidenced-based practices.
- Fluency in multiple languages.



Oxford Preparatory Academy Charter Schools

SPECIAL EDUCATION TEACHER EDUCATION SPECIALIST - MODERATE/SEVERE Job Description

Under the direction of the Chancellor and the Coordinator of Special Services, and in coordination with the regular classroom teacher, the individual placed in this position will provide direct instruction to students identified for the program using specific teaching strategies and methodologies in the core curriculum and/or specialized curriculum standards as defined by stated goals and objectives in each student's Individualized Education Program (IEP).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- May work cooperatively with classroom teachers who have special education students in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs; assists other professional staff members in resolving the unique psychological or disciplinary concerns of such students;
- Conducts formal and informal assessments in a classroom or in the community, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological, educational, and behavioral potential;
- Participates as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implements and monitors the IEP;
- Designs, implements and evaluates effectiveness of lesson plans based on each individual student's IEP Goals and Objectives; delivers a daily academic program consistent with State and Federal education code requirements; provides individualized instruction on appropriate areas of pre-academics/academics, language, self-help, pre-vocations, and socialization skills as appropriate; provides instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student;
- Develops individual and group behavior management programs; provides reasonable safety precautions to protect students, staff, equipment, materials and the school facility; demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessment; supervises students in the classroom and, as needed, in out-of-classroom activities during the assigned working day, as directed by the Chancellor;
- Collaborates, as needed, with other professionals involved in the program for the child with disabilities, such as Occupational Therapists, Physical Therapists, Speech and Language Pathologists, Psychologists, Adapted Physical Education teachers, Assisted Technology, and regular classroom teachers; collaborates with agencies providing services to participating students;
- Confers frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conducts parent conferences, including those to be selected on the same schedule as the general education programs;
- Keeps attendance records and all other records pertinent to the special education program for the state reports and program accountability; prepares grades and progress reports;
- May assist with coordinating and facilitating in-services for parents and staff;
- Coordinates and facilitates trainings and in-services, and directs Special Education Instructional Assistants assigned to the program;
- Participates as needed by the Chancellor, in curriculum development programs with the school or assignment; attends school staff meetings, in-services and professional growth activities related to special education; shares in the sponsorship of student activities and participates in faculty committees such as Student Success Team (SST) when requested by the Chancellor;
- Develops personal and professional performance goals in accord with OPA and State guidelines.
- Assists pupils with personal care and physical needs, such as toileting, positioning, feeding, administering medication, monitoring dietary restrictions and others, as specified by the child's physician and directed by the school nurse.
- Performs other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs; principles of classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to special education students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with special needs; applicable sections of the State Education Code and other applicable laws; basic computer skills; socio economic and cultural background differences of the general school population; and student and parent rights with respect to special education programs.

Ability to:

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships; develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

Experience:

Student teaching, internship, or full time teaching experience desirable.

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California Education Specialist Credential for Moderate/Severe or other appropriate credential authorizing teaching of the moderate to severely handicapped and an English Learner authorization. Must be certified as "Highly Qualified" under the No Child Left Behind Act. Possession of a valid California Driver's License.

Preferred Qualifications:

Preference will be given to individuals who possess specific skills that are of benefit to the program. These include, but are not limited to:

- Advanced training, degrees, licenses or certifications - especially in the specific areas of:
 - Social Skills Training
 - Autism
 - Reading Intervention and Acquisition.
 - Math Intervention.
 - Applied Behavioral Analysis and Intervention
 - Evidenced-based practices.
- Fluency in multiple languages.



Oxford Preparatory Academy Charter Schools

Speech and Language Pathologist Job Description

Under the direction of the Chancellor and the Coordinator of Special Services, the Speech and Language Pathologist will provide direct services, including evaluation and therapy to students with speech and language disorders, as well as consultation to staff and parents regarding strategies for maximizing curricular success.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Consults with teachers, administrators, and parents regarding typical speech and language development, classroom accommodations and/or modifications, and assist in the referral process as necessary;
- Provides speech and language assessment, diagnosing speech and language disorders; interpret findings to teachers, administrators, and parents;
- Evaluates, in conjunction with other professionals, as necessary, the effects of speech, language, or hearing disorders on a student's educational performance and academic achievement; provide intervention (either direct or on a consultative basis) that addresses individual goals and objectives directed toward academic success through remediation of and/or compensation strategies for speech/language or hearing disorders; conduct ongoing evaluation for qualified students and make periodic reports of progress, recommending adjustments in intervention program as necessary;
- Develops and implements a schedule for therapy based on every individual student's IEP goals and objectives to remediate disorder; develop lesson plans and instructional materials; deliver instruction to students individually or in groups at one or more school sites;
- Attends staff and planning meetings for individual students, providing expertise, as needed, in the area of speech and language, as well as input on student performance and recommendations for intervention;
- Prepares reports according to required timelines; maintains all appropriate documentation required by law;
- Attends special activities; participates in committees, such as student success teams (SST) as requested;
- Develops personal performance goals in accord with OPA and State guidelines;
- Develops individual and group behavior management programs; provides reasonable safety precautions to protect students, staff, equipment, materials and the school facility; designs and implements positive behavioral support plans and interventions based on functional analysis assessment; supervises student during the assigned workday;
- Confers frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conducts/participates in parent conferences as directed, including those to be selected on the same schedule as the general education programs;
- Participates as a member of the IEP teams, as needed, to develop IEP goals, objectives, adaptation, accommodation, modification and instructional plans; implements and monitors speech and language services as indicated;
- May assist with coordinating and facilitating in-services for parents and staff;
- May assist with coordinating and facilitating in-services and training with collaborative groups of students on social skills;
- Performs other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Communication disorder assessment techniques and treatment; educational trends and research findings pertaining to speech and language disorders; behavior management strategies, techniques and methods and conflict resolution procedures; socio-economic and cultural background differences of the school population; special education laws, codes and procedures particularly those that apply to students with communication disorders; the relationship between clinical and educational speech pathology practices; basic computer skills.

Ability to:

Prepare comprehensive, reliable, valid and timely assessment reports; participate effectively as part of an interdisciplinary team; respond appropriately to inquiries and concerns from teachers, parents and others concerning speech, language, and communication issues; prepare, revise and adhere to a therapy session schedule to meet student needs at assigned school(s); provide therapeutic programming utilizing direct (pull out and collaboration) and indirect (consultation) service delivery models; communicate clearly and concisely, both orally and in writing, to students, staff, parents and others

Experience:

All required fieldwork/internship or full-time experience as a school speech and language pathologist desirable.

Education:

Bachelor's Degree from an accredited college of university including all courses needed to meet credential or licensure requirements.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California Credential authorizing service in Language, Speech and Hearing Therapy or Master's Degree, valid license issued by the Speech and Language Pathology and Audiology Board and passage of California Basic Educational Skills Test (CBEST). Must possess a valid California Driver's License.

Preferred Qualifications:

Preference will be given to individuals who possess specific skills that are of benefit to the program. These include, but are not limited to:

- Advanced training, degrees, licenses or certifications - especially in the specific areas of:
 - Social Skills Training
 - Autism
 - Reading Intervention and Acquisition.
 - Evidenced-based practices.
 - Certificate of Clinical Competence
- Fluency in multiple languages.



Oxford Preparatory Academy Charter Schools

TEACHER Job Description

Teachers must provide an exceptional educational program for pupils in grades TK-8, as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Demonstrate their ability as learners;
- Knowledge of the students and their families, their background and aspirations;
- Knowledge of the subject matter(s) and standards in which he or she teaches. It is essential that teachers demonstrate that he or she is continuing to learn updated subject matter;
- Knowledge of the local community in which the students and their families live and work. It is vital that teachers have an understanding of the community to assist students in reaching their academic potential;
- Develop data-driven lesson plans and instructional materials to provide individualized and small group instruction in order to adapt the curriculum needs of each pupil;
- Demonstrate an ability to work as colleagues. As a staff we will form and work as a Professional Learning Community (PLC) to maximize student achievement. Student learning is the focus of all collaboration and staff development. Teachers must be able to work as a team with other faculty, students, and parents;
- Provide leadership for the school. Initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards is an essential part of being a teacher at Oxford Preparatory Academy;
- Conform to the legal requirement that all core, charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold; and
- Be “highly qualified” per provisions set forth in the *No Child Left Behind Act* regulations and all teachers shall possess an English Learner (EL) Authorization

Employee Qualifications:

To be employed by OPA the following conditions must be met:

- All employees must fulfill *California Education Code § 44237*, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
- All employees who are mandated reporters, as defined by Penal Code 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each employee shall sign a statement, on a form provided to him/her by Oxford Preparatory Academy, to the effect that he/she has knowledge of the statutory requirement that if he/she observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, he/she shall immediately report this to Child Protective Services. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the “I-9” form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees and volunteers must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.



Oxford Preparatory Academy Charter Schools

WORLD LANGUAGE SPECIALIST

(CHINESE, FRENCH, GERMAN, ITALIAN)

Job Description

Under the direction of the Executive Director and the general supervision of the Chancellor, Teaching Staff, and/or Master Teacher, the World Language Specialist must work cooperatively with and support all Teaching Staff, as well as, assisting teachers in providing an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession. The World Language Specialist will perform instructional activities in the language of instruction; provide learning experiences for individual students and small groups; perform routine clerical and supportive tasks; and do other related work as required, including assistance in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Presents prepared foreign language lessons and activities in a small group or individual student setting;
- Keeps students on task and focused;
- Maintains an orderly, attractive, and positive learning environment, and encourages students to ensure positive self-concept;
- Corrects student work, records grades, maintains classroom bookkeeping or other records;
- Duplicates materials needed for instruction;
- Communicates with the classroom teacher regarding individual child conduct;
- Assists in other activities involving children outside the classroom such as, but not limited to, auditorium activities, field trips, and parent conferences;
- Attends monthly meetings with the Dean as scheduled;
- Performs routine clerical tasks such as typing, computer operation, filing, and photocopying;
- Uses good judgment regarding appropriate action to assist injured or physically ill students;
- Performs other related duties as required.

Additional Qualifications:

- Meet qualifications of the No Child Left Behind (NCLB) Act;
- Must hold a Bachelor's Degree;
- Must be an experienced Foreign Language instructor; a California Single Subject Teaching Credential in the language of instruction is preferred;
- One year of paid or volunteer experience working with children ages 5 through 12 in an educational or child care setting is desirable;
- Must demonstrate his/her ability as World Language Specialist as follows:
 - Learn and apply the proper methods and procedures to be followed in a variety of instructional situations;
 - Communicate effectively orally and in writing using correct grammar;
 - Establish and maintain effective working relationships with Teaching Staff, students, parents and coworkers;
 - Understand and carry out oral and written instructions;
 - Perform simple clerical tasks and operate standard office machines;
 - Maintain confidentiality of pupil records and school reports;
 - Demonstrate an understanding, patient and receptive attitude toward students;
 - Operations, organization, rules, regulations, and laws governing charter schools;
 - Students and their families, including their background and aspirations;
 - Local community in which the students and their families live and work; and
 - Multiple Intelligences approaches to learning;
 - Willingness to learn about the operations, organization, rules, regulations, and laws governing charter schools.

Oxford Preparatory Academy Charter Schools

PROPOSED Master Calendar 2014-2015

Oxford Preparatory Academy – South Orange County (SOC)

JULY 2014					AUGUST 2014					SEPTEMBER 2014				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	24	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			
OCTOBER 2014					NOVEMBER 2014					DECEMBER 2014				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		
JANUARY 2015					FEBRUARY 2015					MARCH 2015				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			
APRIL 2015					MAY 2015					JUNE 2015				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			

IMPORTANT DATES & NON-INSTRUCTIONAL DAYS

July 4	Holiday - Independence Day
Aug 25	Teacher Work Day (TWD 1 Day)
Aug 26-29	Staff Development Days (4 days)
Sept 1	Holiday – Labor Day
Sept 2	Meet Your Professor Day (TWD 1 Day)
Sept 3	First Day of School
Sept 11	Back to School Night (Minimum Day)
Oct 13	Holiday-Columbus Day
Oct 14-17	Staff Development Days (4 days) – No School
Oct 22-24	Parent Teacher Conferences – No School
Oct 31	Literature Day – Minimum Days
Nov 10	Holiday-Veteran's Day
Nov 24-26	Thanksgiving Week – No School
Nov 27-28	Holiday – Thanksgiving
Dec 15-Jan 2	Winter Break – No School
Jan 19	Holiday – Martin Luther King's Birthday
Feb 16	Holiday – President's Day
Mar 11-12	Parent Teacher Conferences – Minimum Days
Mar 23-27	Spring Break – No School
April 13-May 1	Quiet Weeks Prior to Testing
April 20	No School
May 4-22	Testing Window
May 25	Holiday – Memorial Day
June 11	Open House – Minimum Day
June 19	Last Day of School – Minimum Day
June 22-23	Staff Development Days (2 Days)
June 24	Teacher Work Days (TWD 1 Day)

Legend:

	1 st and Last Day of School
	Holidays (No School)
	Staff Development Days
	Teacher Work Days
	Back to School * / Open House *
	Parent Teacher Conferences – No School
	School Closed
	Spring Break
	Quiet Weeks Prior to Testing
	Testing Window
	Meet Your Professor Day
	Writing Test, 4 th & 7 th Grade
	Trimester Ends
	Report Cards Sent Home
	Minimum Days

Student Instructional Days	170
Teacher/Staff Development (non-student days)	10
Teacher Work Days (non-student days)	3
Teacher/Parent Conferences (non-student days)	3
TOTAL TEACHER WORK DAYS	186

Calendar Subject to Change

Oxford Preparatory Academy Charter Schools



PROPOSED - Master Calendar 2014-2015



Oxford Preparatory Academy-South Orange County

DATES	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS/IMPORTANT DATES
Aug 25-29	0	0	Aug 25 - Teacher Work Day (1 Day) - Aug 26-29 - Staff Development (4 days)
Sept 1-5	3 (Sept. 3 rd - 1 st Day of School)	Sept 5 - 1	Sept 1 - Holiday, Labor Day/No School - Sept 2 - Meet Your Professor Day - Teacher Work Day (1 day) - Sept 3 - 1 st Day of School
Sept 8-12	5 (Sept 11 th - Back to School Night)	Sept 11* & 12 - 2	Sept 11 - Back to School Night / Minimum Day
Sept 15-19	5	Sept 19 - 1	
Sept 22-26	5	Sept 26 - 1	
Sept 29-Oct 3	5	Oct 3 - 1	
Oct 6-10	5	Oct 10 - 1	
Oct 13-17	0	0	Oct 13 - Holiday, Columbus Day - Staff Development - Oct 14-17 (4 Days) Fall Recess - No School
Oct 20-24	2	0	Progress Reports - Oct 22-24 - Parent-Teacher Conference Days (3 days) - No School
Oct 27-31	5	Oct 31 - 1	Oct 31 - Literature Day - Minimum Day
Nov 3-7	5	Nov 7 - 1	
Nov 10-14	4	Nov 14 - 1	Nov 10 - Holiday, Veteran's Day - No School
Nov 17-21	5	Nov 21 - 1	
Nov 24-28	0	Nov 28 - 0	Nov 24-28 - Thanksgiving Holiday - No School
Dec 1-5	5 (Dec 5 th -End of 1 st Trimester)	Dec 5 - 1	Dec 5 - End of 1 st Trimester

DATES	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS/IMPORTANT DATES
Dec 8-12	5	Dec 12 - 1	Dec 12 - Report Cards - 1 st Trimester
Dec 15-19	0	0	Dec 15-19 - Winter Break
Dec 22-26	0	0	Dec 22-26 - Winter Break
Dec 29-Jan 2	0	0	Dec 29-Jan 2 - Winter Break
Jan 5-9	5	Jan 9 - 1	
Jan 12-16	5	Jan 16 - 1	
Jan 19-23	4	Jan 23 - 1	Jan 19 - Holiday/Martin Luther King Jr. Day - No School
Jan 26-30	5	Jan 30 - 1	
Feb 2-6	5	Feb 6 - 1	Feb 6 - Progress Report
Feb 9-13	5	Feb 13 - 1	
Feb 16-20	4	Feb 20 - 1	Feb 16 - Holiday, Presidents Day - No School
Feb 23-27	5	Feb 28 - 1	
Mar 2-6	5	Mar 6 - 1	March 3 - Writing Test for Grades 4 & 7
Mar 9-13	5 (Mar 13 th -End of 2 nd Trimester)	Mar 11* & 12*, Mar 13 - 3	March 11 & 12 - Parent/Teacher Conferences - March 13 - End of 2 nd Trimester
Mar 16-20	5	Mar 20 - 1	Mar 20 - Report Cards - 2 nd Trimester

DATES	SCHOOL DAYS	MINIMUM DAYS	NON-INSTRUCTIONAL DAYS/IMPORTANT DATES
Mar 23-27	0	0	March 23-27 - Holiday, Spring Break
Mar 30-Apr 3	5	Apr 3 - 1	
Apr 6-10	5	Apr 10 - 1	
Apr 13-17	5	Apr 17 - 1	Quiet Week
Apr 20-24	4	Apr 24 - 1	April 20 - No School - Quiet Week
Apr 27-May 1	5	May 1 - 1	Quiet Week
May 4-8	5	May 8 - 1	STAR Testing Window Opens
May 11-15	5	May 15 - 1	Progress Reports
May 18-22	5	May 22 - 1	STAR Testing Window Closes
May 25-29	4	May 29 - 1	May 25 - Holiday, Memorial Day
June 1-5	5	June 5 - 1	
June 8-12	5 (June 11 th - Open House)	June 11* & 12 - 2	June 11 - Open House/Minimum Day - June 12 - End of 3 rd Trimester
June 15-19	5 (June 19 th - Last Day of School)	June 19 - 1	June 19 - Report Cards 3 rd Trimester - June 19 - Last Day of School
June 22-26	0	0	June 22-23 - Staff Development Day (2 days) - June 24 - Teacher Work Day (1 day)

Student Instructional Days	170
Teacher/Staff Development (non-student days)	10
Teacher Work Days (non-student days)	3
Teacher/Parent Conferences (non-student days)	3
TOTAL TEACHER WORK DAYS	186

* Minimum Days on Fridays, unless otherwise indicated.

Calendar subject to change - Pending Board Approval.



Oxford Preparatory Academy

SOC

Bell Schedule

2014-2015



Grades 1-8

Regular Schedule

Monday - Thursday	
8:05 AM	School Begins
10:35 - 10:55 AM	Recess/Prep Time
11:40 - 12:00 AM	1 st & 2 nd Play First
12:00 - 12:25 PM	1 st & 2 nd Lunch
12:00 - 12:25 PM	3 rd & 4 th Play First
12:25 - 12:45 PM	3 rd & 4 th Lunch
12:20 - 12:45 PM	5 th & 6 th Play First
12:45 - 1:05 PM	5 th & 6 th Lunch
12:35 - 1:05 PM	7 th & 8 th Play First
1:05 - 1:20 PM	7 th & 8 th Lunch
2:00 - 2:15 PM	Primary Recess
3:15 PM	School Dismissal

Minimum Day Schedule

Friday	
8:05 AM	School Begins
9:45 - 10:05 AM	Nutrition Break
11:35 AM	School Dismissal

Transitional Kindergarten

Early "Matriculates"

Monday - Friday	
8:05 AM	School Begins
9:50 - 10:10 AM	Nutrition/PE
11:35 AM	School Dismissal

Minimum Day Schedule

Friday	
8:05 AM	School Begins
10:00 - 10:20 AM	Nutrition/PE
11:35 AM	School Dismissal

Kindergarten

Early "Matriculates"

Monday - Friday	
8:05 AM	School Begins
9:50 - 10:10 AM	Nutrition/PE
11:35 AM	School Dismissal

Late "Matriculates"

Monday - Thursday	
11:45 AM	School Begins
1:30 - 1:50 PM	Nutrition/PE
3:15 PM	School Dismissal

Minimum Day Schedule

Friday	
8:05 AM	School Begins
10:00 - 10:20 AM	Nutrition/PE
11:35 AM	School Dismissal

LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

State Priority: Pursuant to Education Code section 44258.9, teachers must be appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.

This Education Code section conflicts with section 47605(1) of the Charter Schools Act. Thus, charter schools should mention and comply with the Charter Schools Act provision in their LCFF plans rather than section 42258.9.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> (1) Each credentialed teacher serving in an assignment requiring a certificate will complete the necessary requirements for these certificates or complete the required training, pursuant to section 47605(1) of the Charter Schools Act. 	<ul style="list-style-type: none"> (1a) On an annual basis, the Human Resource Department will review the credentials of all teachers to ensure the following: credential is current, teacher is appropriately assigned according to their credential, and any assignments in error are rectified and/or teachers are trained accordingly prior to beginning their assignment in accordance with their placement. Only credentialed teachers will be hired in an assignment requiring a credential. 	<ul style="list-style-type: none"> (1a) All teachers who teach core classes shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)). Methods of measurement include human resources (HR) documentation of contracts and credentials; teacher assignments align with credential documentation.

State Priority: Every pupil must have sufficient access to standards-aligned instructional materials pursuant to Education Code section 60119. – NOT APPLICABLE

Under Education Code section 47610 (the mega waiver), this requirement does not apply to charter schools.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Does not apply. 	<ul style="list-style-type: none"> Does not apply. 	<ul style="list-style-type: none"> Does not apply.

State Priority: School facilities must be maintained in good repair pursuant to Education Code section 17002(d). – NOT APPLICABLE

If a charter school is state bond funded under the lease purchase law then this priority will apply to the charter school and should be addressed in its Plan. Each school should conduct an individual assessment to determine whether this priority applies.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Does not apply. 	<ul style="list-style-type: none"> Does not apply. 	<ul style="list-style-type: none"> Does not apply.

State Priority: Academic content and performance standards adopted by the SBE must be implemented (this includes how programs and services will enable English learners to access to common core academic content standards pursuant to Education Code section 60605.8 and the English language development standards pursuant to Education Code section 60811.3 for purposes of gaining English language proficiency).

Under Wilson v. State Board of Education (1999) 75 Cal.App.4th 1125, this priority does not apply to charter schools. However, it is recommended that charter schools conform to this standard because charter school students are held to the same testing requirements as public school students.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> (1) Ensure materials, including technology, are available to 	<ul style="list-style-type: none"> (1a) Continue to assess existing instructional materials and 	<ul style="list-style-type: none"> (1a) All pupils will have sufficient textbooks or instructional materials.

LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

<p>implement Common Core State Standards.</p> <ul style="list-style-type: none"> • (2) Ensure lesson plans are developed that target Common Core State Standards. • (3) Ensure assessments are created and used that target Common Core State Standards. 	<p>supplement them with resources from the CDE's supplemental instructional materials list and other sources such as the library, internet, and primary source documents to develop Common Core State Standards-aligned lessons.</p> <ul style="list-style-type: none"> • (2a) Continue to utilize curriculum frameworks as a blueprint for implementation and development of lesson plans for the ELA and Mathematics Common Core State Standards. • (3a) Continue to revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the Common Core State Standards. • (3b) Utilize Common Core State Standards based report cards for all grades. 	<p>Methods of measurement include materials inventory.</p> <ul style="list-style-type: none"> • (2a) Teachers will create lesson plans that target the ELA and Mathematics Common Core State Standards. Method of measurement includes copies of teacher lesson plans. • (3a) Teachers will have access to assessments that target Common Core State Standards. Method of measurement includes copies of assessments. • (3b) Every grade level will use Common Core State Standards based report cards. Method of measurement includes copies of Common Core State Standards based report cards for all grade levels.
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State Priority: Parental involvement, including efforts made to seek parent input for making decisions for the school site, and how the school will promote parent participation in programs for pupils and individuals with exceptional needs.

This priority applies to most charter schools and should be addressed in the LCFF plan or an explanation provided of why its impractical.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • (1) Strongly encourage parents to participate providing the <i>Learning Partnership Agreement</i> and Parent Informational Handbook. • (2) Utilize the Founding Families Group to ensure that OPA's vision, mission, and values will be communicated effectively throughout the community. 	<ul style="list-style-type: none"> • (1a) Hold Parent Information Meetings for families interested in enrolling their children in the school where the <i>Learning Partnership Agreement</i> will be explained. • (1b) Conduct an annual meeting to present and discuss the Parent Informational Handbook, which provides parents information on our school policies, programs, and student activities. • (2a) Ensure that Founding Families serve on a major committee that may include: fundraisers, Parent Information Meetings and enrollment sessions; informing others about the school; assisting with charter renewal and Proposition 39 process; assisting with and providing input on developing, promoting, and evaluating educational initiatives, 	<ul style="list-style-type: none"> • (1a) Parents will be informed of the <i>Learning Partnership Agreement</i>. Methods of measurement include sign-in sheets, fliers, emails, website postings, etc., of Parent Information Meetings. • (1b) Parents will receive notification to attend the Parent Informational Handbook meeting. Methods of measurement include emails and voice message records to the parent community, and website announcements. • (2a) Founding Families may serve on at least one major committee. Methods of measurement include Founding Families Committee sign-up sheet; event sign-in sheets for Founding Families documenting participation.

LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

<ul style="list-style-type: none"> • (3) Utilize the English Language Advisory Committee (ELAC) to advise the Administration and staff on programs and services for English learners. • (4) Utilize the El Dorado County Charter SELPA Community Advisory Committee (CAC) to advise the Administration and staff on programs and services for Special Education students. • (5) Utilize the Honour Society in promoting the vision and mission of the school and encourage a positive family oriented school climate with school-wide activities and events. 	<p>school-wide plans, accreditations, and grant-writing.</p> <ul style="list-style-type: none"> • (3a) Elect members of the ELAC at an annual meeting by an electorate comprised of parents of English learners, for a term of one school year. • (3b) Ensure that the members of ELAC have opportunities to impact the education of English Learners including the following responsibilities: advising the Chancellor (Principal) and staff on program and services for English learners; assisting in the development of the school's annual language census; offering suggestions to the school administration on the most effective ways to ensure regular school attendance, soliciting and encouraging community participation; and providing input to administration on the most effective ways to support full participation of English learners in all school activities. • (4a) Appoint members of the CAC for a term of one school year. • (4b) Ensure that the members of CAC have opportunities to impact the education of Special Education students by providing information to staff and parents shared at the El Dorado County Charter SELPA CAC meetings. • (5a) Communicate to all stakeholders that all parents/guardians are automatically members of the Honour Society. • (5b) Offer many opportunities for Honour Society members to assist the school with school-wide activities and events including: coordinating fundraising activities to support student field trips, awards, supplemental instructional materials, and school enhancements. 	<ul style="list-style-type: none"> • (3a) Parents or guardians of English learners will be notified of their opportunity to elect parent members to serve on the ELAC or subcommittee, as well as the process for self-nomination. Methods of measurement include ELAC nomination form, ballot, and letter sent to parents of English Learners explaining the process. • (3b) By the end of the school year, ELAC members will participate in one or more of the opportunities to the left. Methods of measurement include ELAC Meeting agendas and minutes; parent survey and results. • (4a) Parents or guardians of Special Education students will be notified of their opportunity to participate in the CAC. Methods of measurement include the CAC flyer that is given at IEP meetings, parent education meetings, and posted on the website. • (4b) By the end of the school year, CAC members will participate in two or more CAC meetings. Methods of measurement include CAC Meeting agendas and resources. • (5a) Stakeholders will be informed that all parents/guardians are automatically members of the Honour Society. Agendas/minutes of Parent Information Meetings held in the beginning of the school year, agendas of general Honour Society meetings, school emails, website, parent letters, and voice messages. • (5b) Honour Society members will have the opportunity to participate in at least one school-wide activity. Methods of measurement include agendas and minutes of Honour Society meetings, parent volunteer sign-up sheets distributed in the beginning of the school year, school emails, website, and voice messages.
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LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

<ul style="list-style-type: none"> • (6) Provide effective and consistent communication to maintain parental involvement in the school. • (7) Obtain and utilize parent input to improve and/or establish programs that address unique student needs and instructional priorities. 	<ul style="list-style-type: none"> • (6a) Utilize the school website, group emails, voice messages, and other electronic media sources to provide parents with updated information on school events, volunteer opportunities, and general program information. • (6b) Utilize student agendas in grades 1-8 to not only record student assignments and schedules, but to also open communication between parents and the teacher. • (6c) Provide updates on student progress to parents on a regular basis to include the use of progress reports and trimester report cards. • (7a) Conduct an Annual Survey of Parents at the end of each school year that includes assessment of the various programs that address unique student needs and instructional priorities. • (7b) Discuss the results of the Annual Survey of Parents with staff to make program changes or additions for the upcoming school year that address unique student needs and instructional priorities. 	<ul style="list-style-type: none"> • (6a) On at least a bi-monthly basis, families will receive communication from the school. Methods of measurement include record of correspondences, including emails, voice messages, website postings, etc. • (6b) Students in grades 1-8 will use an agenda for assignments and/or communication between parents and the teacher. Methods of measurement include sample agenda and example of student/parent correspondence using agenda. • (6c) Parents will receive updates on student progress through trimester report cards and progress reports. • (7a) Families may receive the Annual Survey of Parents. Methods of measurement include copy of parent survey, copy of email that was sent to all stakeholders informing them of the opportunity to complete the survey, and survey results. • (7b) Staff will be present for a discussion regarding the result of the Annual Parent Survey. Methods of measurement include agenda and minutes from the meeting.
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State Priority: Pupil achievement, as measured by all of the following, as applicable:

- Statewide assessments administered pursuant to Education Code sections 60604 *et seq.*, or any other test certified by the SBE.
- The Academic Performance Index as described in Education Code section 52052.
- Percentage of pupils who have successfully completed courses that satisfy requirements for entrance to the University of California, California State University, or career technical education sequences or clusters of courses that satisfy Education Code section 52302(a), 52372.5(a), or align with SBE-approved career technical education standards and frameworks. – NOT APPLICABLE
- The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency as certified by the SBE.
- The English learner reclassification rate.
- The percentage of pupils who have passed an advanced placement exam with a score of 3 or higher. – NOT APPLICABLE

The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent college preparedness assessment. – NOT APPLICABLE

All priorities applicable to charter schools should be addressed in the LCFF plan. Sub-priorities C, F, and G are only applicable to charter high schools, and therefore, are not applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • (1) Meet minimum state requirements for percent of students school-wide scoring at or above proficient in English 	<ul style="list-style-type: none"> • (1a) Prior to the beginning of the school year, train teaching staff to: design standards-based instruction (using the principles of backwards 	<ul style="list-style-type: none"> • (1a) Teaching staff will receive training to produce standards-based lessons (using the principles of backwards design); create aligned assessments to the standards; and

LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

<p>Language Arts and Mathematics as measured by: a) mandated statewide assessments (Smarter Balanced, or any subsequent assessment as certified by SBE), and b) Academic Performance Index (API).</p> <ul style="list-style-type: none"> • (2) Annually analyze the EL reclassification rate as well as the percentage of ELs who make progress toward English language proficiency using multiple measures, such as CELDT, local and state assessments. 	<p>design); align appropriate assessments to the standards; and implement instructional activities that are aligned to standards and reflect research-based best practices.</p> <ul style="list-style-type: none"> • (1b) Prior to the start of the school year, analyze student data on statewide assessments to determine specific areas of need according to subject matter cluster area performance. • (1c) Organize, plan, and schedule Professional Learning Community (PLC) meetings to be held on a bi-monthly basis each school year. • (1d) Organize, plan, and schedule professional development training sessions in the fall for teaching staff each school year. Topics may include Instructional Best Practices, incorporating Multiple Intelligences into lesson design, and reviewing the charter petition elements. • (1e) Each year, schedule goal meetings with teachers to review their professional goals, their previous students' performance on the annual statewide assessment, and how their current students performed the previous year. • (1f) Work with grade level teams on designing lessons and assessments that teach reading standards utilizing the science and/or social studies texts. • (1g) Administration will meet with individual grade level teams to discuss student performance data, "scrapbook" the standards, understand the weight of each grade level standard, and formulate a school-day intervention program. • (2a) Ensure all teaching staff with EL students are CLAD certified. • (2b) On a yearly basis, analyze individual student performance results on the CELDT. • (2c) Place students in intensive intervention programs based on need. These interventions may include, but are not limited to Excellence Academy (targeting English Language Arts) and College Prep (targeting specific reporting clusters in English Language Arts), 	<p>produce instructional activities that are aligned to standards and reflect research-based best practices. Methods of measurement include aligned assessments, research based instructional activities, lesson plans, agendas and minutes from PLC and/or Staff Development meetings.</p> <ul style="list-style-type: none"> • (1b) All cluster areas on state testing will be analyzed to determine areas of need, resulting in a needs assessment summary according to subject matter cluster area performance. Methods of measurement include agendas and minutes from PLC and/or Staff Development meetings. • (1c) Staff will participate in bi-monthly PLC meetings. Methods of measurement include calendar of PLC meetings, sign-in sheets, and any documentation, including meeting agendas, that detail PLC planning. • (1d) Teaching staff will participate in a professional development training session in the fall. Methods of measurement include a calendar of professional development training sessions, sign-in sheets, and any documentation, including meeting agendas that detail planning. • (1e) Teaching staff will participate in goal meetings. Methods of measurement include calendar of goal meetings, copy of goal meeting notes, and copy of performance documentation. • (1f) Staff will receive training to produce lessons and assignments that teach reading standards utilizing the science and/or social science texts. Methods of measurement include agendas, sign-in sheets, and minutes from Grade Level Meetings. • (1g) Teaching staff will participate in grade level meetings with the administration. Methods of measurement include agendas, sign-in sheets, and minutes from Grade Level Meetings. • (2a) Teaching staff with EL students are CLAD certified. Methods of measurement include employment paperwork, including credential, CLAD certification, etc. • (2b) The individual performance of students who participated in CELDT testing will be analyzed on a yearly basis. Methods of measurement include agendas and minutes from PLC and/or Staff Development meetings where staff analyzed individual student performance results on the CELDT. • (2c) EL students designated for
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LOCAL CONTROL ACCOUNTABILITY PLAN - DRAFT

<p>Not Applicable</p> <ul style="list-style-type: none"> Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education. Percentage of pupils who have passed an AP exam with a score of 3 or higher. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness. 	<p>which includes frequent progress monitoring and opportunities for acceleration.</p> <ul style="list-style-type: none"> (2d) Utilize a structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences (MI) which centers on students' learning strengths. (2e) Include the Student Success Team (SST) process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness. 	<p>intervention participate in one or more of the interventions provided, or another alternative provided by the parent(s). Methods of measurement include agendas/minutes from Grade Level Meetings and PLCs, parental waivers, copy of student rosters and lesson plans from Excellence Academy and College Prep classes.</p> <ul style="list-style-type: none"> (2d) Teaching staff with EL students produce standards-based lessons that integrate MI. Methods of measurement include copy of lesson plans and observation reports featuring MI integration; agenda/minutes from Staff Development featuring MI. (2e) EL students requiring interventions will have documentation of the implemented interventions, including SST meetings, other interventions, and follow-up measures. Methods of measurement include copy of SST meeting template and notes, list of school-wide interventions utilized, and copy of SST follow-up meeting notes to determine effectiveness of interventions implemented.
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State Priority: Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates.
- B. Chronic absenteeism rates.
- C. Middle school dropout rates. – NOT APPLICABLE
- D. High school dropout rates. – NOT APPLICABLE

High school graduation rates. – NOT APPLICABLE

All priorities applicable to charter schools should be addressed in the LCFF plan. Sub-priorities C-E are not applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> (1) Maintain student attendance rates of 98% or greater. 	<ul style="list-style-type: none"> (1a) Inform families of opportunity to use short-term independent study to minimize student absenteeism. (1b) Encourage student attendance through recognition (awards). (1c) Inform parents of the importance of school attendance and all applicable attendance laws/rules. 	<ul style="list-style-type: none"> (1a) Families will be informed of the availability of short-term independent study as a means to reduce student absenteeism. Methods of measurement include complete short-term independent study records and notifications used to inform parents. (1b) Students and families will be informed of the requirements to achieve school attendance awards. Methods of measurement include copy of emails, school calendar, website posting of events, voice messages, promoting importance of attendance. (1c) Parents will receive information regarding the importance of school attendance and all applicable laws/rules. Methods of measurement include sign-in

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<ul style="list-style-type: none"> • (2) Continue to reduce chronic absenteeism. 	<ul style="list-style-type: none"> • (2a) Utilize all of the above. • (2b) Track and monitor students with frequent absences. • (2c) Utilize Professional Learning Community meetings to discuss concerns and develop targeted strategies related to at-risk students. • (2d) Utilize School Attendance Review Team (SART) to address students with chronic absenteeism and develop a plan for improvement. 	<p>sheets at Parent Handbook Meetings (where attendance is discussed), emails, voice messages, and the school website.</p> <ul style="list-style-type: none"> • (2a) See methods of measurement and measurable outcomes above. • (2b) Students who average more than three absences a month will be documented and their parent(s)/guardian(s) will be notified. Methods of measurement include attendance records, SART meeting records, progress reports, and/or report cards indicating impact of absences on student academic progress. • (2c) Students considered at-risk due to chronic absenteeism will be discussed through the PLC process. Methods of measurement include copy of agendas/minutes from PLC meetings where these concerns were discussed. • (2d) At least 50% of all students on a SART-developed plan to improve chronic absenteeism will see a marked improvement in school attendance rates. Methods of measurement include a copy of SART meeting reports and attendance records.
<ul style="list-style-type: none"> • (3) Maintain accurate student attendance records. 	<ul style="list-style-type: none"> • (3a) Utilize Student Information System (SIS) to accurately track and report student attendance. • (3b) Utilize attendance audit to ensure compliance and implementation of best practices for attendance reporting. 	<ul style="list-style-type: none"> • (3a) School will receive a passing audit for student attendance records on the school's SIS. Methods of measurement include copy of attendance reports from SIS and attendance audits. • (3b) School will implement any suggestions/actions as brought forth by the auditor before the next audit period. Methods of measurement include copy of agenda/minutes from meeting with attendance reporting team to discuss audit findings and documentation of actions.
<p>Not Applicable</p> <ul style="list-style-type: none"> • Middle school dropout rates. • High school dropout rate. • High school graduation rates. 		

State Priority: School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates.

B. Pupil expulsion rates.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

This priority is applicable to charter schools and should be addressed in the LCFF plan.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • (1) Implement a written emergency plan for the school to save lives and protect property in the event of a disaster. 	<ul style="list-style-type: none"> • (1a) Update and train staff on the written emergency plan that has been prepared in compliance with California Administrative Code, Title 5, Education section 560 using guidelines from the Federal Emergency Management Agency (FEMA). 	<ul style="list-style-type: none"> • (1a) Staff will receive training on the school emergency plan. Methods of measurement include agenda, minutes, and sign-in sheets from PLC and staff meetings; Copies of training documents, including FEMA manual. • (1b) Necessary or perishable items may be restocked according to the emergency plan.

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<ul style="list-style-type: none"> • (2) Communicate school-wide behavior policies, positive reinforcement opportunities, and written emergency plans to all stakeholders. • (3) Utilize pupil suspension rates as part of the measurement of school climate. • (4) Utilize pupil expulsion rates as part of the measurement of school climate. 	<ul style="list-style-type: none"> • (1b) Inventory and restock necessary or perishable supplies needed for implementation of the written emergency plan. • (1c) Meet with the Parent Safety Committee to review school site safety, emergency plans, parent involvement, and provide input on other school policy. • (2a) Present school-wide behavior policies, positive reinforcement opportunities, and emergency plans to parents in several ways including: the Parent Informational Handbook, school website, Chancellor Chats, Awards Ceremonies, and Parent Information Meetings. • (2b) Present, discuss, and demonstrate school-wide behavior policies, positive reinforcement opportunities, and emergency plans with all staff at Professional Learning Community meetings and regularly scheduled emergency drills. • (2c) Present school-wide behavior policies, positive reinforcement opportunities, and emergency plans with students in several ways including at yearly grade level Rules Assemblies, during classroom instruction, Awards Ceremonies, regularly scheduled emergency drills, and weekly school-wide assemblies. • (3a) Obtain and publish pupil suspension rates as part of the annual School Accountability Report Card (SARC). • (3b) Analyze pupil suspension rates at the End of the Year Staff Evaluation meeting to make any program changes or additions regarding school climate for the upcoming school year. • (4a) Obtain and publish pupil expulsion rates as part of the annual School Accountability Report Card. • (4b) Analyze pupil expulsion rates at 	<p>Methods of measurement include copy of updated emergency supplies inventory and purchase receipts.</p> <ul style="list-style-type: none"> • (1c) Parent Safety Committee members will review and/or provide input on site safety, emergency plans, parent involvement, or other school policy. Methods of measurement include copy of sign-in sheets, agendas, and minutes of Safety Committee meetings. • (2a) Parents will be made aware of school-wide behavior policies, positive reinforcement opportunities, and emergency plans. Methods of measurement include copy of Parent Informational Handbook, website postings, and agendas from Chancellor Chats and Parent Information meetings. • (2b) Staff will be trained in school-wide behavior policies, positive reinforcement opportunities, and emergency plans. Methods of measurement include copy of agendas and minutes from Professional Learning Community meetings; sign-in sheets, and emergency drill record sheet. • (2c) Students will be made aware and demonstrate understanding of school-wide behavior policies, positive reinforcement opportunities, and emergency plans. Methods of measurement include agendas from events where school-wide behavior policies, positive reinforcement opportunities, emergency drills, and emergency plans were discussed with students. • (3a) The SARC will be published on the school website by the state mandated deadline each year. Methods of measurement include copy of completed SARC from school website. • (3b) Staff will have the opportunity to discuss and provide input on making program changes in order to improve school climate and reduce suspension rates. Methods of measurement include copy of agenda, sign-in sheets, and minutes from the End of the Year Staff Evaluation meeting where pupil suspensions (if any) were discussed. • (4a) The SARC will be published on the school website by the state mandated deadline each year. Methods of measurement include copy of completed
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<ul style="list-style-type: none"> • (5) Provide a sense of school connectedness for all stakeholders. • (6) Utilize surveys of pupils, parents, and staff regarding the sense of safety and school connectedness as part of the measurement of school climate. 	<p>the End of the Year Staff Evaluation meeting to make any program changes or additions regarding school climate for the upcoming school year.</p> <ul style="list-style-type: none"> • (5a) Hold school-wide assemblies, Spirit Days, Awards Assemblies, Family Fun Nights, and other special events for all stakeholders to develop school connectedness. • (6a) Conduct annual surveys of pupils, parents, and staff at the end of each school year that includes assessment of the behavior policies, positive reinforcement opportunities, and a sense of safety and school connectedness. • (6b) Discuss the results of these surveys at the End of the Year Staff Evaluation to make program changes or additions for the upcoming school year that address school climate issues. • (6c) Publish results of these surveys and administration will discuss with the Board of Directors, the Parent Safety Committee, and the Honour Society. 	<p>SARC from school website.</p> <ul style="list-style-type: none"> • (4b) Staff will have the opportunity to discuss and provide input on making program changes in order to improve school climate and reduce expulsion rates. Methods of measurement include copy of agenda, sign-in sheets, and minutes from the End of the Year Staff Evaluation meeting where pupil expulsions (if any) were discussed. • (5a) Parents will have the opportunity to attend school-wide special events to develop school connectedness. Methods of measurement include copy of master calendar and monthly calendar from school website where school-wide events were publicized; copy of agendas and sign-in sheets from events. • (6a) Students, parents, and staff will have the opportunity to participate in annual surveys of the behavior policies, positive reinforcement opportunities, and a sense of safety and school connectedness. Methods of measurement include copy of survey, results, and correspondences requesting pupils, parents, and staff to complete the survey. • (6b) Staff will have the opportunity to discuss and provide input on the results of the annual surveys in order to make program changes to improve school climate and reduce expulsion rates. Methods of measurement include copy of agenda, sign-in sheets, and minutes from the End of the Year Staff Evaluation meeting where surveys and resulting program changes were discussed. • (6c) Members of the Board of Directors, Parent Safety Committee, and the Honour Society will learn the results of the annual parent survey that includes assessment of the behavior policies, positive reinforcement opportunities, and a sense of safety and school connectedness. Methods of measurement include copy of correspondences sent to Board of Directors, the Parent Safety Committee, and the Honour Society regarding survey results; agenda, sign-in sheets, and minutes of board meeting where survey results were discussed.
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State Priority: The extent to which pupils have access to and are enrolled in a “broad course of study” that includes all of the subject areas described in Education Code section 51210 (a)-(i) and 51220, as applicable, including the programs and services developed and providing to pupils and individuals with exceptional needs and

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the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Education Code section 42238, as implemented by 42238.03.

Charter schools should conduct an analysis to determine which of these courses are applicable to their programs and in accordance with their charter.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • (1) Ensure that all students have access to a “broad course of study” in grades 1-6, as applicable. • (2) Ensure that all students have access to a “broad course of study” in grades 7-8, as applicable. 	<ul style="list-style-type: none"> • (1a) Provide staff development to teachers and specialists in grades 1-6 on incorporating strategies (such as Multiple Intelligences, Research Based Strategies, EL acquisition strategies, Bloom’s Revised Taxonomy, and Gifted strategies) in lessons so all students will reach academic success in a “broad course of study.” • (1b) Develop a list of all students’ unique learning needs in grades 1-6 by comparing student data on Multiple Intelligence surveys, CELDT assessments, IEPs, and benchmark assessments. • (1c) Create weekly lesson plans and schedules so all students in grades 1-6 have access to core content instruction including English/language arts, mathematics, social sciences, and science. • (1d) Utilize report cards for grades 1-6 that report student progress in English/language arts, mathematics, social sciences, science, visual and performing arts, physical education, and world language. • (1f) Ensure all students in grades 1-6 are provided and have access to instructional materials, including, but not limited to textbooks, digital texts, and other items as provided by the school for all coursework offered. • (1g) Ensure all students in grades 1-6 have the opportunity to participate in non-core coursework, including world language, physical education, hands-on science lab, music/band, drama, art, etc. • (2a) Provide staff development to teachers and specialists in grades 7-8 on incorporating strategies (such as Multiple Intelligences, Research Based Strategies, EL acquisition strategies, Bloom’s Revised Taxonomy, and Gifted strategies) in 	<ul style="list-style-type: none"> • (1a) Teachers and specialists in grades 1-6 will receive training to incorporate strategies in lessons so students will reach academic success in a broad course of study. Methods of measurement include agendas, minutes, and presentation documentation (e.g. PowerPoints) from PLCs and staff development. • (1b) Students’ unique learning needs in grades 1-6 will be documented that incorporate MI strengths, language acquisition progress, special needs, areas of giftedness, and benchmark assessment results. Methods of measurement include copy of student data charts. • (1c) Lesson plans and schedules may include core content instruction in English/language arts, mathematics, social sciences, and science for students in grades 1-6. Methods of measurement include copy of lesson plans and schedules. • (1d) Students in grades 1-6 will receive report cards each reporting period. Methods of measurement include copy of report card for students in grades 1-6. • (1f) Students in grades 1-6 are provided and have access to instructional materials and other items as provided by the school for all coursework offered. Methods of measurement include copy of student instructional materials inventory by teacher. • (1g) Students in grades 1-6 are offered non-core coursework. Methods of measurement include copy of attendance log for non-core classes and schedules documenting course offerings. • (2a) Teachers and specialists in grades 7-8 will receive training to incorporate strategies in lessons so all students will reach academic success in a broad course of study. Methods of measurement include agendas, minutes, and presentation documentation (e.g. PowerPoints) from PLCs and staff

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	<p>lessons so all students will reach academic success in a “broad course of study.”</p> <ul style="list-style-type: none"> • (2b) Develop a list of all students’ unique learning needs in grades 7-8 by comparing student data on Multiple Intelligence surveys, CELDT assessments, IEPs, and benchmark assessments. • (2c) Create weekly lesson plans and schedules so all students in grades 7-8 have access to core content instruction including English/language arts, social sciences, science, and mathematics. • (2d) Utilize report cards for grades 7-8 that report student progress in English/language arts, social sciences, foreign (world) language(s), physical education, science, mathematics, visual and performing arts, etc. • (2e) Ensure all students in grades 7-8 are provided and have access to instructional materials, including, but not limited to textbooks, digital texts, and other items as provided by the school for all coursework offered. • (2f) Ensure all students in grades 7-8 have the opportunity to participate in non-core coursework, including foreign (world) language(s), physical education, visual and performing arts, etc. 	<p>development.</p> <ul style="list-style-type: none"> • (2b) Students’ unique learning needs that incorporate MI strengths, language acquisition progress, special needs, areas of giftedness, and benchmark assessment results in grades 7-8 will be documented. Methods of measurement include copy of student data charts. • (2c) Lesson plans and schedules will include core content instruction including English/language arts, social sciences, science, and mathematics for students in grades 7-8. Methods of measurement include copy of lesson plans and schedules. • (2d) Students in grades 7-8 will receive report cards each reporting period. Methods of measurement include copy of report cards. • (2e) Students in grades 7-8 are provided and have access to instructional materials and other items as provided by the school for all coursework offered. Methods of measurement include copy of student instructional materials inventory by teacher. • (2f) Students in grades 7-8 have the opportunity to participate in non-core coursework. Methods of measurement include copy of attendance log for elective-based classes.
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State Priority: Pupil outcomes, if available, in the subject areas described in section 51210 and 51220, as applicable.

Applicability of this priority will be dependent on determinations made in regards to the previous priority. Charter schools should include pupil outcomes for those courses determined to be applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Increase mastery of English Language Arts for all students in grades 1-8, including those considered low-performing and those in targeted subgroups. • Increase mastery of mathematics for all students in grades 1-8, including those considered low-performing and those in targeted subgroups. • Increase mastery of Social 	<p><i>All actions listed below apply to all annual goals to the left:</i></p> <ul style="list-style-type: none"> • (a) Utilize summary data from statewide assessments and local instruments to determine whether student progress toward the goals listed in this section have been met and what the needs of each subgroup are to improve academic performance. • (b) Staff will participate in professional development to enhance instructional practices and methods 	<p><i>All methods listed below apply to all annual goals to the left.</i></p> <ul style="list-style-type: none"> • (a) All students school-wide and within each subgroup may demonstrate at least 5% growth each year in English-language arts, mathematics, social studies, and science. Methods of measurement include results from statewide, diagnostic, and benchmark assessments for all students and disaggregated by subgroups. • (b) Teaching staff may participate in professional development to enhance instructional practices and methods for all

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<p>Science for all students in grades 1-8, including those considered low-performing and those in targeted subgroups.</p> <ul style="list-style-type: none"> • Increase mastery of Science for all students in grades 1-8, including those considered low-performing and those in targeted subgroups. • Increase competency in visual and performing arts for all students in grades 1-8, including those considered low-performing and those in targeted subgroups. • Increase competency in physical education for all students in grades 1-8, including those considered low-performing and those in targeted subgroups. • Increase competency in foreign (world) language acquisition for all students in grades 7-8, including those considered low-performing and those in targeted subgroups. 	<p>for all students, including those considered low-performing and those in targeted subgroups.</p> <ul style="list-style-type: none"> • (c) Integrate the Theory of Multiple Intelligences within lessons to address learning strengths for all students, including those considered low-performing and those in targeted subgroups. • (d) Utilize physical fitness performance data to adjust and/or restructure physical education activities for all students in order to increase results. • (e) Provide opportunities for students to engage in visual and performing arts, including, but not limited to classroom performances, school wide drama performances, cheer, band, art masters, etc. • (f) Train foreign (world) language instructors on effective instructional techniques, including reteaching and progress monitoring. 	<p>students. Methods of measurement include agendas, sign-in sheets, and minutes from PLC and/or Staff Development meetings.</p> <ul style="list-style-type: none"> • (c) Teaching staff will integrate the Theory of Multiple Intelligences within lessons presented to students. Methods of measurement include formal and informal observations of lessons using Multiple Intelligence strategies and/or lesson plans that incorporate strategies to address learning strengths. • (d) Physical education activities will be analyzed to determine whether the activities need to be restructured to increase results. Methods of measurement include agendas and minutes from PLC and/or Staff Development meetings. • (e) Students will be provided the opportunity to participate in at least one visual and performing arts activity throughout the year. Methods of measurement include schedules and samples (videos, artwork) of monthly opportunities for students to engage in visual and performing arts. • (f) Foreign (world) language instructors may participate in staff development trainings regarding effective instructional techniques. Methods of measurement include agendas, sign-in sheets, and minutes from PLC and/or Staff Development meetings.
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State Priority: The extent to which teachers, administrators, and staff receive professional development or participate in instructional programs, including the type and subject areas of the professional development provided.

This priority is applicable to charter schools and should be addressed in the LCFF plan.

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • (1) Support ongoing professional learning to promote transition to the Common Core State Standards based upon priorities established in school plan. • (2) Support ongoing professional learning in the area of Special Education. 	<ul style="list-style-type: none"> • (1a) Continue to promote awareness of the new Mathematics and English Language Arts (ELA) curriculum framework and utilize it in professional learning opportunities. • (2a) Educate teachers about the different qualifying disabilities under IDEA, including educational strategies and supports for their students with disabilities. 	<ul style="list-style-type: none"> • (1a) All teachers participate in staff development trainings regarding the transition to new Mathematics and (ELA) curriculum framework. Methods of measurement include agendas, sign-in sheets, and minutes from PLC and/or Staff Development meetings. • (2a) All teachers participate in staff development trainings regarding Special Education. Methods of measurement include agendas, sign-in sheets, and minutes from PLC and/or Staff Development meetings.

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