

**CAPISTRANO UNIFIED SCHOOL DISTRICT
STAFF REPORT**

Board Item: Material Revision to Charter of Oxford Preparatory Academy - South Orange County Charter School

Board Meeting Date: February 22, 2023

HISTORY

During the term of its charter, a charter school may wish to amend its current approved charter. The District must approve any proposed change to the provisions of a charter before the change may be implemented. While any non-material change can be handled administratively by the charter office, any desired revision considered “material” must be approved by the governing board of the charter school and the District’s Board of Trustees (Board) in accordance with Education Code § 47607, subdivision (a)(3). Material revisions are governed by the same standards and criteria that apply to new charter petitions. (Education Code, § 47607, subd. (a)(2).) Therefore, the District must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound and likely to be successfully implemented. (Education Code, § 47605, subd. (c)(1), (2) & (5).)

The District considers the following to be among, but not limited to, those changes constituting material revisions:

1. Substantial changes to a charter school’s educational program, mission or vision.
2. Changing or adding a non-classroom-based program.
3. Changes in enrollment that increases or decreases by 1 or more classrooms the enrollment originally projected in the charter petition in any given year.
4. Addition or deletion of grades or grade levels to be served.
5. Changing the location of the charter school, or opening of resource centers, meeting spaces or other satellite facilities, including the opening of a new facility. Temporary locations rented for annual student testing purposes or a temporary meeting place for up to 5 students does not require a material revision of the charter.
6. Changes to admissions requirements or procedures.
7. Changes to governance structure, including but not limited to, number of board members, method of new board member selection, and provisions relating to resolution approval.
8. Entering into or revising a contract with an Educational/Charter Management Organization (E/CMO).

Oxford Preparatory Academy - South Orange County’s (OPA-SOC) material revision is based on items 4 and 6, above, as the charter school is seeking to remove grades 6 through 8 from its educational program beginning in the 2023-2024 school year and to update its admissions preferences. The material revision also seeks to update portions of OPA-SOC’s charter to account for changes in the law and to reflect the charter school’s current operations and facilities arrangement. On October 27, 2022, OPA-SOC’s governing board approved submission of the request for material revision to the District.

BACKGROUND

OPA-SOC followed District protocol and submitted a request for a material revision to its charter on November 10, 2022.

In October 2022, the Orange County Board of Education approved a charter petition to create Oxford Preparatory Academy – Middle School (OPA-MS) within the Saddleback Valley Unified School District. Beginning in Fall 2023, OPA-MS will serve students in grades 6 through 8 from the current 2 OPA campuses, OPA-SOC and OPA-Saddleback Valley. Therefore, it is necessary for OPA-SOC to request a material revision to its current charter to remove grades 6 through 8 and all related programming beginning in the 2023-2024 school year.

OPA-SOC also seeks to make additional changes to its charter. The charter petition, included as an exhibit, illustrates the changes the charter school is requesting. All deleted language is identified with a strikeout and new language is identified by underline. All references to grades 6 through 8 and related programming have been removed. OPA-SOC also updated Element 8 to include revised admission preferences, Appendix E to include revised Bylaws, and Appendix I to include updated financials showing the impact of the material revision to the Multi-Year Budget Projections. The Affirmations and Declarations section, Element 1, Element 5, Element 6, Element 7, and Element 10 have also been updated to include new or revised legislation. OPA-SOC also updated its current address in Element 14; removed references to its back-office support provider in the Administrative Services section, as the charter school has taken those duties in-house; and updated the Facilities section to reflect OPA-SOC's current facilities arrangement with the District.

CURRENT CONSIDERATIONS

OPA-SOC has requested a material revision. The material revision seeks amendments to the charter to remove all references to grades 6 through 8 and related programming, to update OPA-SOC's admission preferences, and to make other changes consistent with the law and reflective of OPA-SOC's operations and current facility arrangement. These changes are reflected in the revised petition submitted to the District on November 10, 2022.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Approval of Resolution No. 2223-41, Resolution of the Board of Trustees to Approve Material Revision to Charter of Oxford Preparatory Academy - South Orange County Charter School.

February 27, 2019

Gila Jones, President
Board of Trustees
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675



Re: Oxford Preparatory Academy-South Orange County Charter School Renewal Petition

Dear President Jones:

Thank you for supporting Oxford Preparatory Academy – South Orange County (“OPA”). We are excited to share the success of the past five years with Capistrano Unified School District (“CUSD” or the “District”), as well as revisit the components of our charter petition. We look forward to our continuing partnerships as we venture into the next astounding phase of Oxford Prep in providing quality educational opportunities for the students of Capistrano Unified School District.

On behalf of all the parties associated with OPA, it is with great pleasure that we present you with our official Charter School Renewal Petition (“Petition”). We assure you that the same careful preparation, dedicated teamwork, and tenacity that went into completing our initial petition have been amplified with the composition of this renewal petition. Upon renewal, we stand firm in our commitment to continue one of the greatest learning environments in the state of California - a goal that can only be compared to our unequivocal determination to achieve success.

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

By approving our Renewal Petition we will continue to:

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

The attached Oxford Preparatory Academy – South Orange County Charter School Renewal Petition is submitted to you for review. We are eager to continue our partnership in education with CUSD for the great families of our community.

Thank you in advance for your time and consideration.

Jill Marks
Executive Director
Oxford Preparatory Academy

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner and Executive Director, I, Jill Marks, hereby certify that the information submitted in this petition for Oxford Preparatory Academy South – South Orange County (“OPA” or the “Charter School”), and located within the boundaries of the Capistrano Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- L. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- M. Oxford Preparatory Academy declares that it will be deemed the exclusive public school employer of the employees of Oxford Preparatory Academy-South Orange County for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- N. The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- O. The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- P. The Charter School will admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School will not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Q. Admission preferences will not result in limiting enrollment access for students with disabilities, academically low achieving students, English learners, neglected or delinquent students, homeless students, or students that are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
- R. The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- S. The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- T. The Charter School will meet all requirements for employment set forth in applicable provisions of law,

including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- ~~U. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to nonecore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]~~
- V. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- W. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- X. The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Y. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]. This will be done through a letter mailed to the Superintendent of the school district clearly indicating that the student has been expelled and that records will be provided upon request.
- Z. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- AA. The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- BB. The Charter School will, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)(2)]
- CC. The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- DD. The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- EE. The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- FF. The Charter School will comply with the Family Educational Rights and Privacy Act.
- GG. The Charter School will comply with the Public Records Act as legally required for charter schools.
- HH. The Charter School will comply with the Ralph M. Brown Act.
- II. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- JJ. The Charter School will comply with federal, state, and local laws as required for charter schools.
- KK. The Charter School will comply with the Political Reform Act of 1974. (Gov. Code, Section 81000 *et seq.*)
- LL. The Charter School will comply with Government Code section 1090, *et seq.*, as set forth in Education Code Section 47604.1.



Lead Petitioner's Signature Page

Jill Marks, Executive Director

Name (Signature): _____

Name (Printed): _____

Date: _____

FOUNDER AND LEAD PETITIONER'S VISION/TRACK RECORD OF SUCCESS

INTRODUCTION

Over the past eight years, OPA's educational philosophy and overarching program has produced a phenomenal history student success. Opened in 2011, OPA-SOC opened its first year with a 993 API, the second highest scoring school in Orange County. In 2018, the school's percentage of students meeting standards in English Language Arts (85%) and Mathematics (82%) was the highest in the Capistrano Unified School District.

In 2011, Oxford Preparatory Academy opened its South Orange County ("OPA-SOC") campus in Mission Viejo. Since its inception, OPA-SOC has been honored with many prestigious awards.



Perfect 10 Rankings

OPA-SOC campus opened its first year with a 993 API, the second highest scoring school in Orange County South Orange County campus met their Annual Yearly Progress ("AYP") requirements for subgroup performance and participation rate. In 2013, the school's API of 990 is the highest in the Capistrano Unified School District.



California's Distinguished School

In 2014, OPA – SOC received the California Distinguished Schools award. A California Distinguished School is an award given by the California State Board of Education to public schools within the state that best represent exemplary and quality educational programs. Approximately five percent of California schools are awarded this honor each year following a selection process. Eligibility is based on federal and state criteria including the former No Child Left Behind program, API, and AYP.



Civic Learning Award of Merit

Oxford Preparatory Academy – SOC was selected as a recipient of the Civic Learning Award of Merit. Co-sponsored by Chief Justice Tani Cantil-Sakauye and California State Superintendent of Public Instruction Tom Torlakson, the Civic Learning Award program recognizes the important role of public schools in preparing students for participation in our democracy. It was designed to both celebrate successful efforts to engage students in civic learning and to identify successful models that can be replicated in other schools.



Reader's Choice Award

In a record voter turnout, OPA-SOC was selected by the readers of Parenting OC for Best Charter School in Orange County. The institution's mission is to strive for academic success among their students by involving parents, teachers, and community in their educational program. Oxford Preparatory Academy is a top pick among readers because of its commitment to academic excellence among its students.



Honor Roll School

OPA-SOC was chosen by the Campaign for Business and Education Excellence (“CBEE”) as a 2014 Honor Roll Scholar School recipient. OPA-SOC received this award again in 2016. This campaign is known for its extensive and rigorous analysis of every public school throughout California. OPA-SOC stood out among thousands because of its success to get students to higher levels of achievement and beyond. Each year, CBEE presents this award to individual schools and to school districts that have excelled in raising student achievement and closing achievement gaps, improving the educational system for all students.

Additional accomplishments:

- Attained 2013 API Academic Performance Index growth target (990)
- For every year of eligibility, OPA-SOC met statewide AYP goals.
- In 2017, the first year of the new accountability system, OPA had an indicator of blue for all measures on the California School Dashboard.
- A daily attendance rate of at least 97% is maintained each year at OPA-SOC.
- 10/10 Great Schools rating.
- Niche’s Top 20 Best Charter Elementary and Middle Schools in California.

CHARTER RENEWAL REQUIREMENTS

EVIDENCE OF MEETING CHARTER RENEWAL STANDARDS PURSUANT TO EDUCATION CODE SECTION 47607(B) AND THE CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 11966.4(A)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix A: CDE CAASPP Reports):

Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: “[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be

Oxford Preparatory Academy – South Orange County Charter School Renewal Petition

applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.” Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. The Charter School utilizes alternative measures, as described below.

Analysis of Comparison Schools Data

OPA California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	87%	87%	89.5%	85.0%
	Math	88%	76%	81.8%	82.0%
Asian	ELA	89%	88%	92.4%	94.2%
	Math	81%	89%	92.3%	88.3%
Filipino	ELA	NA	73%	NA	91.7%
	Math	NA	92%	NA	83.4%
Hispanic or Latino	ELA	81%	86%	80.1%	77.2%
	Math	59%	68%	71.3%	69.9%
English Learners	ELA	NA	77%	NA	36.4%
	Math	NA	85%	NA	45.5%
Economically Disadvantaged	ELA	73%	83%	74.5%	70.8%
	Math	45%	66%	67.4%	54.2%

Comparison Schools That OPA Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
Bathgate ES	ELA	68%	88%	68.0%	72.1%
	Math	61%	62%	63.8%	64.3%
Castille ES	ELA	67%	74%	69.3%	77.4%
	Math	55%	62%	59.1%	66.8%
Hankey Elementary	ELA	51%	53%	49.8%	57.4%
	Math	41%	51%	49.3%	48.5%
Hankey Middle	ELA	69%	68%	70.3%	69.6%
	Math	44%	48%	55.7%	58.3%
Philip Reilly ES	ELA	69%	76%	71.0%	72.6%
	Math	57%	65%	66.5%	63.3%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Marco Forster	ELA	52%	56%	57.8%	59.7%
	Math	43%	42%	43.0%	44.9%
Newhart	ELA	73%	70%	69.3%	69.5%

	Math	60%	64%	64.6%	66.1%
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A. **Additional Justification for Charter Renewal**

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Please see Element 1, below, for additional evidence of increases in pupil academic achievement for all groups of pupils.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code § 47605(c)(5)(A)(ii).

A. Vision

Oxford Preparatory Academy’s vision is to create a center for learning where students from transitional kindergarten to eighth grade are preparing for a future characterized by rapid change and inspired by higher education, global mindedness and the skills needed to thrive in the 21st century global community. OPA students will exceed grade level expectations and become complex problem solvers, critical and creative thinkers and self-motivated lifelong learners.

Oxford Preparatory Academy is named after Oxford University, which is regarded as one of the world’s leading academic institutions. The staff of OPA creates a collegiate-inspired atmosphere that supports our school’s vision, where all students are introduced to the educational benefits of attending a higher-learning institution beyond high school. The ideals of Rhodes Scholars, the utmost scholarship at Oxford University, serve as the inspiration behind our collegiate theme and student goals:

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

Creating long-term academic success takes place through a schoolwide, data driven model of reform that shapes the culture of high expectations for every student on campus. This is accomplished by promoting college and career readiness for all students the moment they arrive at OPA.

OPA staff members will merge their collective experience to formulate consistent language, policies, and programs to support schoolwide goals. OPA will adhere to a rigorous, standards-based curriculum, which includes: English language arts & literacy in history/social studies, science, and technical subjects (“Common State Standards in English language arts and Mathematics; Next Generation Science Standards; English Language Development (“ELD”) and all other California content standards (“State Standards”). OPA’s core instructional strategies are based on Howard Gardner’s Theory of Multiple Intelligences (“MI”) and how it directly affects student learning. MI is the key philosophy embraced by all stakeholders (administration, teachers, parents, and other staff). This philosophy enables students to believe they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that students’ diverse

learning needs are met and student retention of information is maximized.

B. Mission and Goals

OPA will adhere to a rigorous, standards-based curriculum, which includes the State Standards. OPA's instructional strategies are based on MI and how it directly affects student learning. This philosophy enables students to believe they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that students' diverse learning needs are met and student retention of information is maximized.

OPA believes that all students are unique and gifted individuals. OPA is committed to working collaboratively to develop compassionate life-long learners who understand that other people, with their differences, can be right, within a challenging, scholarly environment that is safe and caring.

OPA fulfills this mission by:

1. Emphasizing high academic standards, respect, patriotism, and courtesy:
 - Develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement;
 - Provide a school model where students acquire and practice a range of essential skills that are based on the State Standards.
 - Use the best instructional practices that meet the varied needs of all students (*see Element 1, Section C- Educational Philosophy*);
 - Align instruction to the rigor of the State Standards;
 - Teach reading comprehension through expository text, such as History/Social Studies and Science;
 - Utilize and monitor a program of character education that emphasizes respect, self-empowerment, leadership, anti-bullying, and citizenship; and
 - Provide a program that fosters patriotism.
2. Providing a structured environment conducive to learning:
 - Use classroom management techniques and student study skills that lead to student success;
 - Utilize Student Success Team ("SST") meetings to identify and intervene early for at-risk students;
 - Provide immediate intervention through a Multi-Tiered System of Support ("MTSS");
 - Maximize student academic learning time by actively engaging students in bell-to-bell instruction; and
 - Incorporate Positive Behavioral Interventions and Supports ("PBIS") and MTSS to ensure a safe and supportive environment that meets the unique needs of all students.
3. Expecting active parent participation and support of school policies and programs:
 - Maintain a shared decision-making process with various groups of staff, parents, and community members, which addresses identified needs of both students and OPA's overall educational program;
 - Create an atmosphere of inclusiveness for all families; and
 - Implement an array of activities and programs which celebrate student success and encourages parent involvement.
4. Implementing the Theory of Multiple Intelligences as part of instruction:
 - Address the learning styles and modalities of all students;
 - Teach State Standards utilizing all eight intelligences; thus, maximizing student learning, comprehension, and information retention; and
 - Empower students to create, classify, imagine, infer, select, appraise, and/or evaluate in learning situations.

5. Offering ongoing teacher and parent training:
 - Discuss information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development;
 - Provide the parental community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process; and
 - Use Professional Learning Communities (“PLC”) to plan, analyze student achievement data, assess materials and techniques, and develop new strategies for engaging students in the curriculum.
6. Maintaining consistent communication between home, school, and community:
 - Provide many opportunities for parents to be involved with, and informed about student progress; and
 - Keep parent communication current through the use of technology (including web sites, social media, and e-mail) and daily student agendas.
7. Ensuring all students are minimally performing at grade level on all State Standards, and per applicable state and federal accountability requirements:
 - Read and comprehend at grade level before entering the next grade;
 - Demonstrate grade level numeracy skills before entering the next grade;
 - Provide the greatest opportunity for student academic success by maintaining a 96% or greater attendance rate; and
 - Initiate options for students not meeting grade level goals, by using an action plan, which will include, but not be limited to, classroom interventions and supports, counseling, etc.
8. Including world languages as part of the curriculum:
 - Foster student competition in the global marketplace;
 - Position students for 21st century college and career success and prepare students to be globally adept; and
 - Provide a strong foundation for future careers.
9. Developing and revising, on a yearly basis, the Game Plan for Success:
 - Focus on schoolwide academic goals – exceeding the minimal state and federal proficiency requirements;
 - Implement best instructional practices (data-driven and based on California’s Standards for the Teaching Profession);
 - Address barriers preventing students from being successful; and
 - Provide targeted interventions.

C. Educational Philosophy

OPA will provide a rigorous academic curriculum within a student-centered environment, which enables students to be successful in further academic pursuits. All students will be held to high academic and behavioral standards and perform service within the greater community. Classes will be engaging and motivating which supports an environment where students are empowered to think, create, and explore at the highest levels of learning.

The following key elements, described below, comprise OPA’s approach to instruction:

1. Theory of Multiple Intelligences
2. Research-Based Instructional Strategies and Evidence-Based Practices
3. Standards-Based Instruction through Backwards Design
4. GATE Strategies

5. Bloom's Revised Taxonomy
6. Global Mindedness

I. Instructional Methodology – Theory of Multiple Intelligences

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

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

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

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

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

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

Linguistic: The ability to think in words and to use language to express and appreciate complex meanings. It involves the ability to understand the order and meaning of words, explaining, teaching and learning, and linguistic skills. This intelligence includes sensitivity to sounds, structure, meanings, and functions of words and language.

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

Spatial Intelligence: The capacity to think in three dimensional forms and pictures. There is a need to create

vivid mental images to retain information. It involves mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination.

Bodily-Kinesthetic Intelligence: The competency to manipulate objects and fine-tune physical skills. It involves skillful work with objects, as well as athleticism, a sense of timing, and the improvement of skills through mind-body union.

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

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

Intrapersonal Intelligence: The capacity to understand oneself in terms of thinking and feeling and to use such knowledge in planning and directing one's life. It involves not only awareness of the self but also of the human condition.

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

“Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live.

Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these students, in fact, end up being labeled 'learning disabled', 'ADD' (Attention Deficit Disorder), or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The Theory of Multiple Intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role playing, multimedia, field trips, inner reflection, and much more.

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

linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.).” – Thomas Armstrong, Ph.D.

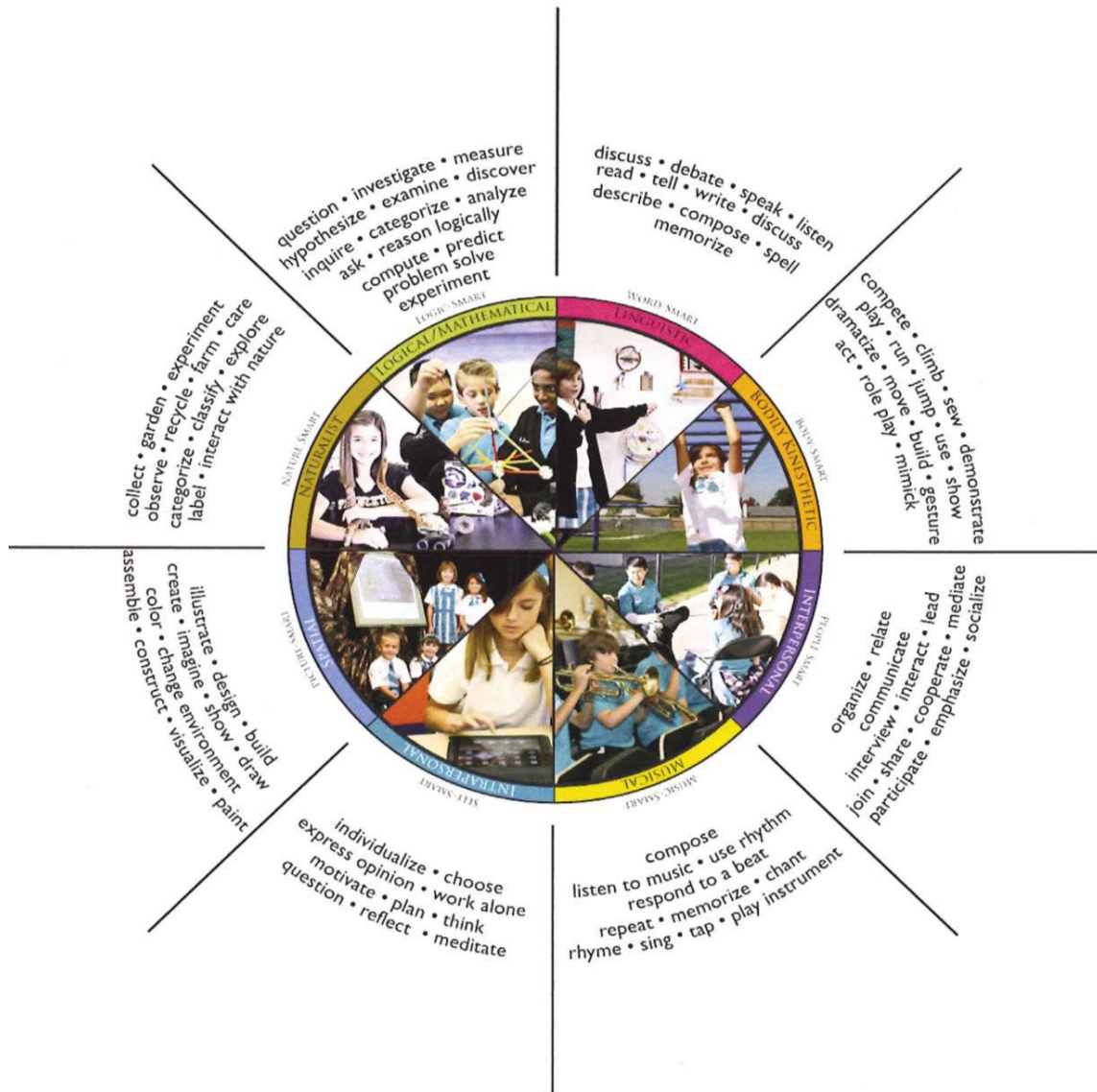
OPA stakeholders work collaboratively to create a school environment that embraces the premise that all children are gifted and can learn. OPA utilizes a Multiple Intelligences Assessment to identify student giftedness and gain an understanding of how each child learns.

Teaching the content of the State Standards through all eight intelligences allows students to comprehend and retain information because they are receiving instruction through a variety of methodologies. Due to the fact that all eight intelligences are addressed, we meet the learning styles and modalities of all the students. Empowering children to think, create, and explore ensures that they successfully meet the State Standards.

Additionally, the staff is regularly provided current research, planning guides, sample lessons, and curricular objectives as part of ongoing professional development. The Multiple Intelligences Lesson Planner Guide below, is one resource teachers may use to plan units of study.

MULTIPLE INTELLIGENCES

Lesson Planner Guide



Teachers are encouraged to utilize as many of the eight multiple intelligences as possible when designing and implementing lessons. When teachers understand and target students' learning strengths, the potential for student learning increases. For example, if a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the Theory of Multiple Intelligences suggests several other ways the material might be presented to facilitate learning.

A priority in maintaining this innovative program is providing the parent community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process. In order to facilitate this support and understanding, Parent Collegiate Days (workshops) are held in order to share pertinent information and up-to-date research.



In addition to using Multiple Intelligences techniques in the classroom on a daily basis to teach State Standards, the grades 1-5 staff creates a series of enrichment courses called M.A.J.O.R.S. (Making Academic Jumps Over Rigorous Standards). All first through fifth grade students take M.A.J.O.R.S. courses periodically throughout the year. The courses are designed to enhance each of the eight intelligences that every student possesses. A primary component of this schoolwide program is to tap into the wide variety of interests, abilities, and talents of our students and encourage all children to utilize a number of high-level thinking skills. This academic course of study includes opportunities for children to: create, classify, imagine, infer, select, and appraise or evaluate in learning situations. Each enrichment course includes three "Connector" components described below:

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

In addition to M.A.J.O.R.S. enrichment courses, students are offered a variety of activities during lunch and before and after school, enabling them to make selections that best fit their areas of interest. OPA provides children a variety of learning opportunities during their recess and lunch playtime. Students may participate in Noon League activities, Mileage Club, science activities in the science lab, play musical instruments in the band room.

~~Students in grades 6-8 are afforded the opportunity to participate in elective courses throughout the year that are tailored to students' interests, talents, and abilities. These elective classes are also designed to enhance each of the intelligences, which every student possesses. Some examples of middle school elective classes may include Art, Engineering, Band, Peer Leadership, Associate Student Body, and Psychology.~~

2. Instructional Methodology – Research-Based Strategies and Evidence-Based Practices

OPA incorporates decades of research to determine which teaching strategies and evidence-based practices have positive effects on student learning. These strategies are not new to teaching or training, but when teachers use these strategies and practices effectively with their students, the outcome is a measurable difference in student achievement.

All of the strategies are effective and should be included in instructional planning of a unit (Marzano, 2010):

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

Best Practices

According to *Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement* (Marzano, 2010), researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.

A. Identifying Similarities and Differences

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

B. Summarizing and Note Taking

Students learn to eliminate unnecessary information, substitute some information, keep important information, write/re-write, and analyze information.

C. Reinforcing Effort and Providing Recognition

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

D. Homework and Practice

OPA staff articulates the purpose of homework and the schoolwide homework policy to all students and parents. Providing feedback on homework serves to enhance student progress.

E. Nonlinguistic Representations

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

F. Cooperative Learning

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

G. Setting Objectives and Providing Feedback

Goal setting is the process of establishing a direction for learning. It is a skill that successful people have mastered to help them realize both short-term and long-term achievements. Effective instructional objectives contain three defining characteristics: An objective always says what a learner is expected to be able to do and sometimes describes the product, describes the important conditions under which the performance is to occur, and describes the criterion of acceptable performance by describing how well the

learner must perform in order to be considered acceptable. Providing feedback is one of the simplest prescriptions for improving education. Feedback should be “corrective” in nature, timely, and specific to a criterion.

H. Generating and Testing Hypotheses

While hypotheses can be approached inductively or deductively, generally speaking, deductive approaches produce better results. Teachers ask students to clearly explain their hypotheses and their conclusions.

Teachers use a variety of structured tasks to guide students through generating and testing hypotheses including systems analysis, problem solving, historical investigation, invention, and decision making.

I. Cues, Questions, and Advance Organizers

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

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

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

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

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

Specifically, faculty will be trained to: 1) design standards-based instruction (using the principles of backwards design), 2) align appropriate assessments to the standards, 3) implement instructional activities that are aligned to standards and reflecting research and evidence-based best practices including MI, and 4) analyze student achievement outcomes to determine effectiveness. These strategies have proven to be successful in closing the achievement gap.

4. Instructional Methodology – GATE Strategies

OPA believes that all students are unique and gifted individuals. To that end, the staff may use teaching strategies

for all students that are recommended for differentiating the curriculum for gifted students. GATE strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, acceleration and/or compacting of the curriculum for grade level State Standards. Bloom's Revised Taxonomy is also a focal point of this instructional program.

Depth and Complexity

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



Language of the Discipline

Identification and usage of appropriate language relative to the discipline



Details

Elaboration and description of an idea or event



Patterns

Recurring elements or repeated factors of an idea or event, as well as the order of events



Trends

Identification of changes throughout a period as well as the factors, influences, and forces



Unanswered Questions

Unclear ideas and information, as well as what is unknown, unexplored, and/or unproved



Rules

Organizational elements relevant to the curriculum



Ethics

Possible rights and wrongs of an event, idea, or issue



Big Idea

A generalization, principle, or theory about the curriculum being studied



Change Over Time

A change over time where changes are identified and causality examined



Points of View

Multiple perspectives, examines ideas and events from different perspectives



Interdisciplinary Connections

A connection between the curriculum under study and other subject matters

Novelty

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

Acceleration

For students who show mastery of grade level standards, acceleration means presenting material to the student taken from the curriculum of a grade level or to move at a faster pace that is appropriate for their learning style.

Compacting

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

5. *Instructional Methodology – Bloom’s Revised Taxonomy*

OPA incorporates Bloom’s Revised Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students’ thought processes. According to Bloom’s Revised Taxonomy, human thinking skills can be broken down into the following six categories:

1. **Creating** is applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that is new.
2. **Evaluating** is judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, and summarize, etc., to encourage students to make judgments according to a set of criteria.
3. **Analyzing** is breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
4. **Applying** is using previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
5. **Understanding** is grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
6. **Remembering** is remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students’ recall and recognition.



6. *Global Mindedness*

In his lecture, *Education and the Fourth Industrial Revolution* (2018), Graham Brown-Martin, states “We are on the precipice of what the World Economic Forum calls the Fourth Industrial Revolution. Artificial intelligence. Automation. Ubiquitous, mobile supercomputing. Intelligent robots. Self-driving cars. Neuro-technological brain enhancements. Genetic editing. The evidence of dramatic change is all around us and it’s happening at exponential speed. Combined with climate change and rapid global population growth this century is the most challenging that our species has ever faced. Governments, educators and parents alike must ask the question about how they can prepare present and future generations to thrive in this transforming world. This revolution brings with it exciting possibilities, new solutions to global challenges, and employment opportunities for jobs that have yet to be invented.”

Global Mindedness refers to the ability of individuals to understand the world in which they live and how they fit into that world, as well as to their willingness to act on global issues. Global citizenship is a way of thinking and behaving as an active member of a global community who possesses global mindedness and global competence.

D. How Learning Best Occurs

OPA applies the best of research-proven strategies and evidence-based practices to provide a rich and rigorous academic program that gives all students the chance to be successful.

OPA believes that learning best occurs in the following ways:

- ***When parents participate in the educational program*** – When the U.S. Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parental involvement and students without parental participation. Therefore, OPA offers many opportunities for parent participation in their child’s education, including in-services on the latest research regarding student learning and the use of technology in education.
- ***In a collaborative environment*** – Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among and between students, teachers, parents, administration, and community is necessary for a successful school.
- ***In a climate where there are measurable goals*** – This “backwards design” instructional model requires a standards-based system that gives direction to academic programs and is designed to ensure college and career readiness for students. The assessment of students’ progress is based on multiple measurement tools looking at the many facets of the learners.
- ***In a climate of accountability*** – As Schmoker (1996) so simply states, “What gets measured gets done.” OPA provides a continuous collection and application of data for students, parents, teachers, administrators, and members of the Board of Directors.
- ***With highly specialized teachers and staff*** – Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, “The single most important determinant of student achievement is the expertise and qualifications of teachers.” OPA provides a broad spectrum of data-driven training opportunities for staff and participates in selected professional development programs.
- ***In programs that have strong literacy components*** – Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).
- ***In a program that incorporates technology*** – Technological innovations enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

- ***In a program that prepares students for a transformative yet to be imagined future*** – Five years from now, over one-third of skills (35%) that are considered important in today’s workforce will have changed. “The illiterate of the 21st Century are not those who cannot read and write but those who cannot learn, unlearn and relearn.” (Alvin Toffler, 1991) Complex problem solving, creative and critical thinking are among the top 10 skills students will need in order to thrive in the 21st Century. (World Economic Forum, 2016)

E. OPA’s Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), OPA’s annual goals to be achieved schoolwide and for all numerically significant pupil subgroups will be based on the following eight state priorities:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Performance

Please refer to the tables in *Element 2: Measurable Pupil Outcomes*, for a list of school priorities for all pupil subgroups, goals for the priorities, and the specific annual actions to achieve those goals.

Local Control and Accountability Plan

OPA will adopt and implement a Local Control and Accountability Plan (“LCAP”) on an annual basis pursuant to Education Code Section 47606.5. OPA will comply with all elements of the LCAP pursuant to regulations and a template adopted by the State Board of Education, and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter. OPA will submit the LCAP to the District and the Orange County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP itself is not automatically considered a material revision to the charter petition; however, if in completing an LCAP, OPA or the District determines that changes to the charter petition are necessary, then a material revision may be needed. The LCAP will be maintained by OPA at the school site.

F. Whom Does OPA Serve?



A majority of the students served by the Charter School currently reside within the District boundaries. The District boundaries are comprised of seven (7) cities: San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo, and Rancho Santa Margarita as well as the communities of: Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, and Wagon Wheel. CUSD currently operates 55 school sites, including 34 elementary schools, two (2) K-8 schools, and 10 middle schools.

CUSD boundaries encompass 195 square miles. The map to the left depicts the general area our school serves. OPA serves students from several cities of South Orange County, along with neighboring cities located near Orange County boundaries.

Historical Enrollment by Grade

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
K	95	81	82	84	90
1	99	101	90	117	96
2	94	92	103	88	118
3	142	97	85	100	93
4	113	138	75	72	97
5	103	109	135	70	67
6	75	97	90	113	58
7	66	68	89	75	65
8	63	69	57	71	50
All	850	870	817	796	738

Projected Enrollment by Grade

Grade	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	90	90	100	100	100	100 (+60 TK)
1	96	100	110	110	110	<u>100</u> 110
2	118	120	130	130	130	<u>100</u> 130
3	93	102	112	112	112	112
4	97	102	112	112	112	<u>94</u> 112
5	67	68	73	73	73	<u>94</u> 73
6	58	68	73	73	73	73
7	65	68	73	73	73	73
8	50	68	73	73	73	73
All	738	786	856	856	856	<u>660</u> 856

Oxford Preparatory Academy is projecting an increase in enrollment. This increase is based on the changes in the middle school program, adding a new kindergarten class, and improvements to our Independent Study program.

Racial and Ethnic Balance Data – OPA and Comparison Schools 2017-18

School	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	2 or More Races	Total
Arroyo Vista ES	1.4%	0.2%	9.5%	2.5%	15.7%	0.0%	58.8%	8.8%	560
Castille ES	1.2%	0.0%	4.8%	1.2%	18.7%	0.0%	61.2%	9.3%	567
Don Juan Avila ES	1.5%	0.3%	19.7%	3.1%	18.0%	0.3%	49.3%	6.4%	750
Oak Grove ES	1.3%	0.0%	12.9%	2.1%	18.0%	0.1%	54.4%	9.4%	682
Oso Grande ES	0.8%	0.4%	6.2%	2.3%	8.5%	0.4%	70.4%	7.6%	1137
Philip Reilly ES	1.0%	0.0%	7.7%	2.5%	17.8%	0.2%	59.4%	7.9%	483
Wood Canyon ES	1.6%	0.2%	4.7%	4.1%	32.0%	0.2%	47.1%	6.6%	512
Aliso Viejo MS	1.7%	0.5%	10.5%	2.3%	22.1%	0.0%	54.9%	7.7%	1070

Ladera Ranch MS	0.5%	0.2%	7.6%	2.4%	11.7%	0.0%	72.1%	5.0%	1533
Newhart MS	0.6%	0.1%	8.2%	1.5%	25.1%	0.0%	57.6%	6.2%	1249
Oxford Prep – SOC	0.9%	0.4%	11.6%	2.3%	18.4%	0.1%	55.7%	10.1%	786

Data obtained from the California Department of Education website, <http://dq.cde.ca.gov/dataquest/>.

The chart above indicates that the predominant ethnic groups of OPA's population in 2017-18 were White (55.7%), Hispanic or Latino (18.4%) and Asian (11.6%). This racial and ethnic balance is similar to comparable schools in CUSD.

Subgroup Balance Data – Oxford Prep and Comparison School 2017-18

School	English Learners	Students with Disabilities	Socioeconomically Disadvantaged	Total
Arroyo Vista ES	7.5%	13.9%	13.2%	560
Castille ES	6.9%	8.3%	16.8%	567
Don Juan Avila ES	11.6%	6.9%	11.5%	750
Oak Grove ES	11.4%	8.9%	18.0%	682
Oso Grande ES	2.4%	10.3%	5.0%	1,137
Philip Reilly ES	9.7%	20.9%	17.2%	483
Wood Canyon ES	19.3%	17.4%	37.3%	512
Aliso Viejo MS	6.8%	9.3%	24.8%	1070
Ladera Ranch MS	1.1%	9.7%	8.6%	1533
Newhart MS	8.6%	12.5%	23.6%	1249
Oxford Prep – SOC	2.9%	12.5%	14.4%	786

Data obtained from the California Department of Education website, <http://dq.cde.ca.gov/dataquest/>.

The chart above indicates that 14.4% of OPA students are considered socioeconomically disadvantaged and 12.5% of OPA students are students with disabilities. This balance is similar to comparable schools in CUSD. OPA has 2.9% English Learners. This is lower than all comparable CUSD schools except Ladera Ranch Middle School and Oso Grande Elementary School.

California School Dashboard Indicators for OPA 2017-18

Subgroup	English Language Arts	Mathematics	Chronic Absenteeism	Suspension Rates
All Students	Green	Blue	Blue	Yellow
Asian	Blue	Blue	Blue	Green
Hispanic	Green	Green	Green	Orange
Two or More Races	Green	Green	Orange	Orange
White	Green	Blue	Blue	Yellow

English Learners	No Performance Color	No Performance Color	Blue	Blue
Socioeconomically Disadvantaged	Green	Blue	Green	Orange
Students with Disabilities	Green	Green	Yellow	Green

California Dashboard Indicator Progress

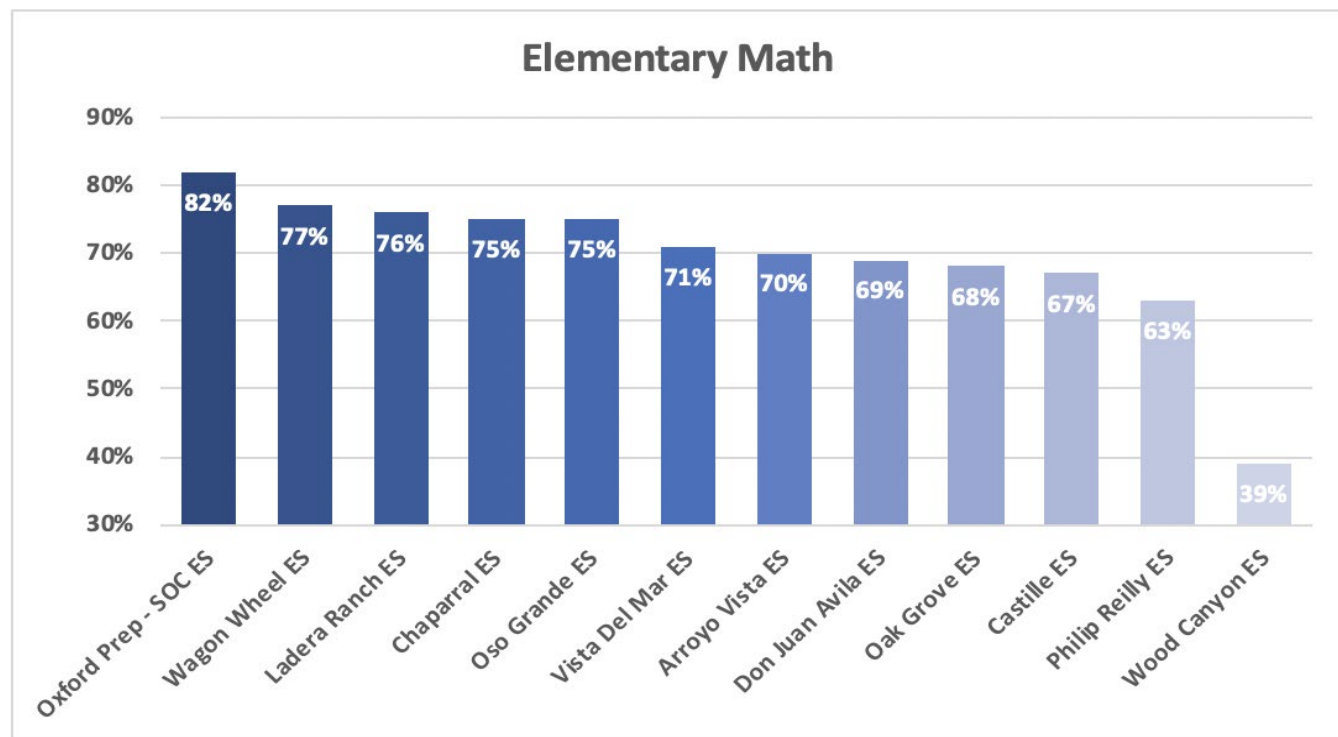
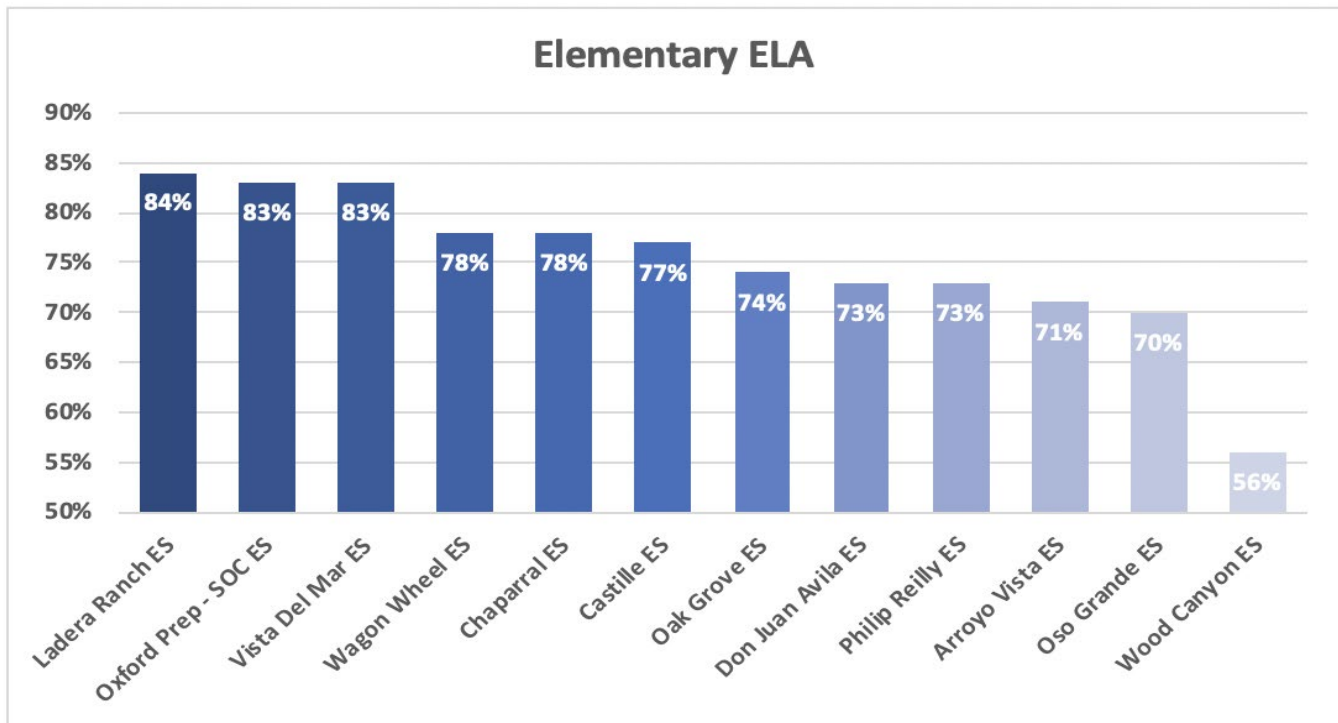
Indicator	Color	Performance Level	Progress
English Language Arts	Green	80.1 pts Above	Declined 8.2 pts
Mathematics	Blue	71.4 pts above	Maintained
Chronic Absenteeism	Blue	2%	Maintained
Suspension Rates	Yellow	1%	Increased 0.8%

The charts above illustrate OPA's performance and progress on the California School Dashboard indicators. These indicators reflect progress toward the state priorities of progress toward state standards, pupil achievement, pupil engagement, and school climate. OPA is at the highest performance level (blue) for mathematics achievement and chronic absenteeism. OPA is at the second highest performance level (green) for English Language Arts Achievement.

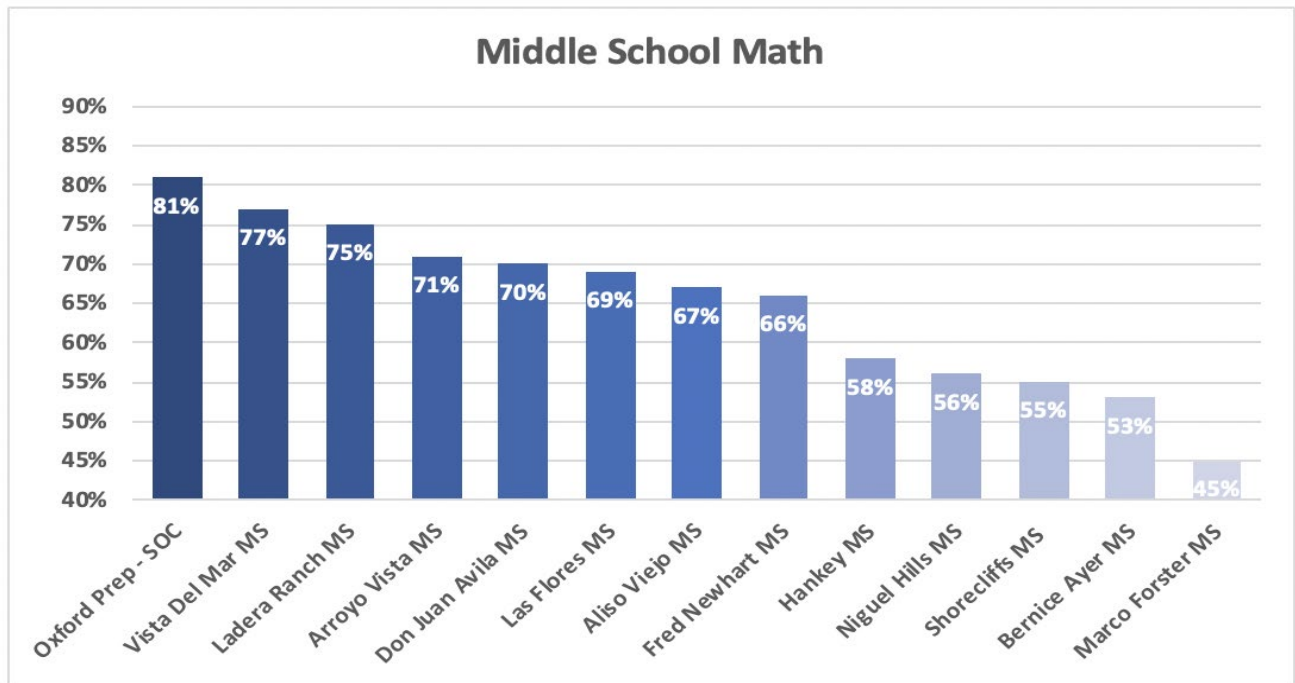
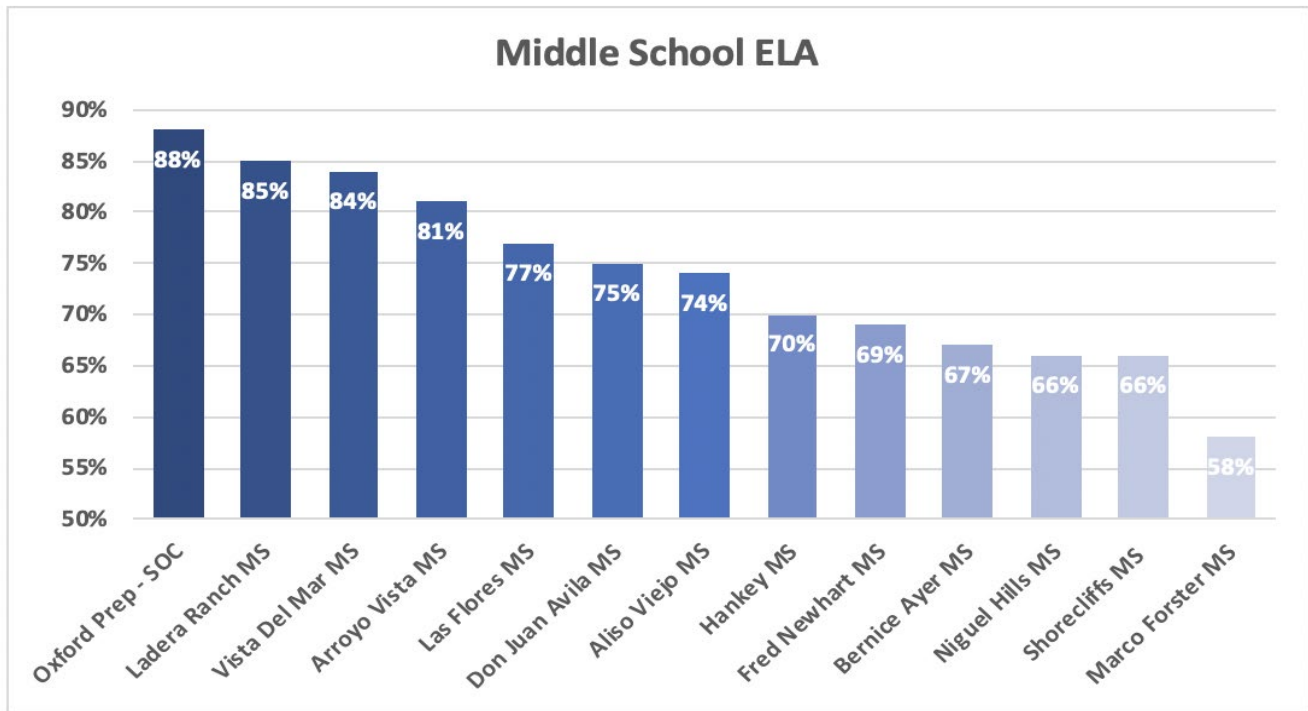
California School Dashboard Indicators – OPA and Comparison Schools 2017-18

School	English Language Arts	Mathematics	Chronic Absenteeism	Suspension Rates
Arroyo Vista ES	Green	Green	Yellow	Green
Castille ES	Blue	Blue	Green	Blue
Don Juan Avila ES	Blue	Blue	Green	Blue
Oak Grove ES	Blue	Blue	Orange	Blue
Oso Grande ES	Blue	Blue	Green	Yellow
Philip Reilly ES	Blue	Green	Green	Blue
Wood Canyon ES	Green	Green	Yellow	Yellow
Aliso Viejo MS	Blue	Green	Orange	Green
Ladera Ranch MS	Blue	Blue	Orange	Orange
Newhart MS	Green	Green	Orange	Orange
OPA	Green	Blue	Blue	Yellow

2017-18 CAASPP Results – OPA and Comparison Schools

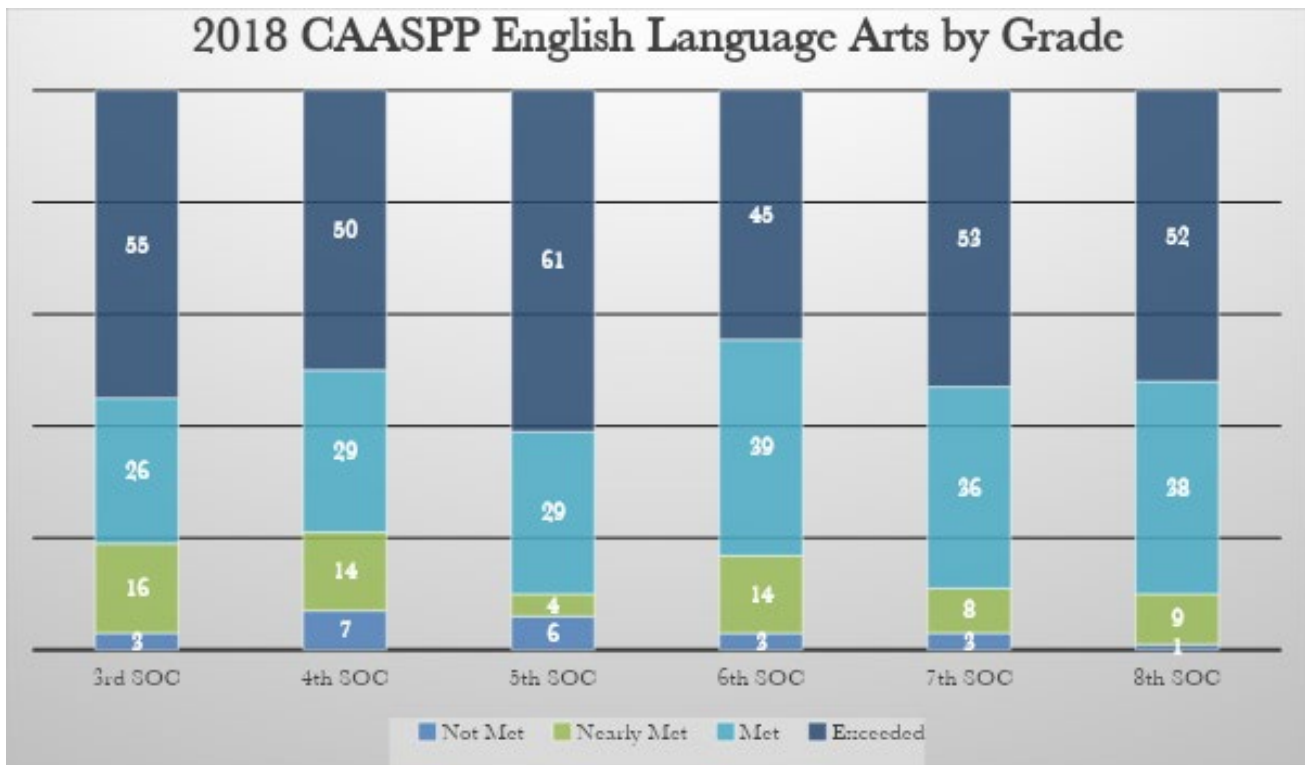
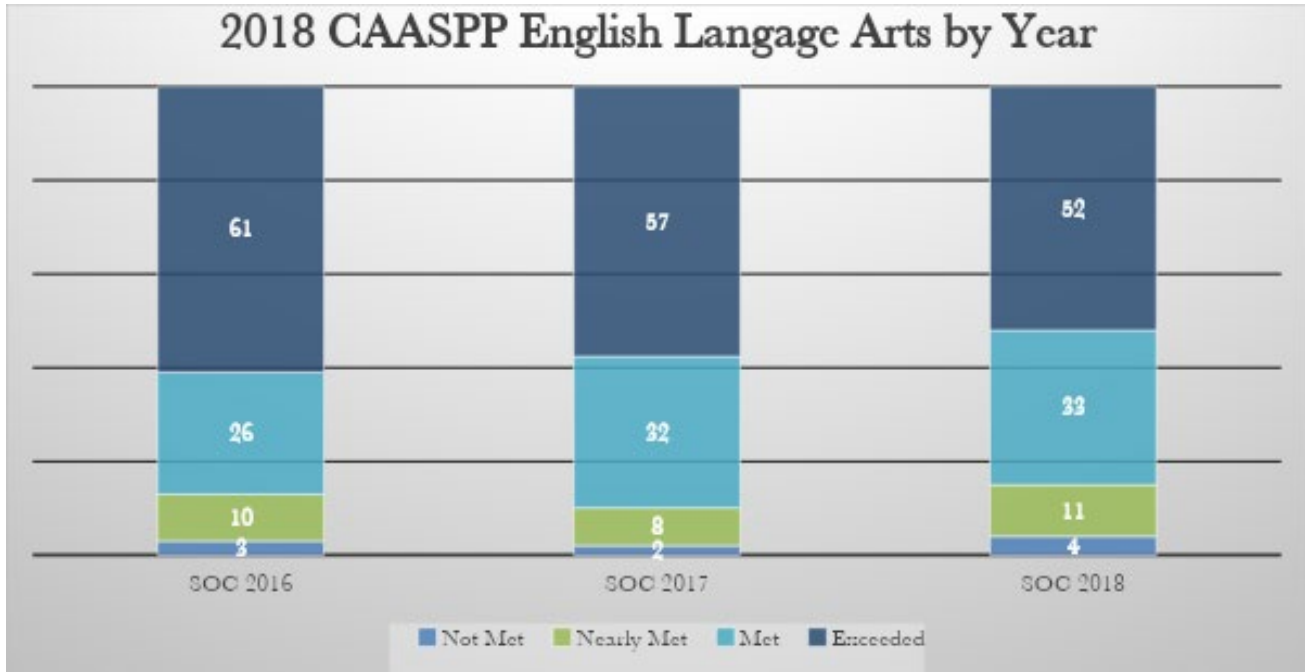


The charts shown above illustrate the percent of students meeting or exceeding standards on the Smarter Balanced ELA and Math assessments in 2018 for OPA and comparison schools in CUSD. OPA outperformed all

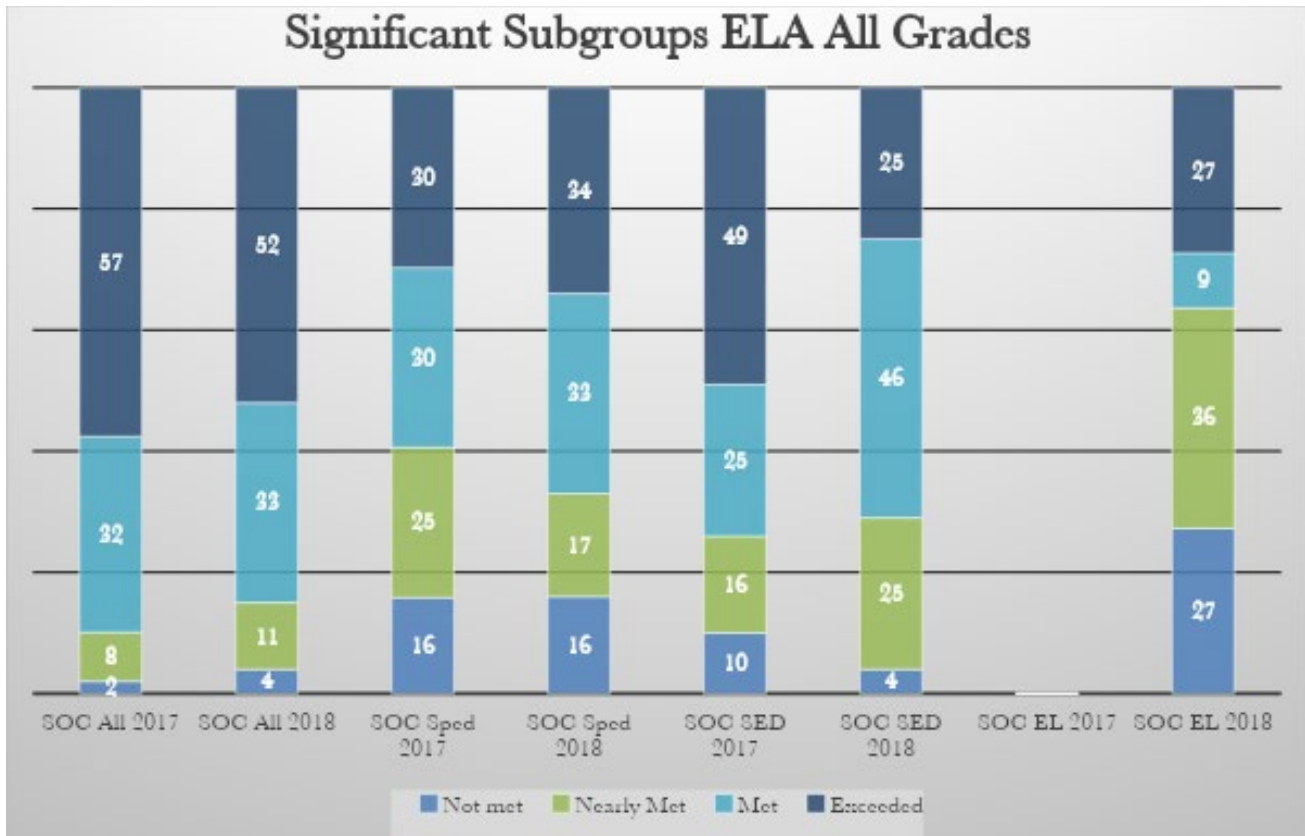


comparison schools in Middle School Math and ELA and Elementary School Math. Only one school outperformed OPA in Elementary School ELA.

CAASPP Performance 2017-18 – English Language Arts

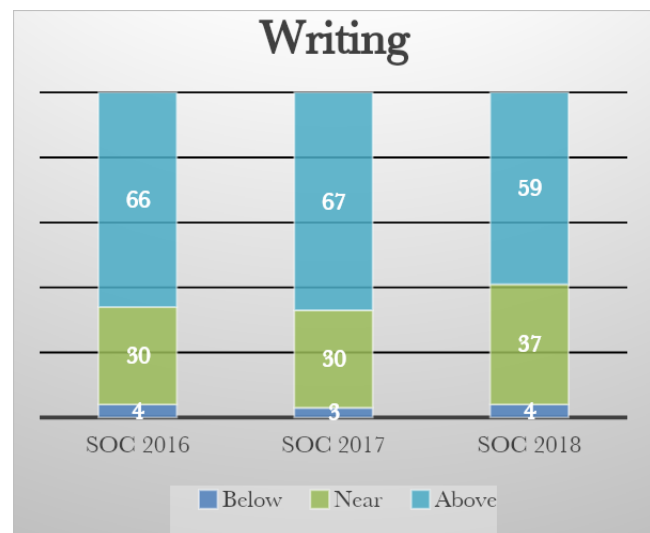
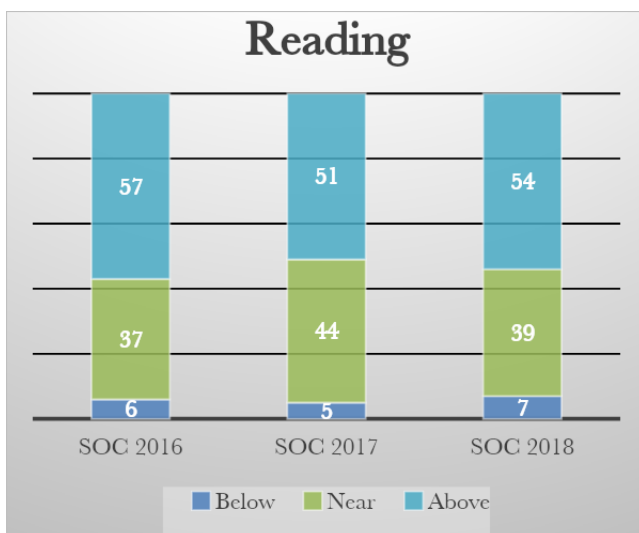


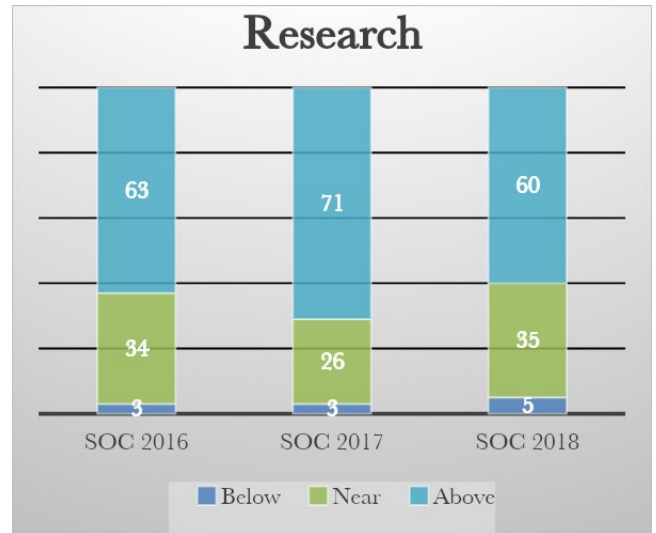
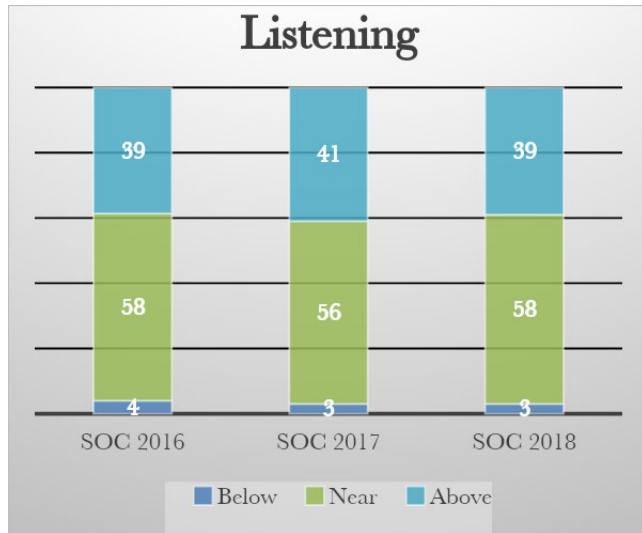
The charts above show that in 2018, 85% of students tested met or exceeded the ELA standards on the CAASPP assessment, 81% in 3rd grade, 79% in 4th grade, 90% in 5th grade, 84% in 6th grade, 89% in 7th grade, and 90% in 8th grade.



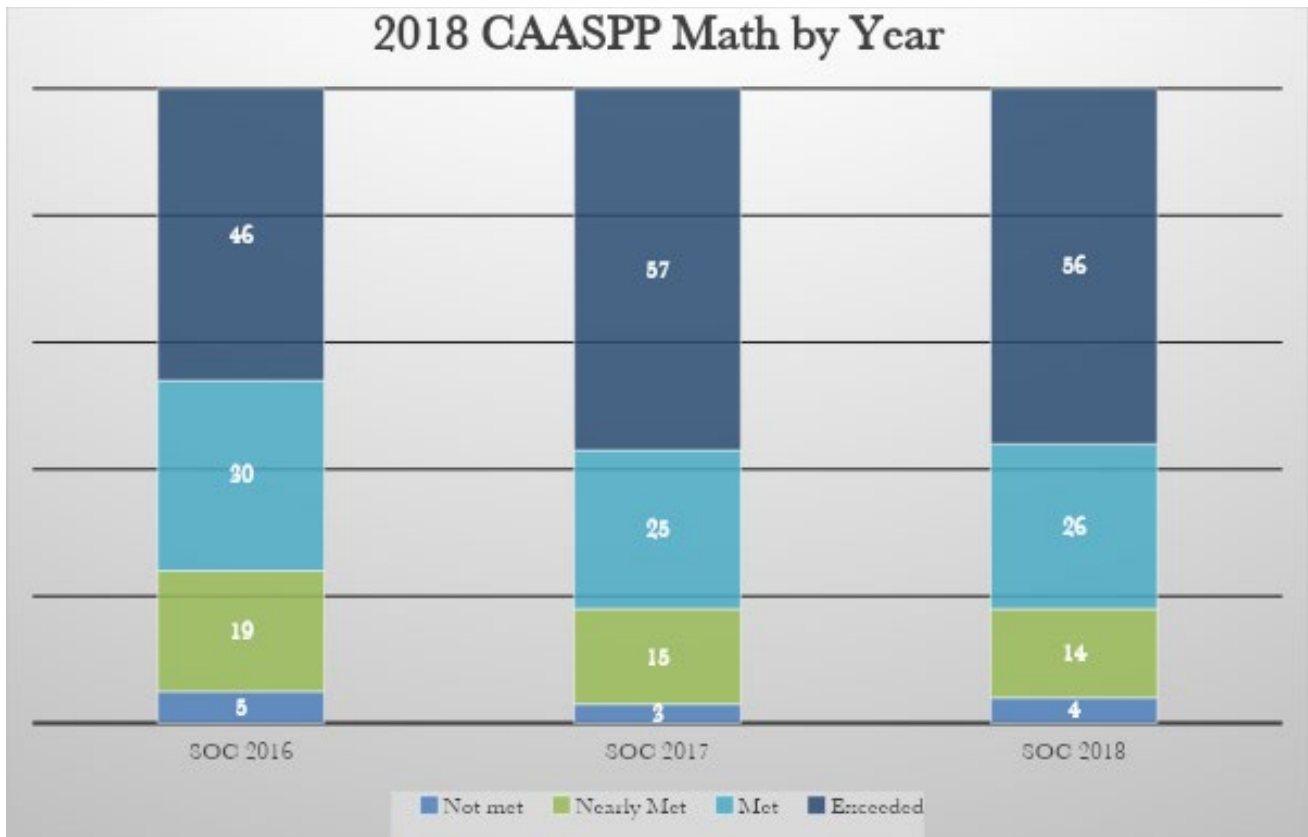
The chart above illustrates that in 2018, the number of students with disabilities who met or exceeded standards increased from 2017 to 2018. In 2017, English Learners were not a significant subgroup, thus no data is presented.

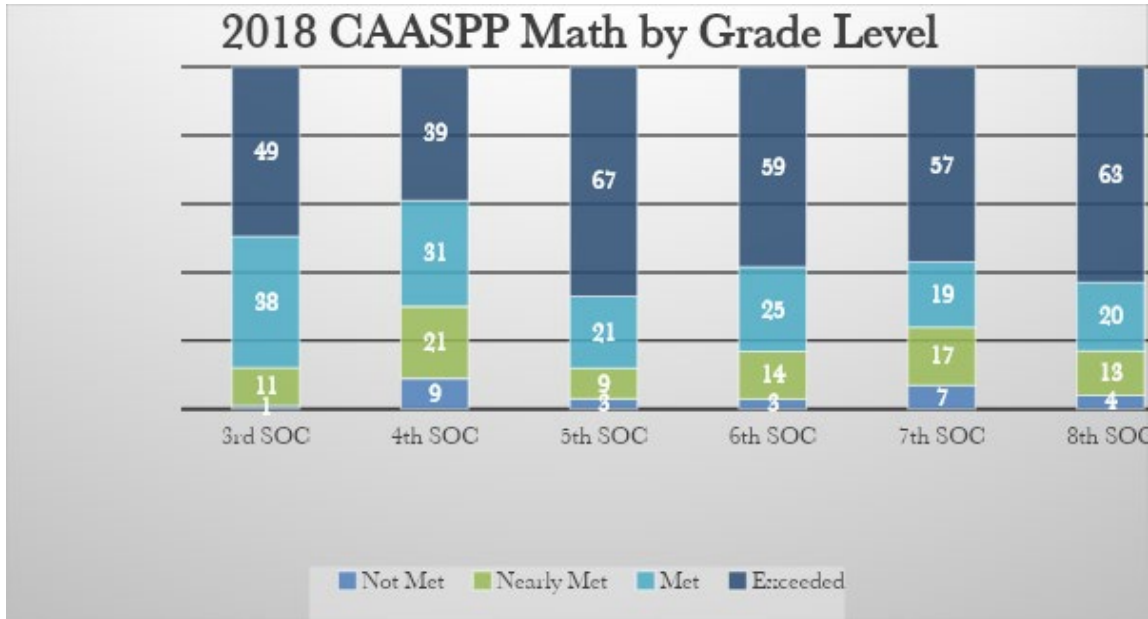
CAASPP Claim Scores 2017-18 – English Language Arts



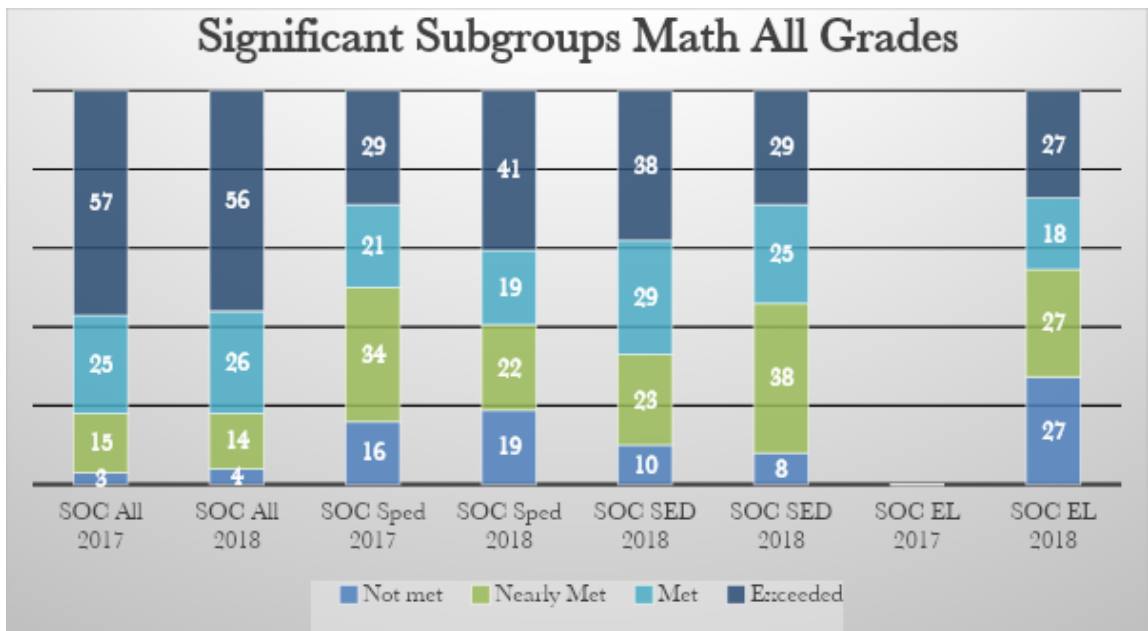


CAASPP Performance 2017-18 – Mathematics

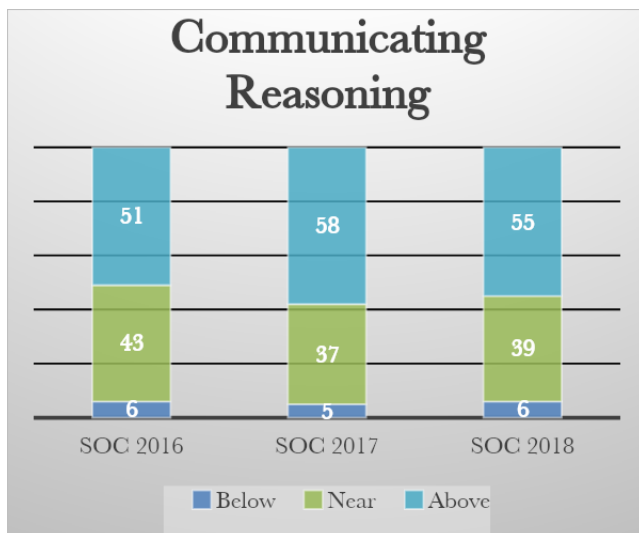
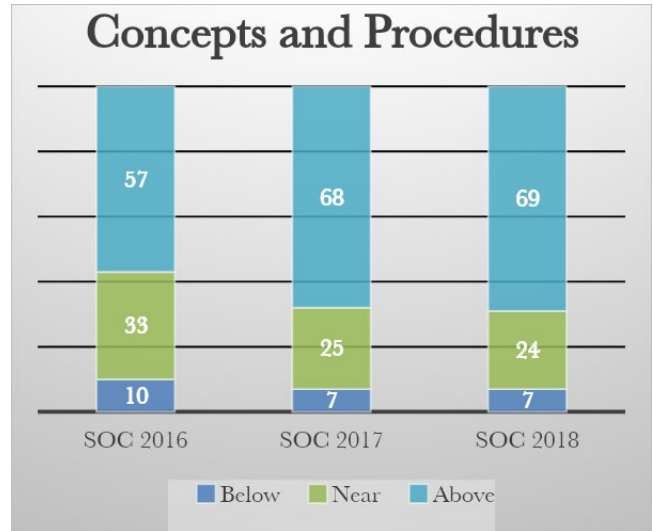
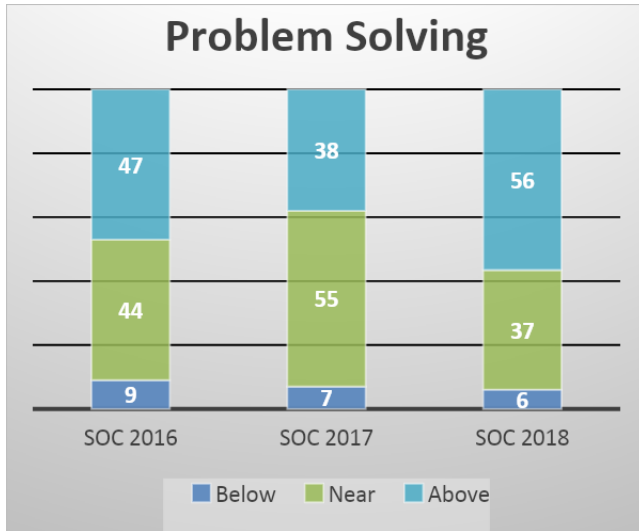




The charts above show that in 2018, 82% of students tested met or exceeded the Mathematics standards on the CAASPP assessment, 87% in 3rd grade, 70% in 4th grade, 88% in 5th grade, 84% in 6th grade, 76% in 7th grade, and 83% in 8th grade.



The chart above illustrates that in 2018, the number of students with disabilities who met or exceeded standards increased from 2017 to 2018. In 2017, English Learners were not a significant subgroup, thus no data is presented.

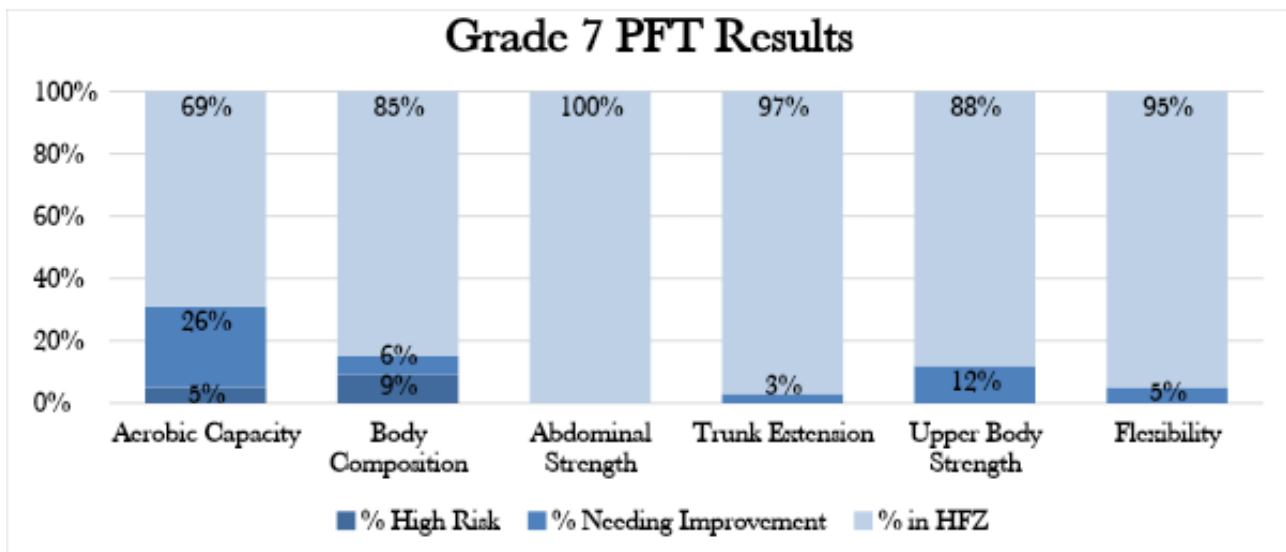
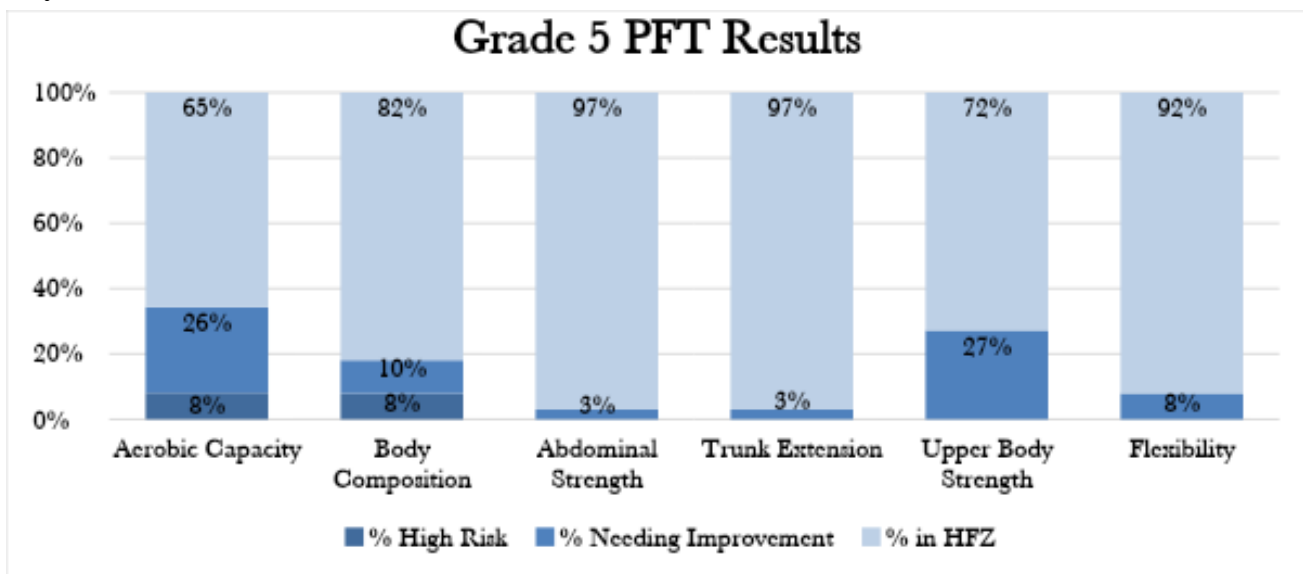


2017-18 English Learner Progress – OPA and Comparison Schools

School	Number of Students	Level 4	Level3	Level 2	Level 1
Arroyo Vista ES	33	36.4%	24.2%	27.3%	12.1%
Castille ES	36	50%	30.6%	19.4%	0%
Don Juan Avila ES	78	48.7%	25.6%	21.8%	3.8%
Oak Grove ES	68	57.4%	26.5%	11.8%	4.4%
Oso Grande ES	23	60.9%	21.7%	13%	4.3%
Philip Reillt ES	44	38.6%	18.2%	20.5%	22.7%

Wood Canyon ES	89	39.3%	38.2%	11.2%	11.2%
Aliso Viejo MS	58	32.8%	29.3%	24.1%	13.8%
Ladera Ranch MS	17	35.3%	29.4%	23.5%	11.8%
Newhart MS	85	35.3%	31.8%	23.5%	9.4%
Oxford Prep – SOC	21	52.4%	38.1%	9.5%	0%

Physical Fitness Test Results – OPA 2017-18



G. What It Means To Be an Educated Person in the 21st Century

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

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

OPA believes that these skills and attributes adequately resolve the tenacious and long-standing problems facing the world. OPA believes fostering the development of these skills and attributes in an educational environment by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences encourage the creative and critical thinking skills that enable students to find workable solutions to real world problems.

OPA recognizes the critical need for developing 21st century learners. These 21st century skills and attributes listed above are embedded throughout OPA's program. Through collaboration, technology, MI activities, project-based learning, homework, and more, OPA learners are molded to become 21st century learners who model the "Four Cs" of 21st century learning: critical thinking, creativity, collaboration, and communication.

H. How OPA Achieves Student Academic Success

Student academic success is OPA's central focus with a solid foundation in communication. Our students achieve academic success through an education program that incorporates the following:

Staff Development

The community of OPA recognizes that staff development directly impacts student academic success. PLCs encourage grade-level articulation and identify needed staff development.

Staff development is planned after the analysis of authentic student performance results from state mandated assessments, grade level assessments (including multiple measures) and teacher observations. The focus of these long- range plans is that all students demonstrate grade level content mastery and achieve at high levels. Staff is taught how to calibrate the curriculum to align with grade level State Standards.

To deepen teachers' content knowledge and help them engage all students in learning, staff attends workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on curriculum, writing, classroom management, interim and summative assessments, and technology

use. The staff is encouraged to enroll in college courses on MI, Special Education, and Gifted Education. Staff attendance at conferences such as the California Association for the Gifted provide staff the latest research on instructional strategies.

Evaluation

Grades serve a valuable instructional purpose by helping students and parent(s)/guardian(s) identify the student's areas of strength and those needing improvement. Teachers evaluate a student's work according to established OPA standards. The criteria are appropriate and specific for all students at their grade level. Additionally, teachers develop benchmark assessments throughout the course of the school year during grade level and PLC meetings.

Administration ensures that student grades conform to a uniform grading system. Grades are based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, assessments, and Multiple Intelligences projects.

When reporting student grades to parent(s)/guardian(s), staff may add narrative descriptions, observational notes, and/or samples of classroom work to better describe student progress in specific skills. Grades for "Effort" are also given to students.

Student Involvement

OPA will offer students many experiences, which tap into their eight intelligences. These special opportunities motivate students to excel while expanding their learning potential. OPA will provide opportunities for schoolwide educational events that encourage participation by all students and may include:

Chess Club	Noon Sports League	Saturday Enrichment Fieldtrips	Gardening Club
Color Guard	Marching Band	Robotics Club	Technology Club
Drama Club	Playing Instruments at Assemblies	Student Council	Lego Club
Marching Band	Kids Run OC	Competitive Sports	Yearbook



As part of the Charter School's vision, patriotism is fostered through daily patriotic exercises, which includes reciting the *Pledge of Allegiance* and the singing of patriotic and seasonal songs of the month.

OPA believes student involvement in healthy choices support the physical, social, and emotional needs of each student and programs are in place to address these areas. Programs that support physical vigor include Physical Education, parent supervised Kids Run OC, and sports leagues. "Red Ribbon Days" teach drug prevention awareness through daily themes, questions, and activities.

Parent and Staff Involvement

OPA recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive

school environment.

Consistent with Education Code 11500:

Parental involvement and support in the education of children is an integral part of improving academic achievement. Educational research has established that properly constructed parent involvement programs can play an important and effective role in the participation of parents in their children's schools and in raising pupil achievement levels.

Leadership and School Organizations

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

English Learner Advisory Committee

The English Learner Advisory Committee ("ELAC"), if required, will consist of parents of English Learner ("EL") students and staff members whose primary function is to advise the administration and staff on programs and services for English Learners. Additionally, the ELAC will assist in the development of a site-based needs assessment, the Charter School's annual language census, and ways to make parents aware of the importance of regular school attendance.

Honour Society (Parent/Staff Organization)

The Honour Society plays an essential role in OPA's educational program. Each parent/guardian and staff person may be a member, with no mandatory membership required. Guided by an Honour Society Board, parents are given an opportunity to participate in an advisory role and activities that contribute to the overall success of OPA's program. They assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students. The Honour Society also supports the philosophy of OPA through parent and faculty education programs and workshops. Some of the activities and programs may include Emergency Plan materials and supplies, fundraising, family fun nights, and many student body events.

The Honour Society recognizes the importance of school choice advocacy at local, state, and national levels. They support awareness activities for stakeholders through participation in annual events, e.g. National Charter Schools Week, and National School Choice Week.

The spirit of cooperation between parents, staff, and students allows OPA to have an Honour Society that's members volunteer in a variety of areas. In addition to the activities mentioned above, it also supports student field trips, awards, supplemental instructional materials, and Charter School facilities enhancements.

The Honour Society Board will be comprised of members that are elected to their positions each year. Parents are nominated and voted for by parents, teachers are nominated and voted for by teachers, and classified personnel are nominated and voted for by classified personnel.

Parent Participation

Parental participation in their child's education has a positive impact on student academic success. Parents of children attending OPA understand the importance of their role and involvement in their child's education.

Teachers will notify parents regarding opportunities to volunteer in the classroom. This is another possibility for parents to demonstrate support and interest in the educational program of OPA.

Parent attendance is specifically encouraged at the following events:

- University Orientation Night (Back to School Night);
- Open House;
- Classroom Programs; and
- Parent/Professor Conferences.

Parents are encouraged to attend Awards Assemblies honoring their child, grade level programs, and Honour Society meetings.

Art Masters

An art program, such as “Art Masters,” provides enrichment to the art curriculum. Parent volunteers will be trained to teach this program which serves as a valuable visual arts experience. It is primarily provided by volunteers with Honour Society funding materials and supplies.

Attendance

OPA recognizes that a student’s attendance record directly contributes to student academic success. Therefore, OPA has a schoolwide goal of no less than 98% daily attendance rate. Parents will be made aware of the attendance policy. OPA will also maintain a School Attendance Review Team (“SART”) to ensure the daily attendance goal is met for each student.

Student Recognition

As part of OPA’s core philosophy to encourage students to excel, a schoolwide recognition system is used. Accomplishments are recognized in a way that promotes future achievement and supports the mission of building the foundation for lifelong learning and success. Awards are distributed to deserving students who have met or exceeded the Charter School’s high expectations. Some examples of awards include awards for academic achievement, attendance, character, responsibility, and behavior.

Behavior

The behavior policy of OPA is designed to ensure that each student has the opportunity to learn in a safe and secure environment. OPA’s goal is to develop responsibility, citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system. These standards are communicated to parents at the beginning of the year at University Orientation Night.

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

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

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

Oxford Prep utilizes Positive Behavior Interventions and Supports (“PBIS”) to provide a multi-tiered approach to social, emotional, and behavioral support for students. Discipline follows a hierarchy of progressive actions, including counseling, demerits, office referrals, and suspension. Administration applies a consistent, age-appropriate approach to student discipline, focused on providing learning opportunities and counseling.

Oxford utilizes the following core principles of PBIS:

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. Intervene early. It is the best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. Use research-based, scientifically validated interventions to the extent available. ESSA requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student’s progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Special Programs

Intervention for Academically Low Achieving Students

OPA screens and identifies students as academically low achieving with the use of several determinations including, but not limited to:

- Students scoring nearly met or not met on the CAASPP in any one subtest score in ELA/Literacy or Mathematics;
- Students who are at least one year below grade level in the areas of reading, writing, mathematics, and oral language as measured by schoolwide trimester assessments; and
- Students who are at-risk based on report card grades and/or progress reports indicating performance below grade level.

Those students identified as academically low achieving will be targeted for additional academic support. *Academic Strategic Success Plans* will be shared with parents by the seventh week of school or as needed throughout the remainder of the year.

See additional information below in *Element 1, Section P – Addressing the Needs of all Students*.

Promotion/Retention

The focus of the pupil promotion policy is to improve student learning and support students who are “at risk” of failure.

School administration will identify students who are “academically low achieving” and should be retained, or who are “at-risk” of being retained. Students are designated “at-risk of being retained” if they are not meeting grade-level standards (See “Intervention for Low Achieving Students” in the section above). Further indicators may include grades and results on local and statewide assessments.

A parent-teacher conference will be held for students who are in danger of being retained, where an *Academic Strategic Success Plan* will be formulated for the year. This plan includes multiple intervention options and progress monitoring which will be discussed in each of the trimesters during a parent-teacher conference. If the student remains below grade level despite the interventions implemented in the *Academic Strategic Success Plan*, the student may be retained. The Promotion/Retention Team meets, consults, and makes a recommendation to promote or retain a student depending on the success of the interventions implemented based on the *Academic Strategic Success Plan*. The team also analyzes Progress Reports and Report Card grades. The final decision to promote or retain is made by administration, based on staff recommendation, and a summary of the evidence for the decision will be presented to the parents.

The decision to retain English Learners is made by the Promotion/Retention team. One or more members of the team must have expertise in ELD. The decision to promote or retain students with an Individualized Education Program (“IEP”) is made by the IEP team. Students identified at-risk for retention are given the opportunity to participate in an academic intervention program as early as possible in the school year.

OPA can retain or promote a student without parent or guardian approval in grades one (1) through ~~five (5)~~ ~~eight (8)~~. No student at OPA will be retained for more than one year, including students who were retained prior to enrolling in the Charter School.

Acceleration (Grades 1-5 ~~8~~)

In cases when students may be recommended for acceleration to a higher grade-level, including acceleration to the next grade, due to exceptional academic achievement, OPA will ensure that all policies and procedures are compliant with applicable provisions of law.

Incorporating the Theory of Multiple Intelligences as Part of Instruction

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

The graphic on the next page is a representation of the eight intelligences and their basic characteristics. Creating a Multiple Intelligences school is the foundation of the Charter School's philosophy. In doing so, there are four (4) major components: Stakeholders, Positive Climate, Environment, and Organization. Illustrated below are the components of a Multiple Intelligences school.



Oxford Preparatory Academy Charter School

DOMAINS OF INTELLIGENCE



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

Communication

Parents, staff, and students work together as a team to make academic success possible. Effective communication is necessary for the team to thrive.

School/Home Information

OPA will utilize a collaborative communication plan which includes digital mediums, out-bound phone and email messaging, take-home information, in-person meetings, and community outreach. OPA will also provide email notifications to parents to keep them apprised of student progress.

Information about OPA is found on the Charter School website at soc.oxfordpreparatoryacademy.com . The newsletter, lunch menu, calendar, and information about programs, admissions, social media channels, and other content about OPA are accessible on this site.

Some of the information found on OPA's website includes the following:

- School Accountability Report Card (SARC);
- Local Control and Accountability Plan (LCAP);
- Upcoming events;
- Messages from teachers;
- Copy of the monthly and yearly calendars;
- Lunch menu;
- Map of the school; and
- Parent Handbook.

Parent/Teacher Conferences

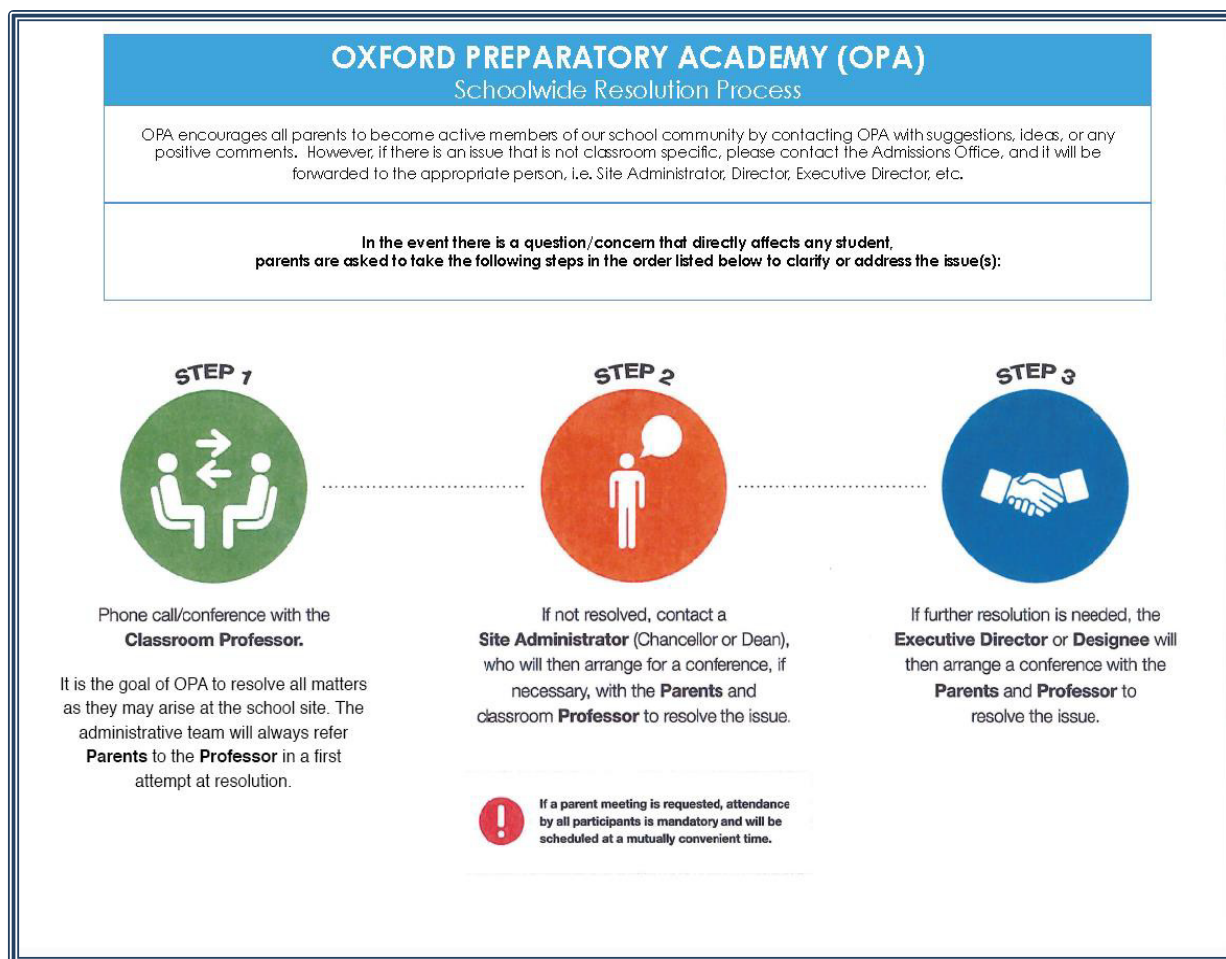
To keep parents informed and assisting in their child's education, a conference is scheduled with the student's classroom teacher by the seventh week into the school year. At this conference, the teacher, parents, and student:

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

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

Schoolwide Resolution Process

In the event there is a question/concern that directly affects any student, parents are asked to take the following steps in the order listed on the graphic found on the next page to clarify or address the issue(s):



School Related Issues

OPA encourages all parents to become active members of the school community by contacting OPA with suggestions, ideas, or any positive comments. However, if there is an issue that is not classroom specific, parents are encouraged to contact the school office, and it will be forwarded to the appropriate person, e.g., Executive Director, Principal (Chancellor), Honour Society, ELAC, etc.

I. Instructional Program

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

OPA’s program, as explained below, makes significant improvements in the areas of: ELA/Literacy, Mathematics, Science, History/Social Studies, Physical Education, Visual and Performing Arts, World Language, and Technology for all students. Additionally, we continue to close the achievement gap between the highest and lowest performing subgroups, as well as for those students who are identified as socioeconomically disadvantaged, having disabilities, and English Learners.

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

- Staff-driven professional development on topics related to educational programs;
- Recommendations of relevant topics for parent education, made by the staff and parent community, to assist parents in meeting their child's individual needs;
- Opportunities for parents to be involved in the educational program for their children;
- Implementation of innovative programs such as M.A.J.O.R.S. Classes, MI, and Science Lab that are research-based and proven to be successful;
- Educational reforms that reward excellent teaching and student accomplishments;
- Promotion of new, innovative, and experimental ideas in education;
- Infusion of the intrinsic value of academic pursuits in each child and the value of lifelong learning through the outstanding educational program developed at OPA;
- Ensuring "bell to bell" instruction and increasing daily instructional minutes above the State's minimum requirements to provide greater time for teaching in the core curriculum while maintaining the integrity of programs offered such as Physical Education, Music, Band, World Language Instruction, etc.;
- Having a strong understanding of how children learn and retain information, based on the Theory of Multiple Intelligences;
- Maintaining a continuum of high academic standards in grades TK-5 **8**;
- Maintaining a high level of integrity that staff members believe is crucial to a high performing school;
- Utilization of formative assessments and data-driven educational programs;
- Employing well qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted;
- Incorporating a collegiate theme that permeates throughout the campus; thus, encouraging students to prepare for higher level education;
- An instructional staff that operates as a PLC, as summarized from the book, *Whatever It Takes*, by DuFour, et al. (see graphic on following page), ensuring a coordinated and coherent program that targets the needs of the whole child; and
- Abiding by PLC objectives:
 - What do we want students to learn?
 - How will we know when students have learned it?
 - What will happen if they don't learn it?
 - What do we do if they already know it?

The graphic on the following page illustrates elements OPA will use to establish effective PLCs.

How To Win A Championship With PLCs

GAME PLAN – CLARITY OF PURPOSE

- **STUDENT ACADEMIC SUCCESS**
- No excuses... “Whatever It Takes”



COLLABORATIVE CULTURE

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

BEST PRACTICES

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

ACTION-ORIENTATION

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

FOCUS ON RESULTS

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

Student Academic Success!!!



J. Independent Study

OPA may offer independent study to meet the educational needs of pupils enrolled in OPA. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. OPA shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. OPA will generally not accept independent study for less than five (5) consecutive school days unless granted by the Chancellor or designee in writing. The following written policies have been adopted by the OPA Board for implementation at the Charter School:

- For pupils in all grade levels offered by the OPA, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- When any pupil fails to complete three (3) assignments during any period of twenty (20) school days, the Chancellor or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - ◆ The specific resources, including materials and personnel, that will be made available to the pupil.
 - ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- Oxford Preparatory Academy shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

- The Chancellor shall establish regulations to implement these policies in accordance with the law.

Students in this program are enrolled students of OPA and held to the same degree of standard and expectation as students in the site-based program.

Any Independent Study will be supervised by an appropriately credentialed teacher as required by Educational Code Section 51747.5, subdivision (a).

OPA may claim apportionment credit for independent study student only to the extent of time value of work products, as personally judged in each instance by a certificated teacher, in accordance with Education Code Section 51747.5, subdivision (b).

Students who are enrolled into the ISP will have access to extra-curricular programs, a facility staffed by credentialed personnel, and regular scheduled meetings (at least one every twenty (20) school days) to go over assignments, standards, and assign new materials.

As laws pertaining to charter schools change, OPA reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Directors. These changes may require a material revision of the charter.

Students who are enrolled into the ISP will have access to extra-curricular programs, flexible workshop schedule, small group instruction, before and/or after-school intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on -site and regular scheduled meetings (at least one every twenty [20] school days) to go over assignments, standards, and assign new materials. Parents are provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers. ISP students are expected to complete a civic learning project as well and participate in interventions.

OPA will comply with Education Code §51746 to ensure that the ISP students have equal access to the existing services and resources that they would have received in a traditional school within the District. ISP students are included in the statewide assessment process and are required to attend the school during testing periods.

In addition to complying with all the laws that apply to charter schools in California in general, OPA will comply with all specific laws applicable to Independent Study for its ISP. Education Code § 47612.5(b) states that a charter school that provides Independent Study will comply with Education Code § 51745 et seq. As such, the provision of education through Independent Study is governed by an Independent Study Board Policy adopted by the Oxford Preparatory Academy Board of Directors after a public hearing was held and implemented in accordance with individual work and master agreements for each student.

Further, OPA will adhere to all applicable sections of the Education Code for Independent Study, § 51745 et seq., along with its implementing regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2, and Title 5 California Code of Regulations §11963 – 11963.7 (“SB740”). OPA will adhere to the California Code of Regulations related to audit requirements for charter schools, Title 5 California Code of Regulations § 19850 – 19854. As laws pertaining to charter schools change, OPA reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Directors. OPA understands that these changes may require a material revision of the charter.

K. Courses of Study

OPA will adopt the course of study for grades TK-5 ~~8~~ to align with the State Standards. The current adopted course of study for grades TK to 5 consists of:

- **ELA/Literacy**, including knowledge of, and appreciation for, literature, informational text, foundational skills, writing, speaking, and listening;
- **Mathematics**, including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operations in fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, and statistics and probability;
- **History/Social Studies**, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction will provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources;
- **Science**, including the biological and physical aspects, with emphasis on phenomena and the processes of experimental inquiry and on the place of humans in ecological systems;
- **Visual and Performing Arts**, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- **World Language or Languages** designed to develop a facility for understanding, speaking, reading, and writing the particular language;
- **Health**, including instruction in the principles and practices of individual, family, and community health; and
- **Physical Education**, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind.

~~The current adopted course of study for grades 6 to 8 offers State Standards–based courses in the following areas:~~

- ~~● **ELA/Literacy**, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking;~~
- ~~● **Mathematics**, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures;~~
- ~~● **History/Social Studies**, studying the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789, as well as, studying the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war;~~
- ~~● **Science**, including the physical and biological aspects, with emphasis on phenomena and basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences;~~
- ~~● **Visual and Performing Arts**, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression;~~
- ~~● **World Language or Languages** designed to develop a facility for understanding, speaking, reading, and writing the particular language;~~
- ~~● **Health**, including instruction in the principles and practices of individual, family, and community health, including Comprehensive Sexual Health Education, as required by the California Healthy Youth Act; and~~
- ~~● **Physical Education**, with emphasis given to physical activities that are conducive to health and to vigor of body and mind.~~

L. Curriculum and Materials

Curriculum

OPA's curriculum is consistent with the State Standards. Understanding students' areas of strength and the development of the total child is emphasized at OPA. Textbooks, along with supplementary materials, are selected for use in grades TK-5 & to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary ~~and junior high~~ school years.

ELA/Literacy

The ELA/Literacy curriculum is comprised of a comprehensive, state recommended, standards-based curriculum used in all grade levels. In addition, in the primary grades there is an emphasis on phonemic awareness and a systematic phonics instructional approach, which includes fluency.

OPA advances the ELA/Literacy achievement levels of students by:

- Providing standards-based ELA curriculum to all students in grades TK-5 &;
- Providing integrated and designated ELD curriculum to students designated as English Learners;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in ELA/Literacy instruction;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in ELA/Literacy.

Mathematics

Instruction in Mathematics concentrates on solving problems; developing abstract, analytic thinking skills, learning how to deal effectively and comfortably with variables and equations, and using mathematical notation effectively to model situations.

OPA advances the mathematic achievement levels of students by:

- Providing a comprehensive mathematics education program for grades TK-5 &, through standards-based curriculum and supplemental materials;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in mathematics instruction that addresses State Standards in Mathematics and the Mathematical Practices;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in Mathematics.

Science

Science instruction at OPA will be designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It also provides students with an awareness of the world around them and the world's effect upon them. The curriculum will be comprised of Disciplinary Core Ideas ("DCI"): Life Sciences, Earth and Space Sciences, and Physical Sciences. OPA staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation, habits, and skills that scientists and engineers use day-in and day-out. The curriculum will be aligned to the Next Generation Science Standards for investigation and experimentation, and is designed to develop all of the following:

- Phenomena-based curriculum aligned to the Next Generation Science Standards;
- Understanding of basic scientific facts, investigation, and principles;
- Relevance of science, technology, engineering and mathematics to everyday life;
- Interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; and
- Analytical and intellectual skills to increase levels of depth and sophistication.

As part of the curriculum, students will attend a weekly science lab that encompasses grade level standards. Students will also participate in hands-on science field trips.

History/Social Studies

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

As part of the curriculum, students may participate in specialized field trips.



As part of OPA's philosophy, OPA students and students in other countries will be encouraged to participate in cross-cultural communication and studies to further the mutual understanding of diverse societies and educational programs throughout the world.

Social Studies curriculum is designed to develop all of the following:

- Instruction based on the California History-Social Science Framework;
- Student learning and instruction incorporating content, inquiry, literacy, and citizenship; and
- Student activities emphasizing historical thinking, civic engagement, evaluating change and continuity over time, geographic reasoning, and economic decision-making.

Technology



Each classroom is embedded with state-of-the-art technology to enhance and support instruction. Each staff member has access to a computer in conjunction with multi-media instructional programs. Student and teachers utilize technology to enhance the educational environment and provide real-world experiences. Students in grades 2-5 ~~3-8~~ have 1:1 access to Chromebooks. Students in grades TK-1 ~~TK-2~~ have access to classroom technology, including iPads and Chromebooks. All audio-visual materials shown by the teachers are

“G” rated or Administration-approved. Science, Technology, Engineering, and Mathematics (“STEM”) programs may be offered to further enhance students’ hands-on involvement with educational technology.

Music/Art/Drama

Teachers will provide general musical instruction and facilitate the development of appreciation and understanding of concepts. Opportunities for drama experience will be provided in each classroom.

Art lessons will be designed to help students understand the nature of art with emphasis on color, design, art

principles, and art appreciation. Creative expression is encouraged throughout instruction.

Physical Education

In the transitional kindergarten, kindergarten, and primary grades, physical education programs will include basic movement skills performed with and without the use of equipment. ~~At the elementary and junior high level, a~~ A variety of activities will be used to improve physical strength, health, and endurance. Activities will be selected with the goal of developing each student physically, emotionally, and mentally. Some of these may include Tae Kwon Do, Mileage club, Track Team, Spirit Squad, and Dance Team. Additionally, students will participate in activities throughout the year that develop skills in agility, flexibility, upper body strength, and cardio-vascular endurance. These skills will be tested each spring as part of the State's Physical Fitness Test ("PFT"), which includes one mile jog, curl ups, right angle push-ups, trunk lift, shoulder stretch, and sit-and-reach.

Materials

OPA will utilize curricular materials for the core content areas that will be selected based on an analysis of their alignment with the State Standards, the available assessment and universal access resources that accompany each program, and their fit with the Charter School's instructional philosophy of an academically rigorous, Multiple Intelligences- infused curriculum.

A collaborative curriculum committee that will engage in a thorough and timely curriculum review process will make all final decisions about curriculum. Transitional kindergarten will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate.

M. Operations, Projected Enrollment, and Instructional Minutes

- Grade level configuration for Oxford Prep is TK-5 ~~8~~.
- The average student to teacher ratio in grades TK-5 ~~8~~ is approximately 25:1 ~~30:1~~.
- The phone number of OPA – SOC (949) 305-6111. The contact person for OPA – SOC is Amy Kernan, Ed.D.

The bell schedule for grades 1-5 ~~8~~ (See Appendix B for draft *Bell Schedule and Master Calendar*) at OPA will be 8:30 AM to 3:15 PM Monday through Thursday and 8:30 AM to 12:30 PM on Friday.

Projected Enrollment

OPA's projected enrollment for the 2019-2020 school year is 786 total students. The total enrollment will be comprised of seat-based and independent study students. OPA's program will also be designed to allow expansion well beyond 786 students if there is space and interested students. OPA may alter its class sizes as necessary to accommodate its educational program.

OPA may also accommodate additional foreign students pursuant to a foreign exchange program in which the Charter School participates.

Instructional Minutes

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

OPA will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be provided both embedded throughout the instructional program as well as through designated, individualized ELD instruction. OPA may utilize the CDE and National Subject-Area Associations' recommendations for instructional time. The law does not require a specific number of minutes of English Language Development for Els in charter schools. However, OPA will follow recommendations based on the state adopted Program 2 and Program 4 ELA/ELD curriculum utilized.

OPA students will receive, at a minimum, the number of instructional minutes for the school year as required by Education Code Section 47612.5, as may be amended by the Legislature. However, to expand the opportunities for all students and to lessen the impact of pullout time for specialized learning situations, OPA will extend the Charter School's instructional day. Additionally, enrichment opportunities and clubs will be offered outside of the school day.

N. Projected Master Calendar

Proposed School Calendar

A draft of the school master calendar and bell schedule can be found in the Appendices (See Appendix B for draft *Bell Schedule and Master Calendar*). PLC Meetings may take place on minimum days, as well as additional staff development days. Charter Schools are exempt from many instructional guidelines pursuant to Education Code Section 47610.

Components of the Daily Schedule

Agenda: Each student in grades 1-5 ~~8~~ at OPA has an agenda that may be utilized to:

- Assist students in developing personal responsibility and accountability;
- Record homework assignment descriptions and due dates;
- Outline project descriptions and due dates; and
- Provide communication between teachers and parents regarding student progress, concerns, etc.

Students are provided class time each day to record all information as described above.

Targeted Intervention: This targeted intervention program takes place during the school day, at specific times each year. Each teacher in grades 3-5 ~~8~~ utilizes statewide, standardized assessment data, including teacher-created assessments, to create flexible groups from student assessment results. The instruction provided to these small groups during the regular instructional day targets specific areas of the ELA or Mathematics standards. As students progress in their performance of the targeted content areas, they move within the flexible groups to a higher performing group. Students who struggle to meet grade level expectations move within the flexible groups to receive a more individualized approach.

World Language Program: Foreign language instruction is a key component to the uniqueness of our instructional program. Oxford Prep understands the necessity of World language acquisition from the global perspective. Languages taught by World Language teachers may include Spanish, Mandarin, and French.

Technology Instruction: Oxford Prep believes that all students must have the technology, critical thinking, and problem-solving skills in order to be successful in today's world. All students in grades 2-5 ~~3-8~~ have 1:1 access to Chromebooks and all students in grades TK-1 ~~K-2~~ have access to Chromebooks and iPads within the classroom. Technology skills are taught both explicitly and through integration within the core curriculum. All students are instructed on research, typing, and presentation skills in each grade level.

Visual And Performing Arts ("VAPA"): Visual and Performing Arts are incorporated throughout the OPA academic program. VAPA includes Art Appreciation (such as "Art Masters" or a similar program), participation

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in school performances, dance, choir, band, music, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression.

Science, Technology, Engineering, and Mathematics: OPA will focus on Science, Technology, Engineering, and Mathematics together. The skills and knowledge in each of these disciplines are essential for students' academic success as these fields are deeply intertwined in the real world and in how students learn most efficiently. STEM is both an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning.

Science Lab: For science to be taught properly and effectively, labs will be an integral part of OPA's science curriculum for grades TK- 5 & 8. By utilizing the science lab, students will be provided supplemental instruction with a priority on making observations and gathering evidence for developing a deep understanding of the science content. In addition, students will be taught how to understand the nature of science, the attitudes of science, and the skills for scientific reasoning.

O. Addressing the Needs of all Students

OPA strongly believes that when teachers and parents collaborate to address unique student needs and barriers preventing academic success, students succeed. Teachers will meet with other teachers frequently to compare their student data, discuss student performance and concerns, instructional strategies, interventions, and enrichment techniques.

OPA will serve all students, including those determined to be at-risk of not meeting grade level proficiency standards. OPA will identify at-risk students based on standardized tests and classroom assessments. There will be targeted intervention by teachers who have proven instructionally strong in these designated areas. Students performing above grade level standards will be given the opportunity to participate in courses of study that challenge and address their strengths. Enrichment field trips will be provided to all students at various times throughout the year.

Students At-Risk of Low Achievement

OPA will analyze the following data to identify at-risk students in accordance with our educational philosophy/mission:

- Students scoring below Standards Met on the CAASPP in at least one subtest score in ELA/Literacy and/or Mathematics;
- Students who are at least one year below grade level in the areas of reading, writing, and mathematics as identified by interim assessments; and
- Students recommended for academic intervention based on report card grades and classroom assessments indicating performance below grade level.

OPA will use diagnostic assessments in reading, writing, and mathematics to help identify struggling students within the first seven (7) weeks of school.

Expanded Learning Experiences for Academically Low Achieving Students

OPA believes in an inclusion model of instruction. All students, including academically low achieving students, will be provided grade level standards-based instruction within the regular classroom with the regular classroom teacher to the greatest degree permissible while following each student's IEP or 504 Plan. Education Specialists will work collaboratively with the regular classroom teachers to individualize and address student learning needs. OPA's state testing scores and rankings prove that this is a successful model. In addition, EL students receive differentiated instruction, as needed, in the classroom as well as designated ELD instruction in small groups. Oxford Prep's scores prove that this is a successful model.

Comprehensive Learning Experiences Offered to All Students

- Theory of Multiple Intelligences will be the basis for instruction in all core academic areas:
 - ELA/Literacy
 - Mathematics
 - Science
 - History/Social Studies
- Expository materials will be used to teach reading through informational text.
- Each classroom will be embedded with state-of-the-art technology to enhance and support instruction.
- Targeted Intervention: Intervention/Enrichment program will provide targeted instruction in ELA/Literacy and Mathematics to all students in grades 3-5 & during the school day.
- Teachers will implement standards-based lessons to meet the needs of all students. This includes checking for understanding and guided practice, which allows teachers to quickly identify the students that need more support.
- Teachers will use innovative instructional strategies to differentiate instruction for all learners.
- Students in all grade levels will participate in STEM activities.
- English Learners will receive Specially Designed Academic Instruction in English (“SDAIE”) targeted at their English proficiency level within the classroom as well as designated ELD instruction in small groups.
- Students at all ability levels will be taught using GATE strategies.
- Bloom’s Revised Taxonomy will be incorporated into lesson design providing students at all ability levels to be challenged.
- *Academic Strategic Success Plans* will be implemented for all students that are in danger of becoming or have been designated as low achieving students.

Expanded Learning Experiences Offered to All Students

- Students will participate in Physical Education that is taught by a credentialed Physical Education teacher.
- Students will receive World Language instruction.
- Students will have access to technology on a daily basis.
- Students will receive supplemental science instruction in a Science Lab.
- Visual and Performing Arts will be incorporated throughout the academic program. Students will have the opportunity to participate in music, art, and drama.
- Instructional lessons will be taught beyond the walls of the classroom using Theory of Multiple Intelligences.

Comprehensive Learning Experiences for At-Risk and Academically Low-Achieving Students

- *Academic Strategic Success Plans* will be used to inform parents that their child is falling below academic expectations (see below). Teachers and parents will use this as a way to monitor growth and find strategies that will assist in achieving grade level mastery on all standards and state mandated assessments.
- Teachers may recommend any student that is struggling academically or socially for the SST process. This includes students on an *Academic Strategic Success Plan* that is unsuccessful. The team will identify the student’s strengths and weaknesses, and develop a Success Plan during the Student Success Team meeting.

Academic Strategic Success Plans

OPA will use the *Academic Strategic Success Plan* to inform parent(s)/guardian(s), that their child’s work is falling below academic expectations and is now considered at-risk, which could result in retention. Those students identified as academically low achieving will be targeted for additional academic support. Through the *Academic Strategic Success Plan*, teachers will collaborate with parents each trimester (at least) on targeted

strategies and interventions that may be helpful to ensure the at-risk student is meeting grade level standards. The parent(s)/guardian(s), teacher, and student (as determined by teacher) will be encouraged to attend collaborative meetings in order to set goals and objectives.

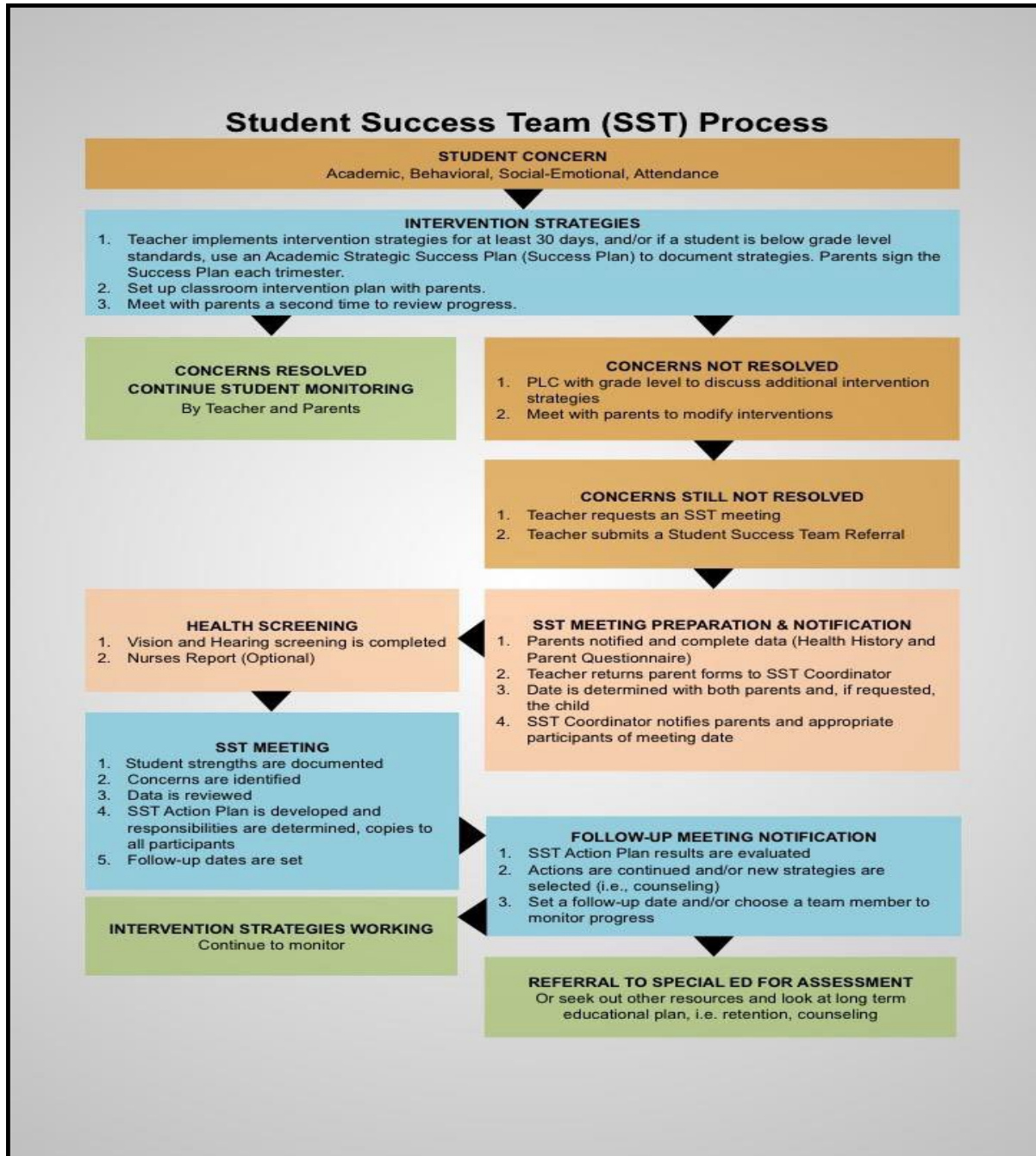
Data will be gathered through frequent interim assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The *Academic Strategic Success Plan* will be updated to identify if interventions have been successful or if additional intervention is necessary. If a student is deemed as making adequate progress, the student will continue to be monitored to ensure academic success. If the student does not make adequate progress, further remediation/intervention will be considered, including, but not limited to, retention, and/or consideration for an assessment for special education needs.

Student Success Team

If a student is struggling either academically or socially, the classroom teacher will implement intervention strategies to remediate the problem. When further measures are required, the teacher or parent will request a Student Success Team meeting. The team will include the parents, classroom teacher, an administrator or designee, the Student Success Team Coordinator, and may include an education specialist, nurse, school psychologist, and student, as deemed appropriate. The team will identify the student's strengths and weaknesses, and then develop a "Success Plan." Often, the plan will include a follow-up meeting. Students who need psychoeducational testing may be referred through the Student Success Team.

Examples of a Success Plan may include modifications of classroom work and assessments and/or further formal testing. The Student Success Teams will revisit student progress and implementation of modifications to determine their effectiveness. With the completion of formal psychoeducational testing, recommendations for placement in special programs and/or referrals to other support personnel will be made, if necessary. Servicing may include push-in (full inclusion), pullout, and/or ongoing consultation.

The graphic on the following page details the SST referral process at OPA.



Socioeconomically Disadvantaged Students

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

- Giving diagnostic assessments as early as possible, such as the Basic Phonics Skills Test (“BPST”), to determine reading readiness and performance levels for assigning students for appropriate interventions;
- Utilizing *Academic Strategic Success Plans* for students who are considered at-risk of not meeting grade level standards;
- Providing equal access to all activities;
- Providing free and reduced priced lunch programs;

- Directing parents to resources and additional information, as needed;
- Guiding each student toward personal academic goal development and how to attain those goals;
- Offering Parent Collegiate Days to provide families with strategies and support to enhance their child's academic and social-emotional growth;
- Providing free field trips that will allow every child to attend; and
- Giving referrals to parents for outside agencies that will provide counseling services as needed. Parents will be responsible for such services unless the student is receiving Special Education services and meets the requirement for counseling services through the SELPA as determined by the student's IEP team.

English Learners

OPA will comply with all applicable federal and state legal requirements regarding English Learners including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and state standardized testing requirements. OPA will implement policies to ensure proper placement, evaluation, and communication regarding EL students and the rights of students and parents. Additionally, OPA will meet all requirements of applicable federal and state law relative to equal access to the curriculum for EL students.

Identification of EL Students

OPA will administer the Home Language Survey upon a student's enrollment. All students who indicate that their home language is one other than English will be initially administered the English Language Proficiency Assessment for California ("ELPAC") within thirty (30)¹ days of enrollment. Once initially identified as an English Learner, students will be administered the ELPAC Summative Assessment annually thereafter between February 1st and May 31st, until reclassified as Fluent English Proficient ("R-FEP"). R-FEP students will be monitored for four (4) years. OPA staff, who will administer the ELPAC to students, will participate in administration and scoring training annually as required by the CDE and Educational Data Systems ("EDS").

OPA will notify all parents of EL students prior to annual ELPAC administration. Parents will receive ELPAC results within thirty (30) days of OPA receiving results from the State's testing contractor. The ELPAC will be used to determine classification as an EL student, reclassification as Fluent English Proficient, and to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

EL Instruction

OPA will follow all applicable laws in serving its EL students, including full inclusion in the classroom, and as needed, small group instruction, and/or individual instructional customization in the classroom, providing instruction to students with emerging to upper bridging proficiency, up until the time of reclassification. SDAIE strategies are used for EL students, as appropriate, in order to make grade level academic content understandable and comprehensible while providing English Language Development and promoting literacy.

OPA will operate a full-inclusion program for enrolled EL students. One of the responsibilities of the English Learner Advisory Committee, if applicable, is to advise the administration and staff on programs and services for English Learners. From the first day of school, EL students will be immersed in English with the language

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT or ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.

OPA will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

Through a coordinated application of standards, OPA's staff supports EL students to:

1. Read, analyze, interpret, and create a variety of literary and informational text types;
2. Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
3. Develop an understanding of how content is organized in different text types across disciplines using text structure, language features, and vocabulary depending on purpose and audience;
4. Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
5. Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
6. Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
7. Develop proficiency in shifting registers based on context.

While advancing along the continuum of English Language Development levels, EL students at all levels engage in intellectually challenging literacy, academic discipline and discipline specific literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in State Standards. Specifically, English Learners use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross- mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information/ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with/persuading others
4. Adapting language choices to various contexts

B. Interpretive (comprehension and analysis of written and spoken texts)

1. Listening actively and asking/answering questions about what was heard
2. Reading closely and explaining interpretations/ideas from reading
3. Evaluating how well writers and speakers use language to present or support ideas
4. Analyzing how writers use vocabulary and other language resources

C. Productive (creation of oral presentations and written texts)

1. Expressing information and ideas in oral presentations
2. Composing/writing literary and informational texts
3. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
4. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding & Enriching Ideas

1. Using verbs and verb phrases to create precision and clarity in different text types
2. Using nouns and noun phrases to expand ideas and provide more detail
3. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

1. Connecting ideas within sentences by combining clauses
2. Condensing ideas within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

A solid understanding of the relationships between English sounds and letters – the relationships between the spoken and written language – is the focus for teachers working with EL students. These are the first concepts developed through the recognition and production of English sounds.

OPA will provide two types of programs: Structured English Immersion (“SEI”) and English Language Mainstream (“ELM”). SEI programs will be designed for students with less than “reasonable fluency.” An English Language Mainstream Program will be designed for students with “reasonable fluency” or a “good working knowledge of English.”

In accordance with the ELD standards proficiency levels, OPA considers EL students scoring at the emerging (1) and mid expanding (2) proficiency levels to have less than “reasonable fluency”. Students scoring at the upper expanding (3) to upper bridging (4) proficiency levels are considered to have “reasonable fluency.”

Students are taught core content (based on grade level content standards) instruction utilizing SDAIE as necessary for students’ full access to the core curriculum, and may include primary language support.

Students receive additional instruction needed to assist them to be reclassified as Fluent English Proficient.

An EL student is transferred from a SEI Program to an ELM Program when the pupil has acquired a reasonable level of English proficiency. However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English Language Mainstream Program utilizing the Placement by Parent request process.

Using alternative or authentic assessments with EL students, rather than relying solely on traditional forms of testing such as multiple-choice or fill-in tests, allows for better assessment of the full range of student outcomes, and the information gained through the assessment will then use to inform instructional planning. Additionally, professional development will include applying instructional accommodations and/or modifications that have proven effective with EL students. Some of these include, but are not limited to, demonstrating activities and strategies through teacher “think alouds” and modeling; setting language, content, and learning strategy objectives; tapping prior knowledge; using visuals/manipulatives; explicitly teaching key vocabulary; adjusting speech; utilizing cooperative learning methods; and teaching coping strategies.

All OPA teachers will have an EL authorization, either embedded in their respective teaching credential or through a CLAD, B-CLAD, or other approved certification.

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers

using the same *Academic Strategic Success Plan* process as other students. The goal is to help EL students move rapidly through the four levels of English Language proficiency and ultimately become R-FEP.

Differentiated instructional strategies will be used to promote high levels of language achievement and academic achievement for students at all levels of English proficiency. Other strategies will also be implemented to make grade level academic content understandable and comprehensible to English Learners while at the same time promoting English Language Development and literacy.

Exiting the ELD Program

~~The process and criteria for determining when a student should exit the ELD Program is as follows:~~

- ~~• An overall score of 4, and an Oral Language and Written Language score of 3 or 4 in the ELPAC assessment.~~
- ~~• 3 out of 5 of the following:~~
 - ~~• Grade of B or better in ELA~~
 - ~~• Grade Level/Post Assessments/Informational Writing Benchmark (Gr 2-5, 6-8):~~
~~A student who scores a 3 or higher according to the writing rubric.~~
 - ~~• Smarter Balanced Interim Assessments (Gr 3-5, 6-8):~~
~~A student who is at/near standards or exceeds standards on the ELA/Literacy Interim Block Assessments ("IAB") or who meets standards or exceeds standards ("ICA") on the ELA/Literacy Interim Comprehensive Assessment should be considered for reclassification.~~
 - ~~• CAASPP (California Assessment of Student Performance and Progress) (Gr 3-5, 6-8):~~
~~A student who demonstrates Met or Exceeded Standard Achievement Level (a score of 3 or 4) in the ELA Literacy portion of the CAASPP should be considered for reclassification.~~
 - ~~• Teacher Evaluation of Academic Performance (Gr 2-8):~~
 - ~~• Elementary/Middle School (K-8) Meets grade level standards in reading, language arts and math~~

OPA will meet the challenge of addressing the needs of all students, including the target student groups through:

- Teacher Training and Staff Development: Through the Professional Learning Community approach, teachers will be trained in strategies and theories that can be applied in differentiated classroom instruction and lesson design. These include the Multiple Intelligences, backwards lesson design, GATE strategies (depth, complexity, novelty, etc.) for all students, when appropriate, and other research-based strategies such as the best practices of teaching.
- High Quality Assessment: Assessments must be valid, standards-based, and rigorous to meet the demands of the statewide requirements. Assessments are varied and include Alternate or Authentic Assessments.
- Adequate Preparation for High Stakes Testing: By increasing the rigor of the standard while at the same time differentiating instruction to meet the unique needs of each student, teachers can more adequately prepare students for success on state assessments.
- Intervention Programs: Targeted intervention, such as *Academic Strategic Success Plan*, and an effective referral program for Student Success Teams, allow teachers to work with parents and other staff members to hone in on the specific needs of each student, and provide for monitoring of student progress.

- Sufficient Resources: Sufficient resources will be provided to ensure that every teacher is trained in schoolwide and grade level specific programs and resources, as well as in delivering content instruction understandable to all students. Resources will be broad, including a structured and rigorous curriculum, technology integration, and comprehensive assessment tools.

The process and criteria for determining when a student should be considered for exiting the ELD Program is as follows:

- An overall score of 4, and an Oral Language and Written Language score of 3 or 4 in the ELPAC assessment.
- 3 out of 5 of the following:
 - Grade of B or better in ELA
 - Grade Level/Post Assessments/Informational-Writing Benchmark (Gr 2-5): A student who scores a 3 or higher according to the writing rubric.
 - Smarter Balanced Interim Assessments (Gr 3-5):
A student who is at/near standards or exceeds standards on the ELA Interim Block Assessments (“IAB”) or who meets standards or exceeds standards (“ICA”) on the ELA Interim Comprehensive Assessment should be considered for reclassification.
 - CAASPP (California Assessment of Student Performance and Progress) (Gr 3-5):
A student who demonstrates Met or Exceeded Standard Achievement Level (a score of 3 or 4) in the ELA Literacy portion of the CAASPP should be considered for reclassification.
 - Teacher Evaluation of Academic Performance (Gr 2-5):
 - Meets grade level standards in reading, language arts and math

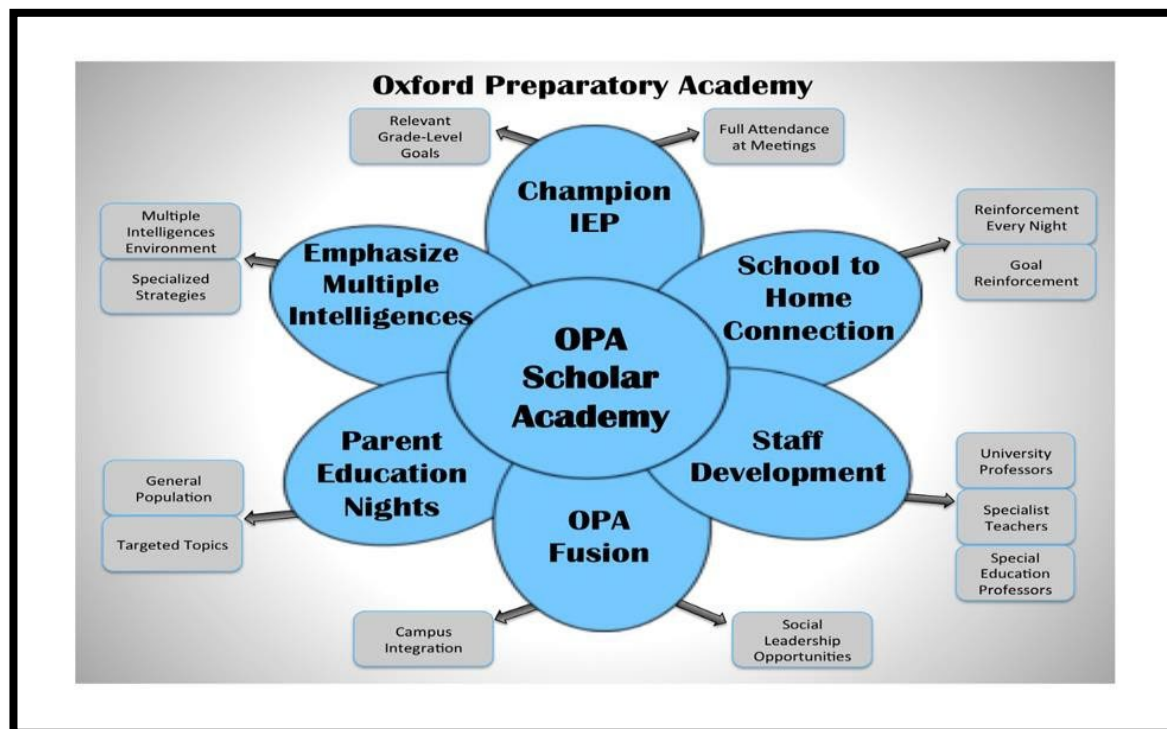
Prior to students exiting the ELD program, the EL Coordinator and site administration obtain parent input during a Parental Opinion & Consultation session/meeting. If the student is receiving Special Education services, an IEP team meeting is held to make any necessary modifications to the student’s IEP before any change in placement is made.

P. Plan for Serving Students with Disabilities

Scholar Academy (Special Education) Program Descriptions

The visual below outlines OPA’s philosophy and vision of how to best meet the needs of Students with Disabilities through the Scholar Academy Program (Special Education).

General Education Program Modifications



The Special Education program at OPA is designed and founded on the principle of full inclusion, to the greatest extent possible, utilizing collaborative/co-teaching methodology through the IEP team decision making process. This will be embedded throughout the entire program design, and will also be evident in daily practice and outcomes.

Given the high-level of individualization and program modifications that will be embedded in the regular education program, there will be no set of “standard” program modifications for special education. Additional modifications will be individualized for each student through the IEP process. The Scholar Academy is designed so OPA can meet the needs of all students, whether it is via full inclusion in the general education classroom, or some level of pullout for specialized services or use of alternative curricula, as described below.

Designated Instructional Services (“DIS”) and Other Itinerant or Supplementary Services

OPA will provide a full continuum of supplementary services as indicated on a student’s IEP. The highest consideration and focus will be on providing qualified service providers who will implement evidenced-based practices. OPA will hire or contract with appropriately credentialed, certified and licensed DIS providers.

Specialized Academic Instruction (“SAI”)

Specialized Academic Instruction – Mild/Moderate – Full Inclusion

Appropriately credentialed and trained Scholar Academy (Special Education) staff will provide consultation, direct instruction, or co-teaching within the general education program. To best meet the needs of the child with a disability, this staff will adapt the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet State Standards. A portion of these services will also be delivered by paraprofessionals under the direct supervision and guidance of the specialized academic instructor.

These services will be provided in the general education environment consistent with the student's IEP.

Specialized Academic Instruction – Mild/Moderate

Appropriately credentialed and trained Scholar Academy (Special Education) staff will provide direct instruction outside of the general education classroom. Scholar Academy services will be tailored to the individual student's IEP, including but not limited to re-teaching and targeted remediation provided for students that require academic support beyond that which can be provided in the regular education classroom and academic intervention programs provided to all students. Scholar Academy will also provide curriculum delivery for students who are academically capable, but whose social-emotional-behavioral needs necessitate instruction in an alternative, supportive environment. In both cases, the student will remain enrolled and receive an accommodated and/or modified version of the general education curriculum, based upon the individual needs of the student.

Specialized Academic Instruction – Moderate/Severe

Students whose IEPs indicate they are unable to achieve an educational benefit with a modification of regular curricular standards will be placed in an instructional environment that fits their needs. Instructional design and delivery will be in accordance with the IEP and based on the curricular standards as assessed in state mandated assessments and recommended in the California Special Education Administrators of County Offices ("SEACO") Curriculum Guide for Students with Moderate to Severe Disabilities.

Inclusion Services (e.g. Supported Full Time Placement in General Education Classes for Students with Severe Disabilities)

In the cases where inclusion for students in the Moderate/Severe program may be indicated, the IEP team will review the continuum of least restrictive environment ("LRE") based on the factors of academic needs, non-academic (social- emotional-behavioral) needs, and reasonable impact on staff and other students. Inclusion placement and services will be consistent with the proposed goals and plan determined by the IEP team.

For academic purposes, the IEP team will consider a push-in model for students receiving Moderate/Severe curriculum as reasonably appropriate in a manner similar to the Mild/Moderate push-in program. However, the special education teacher will drive curriculum and grading considerations, consistent with the student's IEP.

Transportation for Students with Special Needs in Order to Access Special Education Services

OPA has developed a transportation policy that is in alignment with legal requirements and SELPA policy. Should an IEP team determine that a student requires transportation to access educational benefit in the least restrictive environment in alignment with these policies, OPA will secure such services through transportation agencies certified to provide such services. This could be through an agreement with neighboring school districts' transportation services; retaining a nonpublic agency ("NPA") approved to provide transportation; reimbursement of public transit, if appropriate, for an individual student; or reimbursing the parent/guardian for mileage costs.

Overview

OPA recognizes its responsibility to enroll and support students with disabilities who can benefit from its program and who otherwise qualify for enrollment and pledges to work in cooperation with the El Dorado Charter Special Education Local Plan Area ("SELPA") to ensure that a free, appropriate education is provided to all students with exceptional needs. OPA will comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act ("ADA").

OPA will operate as a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. OPA administration will comply with applicable law and the published policies of the El Dorado County Charter SELPA.

OPA will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and will utilize appropriate SELPA forms. OPA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

OPA will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by OPA will be accessible for all students with disabilities.

In accordance with state and federal law, all students with disabilities will be fully integrated into the programs of OPA, with necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending OPA is properly identified, assessed and provided with necessary services and support.

OPA will meet all the requirements mandated within a student's IEP. The Charter School will seek to include all students in the general education setting to the maximum extent appropriate according to their IEPs. However, if the student's needs, as documented on the IEP, require a program other than inclusion, the Charter School may work with the County Office of Education, and/or El Dorado County Charter SELPA to provide appropriate placement and services.

OPA will administer all aspects of IEPs to enable students with disabilities to be successful, including the appropriate classroom modifications, strategies, and techniques.

The Charter School will encourage open communication for any items related to the Special Education services. If a student's parents or other member of the IEP team feels the student's educational needs are not being met, they may request a review of the IEP or a reassessment by the IEP team at any time during the year, via written or verbal notice to OPA staff.

In order to comply with Child Find requirements as specified by law, OPA has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with the student's success at school. This process entails search and serve, a Student Success Team meeting, referral, assessment, and IEP review.

Search and Serve

OPA will work to identify any students who do not currently have an IEP, but may need a pre-referral intervention plan. The Principal (Chancellor) and faculty will then convene the Student Success Team for that student.

Students possibly in need of special education may be screened from already available data (e.g. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, OPA has a system of increasing identification and interventions as presented in *Element 1, Section P: Addressing the Needs of All Students*, which describes the continuum of general education intervention and the Student Success Team process. If this continuum fails to provide adequate improvement, OPA has a system of identification and referral for special education assessment that meets the requirements of Search and Serve.

Parents will be informed that special education and related services are provided at no cost to them.

Identification and Referral

As an LEA member of the El Dorado County Charter SELPA, OPA will be solely responsible for the identification and referral of students for Special Education services in accordance with SELPA policy and applicable law. OPA will utilize the SST process for identification and referral of students with exceptional needs. Please refer to *Element 1, Section P, Addressing the Needs of All Students* for specifics on the continuum of general education interventions and Student Success Team process. Generally, referral for special education evaluation only happens after reasonable classroom interventions have been implemented for a period of time without success and when it has been determined that the cause of the problem(s) cannot be resolved without Special Education services. A possible exception to this protocol would be students with severe disabilities for whom the SST process would delay obviously needed Special Education services. Parent notification and request for special education testing and evaluation will trigger legal timelines, and OPA follows all legal and SELPA mandates for a timely response. These timelines include, but are not limited to, the development of a written Assessment Plan within fifteen (15) days and the initial IEP being convened within sixty (60) days of receipt of written permission for assessment.

The District will ensure that OPA is provided with notification and relevant files of all students who have an existing IEP and who are transferring to OPA from a District school.

OPA will comply with applicable laws and El Dorado County Charter SELPA policy related to Child Find activities.

OPA has a specific and thorough system of identification and interventions for students that are not meeting grade level academic expectations, attendance, social development, or discipline (see *Element 1, Section P: Addressing the Needs of All Students*). This system will meet the expectations of a system compliant with the mandates of Child Find, will exceed systems found in most school districts, and will be supported through comprehensive professional development to ensure fidelity.

In addition to honoring parental request for assessment with either an Assessment Plan or an immediate Student Success Team meeting and plan within legal timelines, OPA has comprehensive systems for identifying and supporting students who are not succeeding in the regular education environment prior to referral for assessment. Students who are not succeeding in the general education classes will be provided interventions and support in several ways. Since each student will take a Multiple Intelligence inventory assessment at the beginning of the school year, teachers can target instructional delivery for those students using their Multiple Intelligence strengths. For example, students having difficulty in Mathematics, but who are strongly bodily-kinesthetic, require more hands-on lessons or demonstrations to help remember the Mathematics concepts. Students having difficulty in ELA/Literacy, but who are highly musical, may need rhymes or songs to aid in the acquisition of new concepts.

During lessons, OPA teachers will use an effective lesson plan format to include modeling, checking for understanding, and guided practice. During guided practice, teachers will identify those students who have not mastered the lesson's objectives and will pull them aside in a small group setting to reteach the lesson using differentiated materials and strategies. Independent practice assignments may also be modified for some students.

OPA teachers will implement and document their use of pre-referral intervention strategies such as those outlined in the *Pre-Referral Intervention Manual* in an effort to meet the needs of students who are not making adequate progress in the classroom.

If students continue to experience academic, social, emotional, or behavioral difficulties, the teacher will complete an *Academic Strategic Success Plan*. As part of this plan, the teacher will meet with the parents of at-risk students to develop target goals for the student and determine further interventions that will be used to help the student meet grade level expectations for academic achievement and/or behavior.

Teachers will also discuss individual student concerns during grade level Professional Learning Community meetings and implement suggestions from their colleagues. If other supports and interventions are not meeting the needs of the student, the teacher will complete a referral for a Student Success Team meeting. At this meeting, parents, classroom teachers, administrators, and other support staff will identify additional strategies to implement in the classroom and at home to help the student. Other courses of action may be identified including counseling and/or retention. The Student Success Team may also refer a student for formal assessment to determine if the student qualifies for Special Education services. This process is consistent with the Child Find obligations under IDEA and Section 504. OPA's staff will continue to receive regular training in this comprehensive system of intervention and OPA's Child Find obligations.

Assessment

The term "assessments" will have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. As a LEA member of the El Dorado Charter SELPA, OPA will be responsible for all practices related to the assessment of students for Special Education services in accordance with SELPA policy and applicable law. OPA will determine what assessments, if any, are necessary and will arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. OPA will be responsible for gathering all pertinent information and sharing such information with the SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. OPA will obtain parent/guardian consent to assess its students.

All request and/or referrals will be responded to in writing by the Charter School within fifteen (15) days of receipt. The parent(s)/guardian(s) will receive a written Assessment Plan within fifteen (15) days of the initial request/referral. The parent/guardian will be given at least fifteen (15) days to provide written consent for assessment. The assessment will be completed and an Individualized Education Program meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment.

Interim and Initial Placements of New Charter School Students

If a student enrolls at OPA with an existing IEP, OPA will notify the SELPA (where applicable according to SELPA policy) within five (5) days. An IEP meeting will be convened within thirty (30) days to review the student's existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, OPA will work with the El Dorado County Charter SELPA to implement the existing IEP at OPA or as otherwise agreed to by the parent.

Interim and Initial Placements of New Charter School Students

OPA will comply with Education Code Section 56325 with regard to students transferring into OPA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in OPA from another school district within the State, but outside of the SELPA, with a current IEP within the same academic year. OPA will provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed thirty (30) days, by which time OPA will adopt the previously approved IEP or will develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs

who has an IEP and transfers into OPA from a district operated program under the same SELPA of OPA within the same academic year, OPA will continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parents and OPA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to OPA with an IEP from outside of California during the same academic year, OPA will provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until OPA conducts an assessment pursuant to paragraph

(1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by OPA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for Special Education services. OPA staff will ensure that all aspects of the IEP will be implemented and maintained. OPA teachers and support staff will provide modifications and/or accommodations as outlined within each individual's IEP within the general education environment. Students at the school who have IEPs will be served in the least restrictive environment.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the Special Education programs and services to be provided to a student with a disability will be made by the IEP team. The IEP team will include all of the following members:

- The parents or guardians of the student for whom the IEP is being developed;
- The student, if appropriate;
- The Principal (Chancellor), or designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student; and
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

OPA views parents/guardian as key stakeholders in these meetings and will make every effort to accommodate parents'/guardian's schedules and needs so they will be able to meaningfully participate on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process. If parents/guardians cannot attend the IEP meeting, the Charter School will ensure their participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parents/guardians in accordance with state laws and SELPA policy. Upon the parents'/guardians' written consent, the IEP will be implemented by OPA staff and/or contracted NPAs. The IEP will include all required components and will be written on SELPA forms.

Among the information that will be included in IEPs will be: present levels of academic achievement and functional performance; measurable annual goals; Special Education, related services, and supplementary aids and services; amount of time students will participate in general education classes; participates in state or schoolwide academic assessments (including accommodations to be provided and reasons for using an alternate assessment if the child will not participate in the regular assessment; initiation date and projected duration of IEP; transition services beginning at least at age 16 and how student progress towards annual goals will be measured and when periodic reports will be provided to parents.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three (3) years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within thirty (30) days of a parent's request);
- When an Individual Transition Plan is ("ITP") required at the appropriate age; and
- When OPA seeks to suspend or remove the student for a period of ten (10) days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Development

As an LEA member of the El Dorado County Charter SELPA, OPA will be solely responsible for all practices related to IEP development in accordance with applicable law and SELPA policy. OPA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education will be the decision of the IEP team, pursuant to OPA's IEP process. Programs, services and placements will be provided to all eligible OPA students in accordance with the policies, procedures and requirements of state and federal law and El Dorado County Charter SELPA.

OPA will promptly notify the appropriate staff of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

OPA staff will actively participate in all IEPs for OPA students, especially administration and general education teachers. As an LEA member of El Dorado County Charter SELPA, OPA's Scholar Academy staff uses the Special Education Information System ("SEIS") online IEP program for IEP development, oversight, and management. OPA will provide its teachers with professional development, and IEP development will be priorities for any newly hired Scholar Academy (Special Education) staff with a focus on ensuring students receive Educational Benefit, not just completing IEP forms and navigating the SEIS program.

IEP Implementation

As an LEA member of the El Dorado County Charter SELPA, OPA will be responsible for all practices related to IEP development and implementation in accordance with applicable law and SELPA policy. OPA will provide a copy of the IEP to the parent/guardian in accordance with state laws and SELPA policy. Upon the parent's/guardian's written consent, OPA staff will implement the IEP. OPA will hold ultimate authority over implementation and supervision of services. As part of this responsibility, OPA will provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for OPA's students who do not receive education services. A copy of the IEP will be given to parents/guardians in accordance with state and federal laws and SELPA policy.

IEP Review

The IEP team will formally review student IEPs at least once a year to determine how the IEPs are meeting each student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of each IEP once every three years, at which time each student will be reassessed and the IEP reviewed as part of an overall comprehensive reevaluation of each student's progress.

Unless otherwise specified on each student's IEP, parents/guardians will be informed at least three (3) times a year for grades TK-5 & (which is the same frequency that progress is reported to all students and parents) of each student's progress toward meeting annual goals and whether each student is expected to meet their annual goals.

This will serve to document the method by which each student's progress toward achieving annual goals is measured, each student's progress during the relevant period, the extent to which it is anticipated each student will achieve the annual goals prior to the next annual review, and where needed, the reasons each student did not meet the goals.

IEP Meetings

As an LEA member of the El Dorado County Charter SELPA, OPA will be solely responsible for all practices related to IEP meetings in accordance with applicable law and SELPA policy. OPA will arrange and send notification of IEP meetings. IEP team membership will be compliant with state and federal law. OPA will be responsible for having the following individuals in attendance at the IEP meetings: the Principal (Chancellor) and/or OPA's designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom, the student, if appropriate, and other OPA representatives who are knowledgeable about the general education program at OPA and/or about the student. OPA will arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, education specialist, and/or behavior specialist. OPA staff will also document IEP meetings and provide notice of parental rights, at least once per year. IEP meetings will be held yearly to review the student's progress, every three years to review the results of a mandatory comprehensive reevaluation, after the student has received a formal assessment or reassessment, within thirty (30) days of a parent's/guardian's request for an IEP, when an Individual Transition Plan ("ITP") is required at the appropriate age, and if a manifestation determination IEP is required.

Staffing

As an LEA member of the El Dorado County Charter SELPA, OPA will be solely responsible for the hiring and training of Scholar Academy (Special Education) staff necessary for the proper provision of Special Education services in accordance with applicable law and SELPA policy. OPA will be committed to assuring all IEPs are properly implemented and all students requiring services will be adequately served. All Scholar Academy services at OPA will be delivered by individuals or agencies qualified to provide Special Education services as required by California's Education Code and the IDEA.

As long as OPA operates as an LEA member of the El Dorado County Charter SELPA, OPA staff will participate in all mandatory in-service training relating to special education. OPA will be responsible for hiring, training, and employing site staff necessary to provide Special Education services to its students, including, without limitation, special education teachers, paraprofessionals, and DIS specialists. OPA will be responsible for the hiring, training, and employment of itinerant staff necessary to provide Scholar Academy services to OPA students, including, without limitation, speech therapists, occupational therapists, adaptive physical education teachers, behavioral therapists, and psychologists. OPA will ensure that all Scholar Academy staff hired by the Charter School meet all legal requirements for providing Special Education services and are qualified pursuant to SELPA policies.

Non-Public Placements/Non-Public Agencies

As an LEA member of the El Dorado County Charter SELPA, OPA will be responsible for selecting, contracting with, and overseeing the services provided to OPA students by all non-public schools and non-public agencies in accordance with applicable law and SELPA policy.

Professional Development for OPA Staff

The Principal (Chancellor), general and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and

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federal Special Education laws, including those sponsored by the El Dorado County Charter SELPA. OPA also participates in professional development opportunities for staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Reporting

OPA, in collaboration with SELPA, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided Special Education services by age, grade, category of disability, and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from State assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and "out of school," organized by disability and length of suspensions; and
- The basis of exit from OPA of students with disabilities (e.g., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of OPA's Principal (Chancellor), or designee. The Principal (Chancellor), or designee, will ensure that a central file with all Special Education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal (Chancellor), or designee, will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents/guardians of a student with an IEP at OPA must give written consent for the evaluation and placement of their child, be included in the decision-making process when there is a change in placement under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five (5) days, after which a meeting between the parents/guardians and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parents/guardians with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. OPA will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

Due Process Hearings

OPA may initiate a due process hearing or request for mediation with respect to an enrolled student. In the event that the parents/guardians file for a due process hearing, or request mediation, OPA will work to defend the case. In the event that it is determined that legal representation is needed, OPA will be represented by legal counsel of its choosing. OPA understands that it has sole discretion to settle any matter in mediation or due process. OPA will also have sole discretion to file an appeal from a due process hearing or take other legal action involving any OPA student necessary to protect its rights. As an LEA member of the El Dorado County Charter SELPA, OPA acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA

membership, representation, participation, and adherence to applicable laws and SELPA policy.

Section 504 of the Rehabilitation Act

OPA recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OPA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal (Chancellor), or designee, and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The prior evaluation may be used to determine the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests and other evaluation materials will be administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent/guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by OPA's professional staff. The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have access to a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's cum file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

No student otherwise eligible to enroll in OPA shall be denied, directly or indirectly, admission to the school due to a disability or OPA's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment, service and retention of students with disabilities.

OPA will notify CUSD and a special education student's school district of residence when a special education student enrolls, becomes eligible or ineligible for special education and/or leaves OPA:

- Following admission and upon enrollment at OPA, a parent/legal guardian will be asked to indicate if the student qualifies for Special Education or a 504 Plan.
- If the student's parent/legal parent indicates yes to either question, an OPA staff member will contact the parent/legal guardian for additional information and request the student's current IEP or 504 Plan.
- On receiving the student's cumulative file, OPA staff will review the file for information that references IEP or 504 Plan eligibility.
- If it is determined that the student qualifies for an IEP or 504 Plan, OPA staff will notify CUSD and the student's school district of residence.
- OPA will contact CUSD and the student's school district of residence if the student becomes eligible or ineligible for Special Education or a 504 Plan and if a student with an IEP or 504 Plan leaves OPA.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code § 47605(c)(5)(B)

Charter School has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

A. Overview

OPA will be proactive in systematically tracking student progress towards reaching and surpassing state proficiency standards. This will include the following targeted populations: Hispanic or Latino, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and foster youth. In addition to state-mandated assessments, OPA will regularly administer internal assessments. This internal documentation includes, but is not limited to, diagnostic assessments and tools to measure students’ academic progress, such as:

- Basic Phonic Skills Test for grades TK-3;
- Curriculum-embedded formative, diagnostic, and benchmark assessments;
- Smarter Balanced Interim assessments;
- Multiple Intelligences assessments and projects;
- Writing prompts;
- Classroom assignments and projects;
- Academic Strategic Success Plan;
- Graphs of performance (in reading, physical fitness, etc.); and
- Rubrics (staff, student, or collaboratively generated); and other methods with which students may assess progress.

OPA will engage in a rigorous focus on achievement standards in all academic areas. The paramount objective is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Therefore, OPA students will be encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students will monitor their academic growth and will be encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics will be one way to further this process.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum, which is aligned to the State Standards.

The standards comprise a comprehensive K-5 education.

The curriculum will evolve incrementally as the school refines its student outcomes and adjusts to any changes in the State Standards that may become applicable to charter schools.

OPA will meet statewide standards and conduct required state mandated student assessments as required by Education Code Section 47605©. OPA will meet the State Standards performance goals by working as a Professional Learning Community to ensure that all students meet or exceed grade level proficiency in the core academic areas.

B. Schoolwide Measurable Outcomes

OPA has clearly defined schoolwide goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). As mentioned below, “all students” includes Students with Disabilities, numerically significant student subgroups, English Learners, Foster Youth, etc., as applicable to OPA pursuant to Education Code Section 47607(a)(3)(B).

OPA will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to State Standards and reflect proficiency measures required by the selected assessments, as well as applicable state priorities detailed in California Education Code 52060(d) that apply for grade levels served, or the nature of the program operated, by OPA. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be identified as one that meets both the following criteria from California Education Code Section 52052(a)(3).:

1. The subgroup consists of at least thirty (30) pupils each of who has a valid test score.
2. The subgroup constitutes at least fifteen (15) percent of the total population of pupils at a school who have valid test scores.

The following charts delineate OPA’s schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by OPA and methods for measuring progress, all aligned with the state’s priorities defined in California Education Code 52060(d).

OPA is committed to continued growth for all students toward mastery of the State Standards, with a special emphasis on increasing mastery for low-performing students and those in targeted subgroups. As such, OPA will maintain a growth pattern schoolwide and for numerically significant student subgroups that places its achievement outcomes on state tests at least equal to those of the schools of residence for attending students.

California Assessment of Student Performance and Progress (CAASPP”): Oxford Prep is committed to continued growth for all students toward mastery of State Standards, with a special emphasis on increasing mastery for low- performing students and those in targeted subgroups. While embracing the principle of continuous improvement, Oxford Prep recognizes that proscribed statistical growth patterns are increasingly difficult to achieve as a high-performing school continues to progress. As such, Oxford Prep will maintain a growth pattern school-wide that places its achievement outcomes on state tests above those of the schools of residence for attending students. Oxford Prep will continue to close the gap between our socioeconomically disadvantaged (“SED”), students with disabilities (“SWD”), English learners (“EL”), and Foster Youth (not currently a significant subgroup).

English Language Arts – Percentage Met or Exceeded Standards

Previous Goal – Increase percentage of students that met or exceeded standards by 1% for all students and significant subgroups.

	2016-17 Status	2017-18 Status	Goal Met/Not Met
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All Students	89%	85%	Not Met -4%
SED	74%	71%	Not Met -3%
SWD	60%	67%	Met +7%
EL	*	36%	*
Foster	*	*	*

*Not a numerically significant subgroup

	Current Status	Goal 2018-19	Goal 2019-20	Goal 2020-21	Goal 2021-22
All Students	85%	Maintain or Increase	Maintain or Increase	Maintain or Increase	Maintain or Increase
SED	71%	Increase by 3%	Increase by 3%	Increase by 3%	Increase by 3%
SWD	67%	Increase by 3%	Increase by 3%	Increase by 3%	Increase by 3%
EL	36%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
Foster	*	Same as All Students	Same as All Students	Same as All Students	Same as All Students

English Language Arts – California School Dashboard Indicator

Previous Goal – Increase growth of at least 3 points on the English Language Arts indicator for all students and our SED, SWD, EL, and Foster Youth (not currently a significant subgroup).

	2017 Status	2018 Status	Goal Met/Not Met
All Students	88.3 points above	80.1 points above	Not Met -8.2
SED	69.8 points above	56 points above	Not Met -13.8
SWD	41.2 points above	34.1 points above	Not Met -7.1
EL	69 points above	58.4 points above	Not Met -10.6
Foster	*	*	*

*Not a numerically significant subgroup

	Current Status	Goal 2019	Goal 2020	Goal 2021	Goal 2022
All Students	80.1 points above	Increase by 3 points	Increase by 3 points	Increase by 3 points	Increase by 3 points

SED	56 points above	Increase by 5 points	Increase by 5 points	Increase by 5 points	Increase by 5 points
SWD	34.1 points above	Increase by 10 points	Increase by 10 points	Increase by 5 points	Increase by 5 points
EL	58.4 points above	Increase by 5 points	Increase by 5 points	Increase by 5 points	Increase by 5 points
Foster	*	Same as All Students	Same as All Students	Same as All Students	Same as All Students

Mathematics – Percentage Met or Exceeded Standards

Previous Goal – Increase percentage of students that met or exceeded standards by 1% for all students and significant subgroups.

	2016-17 Status	Goal Met/Not Met	2017-18 Status	Goal Met/Not Met
All Students	82%	Yes +6%	82%	Not Met +0%
SED	67%		54%	Not Met -13%
SWD	50%		60%	Met +10%
EL	*	*	45%	*
Foster	*	*	*	*

	Current Status	Goal 2018-19	Goal 2019-20	Goal 2020-21	Goal 2021-22
All Students	82%	Maintain or Increase	Maintain or Increase	Maintain or Increase	Maintain or Increase
SED	54%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
SWD	60%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
EL	45%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
Foster	*	Same as All Students	Same as All Students	Same as All Students	Same as All Students

Mathematics – California School Dashboard Indicator

Previous Goal – Increase growth of at least 3 points on the Mathematics indicator for all students and our SED, SWD, EL, and Foster Youth (not currently a significant subgroup).

	2017 Status	2018 Status	Goal Met/Not Met
All Students	70.8 points above	71.4 points above	Not Met +1.4
SED	41.8 points above	41 points above	Not Met -0.8
SWD	19.8 points above	22.9 points above	Met +3.1
EL	66 points above	58 points above	Not Met -8
Foster	*	*	*

*Not a numerically significant subgroup

	Current Status	Goal 2019	Goal 2020	Goal 2021	Goal 2022
All Students	85%	Maintain or Increase	Maintain or Increase	Maintain or Increase	Maintain or Increase
SED	71%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
SWD	67%	Increase by 3%	Increase by 3%	Increase by 3%	Increase by 3%
EL	36%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
Foster	*	Same as All Students	Same as All Students	Same as All Students	Same as All Students

Chronic Absenteeism - California Dashboard Indicator

Oxford Prep recognizes the importance of student engagement and consistent attendance in order to ensure that all students are successful academically, socially, and emotionally.

Previous Goal - By June 2019, the average daily attendance will reach 99.5 or higher.

Current Average Daily Attendance December 2019: 96.4%

	Current Status	Goal 2019	Goal 2020	Goal 2021	Goal 2022
Average Daily Attendance	96.4%	Increase by 1%	Increase by 1%	Increase or maintain	Increase or maintain
Chronic Absenteeism	2%	Decrease by .5%	Decrease by .5%	Decrease by .5%	Decrease by .5%

Suspension Rate - California Dashboard Indicator

Oxford Prep is committed to creating a safe and engaging learning environment for all students. Through the use of Positive behavioral Interventions and Supports (PBIS) Oxford Prep aims to continue to decrease or eliminate the suspension rate.

	Current Status	Goal 2019	Goal 2020	Goal 2021	Goal 2022
All Students	1%	Decrease by .5%	Decrease by .5%	Maintain	Maintain
SED	1.9%	Decrease by .5%	Decrease by .5%	Decrease by .5%	Decrease by .4%
SWD	1.7%	Decrease by .5%	Decrease by .5%	Decrease by .5%	Decrease by .2%
EL	0%	Maintain	Maintain	Maintain	Maintain
Foster	*	Same as All Students	Same as All Students	Same as All Students	Same as All Students

California Physical Fitness Test

Oxford Prep emphasizes personal vigor as one of the student goals driving our vision. Students are provided a wide variety of physical activities, including physical education, bodily-kinesthetic classroom activities, and Tae Kwon Do.

Previous Go-1 - By June 2019, 99% of 5th grade students and 97.5% of 7th grade students tested will meet or exceed five (5) out of six (6) Healthy Fitness Zone Levels

	2017 Status	2018 Status	Goal Met/Not Met
Grade 5	84.9%	76.7%	Not Met -8.2%
Grade 7	86%	84.9%	Not Met -1.1%

	Current Status	Goal 2019	Goal 2020	Goal 2021	Goal 2022
Grade 5	76.7%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
Grade 7	84.9%	Increase by 3%	Increase by 3%	Increase by 3%	Increase by 3%

C. English Learners

A solid understanding of the relationships between English sounds and letters – the relationships between the spoken and written language – is the focus for teachers working with English Learners). These are the first concepts developed through the recognition and production of English sounds. Teachers will use both the English Language Development and the ELA/Literacy Standards to ensure English Learners develop proficiency in Reading for Literature, Reading for Informational Text, Reading for Foundational Skills, Writing,

Speaking and Listening, and Language.

OPA staff will provide a robust and comprehensive instructional program for EL students. English Language Development instruction will be provided both integrate into the core content instruction, as well as through designated ELD instruction, utilizing a state adopted Program 4 curriculum.

English Learner Proficiency Assessment for California (“ELPAC”): Oxford Prep is committed to continued growth for English learners toward mastery of the English Language Development standards and English language proficiency. As the first operational summative ELPAC was spring 2018, there is no previous year data for comparison.

	Well Developed	Moderately Developed	Somewhat Developed	Beginning Stage
Current Status	52.4%	38.1%	9.5%	0%
2019	Increase by 5%	Decrease by 3%	Decrease by 2 %	Maintain
2020	Increase by 5%	Decrease by 3%	Decrease by 2 %	Maintain
2021	Increase by 5%	Decrease by 3%	Decrease by 2 %	Maintain
2022	Increase by 5%	Decrease by 3%	Decrease by 2 %	Maintain

OPA’s plan to address EL students that have not made adequate progress is as follows:

- Intensive intervention program, including College Prep (targeting specific reporting strands in ELA/Literacy during small-group instruction), which includes frequent progress monitoring and opportunities for acceleration.
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.
- Structured, targeted, and rigorous standards-based instruction designated instruction utilizing a state adopted Program 4, designated English language development curriculum.
- Student Success Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

The form of intervention varies with the student’s English language development test level, age, and/or grade level.

D. Actions to Achieve Performance Goals and State Priorities

The following tables provide information regarding the actions Oxford Preparatory Academy is taking to achieve its performance goals and the state priorities.

Priority 1 -Basic Services		
<i>OPA teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at OPA will have sufficient access to standards-aligned instructional materials (E.C. 60119). OPA facilities are maintained in good repair (E.C. 17002(d)).</i>		
School Goal	School Action	Method of Assessment
100% of OPA teachers will be appropriately credentialed and qualified to teach their respective subjects/grade levels.	Employ credentialed teachers for the courses(s) that they are teaching	Comprehensive hiring and interview process
	Offer BTSA support	Review the number of staff members who obtained their clear credential each year
	Provide students with standards-aligned instructional materials	Classroom Observations, Grade Level Materials Inventory
	In compliance with SARC and any applicable Facilities User Agreement	Facility walk-throughs

Priority-2 - Implementation of State Standards		
<i>OPA will fully implement the State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.</i>		
School Goal	School Action	Method of Assessment
All students will have access to standards-based curriculum in core content areas. Teachers will be provided professional development opportunities tied to the implementation of the state standards.	EL students will be supported in order to achieve academic content knowledge through the implementation of CCSS	Review of ELA assessments
	Refine State Standards Professional Development, curricular units to include interdisciplinary/cross curricular themes	Classroom observations, assessment results
	Provide staff development on English language development standards and performance level descriptors	Sign-in sheets, training materials
	Increase student access to technology utilizing standards to plan instruction	Technology available to all students during the day, including lunch and recess

	Engage staff in Professional Learning Community (PLC), grade level planning time	Number of PLCs and planning time teachers receive throughout the year, sign-in sheets at PLCs
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Priority–3 - Parental Involvement

OPA will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

School Goals	School Action	Method of Assessment
Parental involvement opportunities will be increased.	Provide parent training on school's educational program	Data collected through sign-in sheets
OPA will provide multiple parent education opportunities each school year.	Offer child care and refreshments at parent meetings	Data collected through sign-in sheets
All parents will be provided an opportunity to participate in the Annual LCAP survey.	Provide a parent input survey regarding LCAP priorities	Survey Results

Priority–4 - Student Achievement

School Goals	School Action	Method of Assessment
The performance levels for “all students” will increase or be maintained in math and ELA.	Obtain additional resources to support teaching and learning in the classroom.	Classroom observations, site walk-through
The performance level of our subgroups will increase by 5% in math and ELA.	Consistency in the adherence of high academic standards and expectations	CAASPP system of assessments; ELPAC Data and Stakeholders feedback

Priority–5 - Student Engagement

OPA will maintain engagement, as measured by all of the following, as applicable:

- A. School attendance rates*
- B. Chronic absenteeism rates*
- C. Middle School dropout rates (E.C. 52052.1(a)(3))*

School Goals	School Action	Method of Assessment
Increase average Daily attendance by 1%. Decrease chronic absenteeism by 0.5% Maintain 0 middle school dropouts.	Prioritize daily attendance with all students	Review the percentage of average daily attendance
	Ensure student and parent awareness of OPA's attendance procedures	Sign-in sheets at parent handbook meetings, parent receipt of informational handbook, parent survey results, school website
	Communicate with parents and students about the school's attendance policy, school and staff will collaborate with students and parents to strengthen home and school connection to prevent absences/tardiness from becoming a chronic problem	Student daily attendance and parent feedback from surveys, meeting, etc.

Priority–6 - School Climate

OPA will maintain its 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

School Goals	School Action	Method of Assessment
Decrease student suspension rates for all students and all subgroups by 0.5%.	Emphasize campus safety to all stakeholders	Monthly practice drills (e.g. fire, earthquake, intruder, etc.)
	Consistent communication with all stakeholders	Website, Monthly Newsletter, Facebook, Twitter, School Calendar
	Stakeholders receive, have access, and understand OPA’s suspension and expulsion policy	On file for each student a signed Suspension and Expulsion Acknowledgement
	Provide professional development in school climate to support staff	Agendas
	Implement the Acceptable Use of Technology	On file for each student a signed Technology User Agreement

Priority–7 - Course Access

OPA pupils will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1- 5-8: ELA/Literacy, Mathematics, History/Social Studies, Science, Visual and Performing Arts, Health, Physical Education, World Language(s), and others as prescribed by the governing board (E.C. 51210).

School Goals	School Action	Method of Assessment
All students will have access to a broad range of courses, including world language, physical education, and visual and performing arts.	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in the educational program outlined in this charter petition	Student schedules will reflect access to all courses and programs
	Access to additional support with learning standards for student subgroups and students with exceptional needs	Intervention class rosters
	Access to a variety of non-core classes	A variety of non-core classes and activities are offered to all students, as demonstrated by class rosters

	Provide professional development to support all staff	Agendas, sign-in sheets, and meeting minutes
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Priority 8 - Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (~~grades 7-8~~). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment*
- B. Growth*
- C. Social Responsibility*

School Goals	School Action	Method of Assessment
All students and all subgroups will show improvement in their academic achievement, communication, and technology skills.	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in ELA/Literacy, Mathematics, History/Social Studies, and Science	CAASPP (Grades <u>3-5</u> 8), ELPAC data, stakeholders feedback, grade level assessments
	Prepare all students to compete in the 21 st century with technology both schoolwide and for all subgroups	Student work utilizing technology
	Provide all staff equitable access to hardware, online communication, and work tools to assess students and outline yearly goals	Online student assessments, the use of age appropriate apps and Staff Surveys
	Emphasize communication and collaboration within the school and outside communities (including global communities) to problem-solve and develop teamwork skills	Enrichment fieldtrips, Civic Learning Projects

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code § 47605(c)(5)(C)

The Charter School affirms that, to the extent practicable, the method for measurable pupil outcomes for the state priorities should be consistent with the way information is reported on a school accountability report card.

A. Assessment Methodology and Philosophy

OPA’s assessment methods will be based on the following beliefs:

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

B. Assessment Design

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

C. Mandated Assessments

As required by the California Department of Education, students will also participate in the CAASPP and all mandated accountability measures (e.g. ELPAC, CAST, etc.).

OPA will meet all State Standards, and conduct the pupil assessments required pursuant to Education Code 60605, any other statewide standards authorized in statute, and student assessments applicable to students in non-charter schools. OPA firmly believes that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (e.g. targeted intervention, mentoring program, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

OPA will comply with all state-mandated assessments as required by Education Code Section 47605(c)(1) including, but not limited to, assessments within the CAASPP assessment system for each grade and other applicable statewide testing programs (e.g., the Smarter Balanced test, the California Science Test (“CAST”), the California Alternate Assessment (“CAA”), the Physical Fitness Test (“PFT”), and the ELPAC). OPA will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state expectations.

OPA’s assessment system is further described in the table below:

Assessment	When Administered	Purpose
Smarter Balanced ELA and Math	During the last 12 weeks of the school year	Measure student progress towards attainment of California State Standards for ELA and Math.
California Science Test (CAST)	During the last 12 weeks of the school year	Measure student progress towards attainment of the Next Generation Science Standards.
English Language Proficiency Assessment for California	Initial - Within the first 30 days of entering school Summative - Between February 1 and May 31	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test	Between February 1 and May 31	Assess student physical fitness in <u>grade 5</u> grades 5 and 7.
Benchmark assessments in English Language Arts and Math	Fall, Winter, Spring	Assess and monitor students’ progress in meeting State standards.
Individualized Education Programs	Throughout the year, as necessary	Establish and monitor student goals according to designated needs.

OPA understands that the state mandated assessments system may give parents and students accurate information about whether students are on track to graduate high school ready for college and the workplace. It will provide teachers with resources to tailor instruction to student needs through a digital library of instructional best practices. Notably, educators will be able to easily compare student achievement between schools, districts, and states to ensure that students are making progress.

OPA’s academic program will fully prepare students for success, specifically college and career readiness and in these statewide assessment programs. Additional support structures (e.g., targeted intervention, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

OPA affirms that its methods for measuring pupil outcomes for the state priorities, as described in Element 2 of this Charter, will be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

D. Pupil Outcomes

Oxford Preparatory Academy commits to a rigorous focus on academic standards in all subject areas. OPA's paramount objective will be to develop self-motivated, competent, and lifelong learners. To accomplish this goal, students will need to be able to assess and evaluate their own learning. Throughout OPA's program, students will be encouraged to take a more active and consistent role in evaluating their learning and setting their own goals for achievement. In doing so, students will monitor their academic growth from the results received through administered assessments, class assignments, and projects. Teachers will work collaboratively in developing rubrics to further this process. Students will be expected to meet or exceed the state standards in the following areas as described on the subsequent pages:

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
ELA/Literacy: - Literature - Informational Text - Foundational Skills (K-5) - Writing - Speaking and Listening - Language	- Read at or above grade level - Utilize expository text to increase reading comprehension - Enjoy and appreciate a variety of literary genres - Develop grade level vocabulary with associated meaning and transfer into written text - Sequence a story, recall details, and summarize main ideas - Write compositions with appropriate grade level conventions of writing - Develop competence in oral presentations - Understand and use complete sentences in writing and speaking	- CAASPP (Grades <u>3-5</u> <u>8</u>) - ELPAC - Student IEP Assessments - Student Self-Assessment - Peer Assessment - Student Journals - Basic Phonic Skills Test - Writing Standards Assessment - Oral Presentations Rubrics - Writing Rubrics - Standards-Based Unit Assessments - Project-Based Assessments - Summative/Interim Content-Specific Assessments (Teacher Developed) - Multiple Intelligences-Based Assessments and Projects

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<u>Mathematics:</u> <i>Grade K</i> <ul style="list-style-type: none"> - Counting and Cardinality - Operations and Algebraic Thinking - Number and Operations in Base Ten - Measurement and Data - Geometry <i>Grades 1-2</i> <ul style="list-style-type: none"> - Operations and Algebraic Thinking - Number and Operations in Base Ten - Measurement and Data - Geometry <i>Grades 3-5</i> <ul style="list-style-type: none"> - Operations and Algebraic Thinking - Numbers and Operations in Base Ten - Number and Operations – Fractions - Measurement and Data - Geometry <i>Grades 6-8</i> <ul style="list-style-type: none"> — Ratios and Proportional Relationships — The Number System — Expressions and Equations — Geometry — Statistics and Probability <u>Algebra:</u> <ul style="list-style-type: none"> — Seeing Structure in Expressions — Arithmetic with Polynomials and Rational Expressions — Creating Equations - Reasoning with Equations and Inequalities 	<ul style="list-style-type: none"> - Develop basic grade level computational and procedural skills - Analyze problems and frame the appropriate operations to solve the problem - Understand grade level mathematical terminology - Develop logical thinking through the analysis of evidence - Connect mathematical algorithms and processes with real life application - Master visual representations such as graphs, models, signs and symbols associated with mathematical understanding 	<ul style="list-style-type: none"> - CAASPP (Grade 3-5 8) - Student IEP Assessments - Standards-Based Performance Assessment - Summative/Interim Content-Specific Assessments (Teacher Developed) - Mind Institute - Multiple Intelligences-Based Assessments and Projects - Grade level Summative/Interim Mathematics Test - Project-Based Assessments - Standards-Based Unit Assessments

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<u>History/Social Studies:</u> <i>Kindergarten:</i> <ul style="list-style-type: none"> - Learning and Working Now and Long Ago <i>1st Grade:</i> <ul style="list-style-type: none"> - A Child's Place in Time and Space <i>2nd Grade:</i> <ul style="list-style-type: none"> - People Who Make a Difference <i>3rd Grade:</i> <ul style="list-style-type: none"> - Continuity and Change <i>4th Grade:</i> <ul style="list-style-type: none"> - California: A Changing State <i>5th Grade:</i> <ul style="list-style-type: none"> - United States History and Geography: Making a New Nation <i>6th Grade:</i> <ul style="list-style-type: none"> - World History and Geography: Ancient Civilizations <i>7th Grade:</i> <ul style="list-style-type: none"> - World History and Geography: Medieval and Early Modern Times <i>8th Grade:</i> <ul style="list-style-type: none"> - U.S. Constitution & the Early Republic - Civil War & Its Aftermath 	<ul style="list-style-type: none"> - Develop grade-level chronological and spatial skills in relationship to historical knowledge - Exhibit an understanding of research-based evidence, points of view, and their impact on forming personal opinion - Identify key historical events and their relationship to current cultural and social norms - Synthesize information from a variety of cultural and historical sources - Understand the democratic process and responsibility to civic values - Obtain a factual and conceptual understanding of history, humanities, geography, and other social sciences 	<ul style="list-style-type: none"> - Curriculum-Embedded Assessments - Student Self-Assessment - Peer Assessment - Standards-Based Unit Assessments - Project-Based Assessments - Summative Content-Specific Assessments (Teacher Developed) - Multiple Intelligences-Based Assessments and Projects - Civic Learning Projects

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<u>Next Generation Science:</u> <u>Grades K-5 8</u> - Life Sciences - Physical Sciences - Earth and Space Sciences - Engineering, Technology, and Application Science	<ul style="list-style-type: none"> - Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientist questions. - Plan and conduct an investigation in collaboration with peers. - Define a simple problem that can be solved through the development of a new or improved object or tool. - Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. - Develop a model and/or obtain and combine information from books and other reliable media. - Construct an argument with evidence, data, and/or a model. - Use a model to test interactions concerning the functioning of a natural system. - Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. - Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships. - Analyze and interpret data to determine similarities and differences in findings. 	<ul style="list-style-type: none"> - CAST (Grade 5 & 8) - Curriculum-Embedded Assessments - Project-Based Assessments - Authentic Assessments - Laboratory Reports - Experiment Results and Conclusions - Oral Presentations - Summative Content-Specific Assessments (Teacher Developed) - Multiple Intelligences-Based Assessments and Projects

Transitional Kindergarten (“TK”) students will be exposed to the State Standards using developmentally appropriate instruction. Learning experiences will also include experimental and hands-on activities in real-context. TK students will be assessed using observations in different context throughout their daily routine and teacher data gathered from independent explorations as well as collaborative works with peers and adults. Additional strategies will be used to determine what students know and can do.

E. Data Management and Analysis

At the beginning of the year, and as an ongoing process of Staff Development, statewide assessment data will be used in implementing the Local Control Accountability Plan to meet yearly growth goals. OPA will use a Student Information System (“SIS”) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content standard, student subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data as well as classroom assessment data and engage in critical analysis of the data in order to determine how the Charter School can address any performance deficiencies or negative data trends.

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

OPA will utilize data analysis software and programs to examine and monitor all student academic progress, specifically, student performance within subgroups. Data from state mandated assessments will be used to track subgroup progress. The California Department of Education website and the student information system will be utilized to gather data on subgroup performance. Staff will track and analyze scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

OPA will work to close the achievement gap for subgroups by determining the subgroups which exhibit the greatest differential in performance according to the CAASPP data. Then the following strategies and actions will be taken to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods.
- Targeted intervention programs will be utilized to target specific areas of need, specifically, ELA/Literacy and Mathematics, in alignment with State Standards. Student progress in the intervention programs will be monitored frequently. Student remediation or acceleration will occur, as appropriate.
- Staff will be trained on Multiple Intelligences and best practices of teaching.
- Staff will integrate the Theory of Multiple Intelligences within lessons to address student learning strengths.
- Data analysis of subgroup performance will take place upon release of the state test score results. The data will be used in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve student academic performance.
- Staff will use directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.

F. Use and Reporting of Data

OPA will be a data-driven school. Teachers and parents will use assessment data to monitor each student’s progress in meeting the State Standards. As discussed in the professional development section in Element 1, teachers will develop the expertise to use data to understand student strengths and challenges. Teachers will also develop the skills they need to individualize instruction and overcome these challenges.

OPA will use a student information system to manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and

networking backups, student activities, data extraction, etc. OPA staff will use the SIS to ensure data is accurate and manageable, and is accurately transmitted to the California Longitudinal Pupil Achievement Data System (“CALPADS”), the Consolidated Application and Reporting System (“CARS”), the California Basic Educational Data System (“CBEDS”), and other accountability systems.

To assist and promote the students in achieving high standards, goals will be established for each child in the areas specific to the child’s individual needs. Encouragement and continued guidance will be the primary responsibilities of the teachers and parents. An *Academic Strategic Success Plan* will be developed by teachers and parents for students identified as at-risk. Students identified as at-risk will be assessed and monitored frequently, based on their particular needs. Progress reports will be distributed midway through each trimester to those students who are not making sufficient progress on grade level standards.

All parents will be provided with training on school policies and procedures utilizing the Oxford Preparatory Academy Parent/Student Handbook at an informational night(s) (See Parent/Student Handbook in the Appendix C). Additionally, parents may be instructed on how to access both the OPA and California Department of Education websites to understand the assessment data and to help their child succeed in meeting the State Standards.

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

As a PLC, the main focus of our school will be student learning. OPA will use PLCs to analyze, compile and organize data, review the school’s instructional programs, and evaluate each individual student’s progress toward grade level standards mastery. Grade level teams will meet frequently for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction will be developed for those students who are identified as at-risk of not meeting state standards in core content areas. The staff will use an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting the State Standards.

Staff articulation between grade levels and content areas will occur on a regular basis. Working in this manner will allow the OPA team to address the areas of identified need more effectively so that an ever-increasing number of students master grade level content. This will accelerate closing the achievement gap found with economically disadvantaged children, English Learners, and other significant subgroups. This information will be kept current in the school’s student information system.

G. School Accountability Report Card

OPA will collect annual data from the assessments and utilize the data to identify areas of needed improvement in the educational program. The School Accountability Report Card (“SARC”) will be established after the first year of operation, updated annually, and will be made available on the Charter School’s website. An annual performance report will be submitted to the state based upon the data compiled and developed by OPA’s administration. The report will include, but is not limited to:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section;

- An analysis of whether student performance is meeting the outcomes specified by this section. This information is posted on OPA's website to include disaggregated data by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- Data on the level of parent involvement in OPA 's governance (and other aspects of the school, if applicable);
- Data regarding the number of staff working at OPA;
- A summary of health and school safety plan and/or any major changes to those policies during the year;
- Data demonstrating whether OPA implemented the methods listed in the charter towards achieving a racially and ethnically balanced student population;
- Data regarding the number of students enrolled, and the number of students expelled and/or suspended; and
- Other information regarding the educational program, availability of textbooks and instructional materials, professional development and facility operations.

H. Local Control and Accountability Plan

The annual update to the LCAP will be produced and submitted to the District in accordance with Education Code Sections 47606.5 and 47604.3.

ELEMENT 4: GOVERNANCE

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

A. Description of Organization

OPA will be a direct-funded independent charter school operated by Oxford Preparatory Academy, a California nonprofit Public Benefit Corporation pursuant to California law. OPA will operate autonomously from the District. Members of the Oxford Preparatory Academy Board of Directors will comply with the applicable ethics and conflict of interest standards set forth in the California Corporations Code for nonprofit corporations.

Pursuant to California Education Code Section 47604(c), the District will not be liable for the debts and obligations of OPA, operated by Oxford Preparatory Academy, a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by OPA as long as the District has complied with all oversight responsibilities required by law.

See Appendices D and E for the *Oxford Preparatory Academy Articles of Incorporation and Bylaws* (OPA reserves the right to revise Bylaws).

B. Governance Structure

Oxford Preparatory Academy, is a nonprofit public benefit corporation governed in accordance with applicable California Corporations Code Sections and its adopted Bylaws, which are consistent with the terms of this charter. Oxford Preparatory Academy maintains Articles of Incorporation with the California Secretary of State and has tax- exempt status from both the State of California and the IRS.

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

C. Board of Directors

The governing body for OPA is the Oxford Preparatory Academy Board of Directors. An Advisory Board contains representatives of educational, business, nonprofit and government sectors who provide advice to the Executive Director on key strategic decisions facing the organization and assists with fundraising efforts.

There shall be no less than three (3) and no more than seven (7) members of the Board of Directors. Oxford Preparatory Academy reserves the right to expand the number of seats on the Board of Directors at its sole discretion at any time in the future.

Desired areas of expertise to fulfill the mission and vision of Oxford Preparatory Academy for students among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance. The Oxford Preparatory Academy Bylaws have been developed and approved by the Board of Directors (see Appendix E for *Bylaws*), and will be consistent with the terms of this charter.

D. Process for Selecting Board of Directors and Creating Policy

Each director will hold office unless otherwise removed from office in accordance with the current Bylaws for

four (4) years and until a successor director has been designated and qualified. The process for elections of new Board Members will be as set forth in the current Bylaws of the Oxford Preparatory Academy. Members may serve any number of consecutive terms.

Officers are elected every two years based on their term. An organizational meeting will be held annually. The Officers of the Corporation include a President, Secretary and a Treasurer, and may also have a Chairman of the Board. Board Members may have expertise in education, finance, business, law, construction, nonprofit governance, or other fields relevant to the operation of a charter school.

E. Meetings

Oxford Preparatory Academy will conduct all operations of the School, including Board meetings, in accordance with the Ralph M. Brown Act as set forth in California Government Code section 54950 *et seq.*, and applicable provisions of the Education Code.

The Board of Directors meet several times throughout the year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. These meetings are held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act. The charter school pledges that meetings not held within District boundaries will have an agenda posted within the District and a facility equipped to allow parent access in District boundaries by teleconference. Meeting locations rotate between the territorial jurisdictions of each OPA charter school. Staff at each site facilitate public participation at each of the sites.

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

Members of the Board of Directors may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with in accordance with the bylaws.

F. The Decision-Making Process

OPA's decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-driven school culture.

G. Roles and Responsibilities for Board of Directors

The model of decision-making is democratic in nature. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the Charter school.

The duties of the Chairman include:

- Presides at the Board of Directors' meetings; and
- Exercises and performs such other powers and duties as the Board of Directors may assign from time to time.

The duties of the Vice-Chairman include:

- Fulfills the duties of the Chairman in the Chairman's absence.

The duties of the Treasurer include:

- Oversees or causes to oversee all books, records of accounts, and business transactions;
- Oversees all deposits and disbursements of money and valuables;
- Responsible for contracting with an independent auditor;
- Oversees the formation and function of annual audit committee findings and reporting; and
- Serves as a liaison to the District on issues related to fiscal matters.

The duties of the Secretary include:

- Keeps or causes to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board;
- The minutes of meetings will include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings;
- Keeps or causes to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date;
- Gives, or causes to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given;
- Keeps the corporate seal, if any, in safe custody and will have such other powers and perform such other duties as the Board of Directors or the Bylaws may require; and
- Implements Brown Act training and serves as a liaison to the District on issues related to policy and records.

The overall duties of the Board of Directors include, but are not limited to:

- Promotes and guides the mission and vision of the Charter School;
- Hires and evaluates the Executive Director;
- Receives reports directly from the Executive Director of the total operation of the Charter School including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of Principal (Chancellor), and renewal of staff contracts;
- Ratifies contracts of employees after recommendation by the Executive Director;
- Acts as a fiscal agent, which includes the receipt of funds for operations;
- Develops, reviews, or revises performance measures, including school goals;
- Reviews the school master calendar and schedule of Board meetings;
- Develops Board of Directors policies and procedures;
- Participates in the dispute resolution, when necessary;
- Ratifies charter material revisions;
- Approves annual fiscal audit and performance report;
- Ratifies personnel discipline decisions (suspensions or dismissals), as needed; and
- Ratifies compensation plans and stipend schedules.

To ensure the Charter School's ongoing success, the Board of Directors provides external accountability, internal oversight and leadership.

H. Duties of the Executive Director

- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Serves as the final decision-maker for site-based complaints;
- Assists in the development and implementation of the Board of Directors policies;
- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short-range goals;

- Ensures that the Charter School is fiscally sound and stable;
- Reports to the District and County all necessary reports and documents, as specified in the charter;
- Evaluates senior management staff; and
- Accepts other responsibilities as assigned by the Board of Directors.

I. Parental Involvement

The following committees will provide parents enormous opportunities for input on schoolwide operations and school involvement activities:

School Site Council

The School Site Council (“SSC”) provides input to the school and Board of Directors regarding various school site programs and procedures. The SSC is made up of parents, certificated staff, classified staff, and students. The SSC duties include:

- Review and provide input into the proposed Local Control Accountability Plan (“LCAP”)
- Review and provide input into the School Safety Plan
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the District governing board and by state law

English Learner Advisory Committee

If required, OPA will establish an English Learner Advisory Committee. Members of the ELAC will be elected by nomination and paper ballot at an annual meeting by an electorate comprised of parents of EL students, for a term of one school year. This committee will be comprised of parents of EL students. There will be no limit or restriction on the number of parents that can exist at one time. The responsibilities of this committee will also include:

- Advising the Principal (Chancellor) and staff on the program and services for English Learners;
- Assisting in the development of the Charter School’s annual language census;
- Offering suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participating in the Charter School’s needs assessment by students, parents, and teachers;
- Soliciting and encouraging community participation; and
- Providing input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

Honour Society

All parents/guardians, as well as staff, will be automatic members of the Honour Society. The Honour Society’s focus will be on schoolwide activities and events that promote the vision and mission of OPA and encourage a positive, family-oriented school climate.

The purpose of the Honour Society will be to:

- Unite the home and school;
- Provide students with the best academic, physical and social education available;
- Develop, promote, and evaluate educating initiatives;
- Collaborate with stakeholders on annual LCAP process and schoolwide needs, assessment, and school policy development;
- Establish and maintain partnerships with the community;
- Regularly consult with parents/guardians under the direction of the Principal (Chancellor) regarding the

- Charter School's educational program;
- Support and promote all fundraising activities, including the Annual Academy Fund; and
- Stress a personal responsibility to family, school, community, and nation.

The Honour Society Board will be comprised of members that are elected to their positions each year. The Board will meet on a regular basis on planning and coordinating activities for parent involvement. They will meet with various parents to provide the direction for successful completion of these events.

The goal of the Honour Society is to ensure the most beneficial environment in support of student academic success. This will be accomplished through a variety of events, activities, and programs, such as:

- Family Fun Nights;
- Jog-a-thon;
- Annual Academy Fund;
- Student recognition ceremonies;
- Staff recognition; and
- Walk Through Presentations.

“Suggested Guidelines for Parent Involvement” will include the following suggested guidelines:

- Sustaining their children's attendance rates of no less than 98%;
- Ensuring homework is completed accurately, neatly, and turned in on a daily basis;
- Working with their children at home on learning activities;
- Volunteering in their children's classrooms, library, office, etc. or for activities sponsored by the Charter School;
- Attendance for all meetings regarding decisions relating to their children, such as IEP Meetings, SST Meetings, Parent/Professor Conferences, etc.;
- Attendance at the following events: University Orientation Night, Open House, classroom and grade level programs, and Parent Collegiate Days held to inform parents of instructional approaches and/or the educational program;
- Attending all Awards Assemblies honoring their child, as well as General Honour Society meetings, as often as possible;
- Adhering to the Schoolwide Resolution Process; and
- Complying with all additional policies and procedures found in Oxford Preparatory Academy Parent/Family Handbook.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Education Code § 47605(c)(5)(E)

A. Code of Professionalism

OPA staff members will be a dedicated group of professionals who believe that education is a “vocation” and “not a job.” They will be bound by a common philosophy and belief that all children are gifted and can learn. Staff members at OPA will be actively committed to working together and ensuring that the mission and vision are upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students’ academic and social growth, and fulfill all required duties and responsibilities.

OPA will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, or the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The following Code of Ethics applies to all staff members of OPA, full or part-time.

Preamble

All members of Oxford Preparatory Academy believe in and support the mission statement, which is:

Oxford Preparatory Academy believes that all students are unique and gifted individuals. We are committed to developing life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued. The staff is comprised of Professional Learning Communities (PLC) utilizing data to drive instructional strategies.

All staff believes the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, is essential to fulfilling the Charter School’s mission. All staff recognizes and accepts the responsibility to educate every student according to the highest ethical standards.

All staff understands the magnitude of the responsibility in the field of education. They engage individually and collectively to hold each other accountable in accordance with the provisions of the Code of Ethics.

All staff hold the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. OPA students deserve the best we have to offer—our talents, knowledge, and skill-to nurture democratic citizenship and inspire students to become the future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

All staff realize the challenges we all face in society today; yet, the expectation is that the family of every single young person who walks through OPA holds these same values and high expectations for their child(ren). We support parents in their quest for excellence in the cognitive and affective domains for their child(ren).

Principle I Commitment to the Students

OPA Staff will be dedicated to developing the same schoolwide goals set at the prestigious Oxford University. They are:

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

All staff will work to inspire students to develop a spirit of inquiry, the acquisition of knowledge and understanding, and facilitate goal setting for higher education. In fulfilling this commitment, staff will:

- Encourage students to become innovative and creative thinkers in their pursuit of learning;
- Prepare the subject matter collaboratively, presenting it to the students without distortion and, within the limits of time and curriculum;
- Protect the health and safety of students;
- Honor the integrity of students and influence them through motivational techniques;
- Provide for participation in educational programs without regard to race, color, creed, gender, gender identity, gender expression, and national origin, both in what is taught and how it is taught; and
- Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II Commitment to the Public

All staff will believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All staff will share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All staff will bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all staff:

- Will have an obligation to support education and OPA and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of OPA; and
- Will not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

Principle III Commitment to the Profession

All staff will believe that the quality of their services directly influence their community and the children they serve. Therefore, every effort will be made to raise academic standards, promote civic learning, and create a positive school climate. The exercise of sound personal and professional judgment will be required in order to achieve conditions that attract well qualified teachers and persons. In fulfilling these goals, all staff will:

- Accord just and equitable treatment to all staff in the exercise of their rights and responsibilities;
- Refrain from using coercive means or promise special treatment in order to influence professional decisions of colleagues;
- Always communicate in a professional manner;
- Present professional qualifications truthfully;
- Discuss the professional qualifications of their colleagues, fairly and accurately, when discussion serves a professional purpose;
- Apply for, accept, offer, and assign positions of responsibility on the basis of professional preparation and legal qualifications;

- Conduct professional business through proper channels;
- Use time granted for its intended purposes; and
- Follow the conditions of employment.

B. Assurances for Well Qualified Teachers

OPA teachers at all levels will meet all applicable federal and state requirements for teacher qualifications. Accordingly, a teacher will have a Bachelor's Degree and a California Teaching Credential.

~~OPA will comply with Education Code § 47605(l), which states:~~

~~*Teachers in charter schools will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents will be maintained on file at the charter school and will be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.*~~

~~OPA teachers will conform to the legal requirement that all charter school teachers who teach core will 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. OPA agrees to comply with provisions set forth in the ESSA and the Education Code as they apply to certificated and paraprofessional employees of charter schools. Most teachers will hold multiple subject credentials, but OPA reserves the right to hire single subject credentialed teachers. OPA will maintain current copies of all teacher credentials, which will be made readily available for inspection and will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.~~

OPA will comply with Education Code §§ 47605(l) and 47605.4(a), which collectively state, in part, that:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment.

OPA teachers will conform to the legal requirement that all charter school teachers will 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(l)) required for the teacher's certificated assignment. OPA agrees to comply with provisions set forth in the ESSA and the Education Code as they apply to certificated and paraprofessional employees of charter schools. Most teachers will hold multiple subject credentials, but OPA reserves the right to hire single subject credentialed teachers. ~~OPA single subject credential teachers will not teach elementary school unless authorized pursuant to Education Code section 47605, subdivision (l) or Section 47605.4.~~ OPA will maintain current copies of all teacher credentials, which will be made readily available for inspection and will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

OPA will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, gender expression, marital status, physical disability, mental disability, medical condition or age. Individual contracts will address, among other issues: employment terms and conditions, duties, term and work schedule, compensation, employee benefits, performance evaluation, and child abuse and neglect reporting. Attached to the contract, the employee will be given a job description of the position hired, work calendar, and a copy of Notice to Employee - Labor Code section 2810.5. OPA will be a school of choice and no employee will be forced to work at OPA.

C. Hiring Assumptions

The state, federal, and local revenues received by OPA will be used to pay for the costs of staff members, with precise allocations to be determined based on current budget conditions at the time of each budget submittal.

Employee Titles

The Charter School utilizes administrative, instructional support and non-instructional support staff that have demonstrated experience or expertise in the issues and work tasks required of them and are be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All administrators, instructional support staff and non-instructional support staff possess experience and expertise appropriate for their position within the Charter School.

The following positions are regarded as key to the organization: one (1) Executive Director; one (1) Chief Academic Officer; one (1) Chancellor/Principal per site; one (1) or two (2) Deans/Assistant Principals per site; a back office support provider for business and payroll functions; and other administrative support as deemed necessary to meet the needs of the organization.

Total numbers of teaching and support staff will be determined based on enrollment and student needs.

Job qualifications are outlined in the job descriptions located in Appendix F.

Employees will receive compensation depending upon experience, job responsibilities, and contingent on the charter school's budget. All full-time staff will be eligible for all health benefits provided, including a one million dollar professional liability insurance coverage, and disability insurance. The Executive Director may amend from time to time, specific personnel policies, including calendar, work day/school year, and procedures for disputes.

Recommendations will be presented to the Board of Directors for review as necessary and codified in an Employee Handbook (See Appendix G for the Employee Handbook).

The management of the Charter School will be under the direction of the Principal (Chancellor). The Executive Director will have the responsibility for overseeing the entire corporation's operation.

D. Employee Qualifications

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

- All employees must fulfill California Education Code Section 44237, which require fingerprints to be obtained from each new employee in order to obtain a criminal record summary from the Department of Justice prior to commencing employment. The employee is responsible for paying the fingerprinting costs.

- All employees, who are mandated reporters, as defined by Penal Code Section 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each person in the above position will sign a statement, on a form provided to him/her by OPA, to the effect that he/she has knowledge of the provisions of Penal Code Section 11166 and will comply with those provisions or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The Executive Director will 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 number.
- All employees and volunteers must take a Tuberculosis (“TB”) Risk Assessment Questionnaire. If risk factors are identified, an employee or volunteer would then require TB testing and an examination to determine that the person is free of infectious tuberculosis.

E. Process for Staff Recruitment and Selection

OPA staff will coordinate employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings (use of EDJOIN, other recruitment sites/agencies, and website postings);
- Recruit applicants through various means (university contacts, job fairs, etc.);
- Request resumes, copies of credentials, and letters of reference;
- Verify previous employment and references;
- Form a pool of potential candidates that have been created by the Staffing Committee;
- Review candidates’ files and portfolios;
- Select interview questions;
- Interview candidates;
- Executive Director may conduct a final interview with the prospective candidate;
- The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Directors;
- The Board of Directors ratifies contracts of employees after recommendation by the Executive Director;
- and
- Prior to the first day of work for any potential employee, OPA performs all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement).

F. Staff Evaluation

The evaluation of the teaching staff will be based on the Code of Ethics, and will be a collaborative effort based on the California Standards for the Teaching Profession:

- Standard One: Engaging & Supporting All Students in Learning
- Standard Two: Creating & Maintaining Effective Environments for Student Learning
- Standard Three: Understanding & Organizing Subject Matter for Student Learning
- Standard Four: Planning Instruction & Designing Learning Experiences for All Students
- Standard Five: Assessing Student Learning
- Standard Six: Developing as a Professional Educator

During each school year, teachers at OPA may establish goals for the year and fill out the evaluation instrument for Standards One (1) through Six (6) (see above). The purpose will be not only to establish goals, but also to communicate to the Executive Director and/or Principal (Chancellor) how each teacher perceives their strengths and particular areas of focus for that specific school year, and how they will affect student learning. Discussions will be based on data from individual students, class performance, grade level performance, and schoolwide

overall performance.

The administrators will conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement. Administrators will conduct an informal conference with each teacher to reflect on progress made regarding the California Standards for the Teaching Profession and how his/her goals impacted student achievement. The administrator will give a written evaluation to each teacher being evaluated during that school year.

Assistance and Interventions for Teachers will include:

- Suggestions offered by administrator(s);
- Mentor program – teaming up a new teacher with a master teacher;
- Peer Visitation – teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade level member(s), and/or a master teacher;
- Clinical supervision, visitation notes and conferences by administrator(s);
- Peer coaching by a master teacher;
- Substitute release days for planning, observation, articulation;
- Workshop/conference attendance;
- Ongoing constructivist training by professional consultants; and
- Release time for PLC development.

Assistance and Performance Review System for Classified Staff

The evaluation of the classified staff at OPA will be based on individual job description performance, informal walk-throughs, and adherence to the agreed upon Code of Ethics. Additionally, classified employees will be evaluated through:

- Ongoing supervision and observation by administrator(s); and
- Evaluation by administrator(s).

Assistance and Interventions for Classified Staff

Resources for classified personnel will include:

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

ELEMENT 6 - HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282..*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Education Code § 47605(c)(5)(F)*

OPA is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. OPA will ensure the safety of all students and staff by complying with applicable state and federal laws. OPA will adopt and implement a comprehensive plan of health, safety, and risk management policies. This plan will be kept on file in the Charter School’s front office and in each room on campus. Changes to the plan will be communicated to staff annually and as needed. The Emergency Plan will utilize F.E.M.A. (Federal Emergency Management Agency) guidelines in its planning and preparations. All staff will receive training in emergency response.

See Appendix H for Emergency Plan.

A. Facilities

OPA will maintain a safe and healthy work and school environment. OPA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OPA currently operates in a Field Act compliant facility from the District under Proposition 39. In the event that OPA obtains a private, non-District building, it will comply with local city and county ordinances, safety codes, and other relevant codes for the building that the Charter School will occupy. Occupational Safety and Health Administration (“OSHA”) and Department of Health & Safety regulations will be followed. OPA will account for safety considerations in reviewing the specifications necessary to house the number of students anticipated in grades TK-5 ~~8~~. In the event OPA will later occupy a private facility, campus cleanliness and security will be maintained as follows:

- All buildings comply will with California Building Standards Code, Federal ADA access requirements, and other applicable fire, health and structural safety requirements, and evidence as such will be on file;
- A safety inspection of the grounds and facilities will occur on a monthly, or as needed, basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately; and
- Ongoing communication with law enforcement and local police regarding crime around and within the campus will occur.

OPA will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. OPA will conduct fire drills as required under Education Code Section 32001.

B. Staff Responsibilities

All employees will be responsible for their own safety, as well as that of others in the workplace. OPA will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which OPA is responsible, the employee will bring it to the attention of the administration

immediately.

The Administration will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem. Employees will be encouraged to report any workplace injury/accident to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident will be reported.

C. Role of Staff to Report Child Abuse

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. OPA will adhere to the requirements of Penal Code Section 11166 regarding child abuse reporting. OPA staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person will not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

D. Student Health and Safety

OPA will be committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures will be implemented:

- ◆ All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. ~~All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.~~
- Records of student immunizations will be maintained in the health office;
- Proof must be presented that a child entering first grade has had a physical examination within 18 months before or up to 90 days after enrolling.

- Emergency information is collected each year and updated for all students and staff is completely filled out each year and updated throughout the year as necessary;
- OPA will provide an appropriate screening for students' health (including pupils' vision and hearing equivalent to that provided by non-charter public schools per state mandates);
- Students will be released during the school day in the custody of an adult only if:
 - The adult is the student's custodial parent(s)/guardian(s);
 - The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, office staff will verify the adult's identity;
 - The adult is an authorized law enforcement officer acting in accordance with the law; or
 - The adult is taking the student to emergency medical care, at the request of the administration or designee.
- *Field Trip Waiver, Network Use Agreement, and Parent/Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs*, along with any other required forms, will be completed at the time of school registration;
- A policy has been established explaining that the Charter School functions as a drug-free, alcohol-free, and smoke-free environment;
- Students will be required to adhere to an established dress code, which will be clearly communicated through the *Oxford Preparatory Academy Parent/Family Handbook*;
- A discipline policy for all students will be clearly outlined in the Behavior section of the *Oxford Preparatory Academy Parent/Family Handbook*; and
- The Board of Directors will adopt a resolution with administrative rules and regulations in regard to risk management and safety prior to the opening of the school.

E. Medication in School

Policies relating to the administration of prescription drugs and other medicines will be followed.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, written parent permission, and dispensing instructions from the prescribing physician. Parents will complete the appropriate form, authorizing OPA staff to administer medication. School staff members who will be selected to administer medication will first receive training from qualified medical personnel as well as training in the proper documentation and storage of the medication. Staff authorized to administer the medication will be afforded appropriate liability protection. If the parent/guardian so chooses, he/she may administer the medication to his/her own child, or may designate another individual who is not a school employee to administer the medication to the student.

Upon written request by the parent/guardian, and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing, will be allowed to self-administer, self-monitor, or self-test. The student will be expected to observe universal precautions in the handling of blood and other bodily fluids.

In order for a pupil to be assisted by the School Nurse, Health Technician, or other designated school personnel, the Charter School will obtain both a written statement from the physician. This statement must detail: the name of the medication, method, amount, and time schedules by which the medication is to be taken. Additionally, a written statement from the parent, foster parent, or guardian of the pupil must be submitted indicating the desire that OPA will assist the pupil in the manner set forth in the Statement of the Physician.

In order for a pupil to carry and self-administer a prescription, auto-injectable epinephrine, or carry and self-administer inhaled asthma medication, OPA will obtain a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be

taken. OPA will have the physician/surgeon confirm that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, will provide a release for:

- The School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance or School Receptionist will consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication; and
- Civil liability of OPA and school personnel if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

The written statements specified in this section will be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. OPA will also have on hand epinephrine injectors prescribed to the school.

The School Nurse or Health Technician will:

1. Place the medications in a locked cabinet or refrigerator, as needed;
2. Log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times; and
3. Call students to receive medications at the appropriate times.

In cases where medications are long-term prescriptions, the School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance, or School Receptionist, will provide parents with at least one week's notice to alert them that additional medication is needed. In the event that enrollment is insufficient to justify continuing to employ a School Nurse and/or Health Technician, another appropriately trained school staff member will perform these obligations.

F. Blood Borne Pathogens

OPA will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan will be in place designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

G. Procedures for Background Checks

Employees and contractors of OPA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal (Chancellor) of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal (Chancellor). Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

H. Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

I. Immunizations

All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

~~J. Diabetes~~

~~OPA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet will include, but will not be limited to, all of the following:~~

- ~~1. A description of type 2 diabetes.~~
- ~~2. A description of the risk factors and warning signs associated with type 2 diabetes.~~
- ~~3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.~~
- ~~4. A description of treatments and methods of prevention of type 2 diabetes.~~
- ~~5. A description of the different types of diabetes screening tests available.~~

K. Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

~~L. Feminine Hygiene Products~~

~~The Charter School will stock all women's restrooms and all gender restrooms, and at least one men's restroom, at all times with an adequate supply of menstrual pads and tampons, and shall not charge students for these products, pursuant to Education Code Section 35292.6. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products. The notice shall include the text of Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.~~

M. Drug-Free/Alcohol-Free/Smoke-Free Environment

OPA will function as a drug-free, alcohol-free and smoke-free environment.

N. Discrimination and Harassment Policies and Procedures

OPA will be committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care

leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. OPA will have a comprehensive policy in place to prevent and immediately remediate any concerns about discrimination or harassment at OPA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be taken very seriously and will be addressed in both the sexual misconduct policy and the *Employee Handbook*. OPA will immediately undertake a thorough and objective investigation of the harassment allegation(s).

O. Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

~~P. California Healthy Youth Act~~

~~The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).~~

Q. School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

R. Bullying Prevention

OPA will provide information and resources to students and staff about bullying and cyberbullying prevention. Students in grades TK-5 will participate in Social Emotional Learning (SEL) lessons in order to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These SEL lessons will allow teachers and students to work together to develop and apply four core competencies of self-awareness, self-management, social awareness, and responsible decision-making. During SEL instruction, teachers and counselors will provide lessons on bullying and cyberbullying prevention, as well as strategies to avoid risky behaviors.

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children. All staff will be required to complete annual online training regarding bullying and cyberbullying prevention, mandated reporting requirements, and sexual harassment.

ELEMENT 7: BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (c)(5)(G).

Oxford Preparatory Academy will strive to have a broad representation of student demographics that reflect the racial and ethnic balance, and the balance of special education and English learner pupils, including redesignated fluent English proficient pupils, of the general population residing within the territorial jurisdiction of the District.

A. Open Enrollment Policy

OPA will implement an open enrollment process as established by the Board of Directors. Each student will attend OPA on a voluntary basis. No student will be denied admittance to the Charter School based on race, sexual orientation, religion, ethnicity, national origin, gender, gender identity, gender expression, disability, or any other protected classification under local, state, and federal laws; including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code, including immigration status. Further, at OPA’s Parent Information Meetings, parents will be provided with a very clear and accurate picture of the Charter School’s learning experience so they can make the most appropriate choice for their children.

OPA will adhere to the McKinney-Vento Homeless Assistance Act. This ensures that each parent of a homeless child will have equal access to the Charter School as provided to other children.

B. Community Outreach Plan

OPA will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an effort to reach a racial and ethnic balance among its pupils and a balance of special education and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the Capistrano Unified School District.

Fliers/Brochures – Each year OPA will distribute fliers and brochures, in English and Spanish, outlining the vision and mission statements for the Charter School and for the purpose of student recruitment. Flyers will be distributed as one of the main means to recruit students each year during the open enrollment period. OPA will identify specific locations to reach out to all targeted demographic groups and inaccessible members of the community. OPA will conduct an annual review to evaluate appropriate and effective venues for outreach and recruiting efforts to result in a widespread and fair informational campaign. These locations may include, but are not limited to, churches, community organizations, preschools, local libraries, tutoring services, and markets.

OPA’s strategy will be to disseminate informational fliers/brochures to many locations within the community, so that our focus is on a broad-based ethnic/racial recruitment effort, that includes special education and English learner pupils, including redesignated fluent English proficient pupils. All fliers and promotional materials will be available in both English and Spanish, and translations will be available in other languages upon request.

Electronic Media – OPA will maintain and utilize the website for OPA, soc.oxfordpreparatoryacademy.com. The website offers information about the Charter School’s mission and vision, instructional practices, student registration, upcoming meetings, contact information for parents, as well as, Board members, agendas and meetings.

OPA’s website provides full time access to the most current information for parents and other community members. Additionally, OPA will maintain a presence on social media platforms, such as Facebook, Twitter, and You Tube.

Community Meetings - OPA will conduct community meetings, open to the public, to inform and provide families with information for deciding about enrolling their children in the Charter School. As needed, Spanish translators will be available to families in attendance. The school administration and staff will conduct these meetings. Members of the Board of Directors may also be in attendance. The meetings are typically held at the school site, but may be held at locations frequented by all demographic groups targeted by OPA, such as community centers and church rooms. The meetings will include information about OPA’s programs for special education pupils (Scholar Academy) and programs for English learner pupils.

C. Data Regarding Balance of Racial and Ethnic Pupils and of Special Education and English Learner Pupils

The Charter School’s student information system will allow accurate collection and analysis of the Charter School’s demographic data, including race, ethnicity, special education status, and language fluency. The data collected in this way will then be used to generate reports to the Board of Directors, the District, and the State.

OPA will make it a goal to dynamically recruit a diverse student population, including low-income and academically low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District. OPA will also recruit special education students and English Learner and Reclassified English Proficient students by publicizing the excellent special programs and supports available to diverse student populations. OPA will also publicize academic performance results of different racial and ethnic student populations, as well as special education and English learner students to encourage diversity in the students who apply to attend OPA,

ELEMENT 8 - ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” Education Code § 47605(c)(5)(H)

A. Non-Discrimination Statutes and Affirmations

OPA will actively recruit a diverse student population, including academically low achieving and low-income students from surrounding areas, and will abide by all state and federal laws regarding admissions. OPA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. OPA will not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, home language, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code, including immigration status. OPA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, will not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

OPA will be a school of choice. OPA will admit all pupils who wish to attend the Charter School. No test or assessment will be administered to students prior to acceptance and enrollment into the Charter School. Commitment to the goals, objectives, and mission of the Charter School as set forth in the charter will be deemed essential for the academic success of all students. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

B. Open Enrollment and Application Process

OPA will establish a period of open enrollment for at least thirty (30) days in the spring of each year. After the open enrollment period closes, should OPA receive a number of applications from potential students that exceed the number of spaces available at any given grade level within the Charter School, the Charter School will conduct a random public lottery, as described below.

The application process is comprised of the following:

1. Voluntary parent/guardian attendance at an OPA Information Meeting:

- Parents are encouraged to attend a parent information meeting prior to applying for OPA. However, attendance at parent information meetings is not required in order to apply or be accepted for enrollment at OPA. In alignment with Education Code 11500: Parental involvement and support in the education of children is an integral part of improving academic achievement. Educational research has established that properly constructed parent involvement programs can play an important and effective role in the participation of parents in their children's schools and in raising pupil achievement levels.
- However, pursuant to Education Code Section 47605(n), OPA recognizes that while it may encourage parental involvement, it will notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

2. Completion of a student Enrollment Application including:

- Proof of residence; and
- Proof of birthdate.

C. Public Random Drawing/Lottery

Admissions will be determined through a public random lottery conducted in accordance with state and federal

law and regulations, with exemptions provided for eligible groups, and preferences given to students who reside within the District in which the Charter School is located.

OPA will conduct an open enrollment period of at least thirty (30) days each year in the spring. To be part of the enrollment process, parents must submit a completed enrollment application prior to the end of the open enrollment period. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a random public lottery to determine enrollment for the impacted grade levels; with the exception of existing students, who are guaranteed enrollment in the following school year. The date of the lottery will be published and posted on OPA's website for all interested parties prior to holding the lottery.

Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- ~~1. Children of OPA staff* residing within the District (combined with 4, this will not exceed 10 percent of total enrollment)~~
- ~~2. Siblings of students admitted to or attending the Charter School residing within the District~~
- ~~3. Children of OPA staff* residing outside of the District (combined with 1, this will not exceed 10 percent of total enrollment)~~
- ~~4. Siblings of students admitted to or attending the Charter School residing outside of the District~~
- ~~5. Children residing within the former Barcelona Hills Elementary School Attendance Boundary~~
- ~~6. Children residing within the District~~
- ~~7. All other applicants~~

1. Children of OPA staff* (not to exceed 10 percent of total enrollment)
2. Siblings of students admitted to or attending the Charter School
3. Siblings of students admitted to or attending Oxford Preparatory Academy - Middle School
4. Children residing within the former Barcelona Hills Elementary School Attendance Boundary
5. Children residing within the District
6. Children enrolled in Oxford Preparatory Academy – Virtual learning
7. All other applicants

*OPA staff is defined as current employees of OPA at the time of the lottery, who work 0.75 FTE (30 hours per week) or greater.

OPA and the District mutually agree that the preferences in the OPA public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv), applicable federal law, and non-regulatory guidance.

The following rules and procedures will be communicated to all interested parties prior to holding the lottery. They are as follows:

- The lottery will take place within sixty (60) calendar days of the closing of the open enrollment period as defined above;
- The lottery will take place on the Charter School's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties will know, prior to the holding of the lottery, how many openings will be available in the Charter School and in the different grades served by the Charter School;
- The lottery will take place on a given published date;
- OPA will comply with all applicable state and federal laws and with any agreement between the Charter School and the District;
- The lottery will draw names from a compiled general pool;
- A representative of OPA will oversee the drawing of names;
- In lieu of manually drawing names, an electronic lottery program may be used;

- Siblings of students drawn from the random public lottery will be placed, depending upon space available, at the given grade level during the lottery process. If there is no opening for the sibling, the sibling will be placed on the Sibling Priority List for their grade level; and
- The drawing will continue until all names are drawn.

Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list will expire at the end of each school year. Sibling Priority List will not expire. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have three (3) business days from the date of first notification to respond. In addition, the Charter School will attempt on at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the three (3) day period. Those families not responding within the three (3) day period will forfeit their right to enroll their student in the Charter School, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at OPA at another time, must reapply.

The lottery will be held for all students who were enrolled during the open enrollment period in a grade level that is impacted. For example, if 48 spots are available for new students in second grade, and 52 students seek to enroll during the course of the open enrollment period, then all 52 students would be placed in the lottery for the 48 spots, taking into account their respective preference eligibility. 48 names would be selected through a lottery and offered admission. The remaining four (4) students would be placed on a waiting list. Therefore, each student would have equal opportunity taking into account their respective preference eligibility to be accepted into the Charter School in the case that a lottery was necessary.

OPA will utilize a comprehensive recruiting strategy, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds, as well as special education and English learner students, including redesignated fluent English proficient students. In addition, certain subgroups will be targeted for additional recruitment efforts in order to achieve a pool of potential students that will reflect a diverse student population. OPA will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an attempt to achieve a racial and ethnic balance and a balance of special education and English learner students, including redesignated fluent English proficient students, reflective of the general population residing within the District's boundaries.

D. Subsequent Years – Re-Enrollment

The following conditions will apply in subsequent years:

- In the spring, parent(s)/guardian(s) of students attending OPA will be required to complete a Re-Enrollment Form to continue into the next school year;
- The school will notify parents via telephone, in-person, and/or email to complete the Re-Enrollment Form; and
- On at least two (2) separate occasions the school will contact parent(s)/guardian(s) that have not completed the Re-Enrollment Form.

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code § 47605(c)(5)(I)

A. Annual Independent Audit

OPA is an independent, directly funded charter school operating in the District boundaries. Each year, the Oxford Preparatory Academy Board of Directors will form an audit committee to contract and oversee the preparation and completion of an annual audit of the Charter School's financial affairs as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The Board of Directors will be responsible for contracting with an auditor. An accountant certified by the State of California and approved by the State Controller with knowledge of an educational institution's school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to Generally Accepted Accounting Practices (“GAAP”) and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide to verify the accuracy of the Charter School's financial statements, attendance, and enrollment accounting principles and review the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

B. Audit Exceptions and Deficiencies to be Resolved

The Oxford Preparatory Academy Board of Director's audit committee will review any audit exceptions or deficiencies and report to the Oxford Preparatory Academy Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies will be resolved in conference with the independent auditor to the satisfaction of the District. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

C. Financial Reports

OPA will submit the following reports to Capistrano Unified School District and the Orange County of Department of Education pursuant to Education Code § 47604.33:

- A Preliminary Budget – by July 1 of each fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement;
- An Interim Financial Report– by December 15, reflecting changes through October 31;
- A Second Interim Financial Report– by March 15, reflecting changes through January 31; and
- A Final Unaudited Report by September 15, reflecting the entire fiscal year through June 30;

In addition, OPA will submit the following reports to Capistrano Unified School District:

- P-1 Attendance Report – each January, reflecting attendance through the last full school month ending prior to December 31;
- P-2 Attendance Report – each April, reflecting attendance through the last full school month ending prior to April 15;
- Annual/P-3 Attendance Report – each June, reflecting entire year's attendance;
- Annual Update (Local Control Accountability Plan) – annually by July 1, as required pursuant to Education Code section 47606.5;

- Any additional reports as set forth in a Memorandum of Understanding between the Charter School and the Capistrano Unified School District, if applicable; and
- Other financial information requested by Capistrano Unified School District from time to time to assess the fiscal condition of OPA.

D. Oversight

In accordance with Education Code § 47613, Capistrano Unified School District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker, or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” Education Code § 47605(c)(5)(J)

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools’ list of offenses and procedures to establish its own list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy will serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter, so long as the amendments comport with legal requirements. Charter School staff will enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and

distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration will ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice will state that the Policy and Procedures are available on request at the Charter School's front office.

Suspended or expelled students will be excluded from all school and school-related activities unless otherwise agreed to during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process for such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in Education Code section 47605, subdivision (c)(5)(J)(ii) (for suspension of 10 days or more and all other expulsions for disciplinary reasons, timely written notice of the charges against the pupil, an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate) before the effective date of the action. of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions as enumerated below.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including, but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; and/or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses - Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - ~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.~~
 - l) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the

replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” will include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate

violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act will not constitute

pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal (Chancellor) or designee's concurrence.

2. Non-Discretionary Suspension Offenses - Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal (Chancellor) or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses - Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
- f) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription

products by a pupil.

- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- o) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” will include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases., or the personal property of the person threatened, or his or her immediate family.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to pupils in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student

or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section will apply to pupils in any of grades 4 to 8, inclusive.

- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an

electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act will not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (3)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal (Chancellor) or designee’s concurrence.

4. Non-Discretionary Expellable Offenses - Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal (Chancellor) or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student will be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions will be initiated according to the following procedures:

1. Conference

Suspension will be preceded, if possible, by a conference conducted by the Principal (Chancellor) or the Principal (Chancellor)'s designee with the student and parents and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal (Chancellor) or designee.

The conference may be omitted if the Principal (Chancellor) or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference will be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, will not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal (Chancellor) or Principal (Chancellor)'s designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal (Chancellor) or designee upon either of the following: 1) the pupil's presence may be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension may be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures

herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Oxford Preparatory Academy Board of Directors following a hearing before it or by the Oxford Preparatory Academy Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Executive Director or designee as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Oxford Preparatory Academy Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Principal (Chancellor) or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing will be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it will be deemed served upon the pupil. The notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that will be examined only by the Charter School or the hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony;
(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she

testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness will be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The entity/person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity/person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing will permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness will have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness will be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness will be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing will be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact will be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel will be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness will have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel will be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Oxford Preparatory Academy Board of Directors will be made within ten (10) school days following the conclusion of the hearing. The decision of the Oxford Preparatory Academy Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil will immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal (Chancellor) or designee, following a decision of the Board to expel, will send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice will also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal (Chancellor) or designee will send a copy of the written notice of the decision to expel to the District. This notice will include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School will maintain records of all student suspensions and expulsions at the Charter School. Such records will be made available to the District upon request.

K. No Right to Appeal

The pupil will have no right of appeal from expulsion from the Charter School as the Oxford Preparatory Academy Board of Director's decision to expel will be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled will be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School will work cooperatively with parents/guardians, as requested by parents/guardians, or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation

Students who are expelled from the Charter School will be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date no later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school will be in the sole discretion of the Board following a meeting with the Principal (Chancellor) or designee, the pupil, and parent/guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal (Chancellor) or designee, will make a recommendation to the Oxford Preparatory Academy Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team will review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the Oxford Preparatory Academy – South Orange County Charter School Renewal Petition

parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above

is applicable for the child, the conduct will be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team will:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the

child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal (Chancellor) or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting will be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School will be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it will proceed with the proposed

discipline. The Charter School will conduct an expedited evaluation if requested by the parents; however, the student will remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School will not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT PROGRAMS AND BENEFITS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code § 47605(c)(5)(K)

A. Retirement Programs

OPA will offer social security benefits and may also offer additional retirement programs (e.g. California State Teachers’ Retirement System (“STRS”), California Public Employees’ Retirement Systems (“PERS”), 401(k) and/or 403(b)) at the discretion of the Board of Directors. All STRS contributions withheld from employees’ salaries and reported from OPA will be forwarded to the Orange County Department of Education as required, and OPA will continue to comply with all policies and procedures for payroll reporting. The Board of Directors, under the advisement of the Executive Director, will ensure that such retirement coverage is arranged or administered through the Charter School’s business services provider and will forward any required payroll deductions and related data to Orange County Department of Education as required by Education Code § 47611.3. The Oxford Preparatory Academy Board of Directors also reserves the right to offer additional retirement plans as it deems appropriate.

B. Employee Benefits

All full-time employees will receive a comprehensive compensation and benefit package that will include, but not be limited to, workers’ compensation, unemployment insurance, Medicare, and STRS or PERS (if eligible) or Social Security. Full-time employees (30 hours or more per week) will receive additional benefits including, but not limited to health, dental, vision, and related benefits. Part-time contractual employees may receive the same compensation benefit package pro-rated based on the number of part-time contractual hours worked, at the discretion of the Oxford Preparatory Academy Board of Directors.

The Executive Director and/or Principal (Chancellor) may offer additional incentive compensation to those staff members performing additional responsibilities when ratified by the Oxford Preparatory Academy Board of Directors.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code § 47605(c)(5)(L)

Pupils who choose not to attend OPA may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Alternative schools for students living within the District attendance area will be the same as those offered to all other students currently residing in the District. The parents/guardians of each student enrolled in OPA will be informed, on admission forms, that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in OPA, except to the extent that such right is extended by the local education agency.

The governing board of a school district will not require any pupil enrolled in the school district to attend a charter school.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code § 47605 (c)(5)(M)

No public school district employee will be required to work at OPA. Persons employed by Oxford Preparatory Academy will not be considered employees of the District or County for any purpose whatsoever. Employees of the District or County who resign from District or County employment to work at OPA and who later wish to return to the District or County will be treated the same as any other former District or County employee seeking reemployment. All provisions pertaining to leave and return rights for District or County union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. OPA will not have any authority to confer any rights to return on District or County employees. Charter School employees will have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in a school district after employment in the Charter School that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law. Employment by Oxford Preparatory Academy will provide no rights of employment to any other entity, including but not limited to, any rights in the case of closure of OPA.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605(c)(5)(N)

The Executive Director and Corporate Board of Directors of Oxford Preparatory Academy will agree to resolve all disputes regarding this charter pursuant to the terms of this charter.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, will be handled through an informal process in accordance with the following procedures:

1. Written Notification

A written notification, identifying the nature of the dispute and any supporting facts, must be submitted with a signature to the Oxford Preparatory Academy Corporate Board of Directors or Capistrano Unified School District Superintendent.

The written notification may be tendered by personal delivery, facsimile, or certified mail. The written notification will be deemed received if: (a) it is personally delivered by 4:00 PM or otherwise on the business day following personal delivery; (b) it is communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. Mail. All written notices will be addressed as follows:

Oxford Preparatory Academy Charter Schools C/O Executive Director
81 Columbia, Suite 101
Aliso Viejo, CA 92656
~~9870 Research Drive~~
~~Irvine, CA 92618~~

Capistrano Unified School District
C/O Superintendent
33122 Valle Road
San Juan Capistrano, CA 92675

2. Written Response

A written response will be tendered to the other party within twenty (20) business days from the date of receipt of the written notification. The parties will agree to schedule a conference to discuss the claim or controversy (“Resolution Conference”). The Resolution Conference will take place within fifteen (15) business days from the date the written response is received by the other party. The written response may be tendered by personal delivery, facsimile, or certified mail. The written response will be deemed received if: (a) it is personally delivered by 4:00 PM or otherwise on the business day following personal delivery; (b) it is communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. Mail.

3. Mediation for Non-Agreement

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Resolution Conference, then either party may request that the matter be resolved by mediation. Each party will bear its own costs and expenses associated with the mediation. Both the mediator and the administrative fees of the mediation will be shared equally among the parties. Mediation proceedings will commence within forty-five (45) days from the date of the Resolution Conference. The parties will mutually agree upon the selection of the mediator to resolve the controversy, claim or dispute (any dispute between the County and the Charter School that cannot be resolved through informal consultation by the parties). If

the dispute remains unresolved after mediation, both Oxford Preparatory Academy and Capistrano Unified School District will be deemed to have exhausted their administrative remedies, thus allowing either party to pursue any further legal remedy under the law.

4. Refusal to Mediate

Any party who fails or refuses to submit to mediation will bear all costs and expenses incurred by such other party in compelling mediation of any controversy, claim, or dispute.

A. Internal Disputes

All internal disputes between faculty, staff, parents, administrators, and/or Board members of the Charter School will be resolved by the Charter School according to the Charter School's own internal policies. The District will not be involved with internal disputes of the Charter School unless the Charter School requests the District involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

Neither the District nor the Charter School can guarantee timely resolution of disputes when the parties disagree and mediation fails because neither party can control the time for judicial review.

This will not inhibit or restrict in any way the District's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the District to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked. These reasons include, but are not limited to, violation of the law, violations of the charter, health and safety issues, and financial mismanagement.

Disputes Relating to Charter Revocation

The District will follow all procedures contained in Education Code Section 47607 and the corresponding implementing regulations approved by the State Board of Education in the event that it initiates the charter revocation process.

B. Complaint Procedure for Parents and Students

OPA will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This will include any investigation of any complaint filed with OPA alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. OPA will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Oxford Preparatory Academy will adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ELEMENT 15: SCHOOL CLOSURE PROTOCOL

“The procedures to be used, if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605(c)(5)(O)

Closure Procedures

The following procedures will constitute the “Closure Protocol” and will apply in the event OPA ceases to be a charter school or otherwise closes for any reason:

Any decision to close OPA as a charter school operating pursuant to this Charter will be documented by official action of the Oxford Preparatory Academy Board of Directors (“Closure Action”). The Closure Action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action will be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and the Board of Directors elects not to appeal or otherwise challenge the revocation or non-renewal, the Board of Directors votes to close OPA, or the Charter lapses. The Closure Action will also identify an entity and person or persons responsible for closure-related activities.

In the event of a Closure Action, the following steps will be implemented:

1. The Charter School will promptly notify the District of the determination of the Closure Action and of the effective date of the closure as a charter school within five (5) business days of the Closure Action.
2. OPA will send written notification to the home districts of the list of returning students within five (5) business days of the determination of the Closure Action. In addition, the District will be provided with a list of students indicating their last known district of residence.
3. Written notification of the Closure Action and the effective date of closure of OPA will be made by OPA to the California Department of Education, the Orange County Department of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security) by registered mail within five (5) business days of the Closure Action. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
4. Upon closure, Oxford Preparatory Academy (the non-profit public benefit corporation) will remain solely responsible for all liabilities arising from the operation of the Charter School.
5. Oxford Preparatory Academy, Inc. will ensure notification to the parents and students of OPA of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within ten (10) business days of the Closure Action. The written notification will include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records, and advise parents/guardians that Oxford Preparatory Academy will provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.
6. Oxford Preparatory Academy, Inc. will provide the receiving school districts with copies of all appropriate student records within twenty (20) business days from the determination of the Closure Action or within twenty (20) business days of the last student attendance day at OPA if OPA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist

students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 USC Section 1232(g). Oxford Preparatory Academy will ask the District to store original records of Charter School students.

7. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
8. As soon as is reasonably practical, Oxford Preparatory Academy will prepare final financial records. Oxford Preparatory Academy will also have an independent audit completed by an independent auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. Oxford Preparatory Academy will pay for the final audit. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by the Charter School will be the responsibility of Oxford Preparatory Academy and not the District. Oxford Preparatory Academy understands and acknowledges that Oxford Preparatory Academy will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oxford Preparatory Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
9. Oxford Preparatory Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.
10. Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, real estate, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Oxford Preparatory Academy and, if upon the dissolution of Oxford Preparatory Academy, will be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District.
11. For six (6) calendar months from the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
12. As the Charter School is operated by Oxford Preparatory Academy, a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
13. In addition to the final audit, Oxford Preparatory Academy will also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.
14. As specified in the Budget (found in the *Appendix I*), Oxford Preparatory Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the charter school are to be provided.” Education Code § 47605(h)

The Board of Directors will set the Charter School’s administrative and fiscal policy. OPA’s Executive Director will ensure that the educational philosophy and mission will be implemented. The Principal (or Chancellor) will oversee the day-to-day operation of the Charter School. Oxford Preparatory Academy has contracted with ~~an experienced back office service provider and~~ consultants to work in conjunction with our Business Services and/or Human Resources/Payroll Departments to perform all day-to-day administrative functions.

A. Accounting and Business Services

~~The Oxford Preparatory Academy Board of Directors will oversee the work of the back office services provider and consultants, who handle business functions while working collaboratively with OPA, including, but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, and attendance reporting. The provider and consultants will also assist OPA staff and the Board of Directors on business issues that could arise during the year. The provider and consultants will assist with monitoring the annual budget providing monthly financials and cash flow projections.~~ The Oxford Preparatory Academy Board of Directors will oversee the work of consultants, who handle business functions while working collaboratively with OPA, including, but not limited to: government financial reporting, general accounting, and payroll.

~~OPA currently works with ExED as its back office services provider, until such time that OPA provides its own financial/business services.~~ All financial reporting, including budgets, ADA reports, and retirement reporting, will be implemented in accordance with state law and regulations.

The Board of Directors currently contracts with a non-profit public benefit corporation which provides the Charter School with services and technical assistance that may include: leadership and professional staff development; marketing; grant applications; facilities assistance; data analysis; charter petitions and related documents; and human resources and business.

B. Criteria for Contract Services

Oxford Preparatory Academy will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Oxford Preparatory Academy approves only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

FACILITIES

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(h)

OPA is located at 23000 Via Santa Maria, Mission Viejo, CA 92691. OPA currently has a Facilities Use Agreement with the District in place through the end of the 2023-24 school year regarding use of this facility. Oxford Prep looks forward to working with the Capistrano Unified School District to continue housing the

projected enrollment contained in the charter petition. OPA also requests that the District continues to allocate space to house the Charter School's independent study meetings/instruction as is currently agreed to.

IMPACT ON DISTRICT AND LIABILITIES

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(h).

Intent

This statement is intended to fulfill the terms of Education Code Section §47605(h) and provides information regarding the proposed operation and potential effects of OPA on the District.

Civil Liability

OPA is operated by Oxford Preparatory Academy, a California non-profit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The

specific purpose for which the corporation is organized is to oversee, manage, operate, advise, guide, direct, promote, support and hold charters or contracts for one or more public charter schools.

Pursuant to Education Code Section §47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. OPA works diligently to assist the District in meeting any and all oversight obligations under the law, including periodic meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of OPA.

The Bylaws of Oxford Preparatory Academy provide for indemnification of Oxford Preparatory Academy's Board of Directors, officers, agents, and employees, and Oxford Prep has purchased general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of Oxford Preparatory Academy.

The Board of Directors of Oxford Preparatory Academy continue to institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Indemnification

Oxford Preparatory Academy shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its trustees, officers, employees, and agents (collectively hereinafter "District and District Personnel") against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity other than District or District Personnel, arising out of Oxford Preparatory Academy's operations, including operation of the Charter School (including the use of any District or private property) or from the conduct of Oxford Preparatory Academy's business or from any activity, work, or other things done, permitted or suffered by Charter School in or about its campus or other facilities occupied by Oxford Preparatory Academy or the Charter School. This indemnity and hold harmless provision shall exclude actions arising out of the willful negligence or intentional acts, errors or omissions of the District and/or District Personnel.

Insurance Requirements

No coverage will be provided to Oxford Preparatory Academy by the District under any of the District's self-insured programs or commercial insurance policies. OPA will secure and maintain, as a minimum, insurance as set forth below to protect Oxford Preparatory Academy from claims which may arise from its operations.

It will be OPA's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

OPA will maintain the following insurance policies:

1. Coverage of at least \$1,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of OPA, its Corporate Board of Directors, officers, agents, employees, or students. The policy will name the District as an additional insured on such policy.

2. Workers' Compensation Insurance, in accordance with provisions of the California Labor Code, to protect OPA from claims that may arise from its operations pursuant to the *Workers' Compensation Act* (Statutory Coverage). The Workers' Compensation Insurance coverage will also include Employers Liability coverage with limits of \$1,000,000 per occurrence, \$1,000,000 aggregate.
3. Fidelity Bond coverage will be maintained by OPA to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage will be \$50,000 per occurrence.
4. Professional Educators (Errors and Omissions) Liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$1,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

Evidence of Insurance

Upon receipt from the insurance carrier, Oxford Preparatory Academy will furnish to the District within thirty (30) days of all new policies inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.

Risk Management

Oxford Preparatory Academy will adhere to the following Risk Management Guidelines:

1. The Oxford Preparatory Academy Board of Directors adopted a resolution with administrative rules and regulations concerning risk management and safety prior to the opening of the Charter School.
2. Oxford Preparatory Academy will adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and provide assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. At a minimum, Oxford Preparatory Academy will require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Oxford Preparatory Academy and the District from any and all losses which may occur, however caused, as a result of the user group use of the facility.
4. Oxford Preparatory Academy will conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk management guidelines. Defective or dangerous conditions discovered through these inspections will be promptly corrected. Oxford Preparatory Academy will keep written records of these inspections on file for at least one (1) year after the date of the inspection.
5. Oxford Preparatory Academy will obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities.
6. Oxford Preparatory Academy employees and parent volunteers will provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on OPA business or activities. Only participants in the activity will ride in the vehicle while it is being driven on school business.

7. Oxford Preparatory Academy will not allow employees or the public to use the Charter school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students will have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and will only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
8. Oxford Preparatory Academy will comply with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling of sexual harassment complaints, and conducting business in a nondiscriminatory manner.
9. When Oxford Preparatory Academy decides to use the services of independent contractors rather than hiring employees, Oxford Preparatory Academy will be responsible for proper risk management of those activities. Oxford Preparatory Academy will also assume responsibility for any taxes and penalties, which may be assessed by the U.S. Internal Revenue Service or California Franchise Tax Board.

FINANCIAL STATEMENTS

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation." Education Code § 47605(h)

The following documents, based upon the best data available to the petitioners at this time, can be found in Appendix I

- Three (3) Year Budget Projection;

- Three (3) Year Revenue Projection;
- Three (3) Year Expense Detail;
- Model Assumptions;
- Budget Notes;
- Enrollment Assumptions;
- Payroll and Staffing Detail;
- Three (3) Year Cash Flow Projections; and
- Local Control Funding Formula (“LCFF”) Schedule.

These documents are based upon the best data available to the petitioners at this time, including the most recent LCFF projections.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.



OXFORD
PREPARATORY ACADEMY

APPENDIX