

December 27, 2013

John Alpay, President
Board of Education
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675



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

Dear President Alpay and Members of the Capistrano Unified School District Board of Education:

Thank you for supporting Oxford Preparatory Academy – South Orange County (“Oxford Prep”). We are excited to share the success of the past two years with Capistrano Unified School District (CUSD), as well as revisit the components of our charter petition. We look forward to the future and a continuous and flourishing relationship 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 Oxford Prep, 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 Prep – 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.

Sue Roche
Lead Petitioner
Oxford Preparatory Academy

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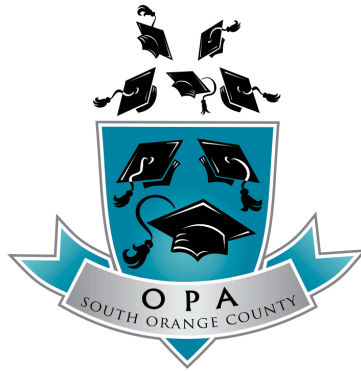
AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Sue Roche, hereby certify that the information submitted in this petition for renewal of a California public charter school named Oxford Preparatory Academy—South Orange County Charter School (the “Charter School”), and located within the boundaries of the San Juan 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 renewal, 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:

- The Charter School shall 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(c)(1)]
- Oxford Preparatory Academy, Inc. shall be deemed the exclusive public school employer of the employees of Oxford Prep for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall 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 shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall 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 noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, 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).
- The Charter School shall 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)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act and all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

<Authorized Lead Petitioners Signature Pages Follow>



OXFORD

PREPARATORY ACADEMY

Lead Petitioner Signature Page

Sue Roche

Name (Signature): _____

Name (Printed): _____

Date: _____

FOUNDERS' VISION/TRACK RECORD OF SUCCESS

Sue Roche, Founder, Executive Director of the school, opened Oxford Preparatory Academy - Chino Valley in 2010 and Oxford Preparatory Academy - South Orange County in 2011.

In its first year of California State Testing, with a diverse population of over 950 students, OPA - Chino Valley achieved an Academic Performance Index (API) score of 957, the top score in San Bernardino County. The school API increased to 972 in 2012, remaining the top scoring school in the county. OPA – Chino Valley obtained a Statewide and Similar Schools Ranking of 10 in 2011, the highest achievable mark for each ranking. In 2013, they tied for the top performing school in the county.

The South Orange County campus opened its first year with a 993 API, the second highest scoring school in Orange County. Both the Chino Valley and South Orange County campus met their Annual Yearly Progress (AYP) requirements for subgroup performance and participation rate. In 2013, their API of 990 is the highest in the Capistrano Unified School District. Other significant accomplishments include:

- Oxford Prep met statewide AYP goals for the 2011-2012 and 2012-2013 school years.
- In 2012, Oxford Prep received a 10/10 for Statewide and Similar School Rankings.
- Oxford Prep has maintained a 10/10 GreatSchools.org rating as well as a 5 star Community rating.
- Oxford Prep ranked number one in Orange County for K-8 schools for both years of existence.
- A daily attendance rate of over 98% has been maintained each year, with 99.2% last year.
- 98% of parents surveyed agreed that Oxford Prep creates an environment where children can succeed.
- 98% of parents surveyed agreed that the “collegiate” theme is prevalent throughout the school and encourages the pursuit of high academic achievement.
- Oxford Prep received a clean audit and has maintained a balanced budget in all operating years.
- Oxford Prep has maintained a 1000+ waitlist for both years of existence.
- Oxford Prep ranked #1 among all Orange County elementary schools in the January 2013 issue of Parenting OC magazine.

Prior to Oxford Preparatory Academy, Mrs. Roche worked for the Chino Valley Unified School District for approximately twenty-nine (29) years. She opened three schools within the Chino Valley Unified School District: Rolling Ridge Elementary, Country Springs Elementary, and Edwin Rhodes Elementary School. Edwin Rhodes opened in 2003 and within five years, became the number one school in San Bernardino County, with an API score of 965 in 2009. Additionally, Rhodes met all Annual Yearly Progress criteria goals each year of Mrs. Roche’s tenure. Oxford Prep is a center for higher learning in South Orange County where students from transitional kindergarten to eighth grade are inspired to pursue university level academic studies. Our students gain skills to be successful in the global community of the 21st century. Students do not just meet, but exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that makes them self-motivated, competent, and lifelong learners. Staff collaboration, continual reassessment of practices based upon on-going performance measures, and recognition of the special learning needs of every child, make Oxford Prep a place where achievement is the norm, challenges are viewed as temporary obstacles, and success is applauded.

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

Our Founding Families bring valuable input to various aspects of the operations of the charter school. Our school community reflects a diverse and talented group of individuals who contribute a broad base of professional and/or volunteer support. These individuals have been active in the community and school system, and are familiar with the various details of operating a school. The Lead Petitioner-and the Board of Directors have their resumes attached in the Appendices and shall be denoted with a (R) following their name.

Lead Petitioner

Sue Roche (Executive Director) (R) successfully opened Oxford Preparatory Academy - Chino Valley in 2010 and Oxford Preparatory Academy - South Orange County in 2011.

In its first year of California State Testing, with a diverse population of over 950 students, OPA - Chino Valley achieved an Academic Performance Index (API) score of 957, the top score in San Bernardino County. The school API increased to 972 in 2012, remaining the top scoring school in the county. OPA – Chino Valley obtained a Statewide and Similar Schools Ranking of 10 in 2011, the highest achievable mark for each ranking. In 2013, they tied for the top performing school in the county.

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Prior to Oxford Preparatory Academy, she worked for the Chino Valley Unified School District for approximately twenty-nine (29) years. From January through June of 2010, Mrs. Roche served as Principal on Assignment working directly with school site administrators on data analysis, instructional strategies, and curriculum implementation.

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

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

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

Her first administrative position was at Anna Borba Fundamental Elementary School in 1985. She implemented and maintained the fundamental school concept, and provided instructional leadership that resulted in an increase in

enrollment. As a result, this fundamental school concept was expanded to a new K - 8 Fundamental School. In addition, Anna Borba Fundamental ranked number one with the highest performing students in the District and in the County of San Bernardino.

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

Mrs. Roche obtained both her Master of Science degree in Educational Administration (1984) and her Bachelor of Arts (1978) from California State University, Fullerton. In addition, she earned her Multiple Subject Life Credential from California Polytechnic University, Pomona in 1979.

Board of Directors

Bob Kuhnert (Chairman) (R) spent nearly thirty years as a highly regarded Deputy District Attorney in the County District Attorney's Office in Los Angeles, California. He was a supervisor in major litigation and was responsible for overseeing 250 attorneys and their supervisors. During this time, he was Director of Special Operations involving supervision of major units such as: Domestic Violence, Major Crimes, Special Investigations, Sex Crimes, Major Narcotics, Consumer and Environmental Protection and Welfare Fraud. Mr. Kuhnert received a prestigious award from the L.A. County Marshall Service, and was also awarded for recognition of gang activity prosecution from the City of Norwalk. Earlier in his career, he was a Case Brief Writer and Editor, reviewing all Appellate and California Supreme Court criminal case decisions and the author of briefs on the rulings. He was also an extremely successful attorney in the Anti-Trust Division, investigating and prosecuting Sherman Anti-Trust Act violations. He considers education a top priority and graduated Magna Cum Laude from the University of San Diego with a Juris Doctorate Degree. Mr. Kuhnert received a B.S. in History and Political Science at San Diego State University, also graduating Magna Cum Laude. He is a member of the California State Bar Association and Municipal Advisory Council, reporting to the County Board of Supervisors. He was responsible for incorporating the city of Diamond Bar, and to show his support for education, he became a Walnut Valley Unified School District Board member, where he served for four years.

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

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

through AYSO and Cal South Soccer. He has also helped donate over \$50,000 in books to schools over the last fifteen years.

Bob Lehmeier (Treasurer) (R) strongly believes in putting students first and removing any obstacles or limitations that prevent success in education. He attended San Diego Mesa College and has a California Real Estate License. Mr. Lehmeier has extensive business experience including being the Assistant General Manager of Dave and Busters, Co-owner/General Manager of Aubergine Restaurant, Bar, and Club and Co-owner/General Manager of Axis Martini Bar and Restaurant, all in San Diego County. During his tenure as a real estate agent for One Source Realty/GMAC Real Estate and Coldwell Banker Residential/Commercial Real Estate he earned Top Honors in Real Estate Sales from 2003-2010. Currently Mr. Lehmeier works as a Real Estate Agent for Keller Williams Residential/Commercial Real Estate in Del Mar/Carmel Valley. His responsibilities include large scale development projects, contract negotiations, ethical representation of clients, and contracts. His professional affiliations include membership in the National Association of Realtors, California Association of Realtors, San Diego Association of Realtors, and the San Diego County Republican Party.

Dr. Greg Maddex (Member) (R) is one of the most sought after doctors in Los Angeles and Orange County specializing in Family Medicine, Addiction Recovery, Sports Medicine, and Emergency Care. He received his Doctor of Osteopathy in 1978 from Michigan State University where he also earned his Bachelors of Arts in 1972. Dr. Maddex then completed his internship at the Fifth Avenue Medical Center in Seattle, Washington. His involvement with professional societies has included serving one-year terms as the president of the San Bernardino County Osteopathic Association and the American Osteopathic Academy of Addiction Medicine. Besides his private practice in Diamond Bar, Dr. Maddex has been the team physician for many athletic teams at schools such as Diamond Bar High School, San Dimas High School, Vashon High School (Vashon, Washington), and Mt. San Antonio College (Mt. SAC Relays and Women's Basketball). Additionally, Dr. Maddex has been the Expedition Physician for the Mountain Travel Andean Climbing Seminars and a lecturer for the Annual CME Scuba Seminars. He currently serves as the Medical Director of the Detox Unit at Doctors Hospital West Covina and is on the clinical faculty of Pomona Valley Medical Center, Still College of Osteopathic Medicine in Phoenix, Arizona, and the Touru University School of Osteopathic Medicine in Las Vegas, Nevada.

CHARTER RENEWAL REQUIREMENTS

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The Charter School has exceeded its 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. (Education Code Section 47607(b)(1))

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target School-wide*
2012	993	B	B	N/A
2013	990	A	-3	YES

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2013.
 "B" means the school did not have a valid 2012 Base API and will not have any growth or target information.

Oxford Prep has two numerically significant student subgroups – White, and Socioeconomically Disadvantaged – which had the following API scores:

2012-2013 API Growth Scores: Significant Student Subgroups*				
Subgroup	Numerically Significant in Both Years?	2013 API Growth Score	API Growth Target	Met Student Group's Growth Target?
White	Yes	988	A	Yes
Socioeconomically Disadvantaged	Yes	981	A	Yes

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2013.

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (Education Code Section 47607(b)(2))

Year	Statewide Ranking*
2012	10

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

Year	Similar Schools Ranking*
2012	10

* Source: CDE DataQuest, accessed October 31, 2013.

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

A. Vision

The vision of Oxford Preparatory Academy – South Orange County is to maintain a center for higher learning in South Orange County where students from transitional kindergarten (TK) to eighth grade are inspired to pursue university level academic studies, as well as to gain skills to be successful in the global community of the 21st century. Our students not just meet, but exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that make them self-motivated, competent, and lifelong learners.

The preparatory academy is named after Oxford University, which is regarded as one of the world's leading academic institutions. The staff of Oxford Prep creates a collegiate-inspired atmosphere that supports our school 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*

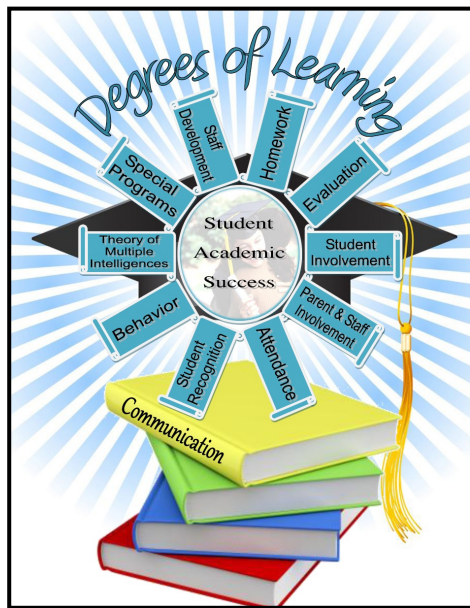
Creating long-term academic success takes place through a school-wide, data driven model of reform that shapes the culture of high expectations for every student on campus. This is accomplished by promoting college readiness for all students the moment they arrive at Oxford Prep.

Oxford Prep staff members merge their collective experience to formulate consistent language, policies, and programs to support school-wide goals. Adherence to a rigorous curriculum (Common Core State Standards and California Content Standards) and a focus on student learning are the pillars of our philosophy. To emphasize high academic standards, our core instructional strategy is 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, enabling students to believe that they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that differing needs are met and the student retention of information is maximized.

B. Mission and Goals

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

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



- Each year, state mandated assessments, as well as multiple measures and authentic assessments, are/will be utilized to create a plan for improving our academic program.
- After goals are identified, the staff articulates strategies for target improvement areas, including professional development, instructional methods, and curricular materials.
- Planning is accomplished using Common Core State Standards and California Content Standards.
- The focus is “student academic success.” The scrolls (Homework, Evaluation, Student Involvement, Parent and Staff Involvement, Attendance, Student Recognition, Behavior, Theory of Multiple Intelligences, Special Programs, and Staff Development), grounded in consistent and clear “communication” (see graphic), represent all vital components that make this happen.
- Decision-making and program development by stakeholders (administration, teachers, parents, and other staff) tie into this belief regarding overall student success (See Element 1, Section: How Oxford Prep Achieves Student Academic Success: Parent and Staff Involvement).

We fulfill our mission by:

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

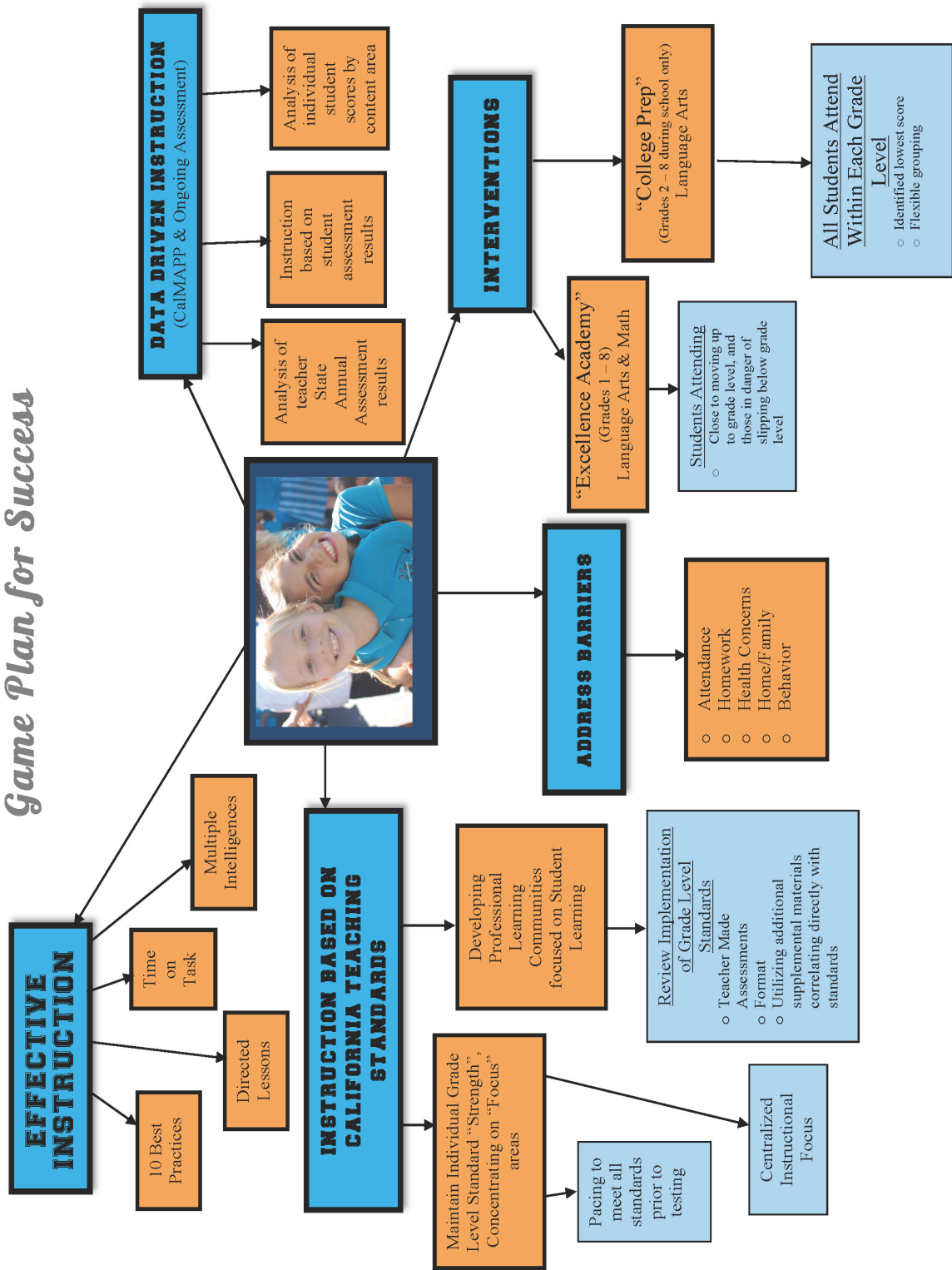
2. Providing a structured environment conducive to learning:
 - Use classroom management techniques and student study skills that lead to student success
 - Utilize Student Success Team to identify and intervene early for at-risk students
 - Provide immediate response to intervention
 - Maximize student academic learning time by actively engaging students in standards based bell-to-bell instruction
3. Expecting active parent participation and support of school policies and programs:
 - Maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program of Oxford Prep.
4. Implementing the Theory of Multiple Intelligences as part of instruction to:
 - Address the learning styles and modalities of all students
 - Teach the content of the Common Core State Standards and California Content Standards through all eight intelligences, allowing students to learn, comprehend, and retain information
 - Empower students to create, classify, imagine, infer, select, and appraise and/or evaluate in learning situations
5. Offering on-going teacher and parent training to:
 - Discuss information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development
 - Provide the parental community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process
 - Use of Professional Learning Communities (PLCs) to plan, assess materials and techniques, and develop new strategies for engaging students in the curriculum
6. Maintaining consistent communication between home, school, and community:
 - Provide many opportunities for parents to become involved with, and informed of, student progress
 - Keep parent communication current through the use of technology (including web sites and e-mail) and daily student agendas
7. Engaging in community service-based (Service Learning) activities embedded throughout grade level standards instruction:
 - Provide multiple opportunities for students to participate in community service-based projects
 - Foster students' civic responsibility and the understanding of their role in the global community
 - Connect curricular concepts with service-centered activities
8. Ensuring all students are minimally performing at grade level on all state adopted standards, per applicable state and federal accountability requirements:
 - All students must read and comprehend at grade level before entering the next grade (Refer to "Promotion/Retention")
 - All students must demonstrate grade-level numeracy skills before entering into the next grade (Refer to "Promotion/Retention")
 - Attendance must be 98% or greater to provide the greatest opportunity for student academic success
 - In the event students are not meeting grade level goals, an action plan (See Appendices for *Academic Strategic Success Plan*,) may be initiated, which may include, but not be limited to before and/or after school intervention, counseling, etc.

9. Including world languages as part of the curriculum:
 - Allow children to compete in the global marketplace
 - Enable student preparation for the international dimension that reflects the changed world environment and increasingly diverse U.S. population
 - Provide a strong foundation for future careers

10. Developing and revising, on a yearly basis, the Game Plan for Success (see graphic on page below):
 - Center on school-wide academic goals – we will exceed the minimal state and federal proficiency requirement
 - Utilize quality instruction (effective, data-driven, and based on California Teaching Standards)
 - Address barriers preventing students from being successful
 - Provide quality, standards-based intervention opportunities for students before, during, and after the school day

OXFORD PREPARATORY ACADEMY

Game Plan for Success



C. **Educational Philosophy**

Oxford Prep provides a rigorous, academic curriculum within a student-centered environment, which enables our students to be successful in further academic pursuits. All students are held to high academic and behavioral standards and perform service to the greater community.

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

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

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

I. **Instructional Methodology – Theory of Multiple Intelligences**

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

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

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

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

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

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 eight different intelligences to account for a broader range of human potential in children and adults. An eighth intelligence was added in 1988. The brief explanations of these intelligences are:

Linguistic Intelligence: The ability to 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;

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. 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.

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, and leadership as well as 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.

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

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

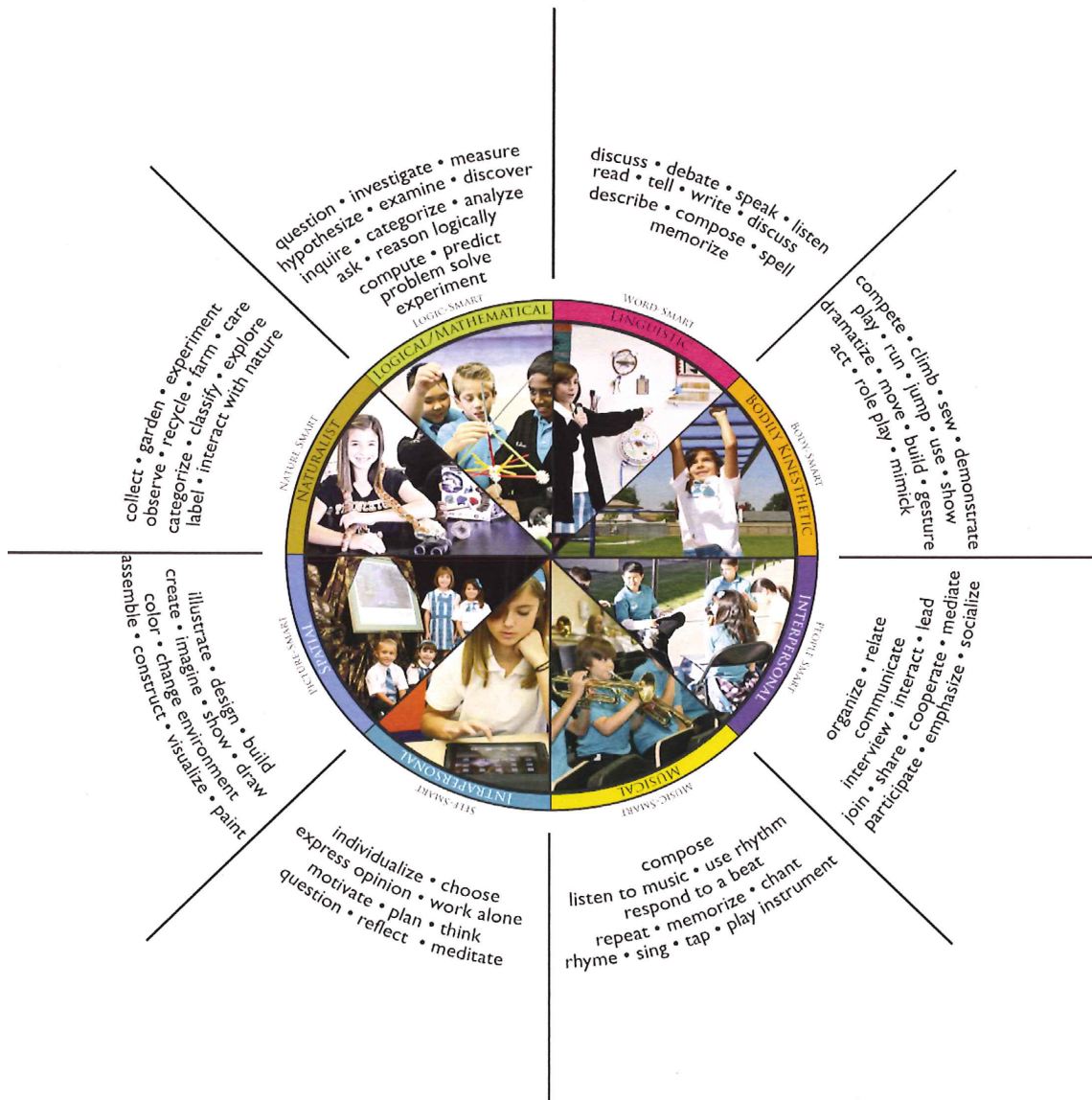
We have created a school environment that focuses on the premise that all children are gifted and can learn. One method Oxford Prep utilizes to assess student giftedness is a Multiple Intelligences Assessment to gain an understanding of how they learn.

Teaching the content of the state standards through all eight intelligences allows students to comprehend and retain information based on the fact that they are receiving instruction in a variety of methodologies. Because all eight intelligences are addressed, we meet the learning styles and modalities of all the students in our classes. Empowering

children to think, create, and explore ensures that they successfully meet the Common Core State Standards and California Content Standards.

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

MULTIPLE INTELLIGENCES Lesson Planner Guide



Teachers are not expected to teach every State Standard using each of the eight intelligences for every lesson (from the video “Big Thinkers: Howard Gardner on Multiple Intelligences,” – Edutopia). However, when teachers understand and target student-learning strengths, the potential for student learning increases. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the Theory of Multiple Intelligences suggests several other ways in which the material might be presented to facilitate effective learning (Thomas Armstrong).

A priority in establishing 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. Realizing its importance, “Parent Collegiate Days” (workshops) are held in order to share pertinent information and up-to-date research.



Besides using Multiple Intelligences techniques in the classroom on a daily basis to teach State Standards, the staff creates a series of elective courses called M.A.J.O.R.S. (Making Academic Jumps Over Rigorous Standards) Classes, focusing on a central theme that all first through eighth grade students take periodically throughout the year. The courses are designed to enhance each of the intelligences, which every student possesses. A primary component of this school-wide 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:

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

A few examples of courses that have been taught as part of these enrichment courses are:

- Animal Lovers Unite;
- Messing with Mud;
- Sports Fanatic;
- School of Rock; and
- Sew You Think You Can Bake?

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

For more information on the Theory of Multiple Intelligences, see Appendices for Multiple Intelligences.

2. Instructional Methodology – Research-Based Strategies

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

Teachers use these strategies when planning a unit:

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

BEST PRACTICES:

Identifying Similarities and Differences

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

Summarizing and Note Taking

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

Reinforcing Effort and Providing Recognition

Teachers 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.

Homework and Practice

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

Nonlinguistic Representations

The “dual-coding” theory of information storage postulates that knowledge is stored in two forms—linguistic (words) and imagery (mental pictures). Teachers 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.

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.

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. Staff guides students to personalize goals, and teaches students how to effectively provide some of their own feedback. For example, students keep a chart of their accuracy, their speed, or both while learning a new skill.

Generating and Testing Hypotheses

While hypotheses can be approached inductively or deductively, generally speaking, deductive approaches 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.

Cues, Questions, and Advance Organizers

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

An example of how these “Best Practices” are used by our 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 cooperative learning project 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. Homework is assigned as practice after each lesson, and the teacher gives feedback on the assignment the following day.
- At the end of a unit, students work in cooperative learning groups to present an overview as well as similarities and differences to previously learned material found in the unit.

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

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

Specifically, faculty are trained to: (1) design standards-based instruction (using the principles of backwards design); (2) align appropriate assessments to the standards; (3) implement instructional activities that are aligned to standards and reflect research-based best practices; and 4) analyze student achievement outcomes to determine effectiveness. These strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students as well as our target population.

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

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

Stage 1: Unpacking and Prioritizing Common Core State Standards and California Content Standards

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

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

Stage 2: Aligning Assessments (Formative and Summative) to Common Core State Standards and California Content Standards

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

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

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

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including ELs, students with special needs, and Highly Gifted);
- Incorporating a Multiple Intelligences approach in lesson design and instruction to target the learning strengths of all students;
- Writing and using effective standards-based lesson plans;
- Exploring how all learners (including ELs, students with special needs, and Highly Gifted) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system.

All coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Sample instructional strategies include:

- Collaborative investigations and demonstrations;
- Mini-Lessons that address specific skills within the context of larger projects;
- Giving guidance and adequate time to self-reflect and self-assess;
- Authentic assessments, such as:
 - o Basic Phonics Skills Test (BPST);
 - o Mathematics assessment given to students at the beginning of the year, mid-year, and the end of the year to measure growth;
 - o Writing prompts;
 - o End of chapter tests;
 - o Quizzes;
 - o Teacher-made assessments; and
 - o Multiple Intelligence projects.
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;
- The involvement of community members and educational partners in instructional presentation; and
- Mentoring program(s).

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

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

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels

at Oxford Prep. Specifically, all teachers are charged with the responsibility of meeting no less than weekly, as a grade-level, to engage in lesson preparation, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

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

4. Instructional Methodology - GATE Strategies

Since the vision of Oxford Prep states that all students are unique and gifted individuals, the staff 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 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 are:

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

Novelty

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

Acceleration

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

Compacting

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

5. *Instructional Methodology – Service-Learning*

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

-Jack O’Connell, Former State Superintendent of Public Instruction

Oxford Prep includes, as part of its instructional program, the five (5) Key Elements of Service-Learning into the mission and vision of the total school educational program. Integrated throughout all curricular State Standards, service-learning projects, infused into lessons, enable all students from transitional kindergarten through eighth grade, to experience and engage in real life skills. Students acquire an appreciation of their roles in the global world, and develop civic ownership.

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

Element One

Meets a Real Community Need

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



Element Two

INTEGRATES INTO AND ENHANCES THE CURRICULUM

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



Element Three

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

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



Element Four

Helps Foster Civic Responsibility

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



Element Five

Provides Structured Time for Reflection

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



6. *Instructional Methodology - Bloom's Revised Taxonomy*

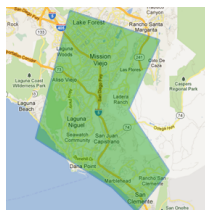
Oxford Prep incorporates Bloom's Revised Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students' thought processes. According to Bloom's Revised Taxonomy, human thinking skills can be broken down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

1. **Remembering:** remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
2. **Understanding:** grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
3. **Applying:** applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
4. **Analyzing:** breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
5. **Evaluating:** 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.
6. **Creating:** 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.

D. Achieving State Priorities

Oxford Prep will adopt a Local Control and Accountability Plan (LCAP) on an annual basis, starting in 2015 (E.C. §47606.5), to update specific goals that have been established. Following the release of the regulations and template for the LCAP from the State Board of Education (SBE), Oxford Prep will utilize all stakeholders to create a Local Control Funding Formula (LCFF) Implementation Plan. The Oxford Prep Board of Directors will adopt a plan by April 1, 2014. An LCAP Draft was created and is included in the appendices. The annual update will not be considered a material revision.

E. Who Does Oxford Prep Serve?



A majority of the students served by our school currently reside within the Capistrano Unified School District (CUSD) boundaries. The CUSD boundaries are comprised of seven (7) cities: San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo, and Rancho Santa Margarita. 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. We serve students from several cities of South Orange County, along with neighboring cities located near Orange County boundaries.

F. Oxford Prep 2012-13 Student Sub-Group Data

Listed on the following pages are our analyses of Oxford Prep’s students versus the Capistrano Unified School District’s (CUSD) comparison group schools (as identified in CUSD’s Proposition 39 Final Facilities Offer, March 27, 2013): Don Juan Avila Elementary School, Bergeson Elementary School, Canyon Vista Elementary School, Laguna Niguel Elementary School, Oak Grove Elementary School, Wood Canyon Elementary School, Aliso Viejo Middle School and Avila Middle School.

Racial and Ethnic Balance Data

Oxford Prep and Comparison Schools: Total Student Enrollment 2012-13

School	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Total
Aliso Viejo MS ¹	17.3%	0.3%	9.4%	0.1%	2.1%	0.7%	61.8%	8.2%	1,090
Canyon Vista ES ²	15.1%	0.0%	10.2%	0.0%	1.5%	1.1%	61.7%	10.2%	734
Crown Valley ES	24.0%	0.0%	2.2%	0.0%	0.8%	1.7%	68.0%	1.9%	362
Don Juan Avila ES	16.9%	0.0%	15.1%	0.1%	3.9%	1.0%	53.8%	8.8%	762
Don Juan Avila MS	16.9%	0.3%	11.6%	0.2%	2.6%	1.8%	58.2%	8.4%	1,200
Laguna Niguel ES	22.8%	0.2%	10.2%	0.2%	2.5%	0.8%	57.2%	5.9%	591
Marian Bergeson ES	18.5%	1.8%	12.3%	0.5%	2.8%	0.8%	54.3%	8.8%	611
Moulton ES	20.2%	0.2%	5.7%	0.6%	0.9%	1.2%	64.0%	6.1%	653
Oak Grove ES	20.9%	0.8%	11.5%	0.1%	2.6%	2.4%	51.7%	9.8%	764
Wood Canyon ES	31.8%	0.0%	8.6%	0.6%	5.3%	5.3%	44.7%	3.7%	512
Oxford Prep	10.2%	0.1%	8.3%	0.0%	2.3%	1.0%	73.1%	4.9%	772

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

¹Middle school

²Elementary school

The chart on the page above indicates that the predominant ethnic groups of Oxford Prep’s population in 2012-13 were White (73.1%), Hispanic or Latino (10.2%) and Asian (8.3%). Enrollment for the 2012-13 school year was impacted by a lottery of over 1,200 students, since more students enrolled during the thirty (30) day open enrollment than space provided for those students per the original charter petition.

**2013 Academic Performance Index (API) Results
OPA and CUSD API Subgroups by Comparison School**

Comparison Schools	School-wide	Asian	Hispanic or Latino	White	Two or More Races	Socio-economically Disadvantaged	Students with Disabilities	English Learners	2012 Statewide Ranking	2012 Similar Schools Ranking
Oxford Prep	990	1000	986	988	995	981	897	974	10	10
Aliso Viejo MS	928	982	876	936	943	857	722	775	10	6
Canyon Vista ES	894	969	857	892	916	802	729	926	10	2
Crown Valley ES	796	N/A	674	828	N/A	711	603	682	4	1
Don Juan Avila ES	904	992	833	902	942	834	775	877	9	2
Don Juan Avila MS	917	994	832	929	921	837	683	809	10	5
Laguna Niguel ES	892	942	785	917	923	782	758	802	9	4
Marian Bergeson ES	879	941	765	900	927	784	709	789	9	2
Moulton ES	901	938	842	914	930	791	768	834	9	6
Oak Grove ES	867	934	798	880	892	768	669	781	8	2
Wood Canyon ES	812	882	747	834	882	738	710	719	6	1

¹Middle school

²Elementary school

The chart shown above lists each of Oxford Prep’s numerically significant student subgroups and their performance on the 2012-13 STAR Test, utilizing Academic Performance Index (API) as the comparison tool. Oxford Prep outperformed all comparison schools in “schoolwide” performance and every subgroup area, as highlighted in yellow above. The cells highlighted in gray represent the second-highest performance amongst the comparison schools.

2012-13 Highest API Scores between Oxford Prep and Comparison Schools’ Subgroups

Subgroup	Oxford Prep – API	Highest Comparison Schools	+ or -
School-wide	990	928	+62
Asian	1000	994	+6
Hispanic or Latino	986	876	+110
White	988	936	+52
Two or More Races	995	943	+52
Socioeconomically Disadvantaged	985	857	+124
Students with Disabilities	897	775	+122
English Learners	981	926	+48

The Subgroups that show the highest achievement differential between Oxford Prep and the comparison schools are Oxford Prep/Socioeconomically Disadvantaged (+124), Oxford Prep/Students with Disabilities (+122), Oxford Prep/Hispanic or Latino (+110), and Oxford Prep/School-wide (+62).

**2012-13 Student Subgroup Performance
Oxford Prep – South Orange County**

Student Subgroups	# of Pupils	2013 API Growth
Ethnicities		
Asian	51	1000
Hispanic or Latino	81	986
White (not of Hispanic Origin)	330	988
Two or More Races	45	995
Other Subgroups		
Socioeconomically Disadvantaged	132	981
Students with Disabilities	32	897
Total		
<i>All Students Included in Growth API</i>	<i>518</i>	<i>990</i>

Significant Subgroup Performance and Participation - Annual Measurable Objectives (AMOs)

*Student Subgroups	% Proficient and Above		% Participation	
	English/ Language Arts (89.2% Target)	Mathematics (89.5% Target)	English/ Language Arts (95% Target)	Mathematics (95% Target)
School-wide	96.3	96.9	100	99
Hispanic	96.3	96.3	100	100
White (not of Hispanic Origin)	95.8	97.3	99	99
Socioeconomically Disadvantaged	96.2	97.7	100	100

* Only numerically significant subgroups are represented in this data. Under the state Academic Performance Index (API) system, schools and significant subgroups are required to meet 5 percent of the difference between the school or subgroup’s API and 800 or grow a minimum of five points, whichever is greater. A “numerically significant subgroup” has: a) 100 or more students with valid Standardized Testing and Reporting (STAR) test scores; or b) 50 or more students enrolled with valid test scores who make up at least 15 percent of the total valid test scores. In determining percent proficient calculations under Adequate Yearly Progress (AYP), the definition of numerical significance is the same as the API definition. However, in determining participation rate calculations under AYP, the definition is based on enrollment rather than the number of valid scores.

The table above demonstrates that Oxford Prep – South Orange County, has met and/or exceeded all Annual Yearly Progress (AYP) criteria, including percent proficient and participation rate, for its first year of state testing.

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) are the percent of students that must score Proficient or Advanced on English Language Arts and Mathematics tests aligned with state content standards. The 2013 test year minimum percentage (state target) was 89.2% for students who must score “at or above Proficient” for English-Language Arts and the percentage for Mathematics was 89.5%. Annual Yearly Progress (AYP) is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year’s goals (AYP targets and criteria). Schools and LEAs are required to meet or exceed requirements within each of the following four areas in order to make AYP annually:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—Annual Measurable Objectives (AMOs)
- Requirement 3: API as an Additional Indicator
- Requirement 4: Graduation Rate

If a school or an LEA misses one or more requirements it does not make AYP and may be identified for Program Improvement (PI). The “AYP Criteria” section describes the specifics for each of the four requirements (<http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide11.pdf>).

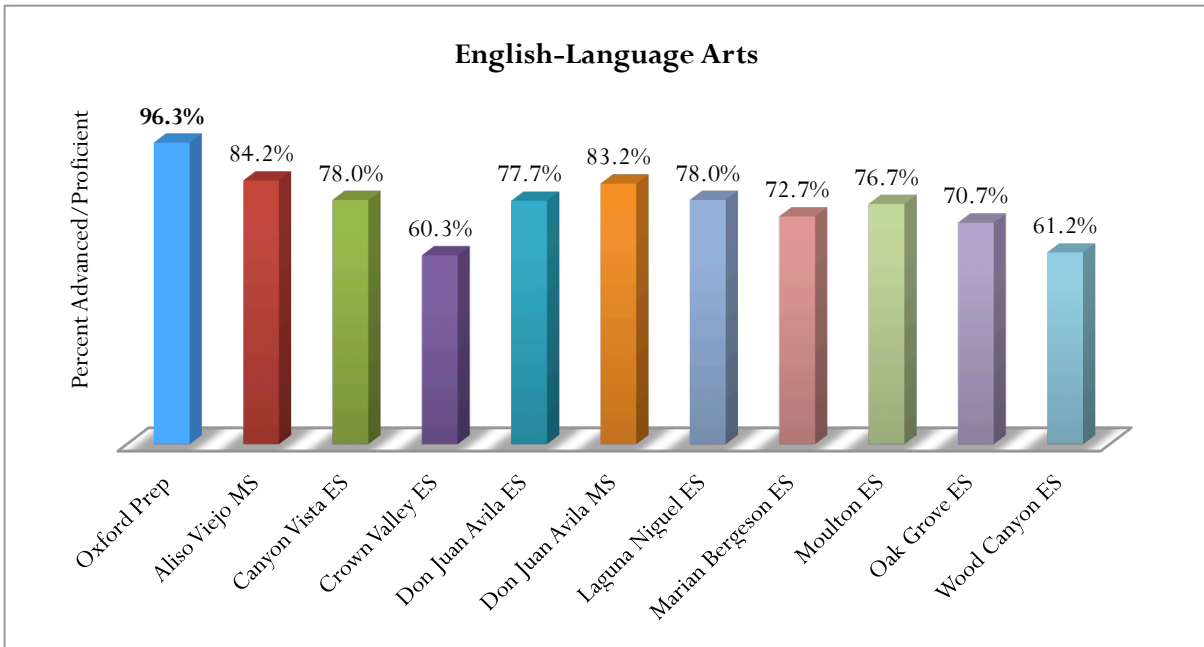
Oxford Prep students, as demonstrated by the following data and graph below, met all components of the AYP and the minimum proficiency targets for every subgroup category.

	Met 2013 Criteria for:					
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	Program Improvement Status
Capistrano Unified	No	No	No	Yes	Yes	Year 3
ELEMENTARY SCHOOLS						
Oxford Prep	Yes	Yes	Yes	Yes	N/A	No
Canyon Vista Elementary	No	No	No	Yes	N/A	Not Title 1
Crown Valley Elementary	No	No	No	Yes	N/A	Not Title 1
Don Juan Avila Elementary	No	No	No	Yes	N/A	Not Title 1
Laguna Niguel Elementary	No	No	No	Yes	N/A	Not Title 1
Marian Bergeson Elementary	No	No	No	Yes	N/A	Not Title 1
Moulton Elementary	No	No	No	Yes	N/A	Not Title 1
Oak Grove Elementary	No	No	No	Yes	N/A	Not Title 1
Wood Canyon Elementary	No	No	No	Yes	N/A	Not Title 1
MIDDLE SCHOOLS						
Aliso Viejo Middle	No	No	No	Yes	N/A	Not Title 1
Don Juan Avila Middle	No	No	No	Yes	N/A	Not Title 1

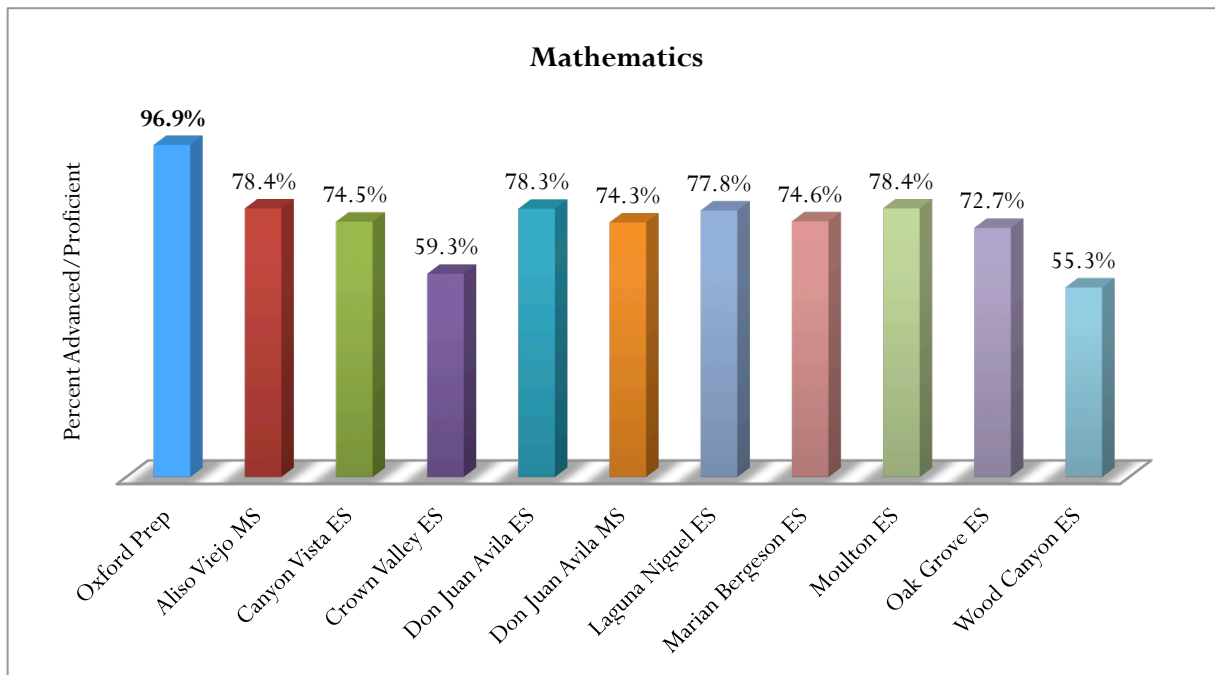
The graphs on the pages below detail the specific performance of Oxford Prep’s subgroups with that of its comparison schools (Elementary: Canyon Vista, Crown Valley, Don Juan Avila, Laguna Niguel, Marian Bergeson, Moulton, Oak Grove, and Wood Canyon. Junior High: Aliso Viejo and Don Juan Avila) in the Capistrano Unified

School District. Along with Oxford Prep, each of the ten (10) comparison schools is shown with the percent of students who scored at Proficient or Advanced on both English-Language Arts and Mathematic on the 2013 STAR Testing.

2013 Annual Measurable Objectives (AMOs): School-wide Subgroup

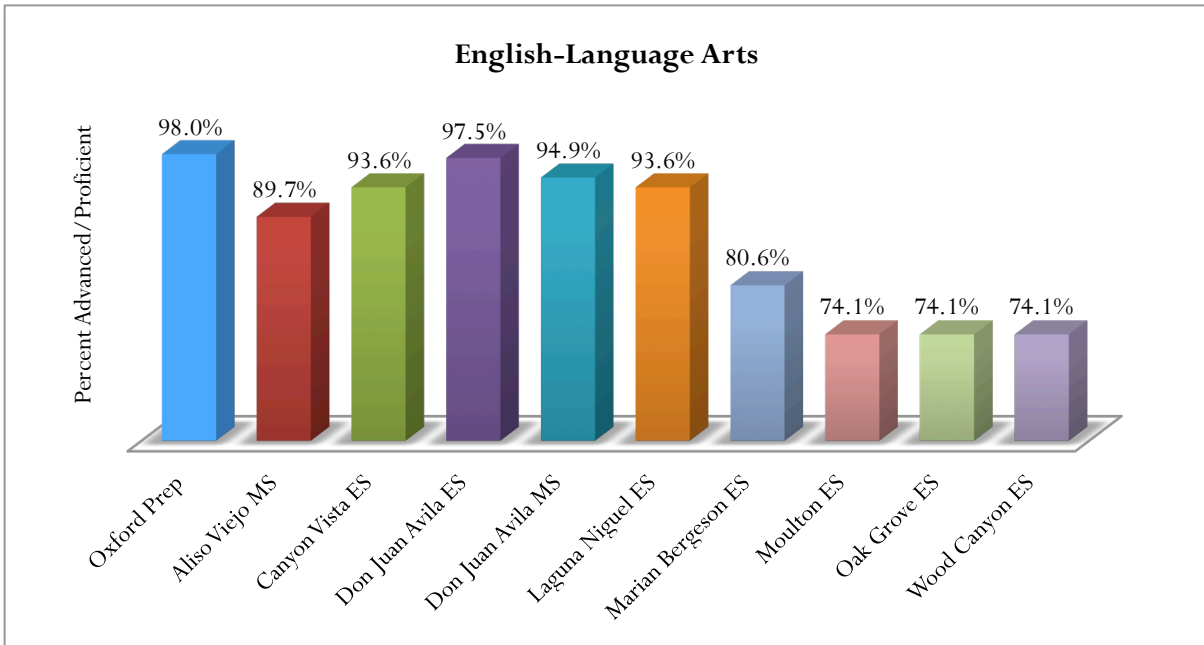


As illustrated above, 96.3% of all Oxford Prep students scored Proficient or Advanced in English Language Arts in 2013. This score surpasses all schools within the comparison group.

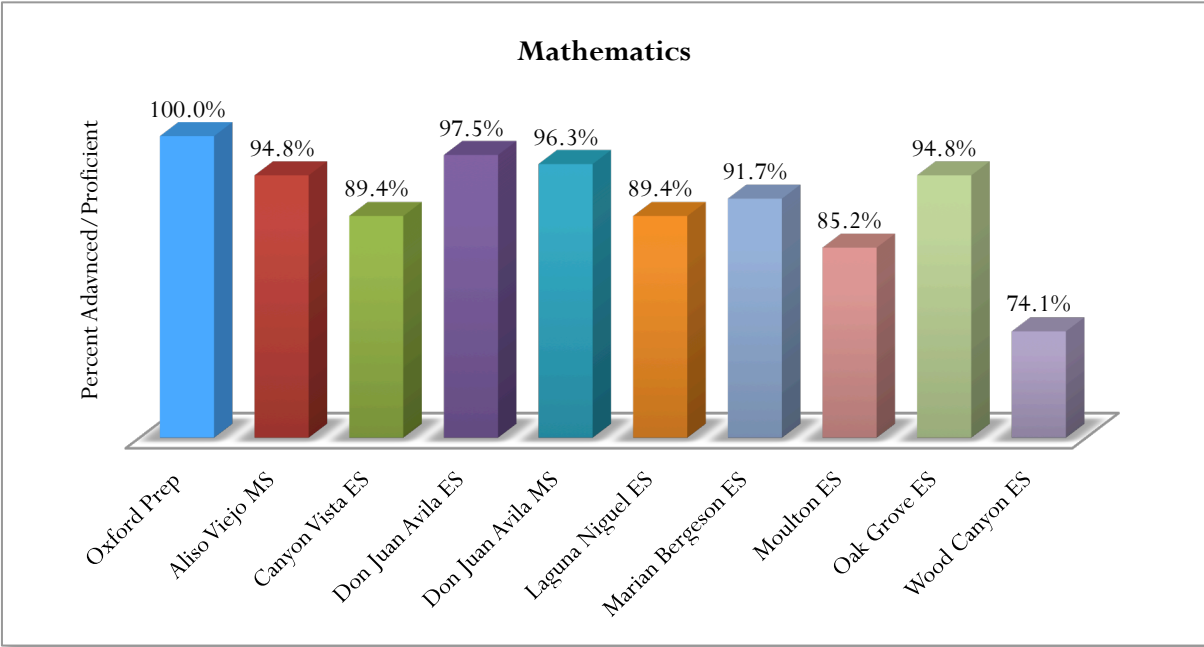


As illustrated above, 96.9% of all Oxford Prep students scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group.

2013 Annual Measurable Objectives (AMOs): Asian Subgroup

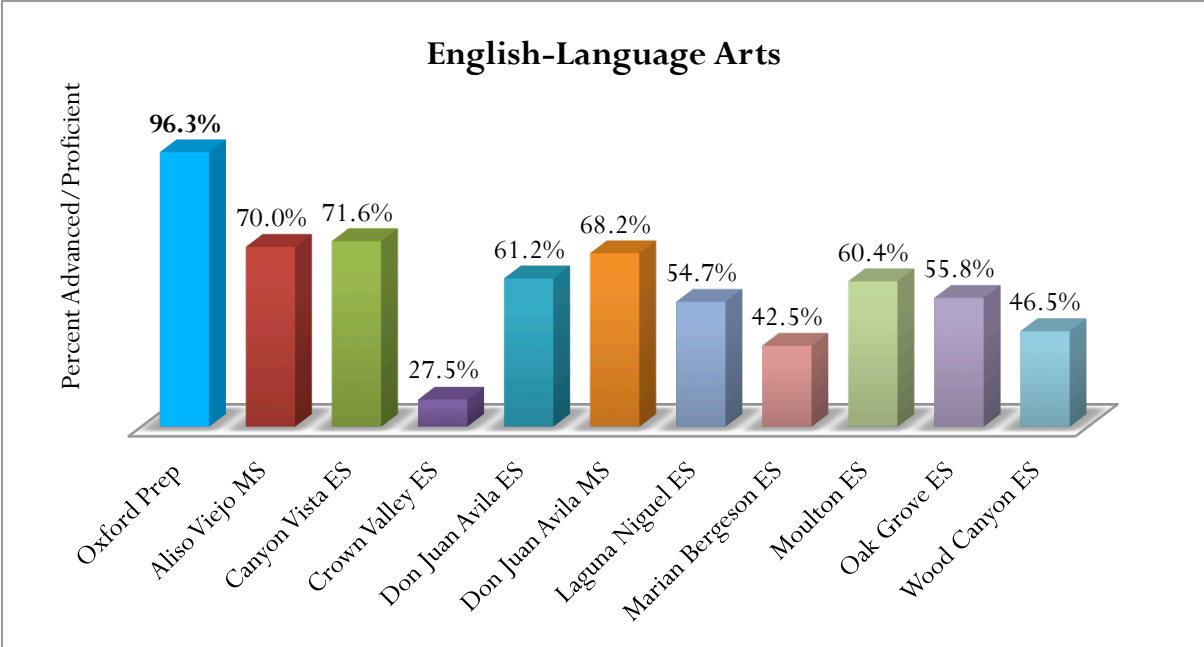


As illustrated above, 100% of Oxford Prep students in the Asian subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group. (*Crown Valley Elementary did not have a significant number of students in this subgroup to compare data.*)

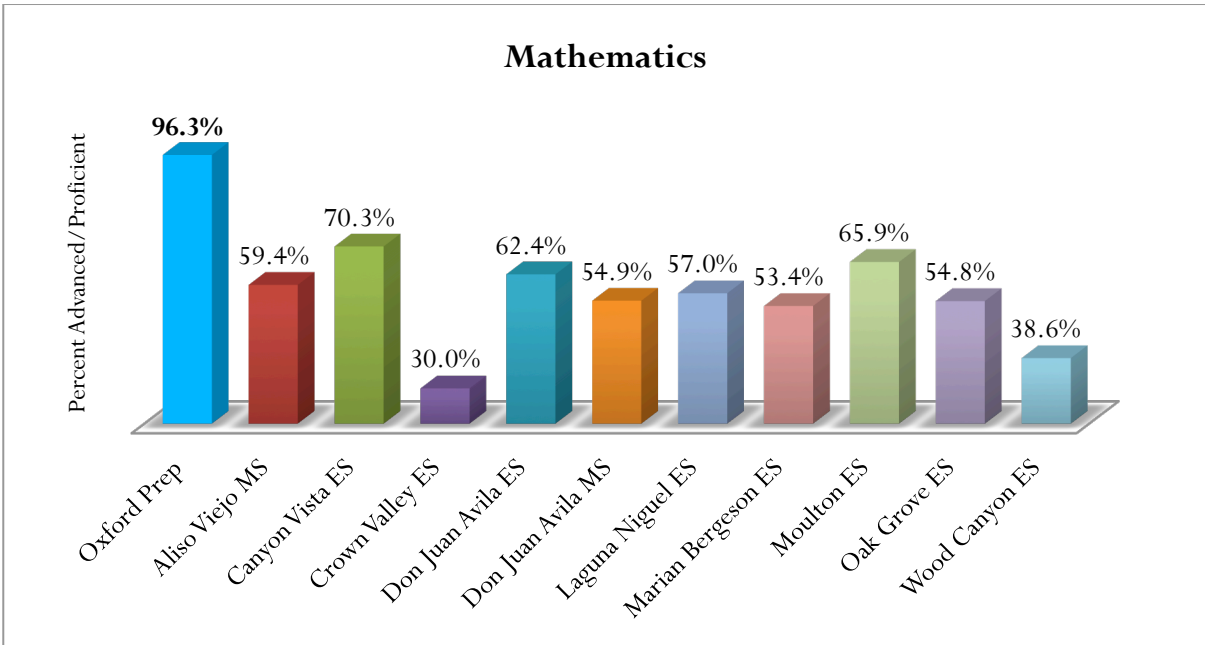


As illustrated above, 100% of Oxford Prep students in the Asian subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group. (Crown Valley Elementary did not have a significant number of students in this subgroup to compare data.)

2013 Annual Measurable Objectives (AMOs): Hispanic or Latino Subgroup

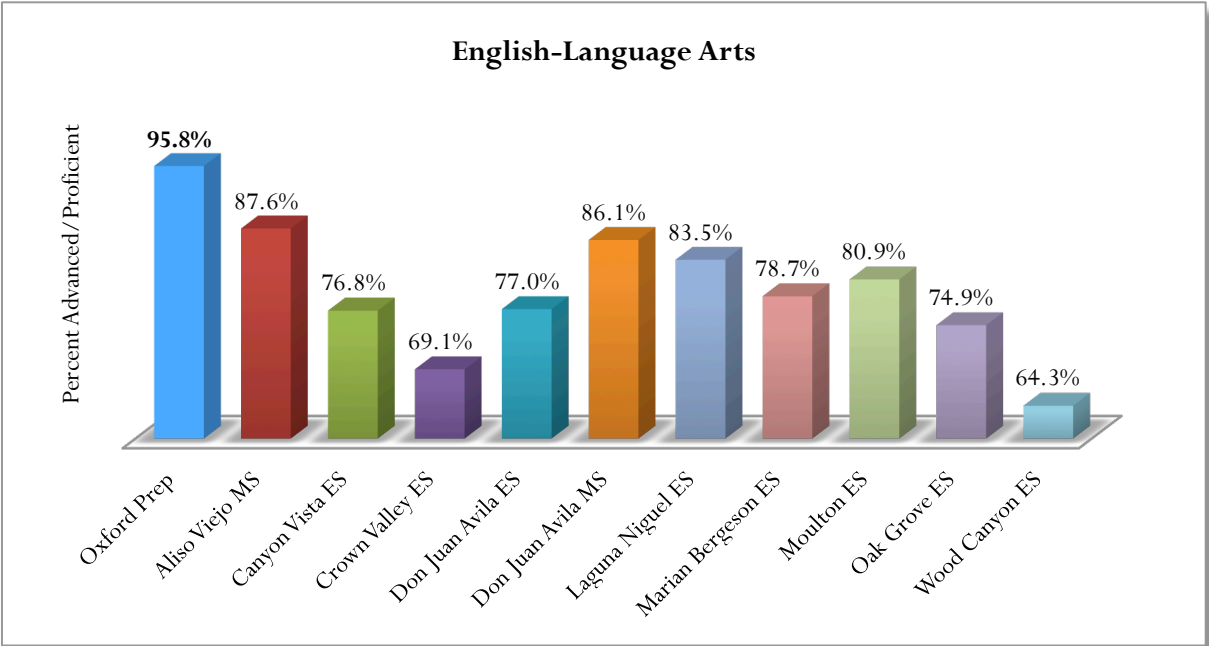


As illustrated above, 96.3% of Oxford Prep students in the Hispanic or Latino subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group.

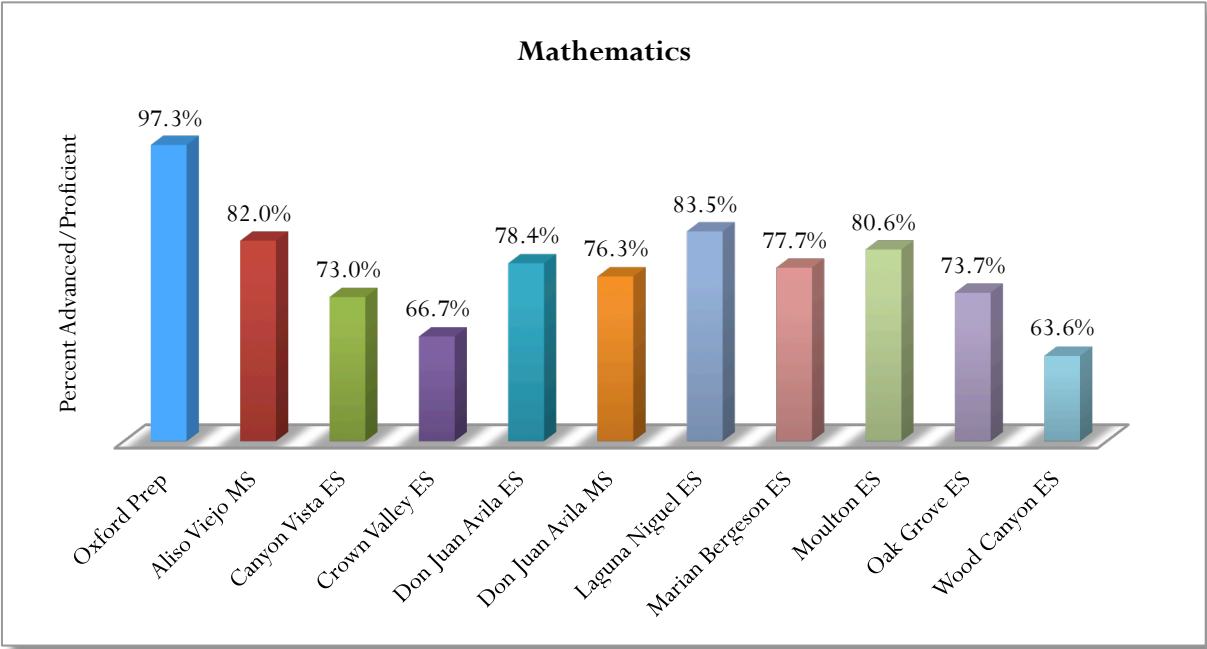


As illustrated above, 96.3% of Oxford Prep students in the Hispanic or Latino subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group.

2013 Annual Measurable Objectives (AMOs): White Subgroup

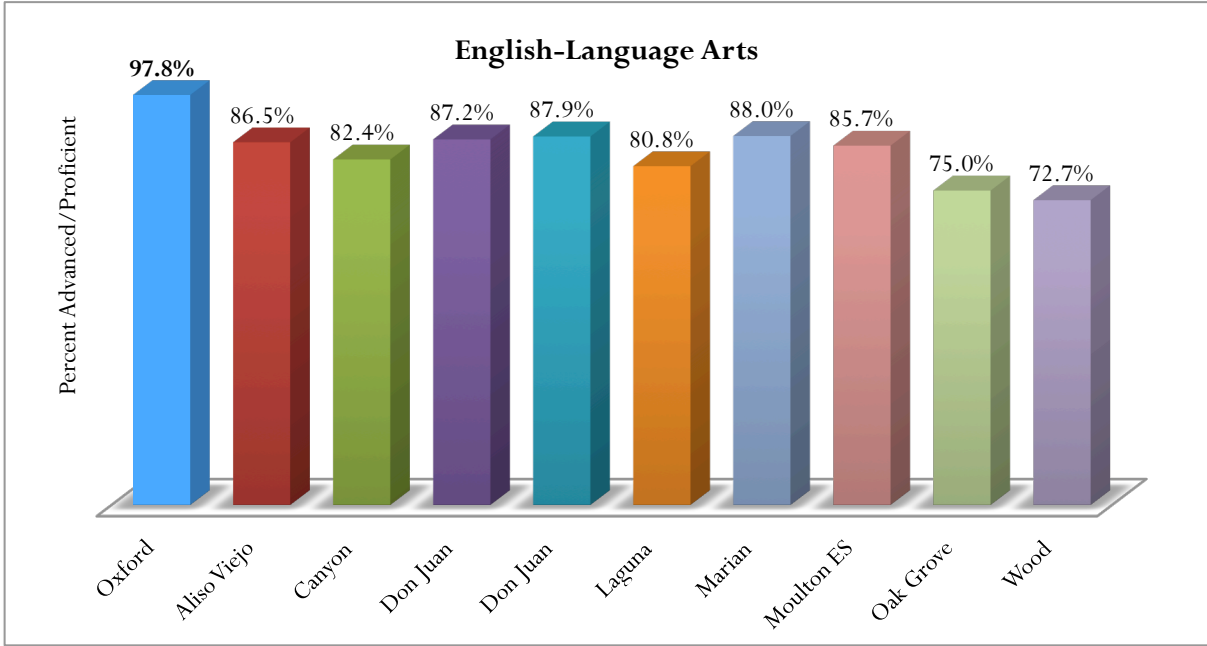


As illustrated above, 95.8% of Oxford Prep students in the White subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group.

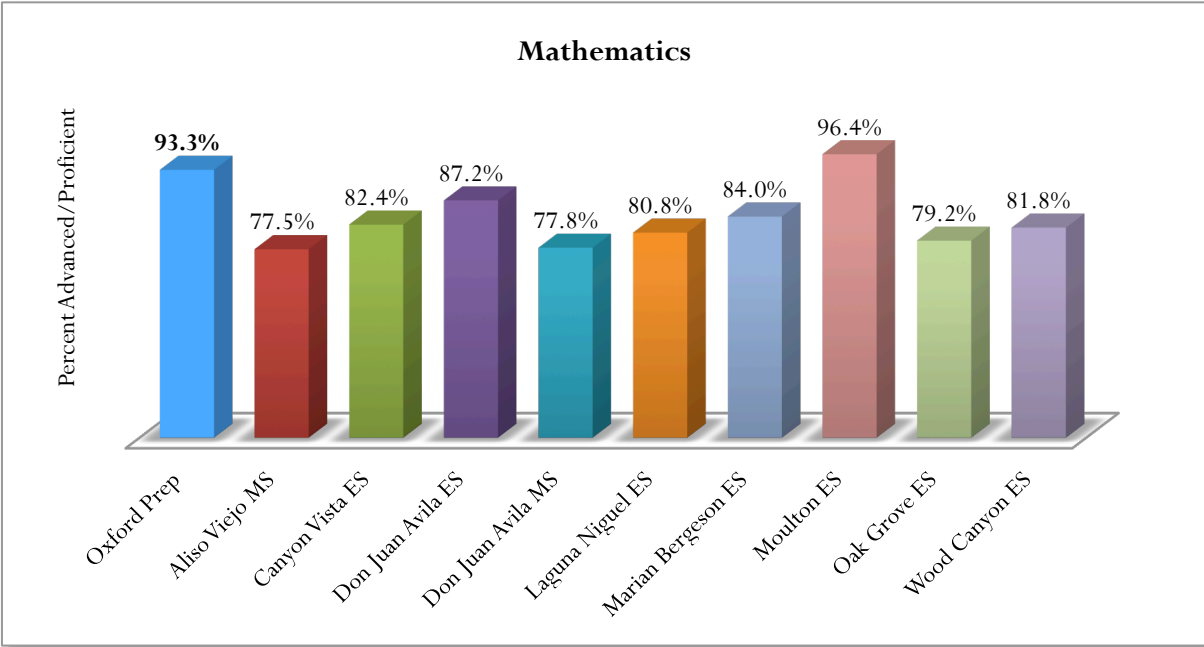


As illustrated above, 97.3% of Oxford Prep students in the White subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group.

2013 Annual Measurable Objectives (AMOs): Two or More Races Subgroup

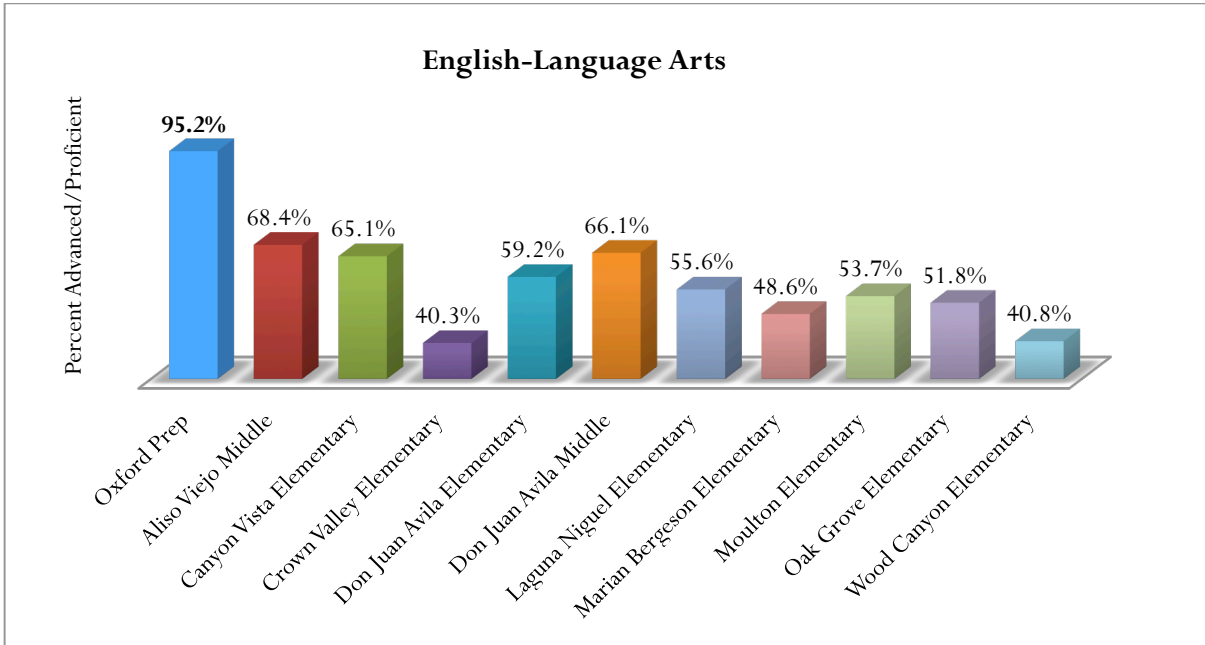


As illustrated above, 97.8% of Oxford Prep students in the Two or More Races subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group. (Crown Valley Elementary did not have a significant number of students in this subgroup to compare data.)

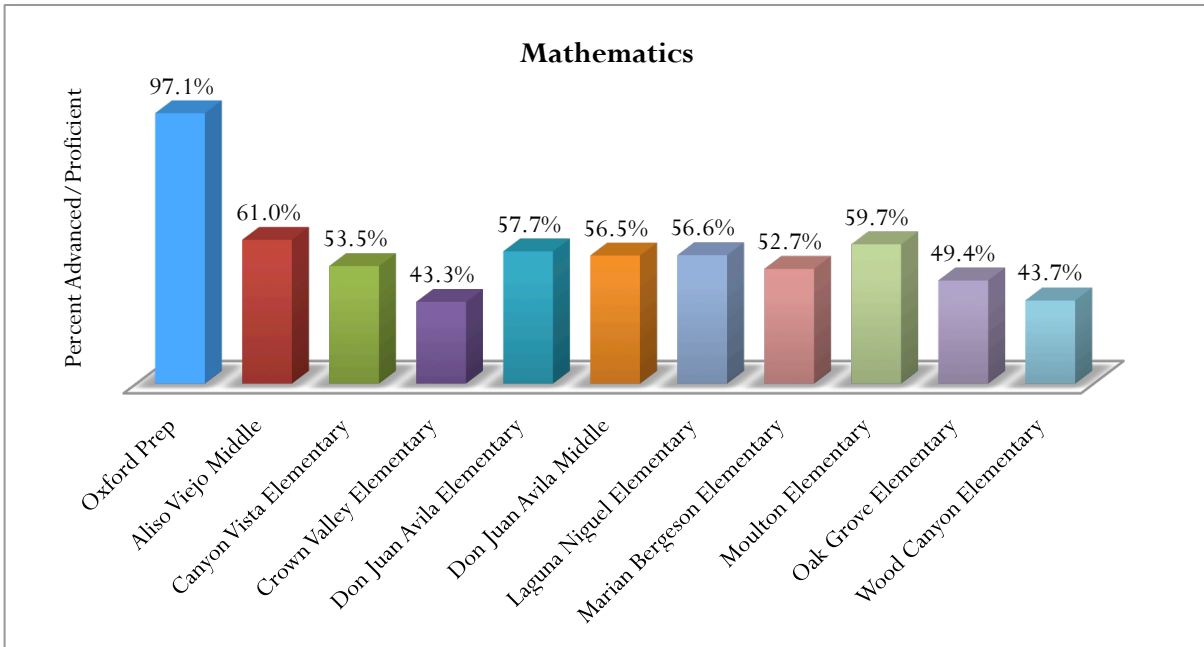


As illustrated above, 93.3% of Oxford Prep students in the Two or More Races subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score is the second highest amongst all schools within the comparison group. (*Crown Valley Elementary did not have a significant number of students in this subgroup to compare data*).

2013 Annual Measurable Objectives (AMOs): Socioeconomically Disadvantaged Subgroup

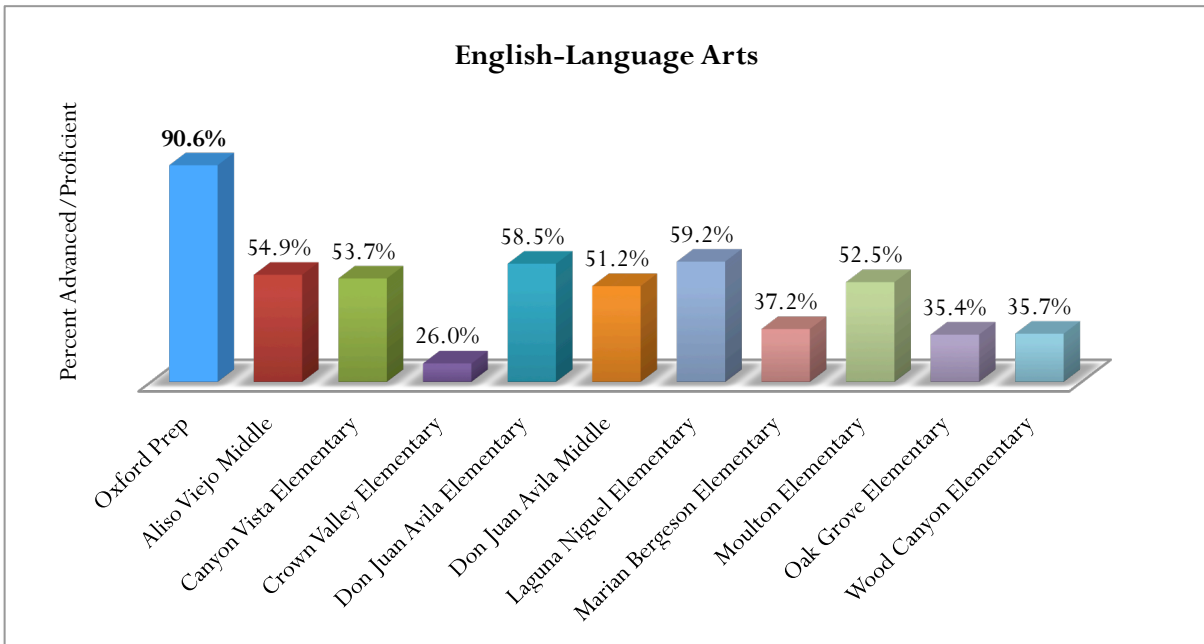


As illustrated above, 96.2% of Oxford Prep students in the Socioeconomically Disadvantaged subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group.

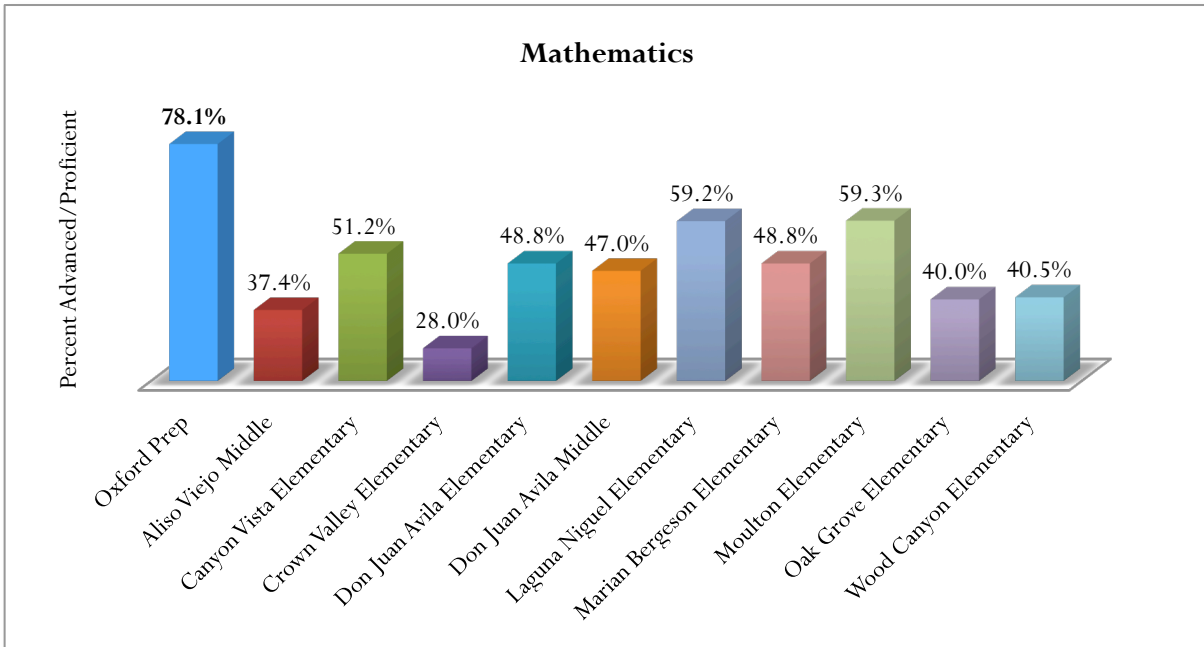


As illustrated above, 97.7% of Oxford Prep students in the Socioeconomically Disadvantaged subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group.

2013 Annual Measurable Objectives (AMOs): Students with Disabilities Subgroup



As illustrated above, 90.6% of Oxford Prep students in the Students with Disabilities subgroup who participated in STAR Testing scored Proficient or Advanced in English-Language Arts in 2013. This score surpasses all schools within the comparison group.



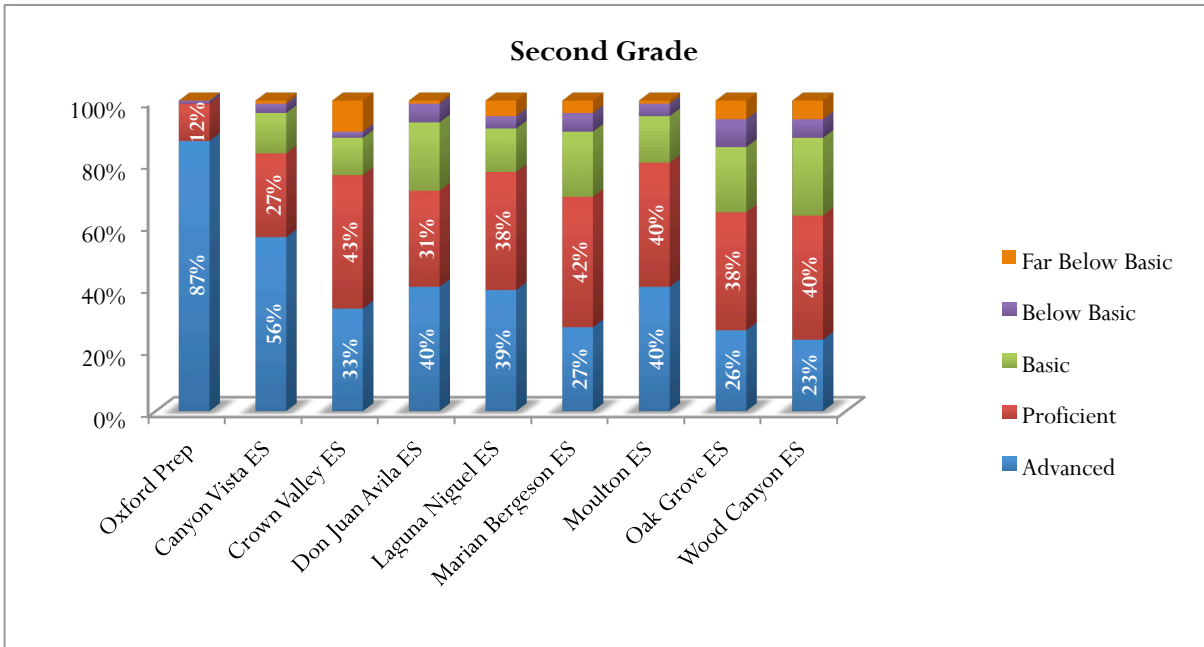
As illustrated above, 78.1% of Oxford Prep students in the Students with Disabilities subgroup who participated in STAR Testing scored Proficient or Advanced in Mathematics in 2013. This score surpasses all schools within the comparison group.

G. Oxford Prep Grade Level Academic Performance Comparisons

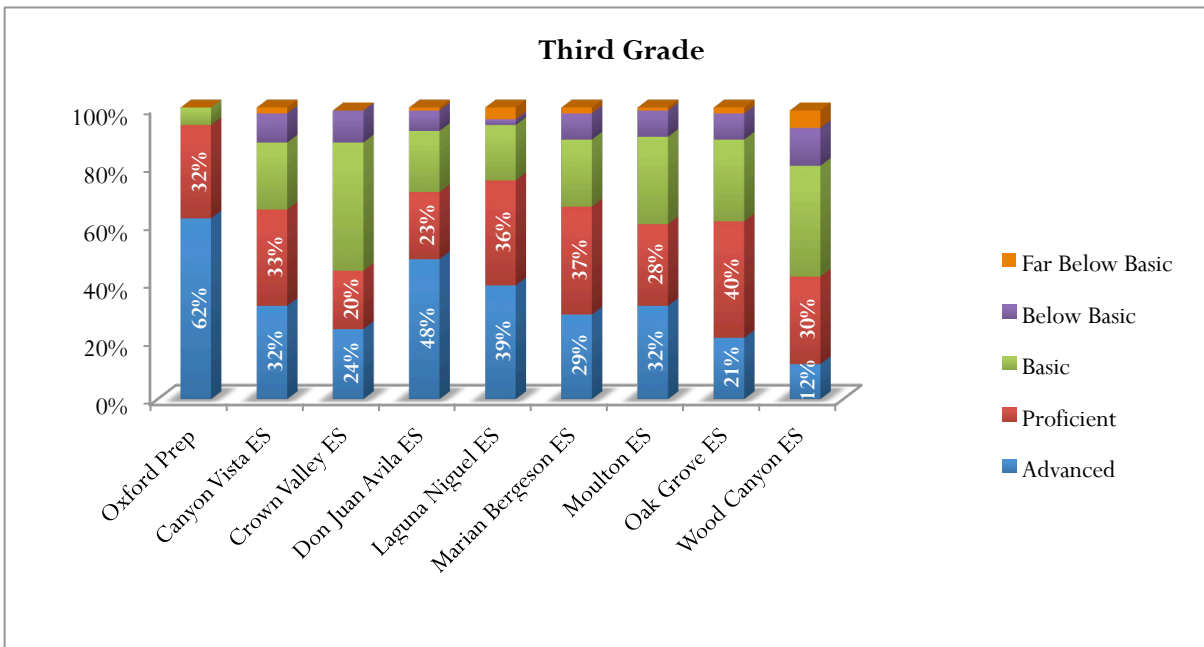
The following sections demonstrate academic performance comparisons of Oxford Prep and Capistrano Unified School District students in grades 2-8 for the areas of English-Language Arts, Mathematics, Social Studies, and Science for the 2012-2013 STAR Data reporting period. The comparison data includes all students who tested in the given subject areas.

English Language Arts

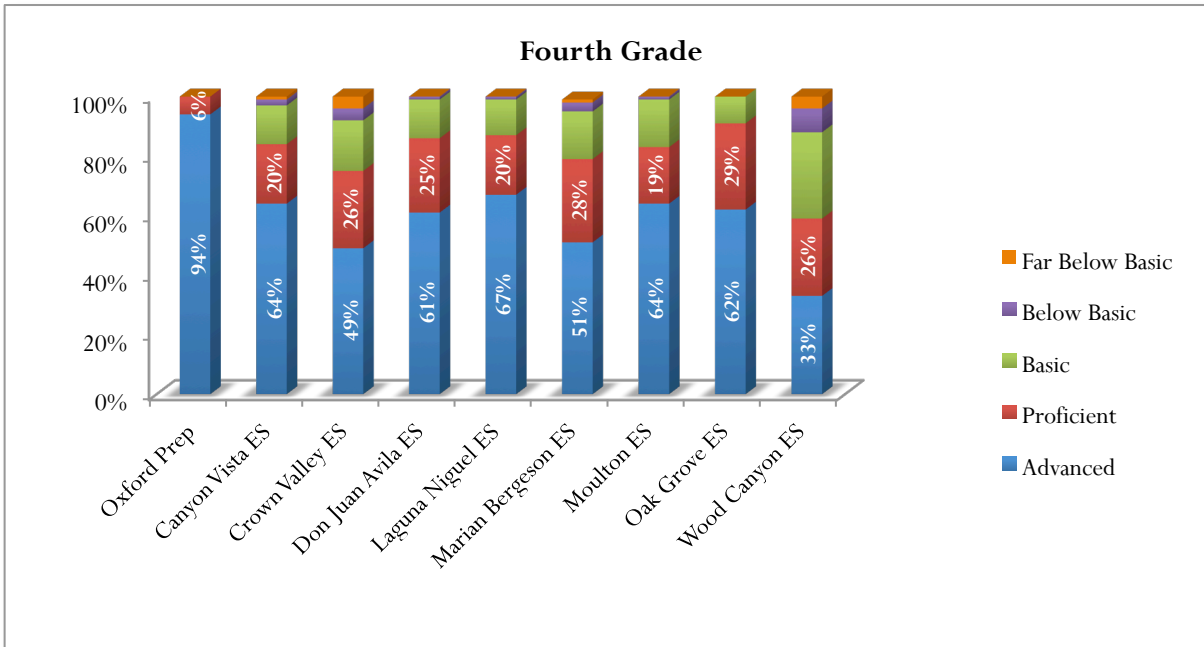
The following graphs detail the English-Language Arts performance of students in the comparison schools group, by grade level, on the 2013 California Standards Test (CST). Included in the data are the students scoring in each of the five proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic), with Advanced being the highest. For purposes of display, and to align with Annual Measurable Objectives (AMOs), only the percent of students scoring Proficient or Advanced are displayed.



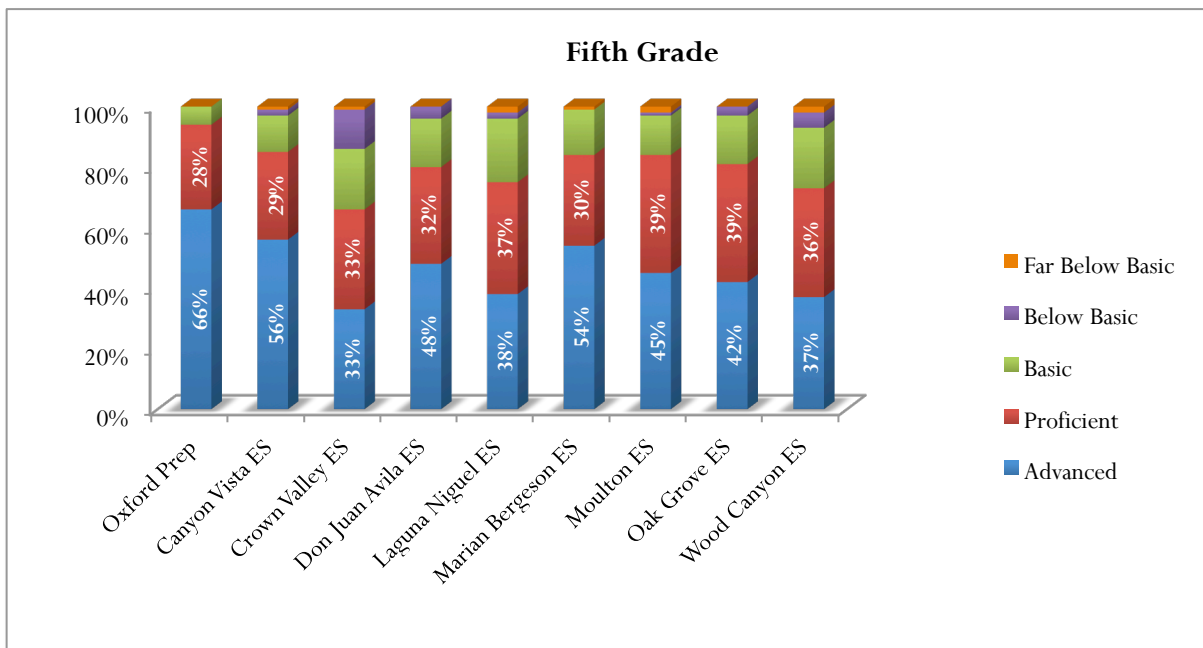
The data above indicates that Oxford Prep’s second grade students had the highest percentage of Proficient and Advanced combined scores (99%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of second grade students who scored Advanced (87%) within the comparison group.



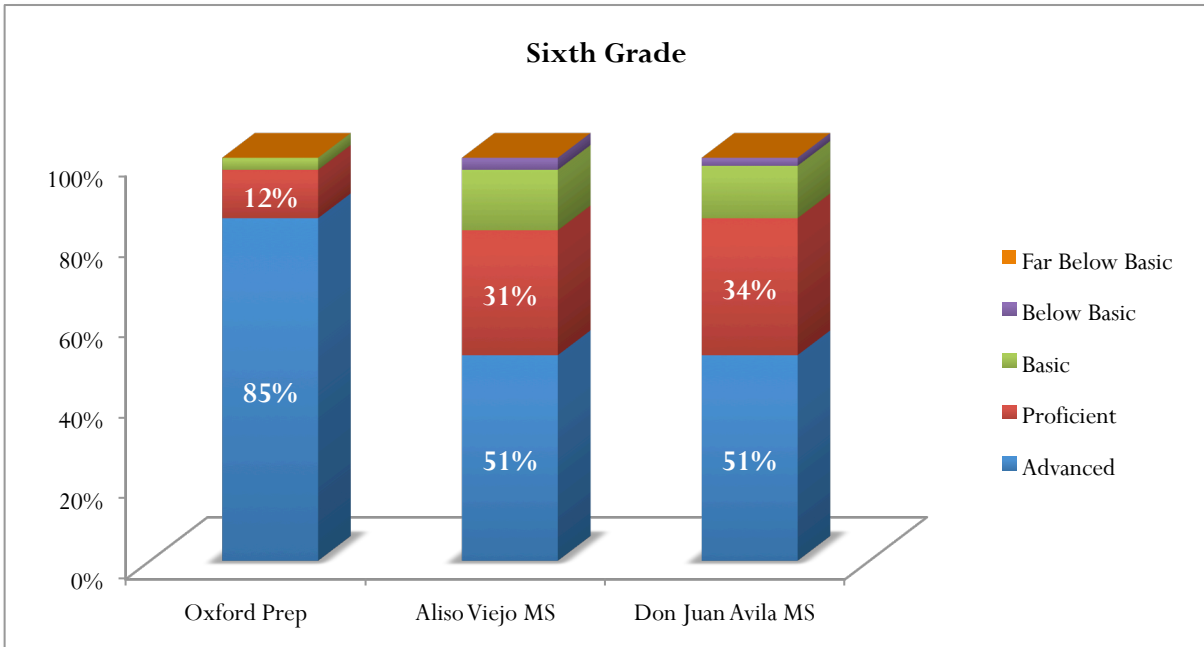
The data above indicates that Oxford Prep’s third grade students had the highest percentage of Proficient and Advanced combined scores (94%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of third grade students who scored Advanced (62%) within the comparison group.



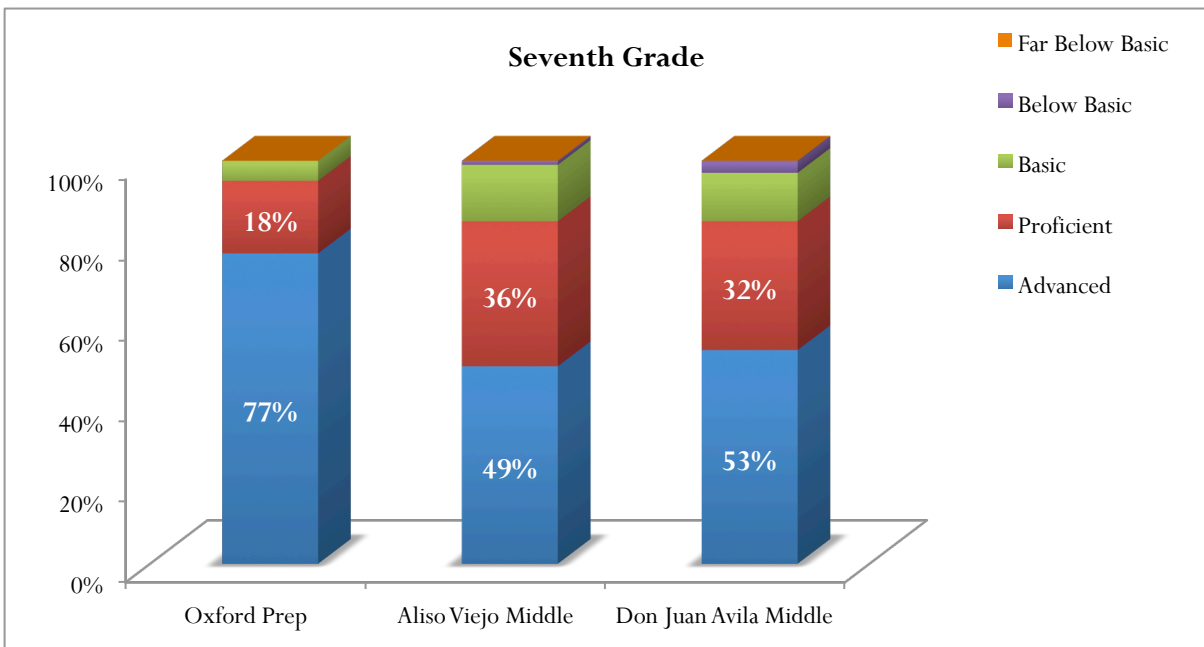
The data above indicates that Oxford Prep’s fourth grade students had the highest percentage of Proficient and Advanced combined scores (100%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of fourth grade students who scored Advanced (94%) within the comparison group.



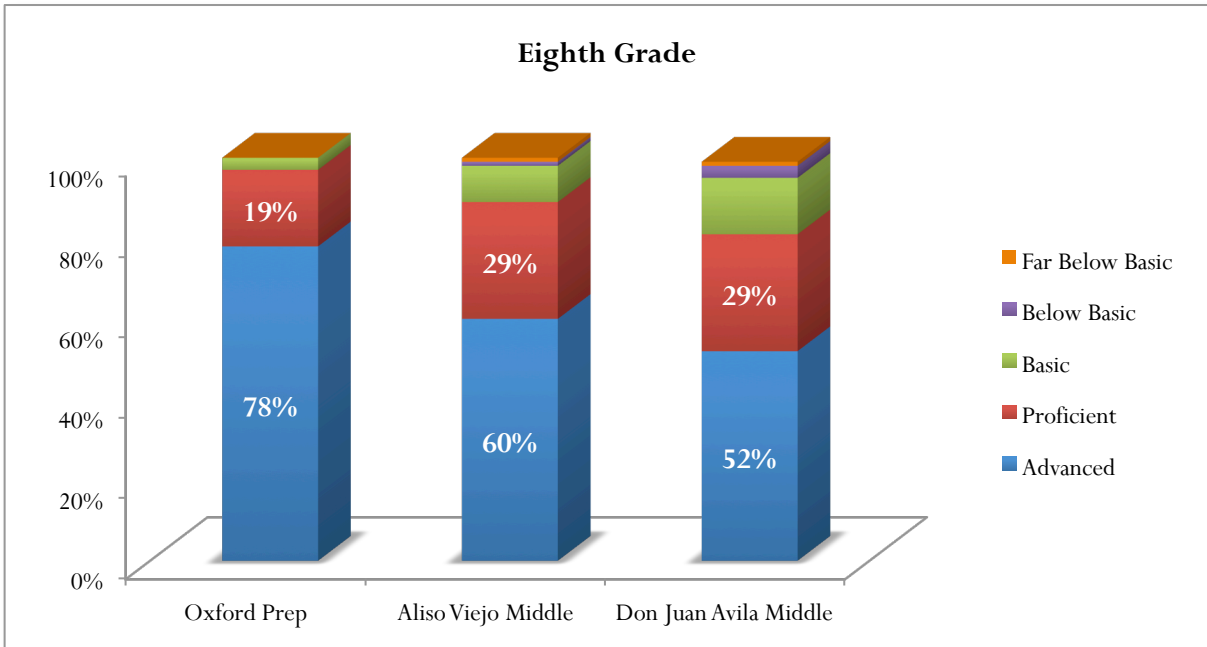
The data above indicates that Oxford Prep’s fifth grade students had the highest percentage of Proficient and Advanced combined scores (94%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of fifth grade students who scored Advanced (66%) within the comparison group.



The data above indicates that Oxford Prep’s sixth grade students had the highest percentage of Proficient and Advanced combined scores (97%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of sixth grade students who scored Advanced (85%) within the comparison group.



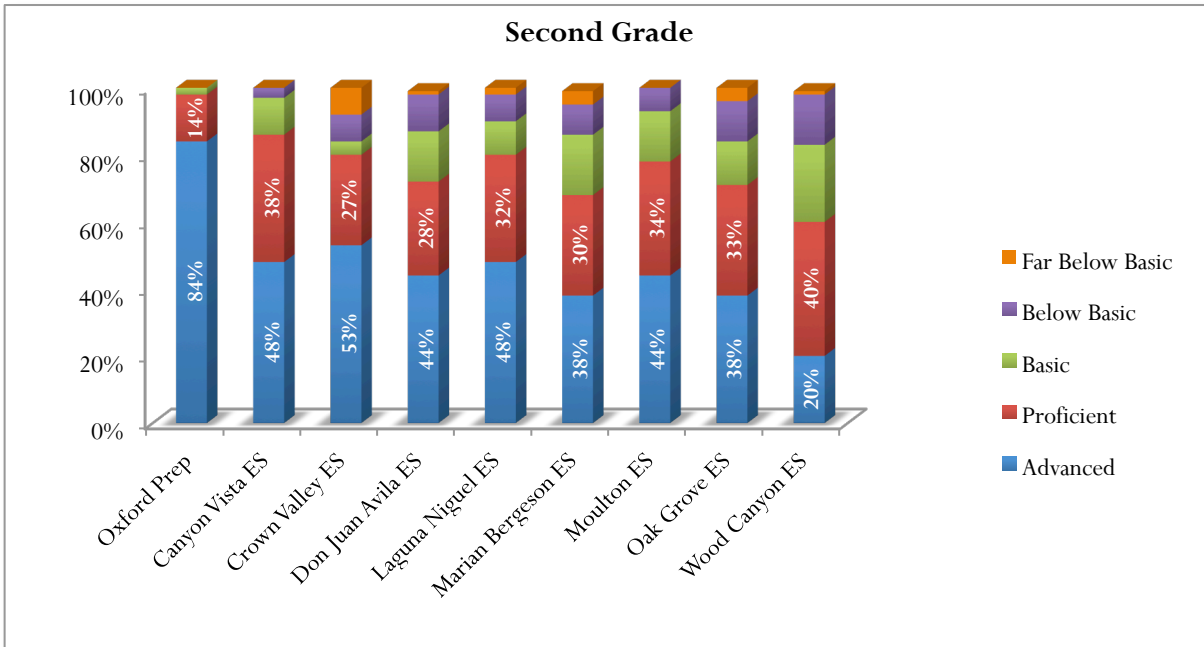
The data above indicates that Oxford Prep’s seventh grade students had the highest percentage of Proficient and Advanced combined scores (95%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of seventh grade students who scored Advanced (77%) within the comparison group.



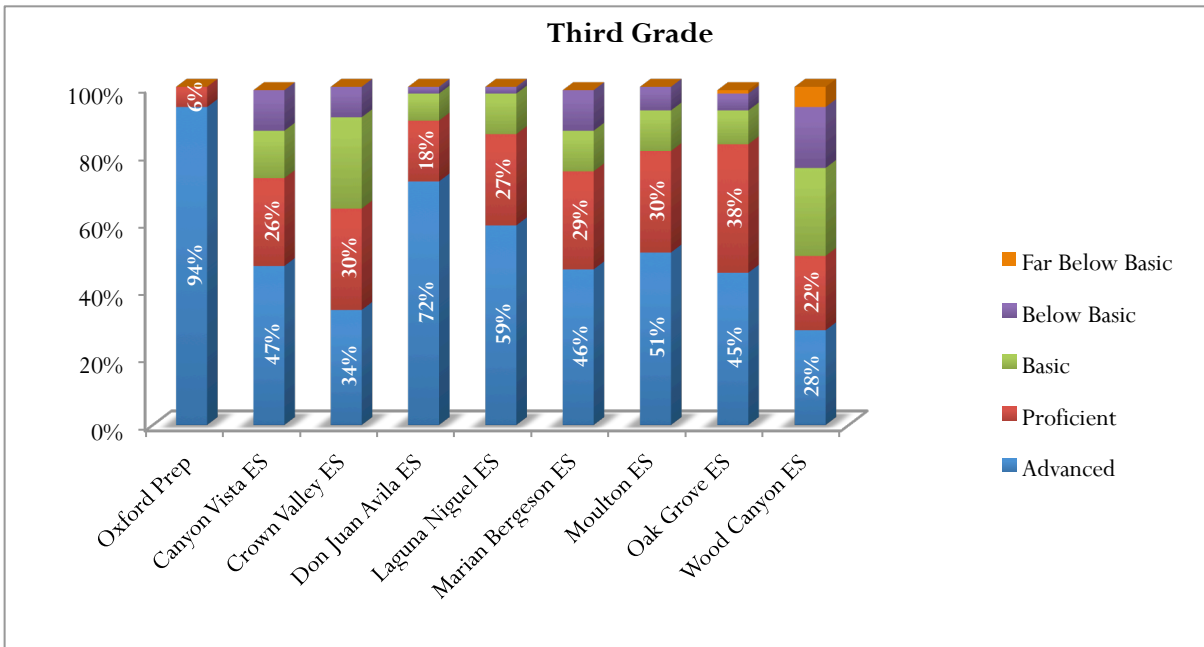
The data above indicates that Oxford Prep’s eighth grade students had the highest percentage of Proficient and Advanced combined scores (97%) in English-Language Arts within the comparison group. Oxford Prep had the highest percentage of eighth grade students who scored Advanced (78%) within the comparison group.

Mathematics

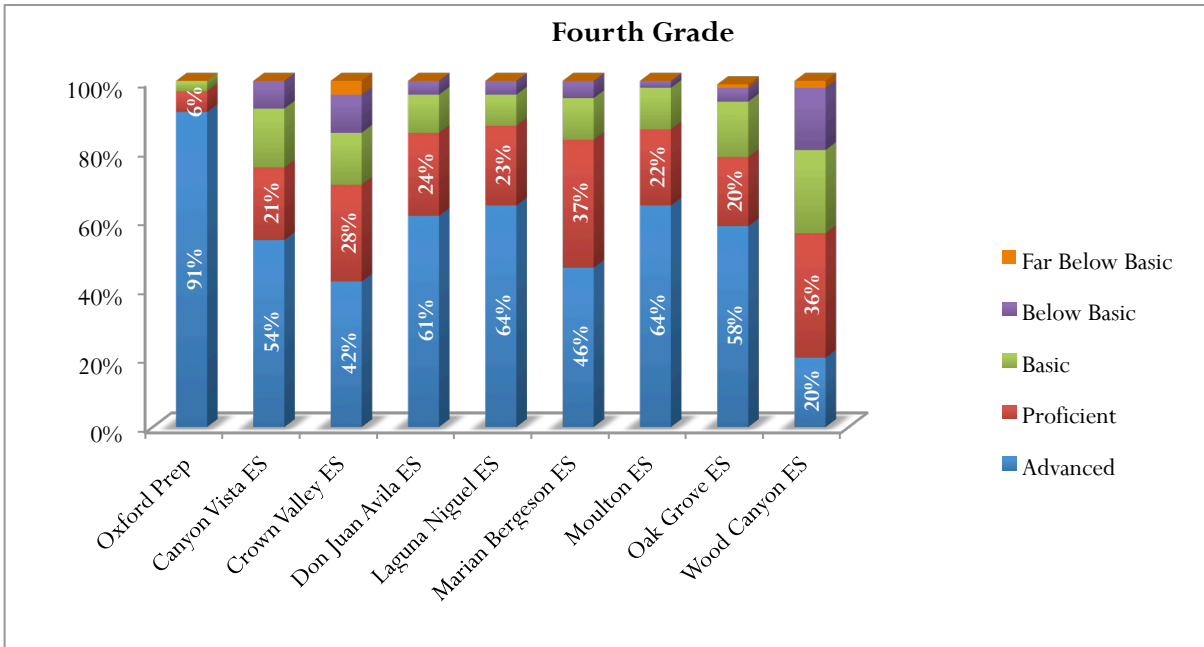
The following graphs detail the Mathematics performance of students in the comparison schools group, by grade level, on the 2013 California Standards Test (CST). Included in the data are the students scoring in each of the five proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic), with Advanced being the highest. To align with Annual Measurable Objectives (AMOs), only the percent of students scoring “Proficient and Advanced” are displayed.



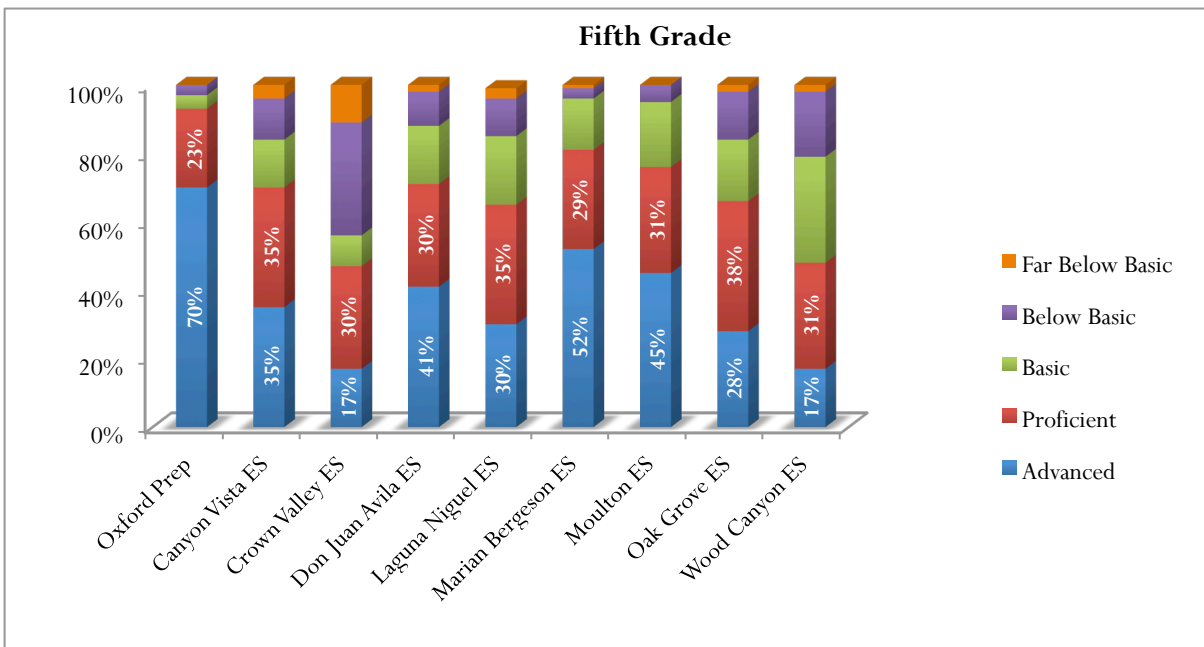
The data above indicates that Oxford Prep’s second grade students had the highest percentage of Proficient and Advanced combined scores (98%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of second grade students who scored Advanced (84%) within the comparison group.



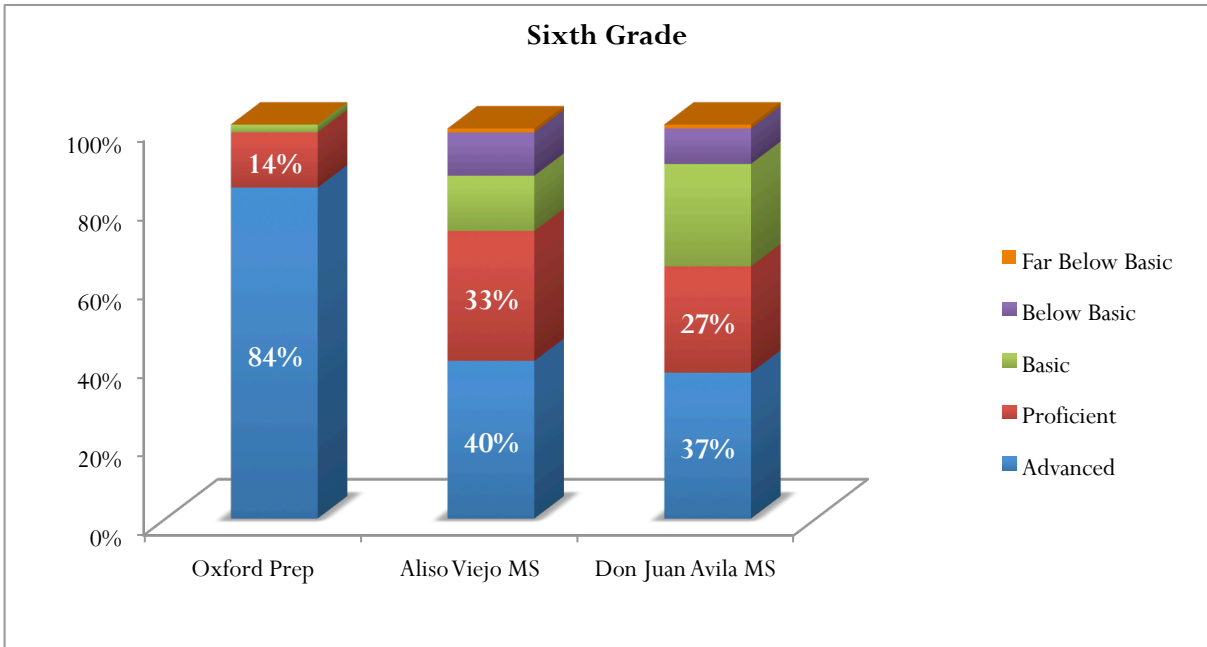
The data above indicates that Oxford Prep’s third grade students had the highest percentage of Proficient and Advanced combined scores (100%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of third grade students who scored Advanced (94%) within the comparison group.



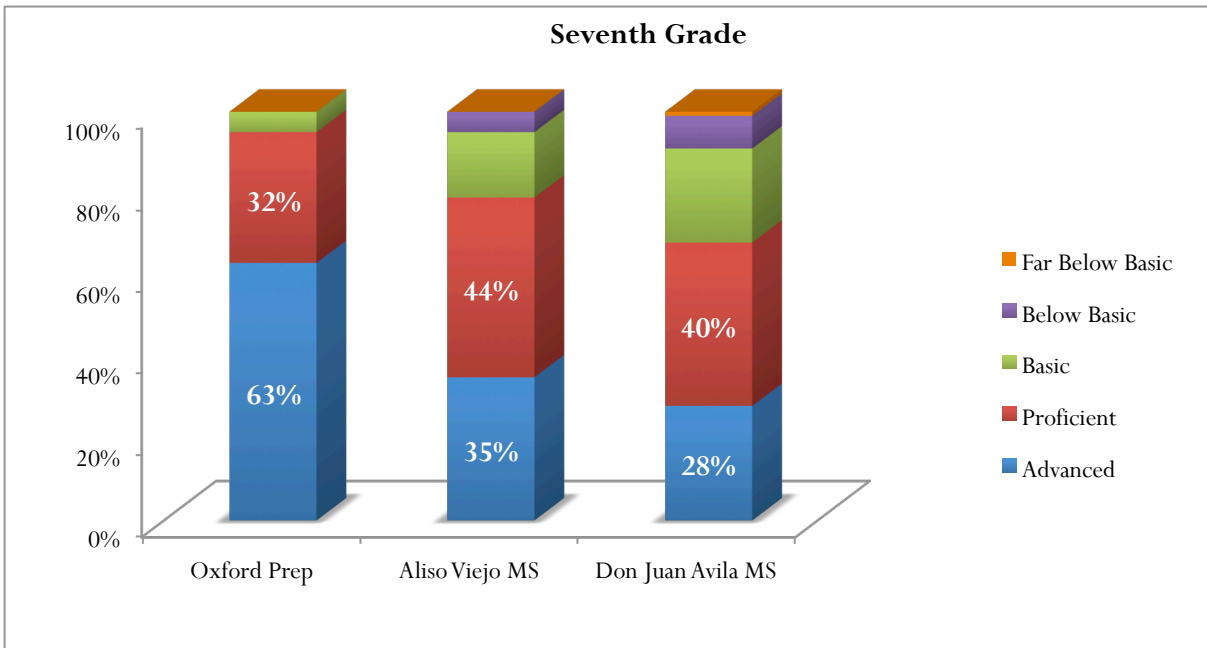
The data above indicates that Oxford Prep’s fourth grade students had the highest percentage of Proficient and Advanced combined scores (97%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of fourth grade students who scored Advanced (91%) within the comparison group.



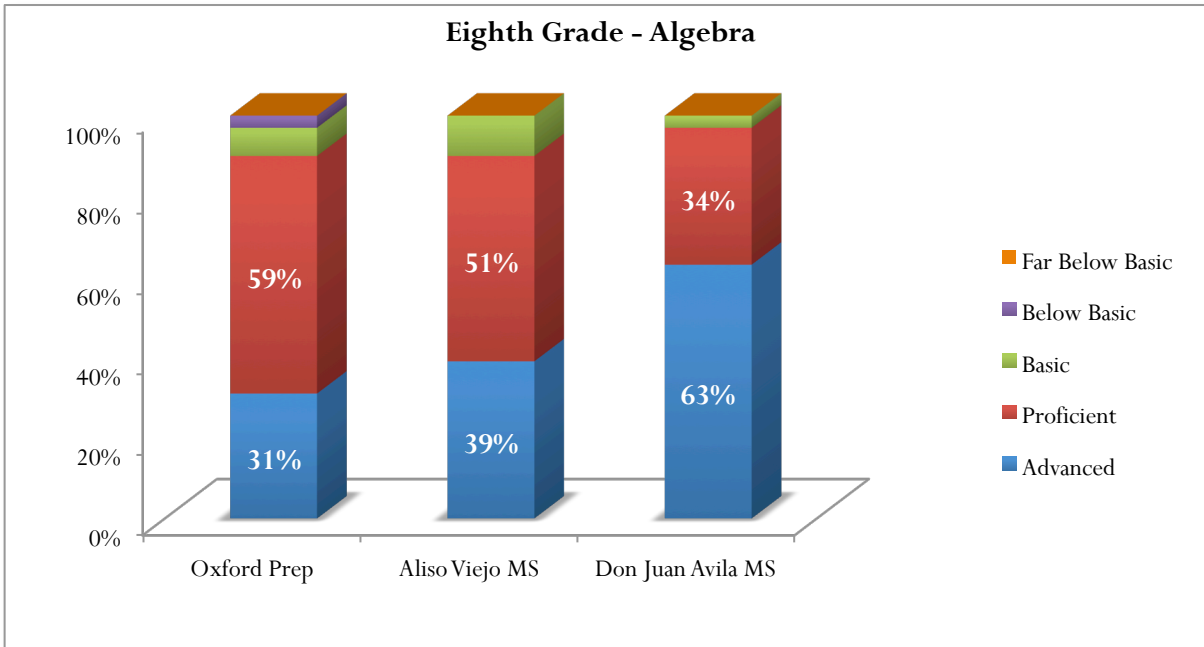
The data above indicates that Oxford Prep’s fifth grade students had the highest percentage of Proficient and Advanced combined scores (93%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of fifth grade students who scored Advanced (70%) within the comparison group.



The data above indicates that Oxford Prep’s sixth grade students had the highest percentage of Proficient and Advanced combined scores (98%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of sixth grade students who scored Advanced (84%) within the comparison group.



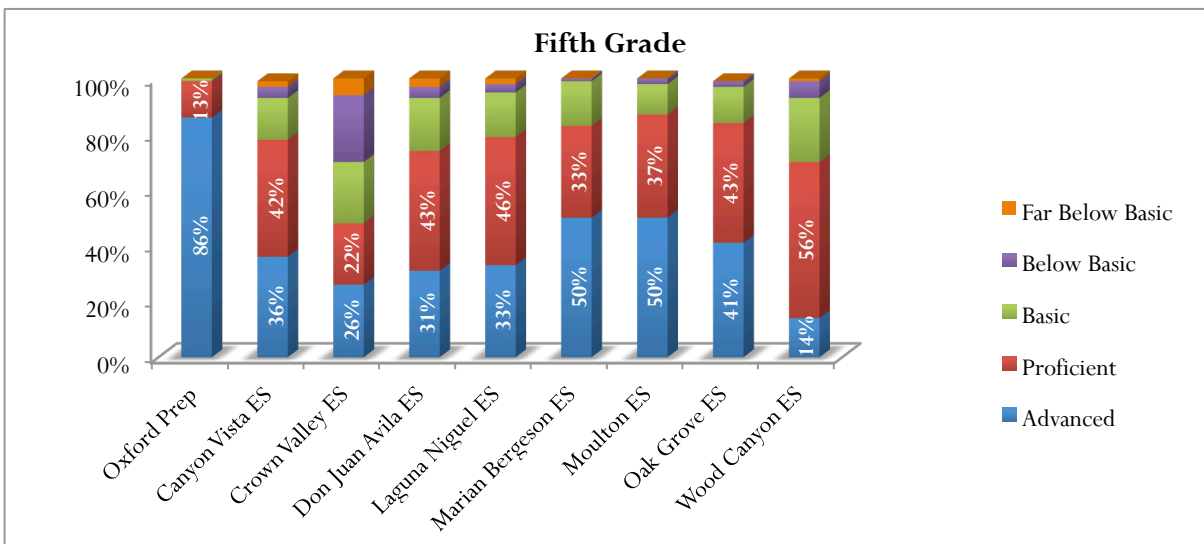
The data above indicates that Oxford Prep’s seventh grade students had the highest percentage of Proficient and Advanced combined scores (95%) in Mathematics within the comparison group. Oxford Prep had the highest percentage of seventh grade students who scored Advanced (63%) within the comparison group.



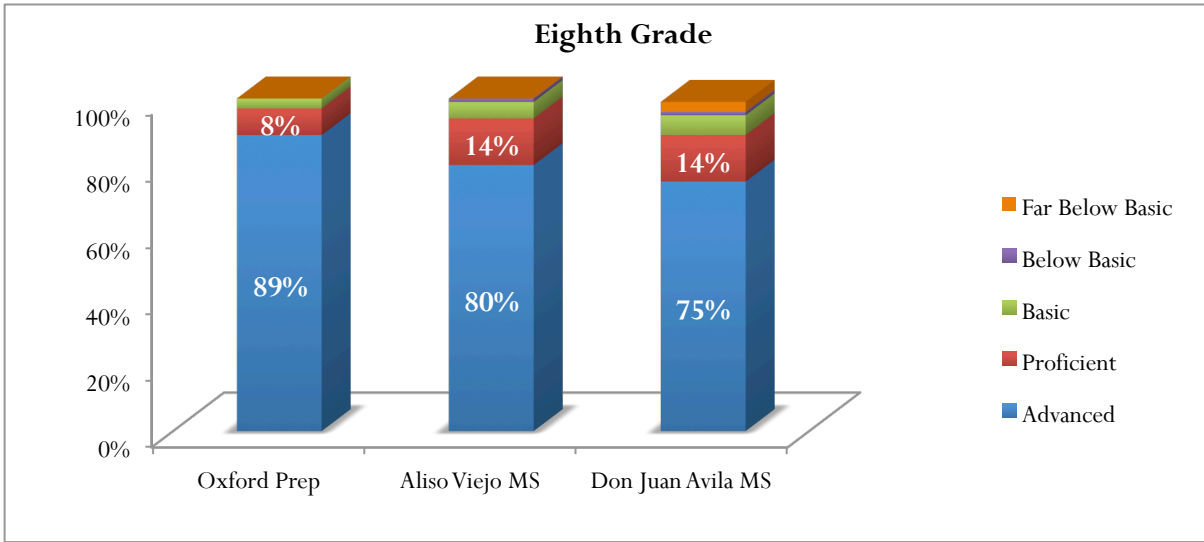
The data above indicates that Oxford Prep’s eighth grade students tied for the second highest percentage of Proficient and Advanced combined scores (90%) in Algebra within the comparison group.

Science

The following graphs detail the Science performance of students in the comparison group, by grade level, on the 2013 California Standards Test (CST). Included in the data are the students scoring in each of the five proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic), with Advanced being the highest. To align with Annual Measurable Objectives (AMOs), only the percent of students scoring “Proficient and Advanced” are displayed.



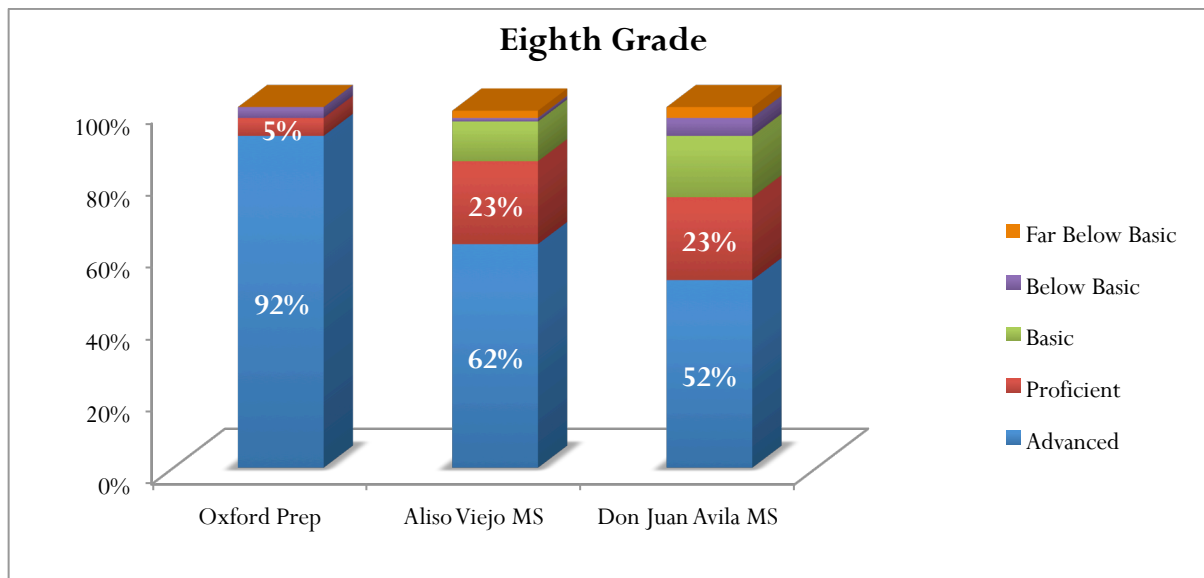
The data above indicates that Oxford Prep’s fifth grade students had the highest percentage of Proficient and Advanced combined scores (99%) in Science within the comparison group. Oxford Prep had the highest percentage of fifth grade students who scored Advanced (86%) within the comparison group.



The data above indicates that Oxford Prep’s eighth grade students had the highest percentage of Proficient and Advanced combined scores (97%) in Science within the comparison group. Oxford Prep had the highest percentage of eighth grade students who scored Advanced (89%) within the comparison group.

History – Social Science

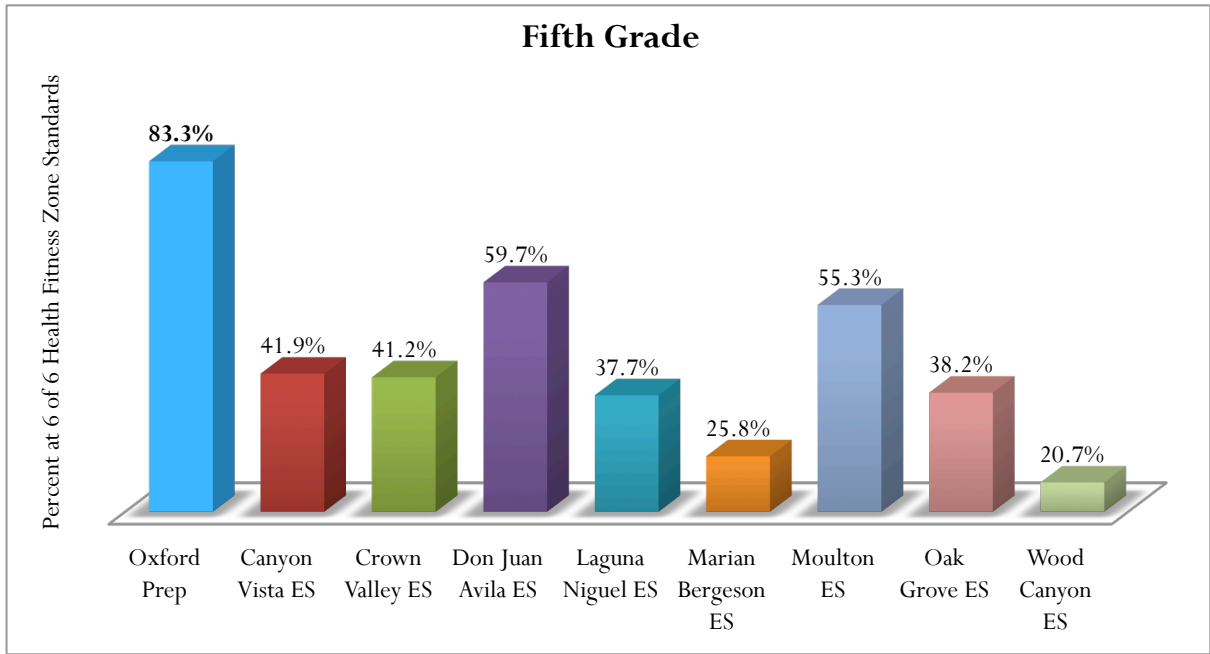
The following graph details the History - Social Science performance of students in the comparison group, in eighth grade, on the 2013 California Standards Test (CST). Included in the data are the students scoring in each of the five proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic), with Advanced being the highest. To align with Annual Measurable Objectives (AMOs), only the percent of students scoring “Proficient and Advanced” are displayed.



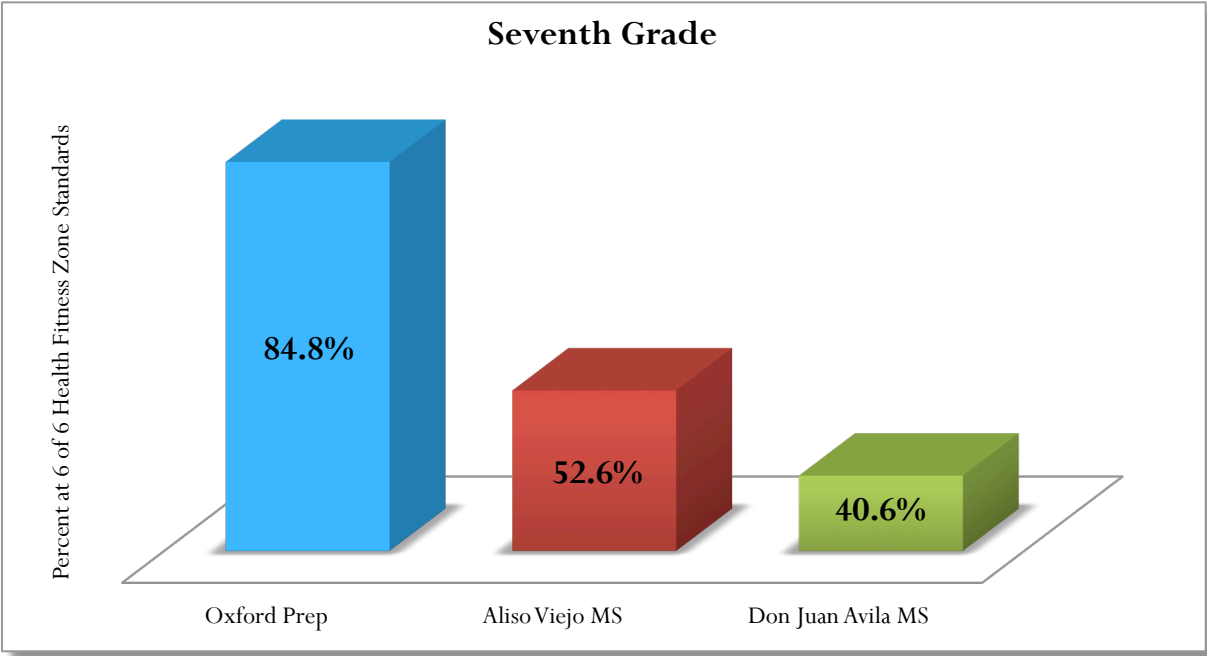
The data above indicates that Oxford Prep’s eighth grade students had the highest percentage of Proficient and Advanced combined scores (97%) in History – Social Science within the comparison group. Oxford Prep had the highest percentage of eighth grade students who scored Advanced (92%) within the comparison group.

Physical Education

The graphs on the following page detail the 2011-12 Physical Fitness Test data comparisons, by grade level, for Healthy Fitness Zone levels.



The graph above demonstrates that Oxford Prep had the highest percentage of fifth grade students within its comparison group of schools meeting 6 of 6 fitness standards for the Healthy Fitness Zone for physical fitness.



The graph above demonstrates that Oxford Prep had the highest percentage of seventh grade students within its comparison group of schools meeting 6 of 6 fitness standards for the Healthy Fitness Zone for physical fitness.

Grade- Level, Cluster Area Performance

The charts on the following pages detail the performance of all Oxford Prep students on the California Standards Test in English-Language Arts, Mathematics, Science, and History-Social Science for the 2012-13 school year. Specifically, grade level performance on core content cluster areas is shown.

2012 – 13 ENGLISH-LANGUAGE ARTS

Grade % Adv/Pro	Word Ana – Vocabulary	Reading Comprehension	Literary Response	Written Conventions	Writing Strategy
	Percent	Percent	Percent	Percent	Percent
2 Overall: 99%	93	88	95	94	88
	CST weighted = 34%	CST weighted = 23%	CST weighted = 9%	CST weighted = 22%	CST weighted = 12%
3 Overall: 94%	90	86	94	84	86
	CST weighted = 31%	CST weighted = 23%	CST weighted = 12%	CST weighted = 20%	CST weighted = 14%
4 Overall: 100%	94	87	90	91	84
	CST weighted = 24%	CST weighted = 20%	CST weighted = 12%	CST weighted = 24%	CST weighted = 20%
5 Overall: 94%	88	83	85	87	84
	CST weighted = 19%	CST weighted = 21%	CST weighted = 16%	CST weighted = 23%	CST weighted = 21%
6 Overall: 97%	89	85	86	89	81
	CST weighted = 17%	CST weighted = 23%	CST weighted = 16%	CST weighted = 21%	CST weighted = 23%
7 Overall: 95%	88	91	88	84	85
	CST weighted = 15%	CST weighted = 24%	CST weighted = 17%	CST weighted = 21%	CST weighted = 23%
8 Overall: 97%	85	84	81	89	86
	CST weighted = 12%	CST weighted = 24%	CST weighted = 20%	CST weighted = 21%	CST weighted = 23%

2012-13 4TH & 7TH GRADE WRITING APPLICATION SCORE

Rubric 4		Rubric 3	
Grade 4	Grade 7	Grade 4	Grade 7
57	42	43	56
CST weighted % = Advanced		CST weighted % = Proficient	
Rubric 2		Rubric 1	
Grade 4	Grade 7	Grade 4	Grade 7
0	2	0	0
CST weighted % = Basic		CST weighted % = Far-Below Basic	

2012 – 13 MATHEMATICS

Grade % Adv/Pro	Number Sense 1-2	Number Sense 3-6	Algebra & Functions	Measurement & Geometry	Statistics
	Percent	Percent	Percent	Percent	Percent
2	93	95	92	89	92
Overall: 98%	CST weighted = 34%	CST weighted = 23%	CST weighted = 9%	CST weighted = 22%	CST weighted = 12%
3	94	96	97	95	97
Overall: 100%	CST weighted = 31%	CST weighted = 23%	CST weighted = 12%	CST weighted = 20%	CST weighted = 14%
4	95	97	96	86	94
Overall: 97%	CST weighted = 24%	CST weighted = 20%	CST weighted = 12%	CST weighted = 24%	CST weighted = 20%
5	91	85	87	82	95
Overall: 93%	CST weighted = 19%	CST weighted = 21%	CST weighted = 16%	CST weighted = 23%	CST weighted = 21%
6	89	92	93	91	86
Overall: 98%	CST weighted = 17%	CST weighted = 23%	CST weighted = 16%	CST weighted = 21%	CST weighted = 23%

2012-13 MATHEMATICS – GRADE 7: 95% Advanced/Proficient

Number Sense 1 – Rational Numbers (14 Possible)	Number Sense 2 – Exponents, Powers, & Roots (8 Possible)	Measurement & Geometry (13 Possible)
Percent	Percent	Percent
82	81	86
CST Weighted 34%		CST Weighted 20%
Algebra & Functions 1 – Quantitative Relationships & Evaluating Expressions (10 Possible)	Algebra & Functions 2 – Multi- Step Problems, Graphing, & Functions (15 Possible)	Statistics, Data Analysis & Probability (5 Possible)
Percent	Percent	Percent
87	84	96
CST Weighted 38%		CST Weighted 8%

2012-13 ALGEBRA 1 – GRADE 7: 100% Advanced/Proficient

Number Properties, Operations & Linear Equations (17 Possible)	Graphing & Systems of Linear Equations (14 Possible)	Quadratics & Polynomials (21 Possible)	Functions & Rational Expressions (13 Possible)
Percent	Percent	Percent	Percent
95	98	93	86
CST Weighted 100%			

2012-13 ALGEBRA 1 – GRADE 8: 90% Advanced/Proficient

Number Properties, Operations & Linear Equations (17 Possible)	Graphing & Systems of Linear Equations (14 Possible)	Quadratics & Polynomials (21 Possible)	Functions & Rational Expressions (13 Possible)
Percent	Percent	Percent	Percent
86	82	72	56
CST Weighted 100%			

2012-13 GEOMETRY – GRADE 8: 100% Advanced/Proficient

Logic and Geometric Proofs (23 Possible)	Volume and Area Formulas (11 Possible)	Angle Relationships, Constructions, & Lines (16 Possible)	Trigonometry (15 Possible)
Percent	Percent	Percent	Percent
91	91	91	92
CST Weighted 100%			

2012-13 SCIENCE – GRADE 5: 99% Advanced/Proficient

Physical Science 5 (11 Possible)	Physical Science 4 (8 Possible)	Life Science 5 (13 Possible)	Life Science 4 (9 Possible)
Percent	Percent	Percent	Percent
93	95	92	93
CST Weighted 30%		CST Weighted 30%	
Earth Science 5 (11 Possible)	Earth Science 4 (8 Possible)		
Percent	Percent		
91	91		
CST Weighted 30%			

2012-13 SCIENCE - GRADE 8: 97% Advanced/Proficient

Motion (8 Possible)	Forces (13%), Density & Buoyancy (8%) (13 Possible)	Structure of Matter (15%) & Periodic Table (12%) (16 Possible)
Percent	Percent	Percent
89	94	89
CST Weighted 13%	CST Weighted 21%	CST Weighted % = 27%
Earth in the Solar Systems (7 Possible)	Reactions (12%) & Chemistry of Living Systems (5%) (10 Possible)	Investigation & Experimentation (6 Possible)
Percent	Percent	Percent
93	91	96
CST Weighted 12%	CST Weighted 17%	CST Weighted % = 10%

2012-13 HISTORY/SOCIAL SCIENCE – GRADE 8: 97% Advanced/Proficient

World History & Geography: Ancient Civilizations (6 TH) Percent Score (16 Possible)	Late Antiquity & The Middle Ages Percent Score (7 TH) (14 Possible)	Renaissance/Reformation Percent Score (7 TH) (10 Possible)
Percent	Percent	Percent
88	94	88
CST Weighted 22%	CST Weighted 18%	CST Weighted 13%
U.S. Constitution & The Early Republic (8 TH) Percent Score (22 Possible)	Civil War & Its Aftermath (8 TH) Percent Possible (13 Possible)	
Percent	Percent	
86	87	
CST Weighted 29%	CST Weighted 18%	

H. Oxford Prep’s Demographic and Academic Data: Actuals Compared with Projections

Below is a summary of Oxford Prep’s demographic and academic data projections, submitted in the original charter petition, as compared to actual student enrollment and performance. The data charts above detail student academic performance on the 2013 STAR Test. As a data-driven organization, we consider all factors in the current and future development of our educational program in order to fulfill our school’s vision, mission, and goals.

Student Demographics

In the original charter petition, we anticipated the following subgroups enrolling in Oxford Prep compared to the actual student population, as of 2012-13, according to www.ed-data.k12.ca.us:

- 19.4% of the students will be of Hispanic or Latino origin – Actual: $79/772 = 10.2\%$
- 62.8% of the students will be of White origin – Actual: $564/772 = 73.1\%$
- 5.0% of the students will be of Asian origin – Actual: $64/772 = 8.3\%$
- 1.3% of the students will be of African-American origin – Actual: $8/772 = 1\%$
- 1.5% of the students will be of Filipino origin – Actual: $18/772 = 2.3\%$
- 0.2% of the students will be American Indian or Alaska Native origin – Actual: $1/772 = <1\%$
- 0.2% of the students will be Pacific Islander origin – Actual: $0/772 = 0\%$
- 9.5% of the students will be of diverse origins – Actual: $38/772 = 4.9\%$

Projected Student Data

Oxford Preparatory Academy addresses the needs of all students, considering their challenges, backgrounds, and specific educational interests.

When the charter was written, we anticipated that the student population, taken from District-wide data, would achieve the percentile rankings as listed below. Actual student results are included:

- On average, 73% of students will be proficient or above in English Language Arts. Slightly less than 26% of the students will not be proficient in English Language Arts.
 - o **Actual: 2013 STAR Results – 96.3% scored proficient or above. GOAL MET**
- On average, we will see a 23% achievement gap between the average of all students and those who are Hispanic or Latino in the area of English Language Arts;
 - o **Actual: 2013 STAR Results – 96.3% scored proficient or above, demonstrating no performance gap. GOAL MET**
- On average, we will see a 27% achievement gap between the average of all students and those who are Socioeconomically Disadvantaged in the area of English Language Arts;
 - o **Actual: 2013 STAR Results – 95.2% scored proficient or above, creating a performance gap of only 1.1%. GOAL MET**
- On average, we will see a 35% achievement gap between the average of all students and those who are English Learners in the area of English Language Arts;
 - o **Actual: 2013 STAR Results – 83.3% scored proficient or above, creating a performance gap of only 13%. GOAL MET**
- On average, we will see a 34% achievement gap between the average of all students and those who are Students with Disabilities in the area of English Language Arts;
 - o **Actual: 2013 STAR Results – 90.6% scored proficient or above, creating a performance gap of only 5.7%. GOAL MET**
- On average, 71% of students will be proficient or above in Mathematics. Slightly less than 29% of the students will not be proficient in Mathematics;
 - o **Actual: 2013 STAR Results – 96.9% scored proficient or above. GOAL MET**

- On average, we will see a 19% achievement gap between the average of all students and those who are Hispanic or Latino in the area of Mathematics;
 - o **Actual: 2013 STAR Results – 96.3% scored proficient or above, creating a performance gap of only 0.6%. GOAL MET**
- On average, we will see a 23% achievement gap between the average of all students and those who are Socioeconomically Disadvantaged in the area of Mathematics;
 - o **Actual: 2013 STAR Results – 97.1% scored proficient or above, outperforming the school-wide average by 0.2%. GOAL MET**
- On average, we will see a 27% achievement gap between the average of all students and those who are English Learners in the area of Mathematics; and
 - o **Actual: 2013 STAR Results – 100% scored proficient or above, outperforming the school-wide average by 3.1%. GOAL MET**
- On average, we will see a 35% achievement gap between the average of all students and those who are Students with Disabilities in the area of Mathematics.
 - o **Actual: 2013 STAR Results – 78.1% scored proficient or above, creating a performance gap of only 18.8%. GOAL MET**

Oxford Prep aims to increase the academic performance of all students and close the achievement gap between subgroups based on the implementation of our educational philosophy, while maintaining the high performance of subgroups performing above the school-wide averages.

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

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

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

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic

processes, and developmentally appropriate learning experiences encourage the creative and critical thinking skills that enable our students to find workable solutions to real-world problems.

J. How Learning Best Occurs

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

Oxford Prep believes that learning best occurs in the following ways:

- ***When parents participate in the educational program*** - When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parental involvement and students without parental participation. Therefore, Oxford Prep 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 teachers, between students and teachers, between parents and teachers, and administration and community, is necessary for a successful school. Oxford Prep incorporates cooperative learning for students.
- ***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 proficiency 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." Oxford Prep 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." Oxford Prep 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.

K. How Oxford Prep Achieves Student Academic Success

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

1. Staff Development

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

Staff development needs are 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 achieve grade level content mastery. Staff is taught how to calibrate the curriculum to align with grade level Common Core State Standards and California Content Standards. They are also guided in the elements of directed lesson design.

This process begins with the administrator leading an in-service where a directed lesson is outlined and modeled. Next, teachers observe experienced teachers using this technique in their classroom to teach a standards-based content lesson. Later, the teacher is coached by the administration by observing a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team members provide support for new staff members by modeling effective lessons embedded with Multiple Intelligences (MI) teaching and assessment strategies.

To deepen teachers' content knowledge and engage all students in learning, our staff attends site workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on curriculum calibration and technology use. The staff is encouraged to enroll in college courses on MI and Gifted education. Staff attendance at conferences such as the California Association for the Gifted provide our staff the latest research on instructional strategies.

2. Homework

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

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

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

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

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

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

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

3. Evaluation

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

Administration ensures that student grades conform to a uniform grading system (see *Grade Criteria* below). 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 "Student Goals" (High academic achievement, Respect for others, Integrity of character, A spirit of unselfishness, Physical vigor, and Potential for leadership) and "Effort" in each subject area are also given to students.

GRADE CRITERIA

Grades are based upon objective criteria. Staff communicates their grading criteria to site Administration, parent(s)/guardian(s), and students at the beginning of the school year and/or beginning of each trimester. As the Achievement Level Descriptors are finalized for state mandated assessments in Language Arts and Math for Common Core, Oxford Prep will accordingly adapt.

Course Content for Transitional Kindergarten through Eighth Grade

Letter Grade	Achievement Level	Percentage
A	Advanced	90-100%
B	Proficient	80-89%
C	Basic	70-79%
D	Below Basic	60-69%
F	Far Below Basic	0-59%

A = 100-90%

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

B = 89-80%

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

C = 79-70%

Students performing at the “C” level demonstrate limited understanding of concepts embedded in the standards and benchmarks. They make simple and basic connections among ideas, providing limited supporting evidence for inferences and solutions. These students apply concepts and skills to routine problem solving situations. “C” students communicate in a limited fashion. Their communication may be limited because of few details or unclear logic. These students do not yet have a thorough understanding of the grade level standards.

D = 69-60%

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

F = 59-0%

Students performing at the “F” level demonstrate no understanding of concepts and skills embedded in the standards and benchmarks. They are unable to make connections among ideas, providing no evidence or support for inference and solutions. Their communication about their learning processes lacks critical

details, is not sequential, or lacks logic. These students are also unable to apply basic knowledge and skills. “F” students communicate both ineffectively and inadequately. These students have not met grade level standards.

Testing

Oxford Prep will continue to give any state required CST, CMA, or CAPA assessments, such as the CST for Science in grades 5 and 8. Oxford Prep will follow and implement state mandated assessment requirements beginning in the 2014-15 school year.

4. Student Involvement

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

Chess Masters	Noon Sports League
Dance Team	Odyssey of the Mind
Drama Club	Playing Instruments at Assemblies
Gardening Club	Saturday Enrichment Fieldtrips
Computer Club	Surf Club
Marching Band	Student Council
Mileage Club	Afterschool Sports

As part of our school’s vision, patriotism is fostered through daily patriotic exercises, which includes reciting the Pledge of Allegiance and the singing of patriotic and traditional songs of the month. At the beginning of each week, a pre-selected student leads a school-wide Pledge of Allegiance followed by the songs of the month.



Our students are given the opportunity, as part of the curriculum, to participate in a school program during the course of each school year, as well as other performance opportunities during weekly assemblies.

We believe student involvement in healthy choices support the physical, social, and emotional needs of each student and programs are in place to address these areas. Programs that support physical vigor include P.E.,

parent-supervised lunchtime Mileage Club, and noon sports league. Our Red Ribbon Days teach drug prevention awareness through daily themes, questions, and activities.

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

5. Parent and Staff Involvement

Leadership and School Organizations

The Administration regularly utilizes 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 Oxford Prep as the administration meets, confers, and plans with a wide variety of committees and teams. Oxford Prep maintains 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 (ELAC)

The English Learner Advisory Committee (ELAC) is made up of elected 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 assists in the development of a site-based needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance.

Master Teachers

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

Founding Families

The Founding Families of Oxford Prep are instrumental in helping foster a school environment that enables children, from transitional kindergarten through eighth grade, to achieve the highest academic standards and become well prepared for their future. They are an advisory group that provides input to the Administrative Team. They work with the Administrative Team and other parent groups to ensure that Oxford Prep's vision, mission, and values are communicated effectively throughout the community. Requirements must be met prior to becoming a Founding Family Member.

Honour Society (Parent/Staff Organization)

The Honour Society plays an essential role in our school's educational program. Each parent/guardian and staff person is 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 our program. They assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students; as well as support the philosophy of Oxford Prep through parent and faculty education programs and workshops. Some of the activities and programs include; Safe School Plan materials and supplies, fundraising, family fun nights, and many student body events.

The spirit of cooperation between our parents, staff, and students allows us to have an Honour Society that volunteers in a variety of areas. In addition to the activities mentioned above, they support student field trips, awards, supplemental instructional materials, and school enhancements. Additionally, the Honour Society tracks and coordinates service hours for all Oxford Prep parents, as outlined in the Suggested Practices for Parent Involvement.

The Honour Society Board is 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. An administrator also serves on the Board. The Board meets a minimum of once a month, planning and coordinating activities for parent involvement. They meet with various parents to provide the direction for successful completion of these events.

Parent Participation

Parental participation in their child's education has a positive impact on student academic success. Parents of children attending Oxford Prep understand the importance of their role and involvement in their child's education. As an example, committees consisting of both parents and staff discussed a technology implementation plan for Common Core.

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

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, as well as General Honour Society meetings.

Art Masters

An art program such as "Art Masters" provides enrichment to our art curriculum. Parent volunteers are trained to teach this program which serves as a valuable visual arts experience. It is primarily provided by volunteers; however, Honour Society funds materials and supplies.

6. Attendance

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

7. Student Recognition

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

“Honour Mods” Party (The first set of examinations usually held at the end of the first year at Oxford University). Whenever Oxford Prep reaches or surpasses our school performance goal, current students who participated in testing during the previous school year are rewarded.

Cum Laude Awards

Special recognition will be based on the previous year’s statewide assessment results in English-Language Arts, Mathematics, Social Studies and Science. As the Achievement Level Descriptors are finalized for state mandated assessments, Oxford Prep will accordingly adapt the qualifications for each level of the Cum Laude awards. These students will be presented an award at a gala ceremony.

Summa Cum Laude

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

Magna Cum Laude

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

Cum Laude

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

Trimester Awards (Grades K – 8)

OPA (Outstanding Performance and Achievement) Award - ACADEMICS

Exceptional academic performance related to mastery of Common Core State Standards and California Content Standards

CAP (Conduct Always Proper) Award – CITIZENSHIP

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

PREP (Preparing Responsible Excellent Pupils) Award - HOMEWORK

“A” in Homework (Zero Homework Deficiency Notices)

PENNANT Award - ATTENDANCE

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

CHAMP Award

Recipients of CAP, PREP, and PENNANT Awards

End of the Year Awards

Honour Hall Inductees (Grade 6 & 8)	Recipients of CHAMP Award for all three trimesters President’s Education Awards for Educational Excellence/ Educational Achievement
(Grade 5 and 7)	Presidential Physical Fitness Award (Completed physical fitness testing, meeting 85% of all National guidelines)

8. Behavior

The behavior policy of Oxford Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment. Our aim is to develop responsibility, citizenship, and respect for others. Each teacher 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 school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive. To achieve these goals, the following School Statutes (“Statutes” is the Oxford term for rules) have been established:

1. Take care of yourself.
2. Take care of others.
3. Take care of Oxford Prep.

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 school-wide basis. “Scholarships” are given to students who display outstanding sportsmanship and helpfulness on the playground. These “Scholarships” may be cashed in for rewards.

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

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

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

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

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

A student, who has received an Office Referral, shall not receive any grade above a “D” in Citizenship on his/her report card for that trimester. Any student who receives an “In-School” or “Out of School”

Suspension shall not receive any grade above an “F” in citizenship on his/her report card for that trimester. This is regardless of the number of days that the suspension is assigned. In all instances of disciplinary procedures and actions, the administration has final authority. For comprehensive information on suspensions and expulsions, including appeal processes, see Element 10.

9. Special Programs

a. Program for the Gifted

Oxford Prep is committed to providing students who have been identified as “Gifted” or “Highly Gifted” in Grades TK-8 with unique learning experiences that focus on both academic rigor and the social-emotional needs of the student. Three levels of service are provided, one program for students that are identified as Gifted, a second tier for students identified as Highly Gifted, and a third tier for Primary Rapid Learners (PRLs).

Gifted

Our school environment focuses on the premise that all children in grades TK-8 have talents and can learn. Teaching the content of the Common Core State Standards and California Content Standards utilizing the Theory of Multiple Intelligences allows students to comprehend and retain information based on the fact that they are receiving instruction in a variety of methodologies. Because all eight intelligences are addressed, we meet the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore ensures that they successfully meet or exceed the Common Core State Standards and California Content Standards. Staff constantly is given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development. The Multiple Intelligences Lesson Planner Guide (see Appendices for Multiple Intelligences) is one resource teachers use to plan units of study.

Oxford Prep utilizes a Multiple Intelligences Inventory to assess student giftedness. All students are assessed in the beginning of the school year to determine the modalities in which they best learn.

Highly Gifted

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

Primary Rapid Learners (PRLs)

Transitional kindergarten through second grade students may be identified as Primary Rapid Learners (see Appendices for Program for the Gifted). These students are given higher-level activities to meet their needs in all areas. For example, advanced phonics skills are presented in a small group setting, while students are required to write detailed sentences and read challenging books.

b. Intervention for Low Achieving Students

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

-Students scoring Basic, Below Basic, or Far Below Basic, or the equivalent on standardized assessments such as Measures of Academic Progress (MAP) or any state mandated assessments, in any one subtest score in Reading, Language Arts, or Math;

-Students who are at least one year below grade level in the areas of Reading, Writing, Math, and Oral Language as identified by school-wide trimester assessments; and

-Students who are at risk based on report card grades indicating performance below grade level.

Those students identified as low-achieving are targeted for additional academic support. Academic Strategic Success Plans (see Appendices for *Academic Strategic Success Plans*) are shared with parents by the seventh week of school. Every grade level analyzes English Language Arts reporting clusters and groups students according to their individual performance, targeting areas needing additional remediation. In addition, our Excellence Academy, a remedial intervention, is offered before school, and after school to students in grades one (1) through eight (8).

c. Promotion/Retention

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

School administration identifies students who are “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, birthdate, and results on statewide assessments.

A parent-teacher conference is held for students who are in danger of being retained, where an *Academic Strategic Success Plan* is formulated for the year. This plan includes multiple intervention options and progress monitoring which may be discussed in each of the three 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 in the *Academic Strategic Success Plan*. The team also analyzes Progress Reports and Report Card grades. Parents not supporting the decision to retain may request that the student receive a psycho-educational assessment. 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 English Language Development (ELD), meeting the requirements of a “Highly Qualified Teacher” (per No Child Left Behind Act). The decision to promote or retain students with an Individualized Education Plan (IEP) is made by the IEP team. Students are given the opportunity to participate in an academic intervention program as early as possible in the school year.

Oxford Prep can retain or promote a student without parent or guardian approval in grades one (1) through eight (8). No student at Oxford Prep will be retained for more than one year, including students who were retained prior to enrolling in the school. If retention is not successful as an intervention, a referral may be

made for psycho-educational assessment. Parents may appeal the Promotion or Retention decision to the Executive Director.

d. Acceleration (Grades 1-8)

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

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

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

Below is a graphic representation of the eight intelligences and their basic characteristics.



Oxford Preparatory Academy

Theory of Multiple Intelligences

DOMAINS OF INTELLIGENCE



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

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

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



11. Communication

The foundation of our Degrees of Learning visual (See chart at the beginning of *Element 1, section B. Mission and Goals*) is communication. Parents, staff, and students work together as a team to make academic success possible. Effective communication is necessary for the team to thrive.

School/Home Information

Information about Oxford Prep is found on the school website. A newsletter, as well as the lunch menu and monthly calendar, are accessible on this site. The Charter School provides email notifications to parents, and keeps parents apprised of student progress.

Some of the information found on our website includes the following:

- School Accountability Report Card (SARC)
- Upcoming events;
- Messages from teachers;
- Test data;
- Copy of our monthly and yearly calendars;
- Map of our school; and
- Informational Handbook.

Parent/Teacher Conferences

To keep parents informed and assisting in their child's education, a conference 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.

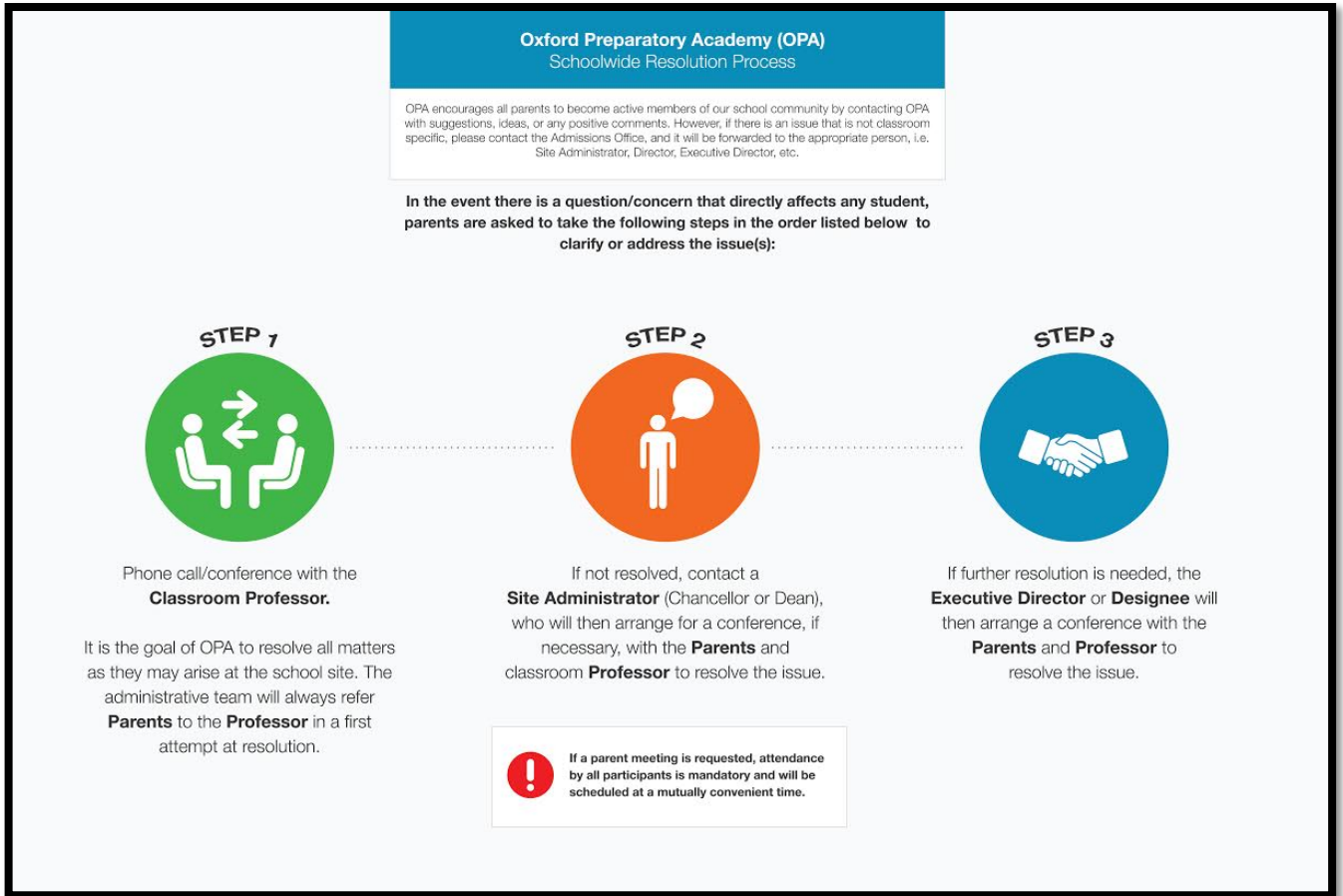
Additional parent conferences are scheduled based on student needs. Progress reports are issued in the middle of each trimester for those students who are in danger of failing due to not meeting grade level standards.

Contact During School Hours

If contact needs to be made with a child during school hours, it must be made through the school office. We try not to interrupt classes except in cases of emergency. A conference with a particular teacher may be arranged at a mutually convenient time by calling the office, sending a note, or emailing the teacher. Parents are encouraged to contact their child's teacher for both positive comments and any questions/concerns that may arise.

School-wide 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 below to clarify or address the issue(s):



School Related Issues

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

L. Instructional Program

We believe our program, as explained below, makes significant improvements in the areas of English Language Arts, mathematics, science, social science, and physical education for all students. Additionally, we continue to close the achievement gap between our 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 in-servicing 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;

- By choosing Oxford Prep, parents have an opportunity to be involved in the educational program for their children;
- Implementation of innovative programs such as M.A.J.O.R.S. (Making Academic Jumps Over Rigorous Standards) Classes, MI, and Science Lab 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 (i.e., “play first, eat later”);
- Infusion of the intrinsic value of academic pursuits in each child and the value of lifelong learning through the outstanding educational program developed at Oxford Prep;
- Ensuring “bell to bell” instruction and increasing daily instructional minutes to provide greater time for instruction in the core curriculum while maintaining the integrity of our programs such as Physical Education, Music, Band, 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-8;
- Maintaining a high level of integrity that staff members believe is crucial to a high performing school;
- Utilization of formative assessments and data-driven educational programs;
- Employing highly qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted;
- Incorporating a collegiate theme that permeates throughout our campus; thus, encouraging students to prepare for higher level education;
- An instructional staff that operates as a Professional Learning Community (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 our PLC learning 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?

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!!!

M. Courses of Study

Oxford Prep will adapt the course of study for grades TK-8 to align with the Common Core State Standards and California Content Standards. The current adopted course of study for grades TK to 6 includes:

- **English**, including knowledge of, and appreciation for, literature, language, and the skills of speaking, reading, listening, spelling, handwriting, and composition;

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

The current adopted course of study for grades 7 and 8 offers Common Core State Standards and California State Standards-based courses in the following areas:

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

- **Mathematics**, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures; and
- **Visual and performing arts**, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

N. Curriculum and Materials

Curriculum

The curriculum of Oxford Prep is consistent with the Common Core State Standards and California Content Standards. Understanding students' areas of strength and the development of the total child is emphasized at Oxford Prep. Textbooks are selected for use in grades TK - 8, along with supplementary materials, to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary and junior high school years.

English/Language Arts

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

Oxford Prep advances the English-Language Arts achievement levels of our students by:

- Providing a comprehensive English-Language Arts education program for grades TK-8, utilizing *Measuring Up*, and the Nancy Fetzter Writing Program;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in English-Language Arts instruction that addresses Common Core State Standards;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the Common Core State Standards in English-Language Arts.

Our intensive writing program, taught throughout the curriculum, may utilize the Nancy Fetzter Writing Program to focus on the Common Core State Standards in Writing.

Mathematics

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

The MIND Institute Program is used to help students acquire and develop problem-solving skills in math.

Oxford Prep advances the mathematic achievement levels of our students by:

- Providing a comprehensive mathematics education program for grades TK-8, through textbook adoption, supplemental texts such as *Measuring Up*, and The MIND Institute;
- Providing additional instructional minutes over the state recommendation;

- Providing extensive and multi-year professional development in mathematics instruction that addresses Common Core State Standards in Mathematics;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the Common Core State Standards in Mathematics.

Science

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

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

As part of the curriculum, students may participate in a hands-on science field trip.

Social Studies



Social Studies consist of an overview of world geography and emphasize the cause and effect relationships between humans and their physical environment. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures. As part of the curriculum, students may participate in specialized field trips, such as traveling to Sacramento during the school year, which serves to enhance their understanding of California history. Eighth graders may be offered an optional trip to Europe (Oxford, England) to further enhance knowledge of World History. Students may also be provided with the following

yearly “Walk-Through” programs: Walk-Through California, Walk-Through American Revolution, and Walk-Through Ancient Civilizations. As part of our school’s philosophy, Oxford Prep encourages our students and those of other countries to participate in cross-cultural communication and studies to further the mutual understanding of diverse societies and educational programs throughout the world.

Technology

Each classroom is embedded with state-of-the-art technology to enhance and support instruction. Staff has access to a computer in conjunction with multi-media instructional programs. Students produce PowerPoint and video presentations. When completing research-based projects, students utilize the computer lab. Students are taught keyboarding skills that are necessary to access and participate in state mandated assessments for the Common Core State Standards. Examples of technology used include desktop and laptop computers, touchpads for specific grade levels, and video streaming software. All audio-visual materials shown by the teachers are “G” rated or Administration approved. S.T.E.M (Science, Technology, Engineering, and Mathematics) Programs, such as Oxford

Prep's C.R.E.A.T.E. (Champion Robotics, Engineering, Arithmetic, and Technology Education) may be offered to further enhance students' hands-on involvement with educational technology.

Music/Art/Drama

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

Art lessons are 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 include basic movement skills performed with and without the use of equipment. At the elementary and junior high level, a variety of activities are used to improve physical strength, health, and endurance. Activities are selected with the goal of developing each student physically, emotionally, and mentally. Some of these include the Tae Kwon Do, Mileage Club, Track Team, and our Spirit Team. Students participate in activities all year that develop skills in agility, flexibility, upper body strength, and cardio-vascular endurance. These skills are tested each spring as part of the state's PFT (Physical Fitness Test) areas which include: one mile jog, curl ups, right angle push-ups, trunk lift, shoulder stretch, and sit-and-reach.

Materials

Oxford Prep utilizes curricular materials for the core content areas that have been selected based on an analysis of their alignment with California State Content and Common Core State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous, Multiple Intelligences-infused curriculum.

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

O. Operations, Projected Enrollment, and Instructional Minutes

Operations

Oxford Prep – South Orange County is located at 23000 Via Santa Maria, Mission Viejo, CA 92691

- The grade level configuration for 2014-2015 through 2018-2019 school year is currently projected to be TK-8; and
- The proposed student to teacher ratio in grades K-8 is approximately 32:1. Transitional kindergarten ratios will be dependent on eligible students who are selected for enrollment through the lottery.
- The phone number of Oxford Prep – South Orange County is (949) 305-6111. The contact person for Oxford Prep – South Orange County is Sue Roche.

The current bell schedule (See Appendices for Bell Schedule and Master Calendar) for Oxford Prep is 8:05 AM to 3:15 PM.

Projected Enrollment

The charter school’s projected enrollment for the 2014-15 school year is 864 students. The charter school may alter its class sizes as necessary to accommodate its educational program.

Instructional Minutes

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

Oxford Prep may utilize the California Department of Education and National Subject-Area Associations’ recommendations for instructional time. The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools. Oxford Prep has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction is embedded throughout the instructional program.

Oxford Prep students receive, at a minimum, the following number of instructional minutes for the school year. However, to expand the opportunities for all students and to lessen the amount of pullout time for specialized learning situations, we extend the school’s instructional day. Additionally, elective classes are offered outside of the school day to further minimize the impact of pullout time on core instruction. The table below shows the amount of minutes, on an annual basis, in excess of the State minimum (Education Code § 47612.5) that are added to allow for this feature of our program.

Professional Learning Community (PLC) Meetings may take place on minimum days, as well as additional staff development days.

Grade Level	State Minimum Number of Instructional Minutes (based on 170 days)	# of additional instructional minutes	Instructional Minutes
Transitional Kindergarten	34,971	+3,279	38,250
Kindergarten	34,971	+3,279	38,250
1 -3	48,960	+4,300	53,260
4 – 8	52,457	+2,768	55,225

Oxford Prep will meet the minimum number of instructional minutes as required by Education Code Section 47612.5, as may be amended by the Legislature.

P. Projected Master Calendar

Proposed School Calendar

A draft of the school master calendar and bell schedule can be found in the Appendices. Professional Learning Community (PLC) Meetings may take place on minimum days, as well as additional staff development days. Charter Schools are exempt from many instructional guidelines according to Education Code § 47610.

Components of the Daily Schedule

Agenda: Each student in grades 1 – 8 at Oxford Prep has an agenda that may utilized to:

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

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

College Prep: This targeted intervention program takes place during the school day. Each grade level utilizes 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 ELA areas, such as Reading Informational Text or Language. Administration determines which teachers are best suited for each student group based on a number of factors, including, but not limited to, teacher data on statewide standardized assessments and proficiency in particular areas of instruction. 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.

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

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

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

Technology Instruction: This includes typing, Internet-based research, computer program instruction (Word, PowerPoint, etc.) and the MIND Institute program, a computer-based program that helps students acquire and develop problem-solving skills in math.

Visual And Performing Arts (VAPA): Visual and Performing Arts are incorporated throughout the Oxford Prep academic program. VAPA includes Art Appreciation (such as “Art Masters” or a similar program), participation in school performances, dance, and drama to aid in students’ development of aesthetic appreciation and the skills of creative expression.

Q. Addressing the Needs of all Students

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

Oxford Prep is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. We identify at-risk students based on standardized tests and those who are not meeting grade level standards on classroom assessments. There is targeted intervention by teachers who have proven instructionally strong in this designated area. In addition, our Excellence Academy, a remedial intervention, is offered before school and/or after school to students in grades 1-8. Students performing above grade level standards are given the opportunity to participate in studies that challenge and address their strengths. Enrichment field trips are provided at various times throughout the year.

Students At-Risk of Low Achievement

Oxford Prep screens the following data to identify at-risk students in accordance with our educational philosophy/mission:

- Students scoring below grade level on state assessments, on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts;
- Students who are at least one year below grade level in the areas of Reading, Writing, and Math as identified by interim assessments; and
- Students recommended for academic intervention based on report card grades indicating performance below grade level.

Oxford Prep uses diagnostic assessments (See Appendices for sample assessments in Diagnostic/Benchmark Assessments) in Reading, Writing, and Math to help identify struggling students within the first seven (7) weeks of school.

Expanded Learning Experiences for Academically Low Achieving Students

Oxford Prep believes in an inclusion model of instruction. All of our students, including academically low achieving students, are serviced using grade-level standards with the classroom teacher. The special education teacher works collaboratively with the classroom teacher to individualize and address student needs. In addition, EL students receive differentiated instruction, as needed, in the classroom. Oxford Prep's scores prove that this is a successful model.

Below is a list of ways Oxford Prep achieves the task of providing comprehensive and expanded learning experiences for our students.

Comprehensive Learning Experiences Offered to All Students (including low achieving students):

- Instruction using the Theory of Multiple Intelligences for all core academic areas.
 - English-Language Arts
 - Mathematics
 - Science
 - Social Studies
- Using expository materials to teach reading comprehension.
- Each classroom is embedded with state-of-the-art technology to enhance and support instruction.

- College Prep Intervention/Enrichment program provides targeted instruction in Language Arts to all students in grades 3-8 during the school day.
- Excellence Academy is a before and/or after school intervention program for all students in grades 1-8 who are in danger of not meeting grade level standards.
- Teachers design 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 use innovative instructional strategies to differentiate instruction for all types of learners.
- Students at all ability levels are taught using GATE strategies.
- Incorporation of Bloom's Revised Taxonomy into lesson design. This allows for students of all ability levels to be challenged.
- Academic Strategic Success Plans are 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 (including low achieving students):

- The MIND Institute Program is provided to students in designated grade levels to develop problem-solving skills in math.
- Music, Art, and Drama are utilized within and out of the classroom to enhance learning.
- All students participate in Physical Education that is taught by a credentialed PE teacher.
- All students receive World Language instruction.
- Service Learning activities are incorporated into instruction for all students.
- Technology Instruction is provided for all students in grades TK-8.
- Visual and Performing Arts are incorporated throughout the academic program. Students have the opportunity to participate in music, art, and drama.
- Instructional lessons are taught beyond the walls of the classroom using Naturalist techniques.

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

- Academic Strategic Success Plans are used to inform parents that their child is falling below academic expectations (see below). Teachers and parents use this as a way to monitor growth, and find strategies that will assist in achieving grade level mastery on all standards, and/or are meeting the equivalent Achievement Level Descriptors using state mandated assessments data.
- Oxford Prep provides even more assistance for academically low achieving students through our before and after school Intervention Program, Excellence Academy.
- Teachers may recommend any student that is struggling academically or socially for the Student Study Team (SST) process if the Academic Strategic Success Plan is unsuccessful. The team identifies the student's strengths and weaknesses, and develops a "Success Plan" during the SST.

Academic Strategic Success Plans

Oxford Prep uses the Academic Strategic Success Plan (see Appendices for Academic Strategic Success Plan) to inform parent(s)/guardian(s) by the seventh week of school 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 low-achieving are targeted for additional academic support. Through the Academic Strategic Success Plan, teachers collaborate with parents (at least) each trimester on targeted strategies and interventions that may be helpful to

ensure all at risk students are meeting grade-level standards. The parent(s)/guardian(s), teacher, and student (as determined by teacher) are required to attend all meetings in order to set goals and objectives.

Data is gathered through frequent interim assessments performed in the core subject areas. Teachers have tools to track all of their students and ensure they are making sufficient progress. The Academic Strategic Success Plan is 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 continues to be monitored to ensure academic success. If the student is not making adequate progress, further remediation/intervention is considered, including, but not limited to, retention, and/or a special education assessment.

Intervention

Despite the amount of individualization built into the Oxford Prep curriculum, some students need additional attention and/or services. Our Excellence Academy (see Element 1., Section: *Projected Master Calendar*), a remedial before and/or after school intervention, is offered as an option to students in grades one (1) through eight (8). This program is not required. However, it is strongly encouraged and offered free of charge. College Prep (see Element 1., Section: *Projected Master Calendar*) is a targeted standards-based intervention/enrichment preparation program for students in grades three (3) through eight (8) that takes place during the school day.

Transitional kindergarten (TK) and kindergarten do not participate in Excellence Academy and grades TK-1 do not participate in College Prep. Rather, these grades participate in small group, targeted instruction during the school day. Students in these grades requiring intervention can also be placed on an *Academic Strategic Success Plan*, entailing a number of possible interventions based on student need.

If further intervention is needed, a pre-referral process is utilized. The pre-referral process specifies interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to a Student Success Team (see next section) meeting between appropriate staff and parents, where documented behavioral, and/or attendance concerns, are addressed and strategies developed for early interventions. Through a collaborative effort, our administrators, teachers, as well as specialists in special education, speech/language, occupational therapy, and adaptive P.E., meet to identify students who require individualized assistance in academic and/or non-academic areas.

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

Student Success Team (SST)

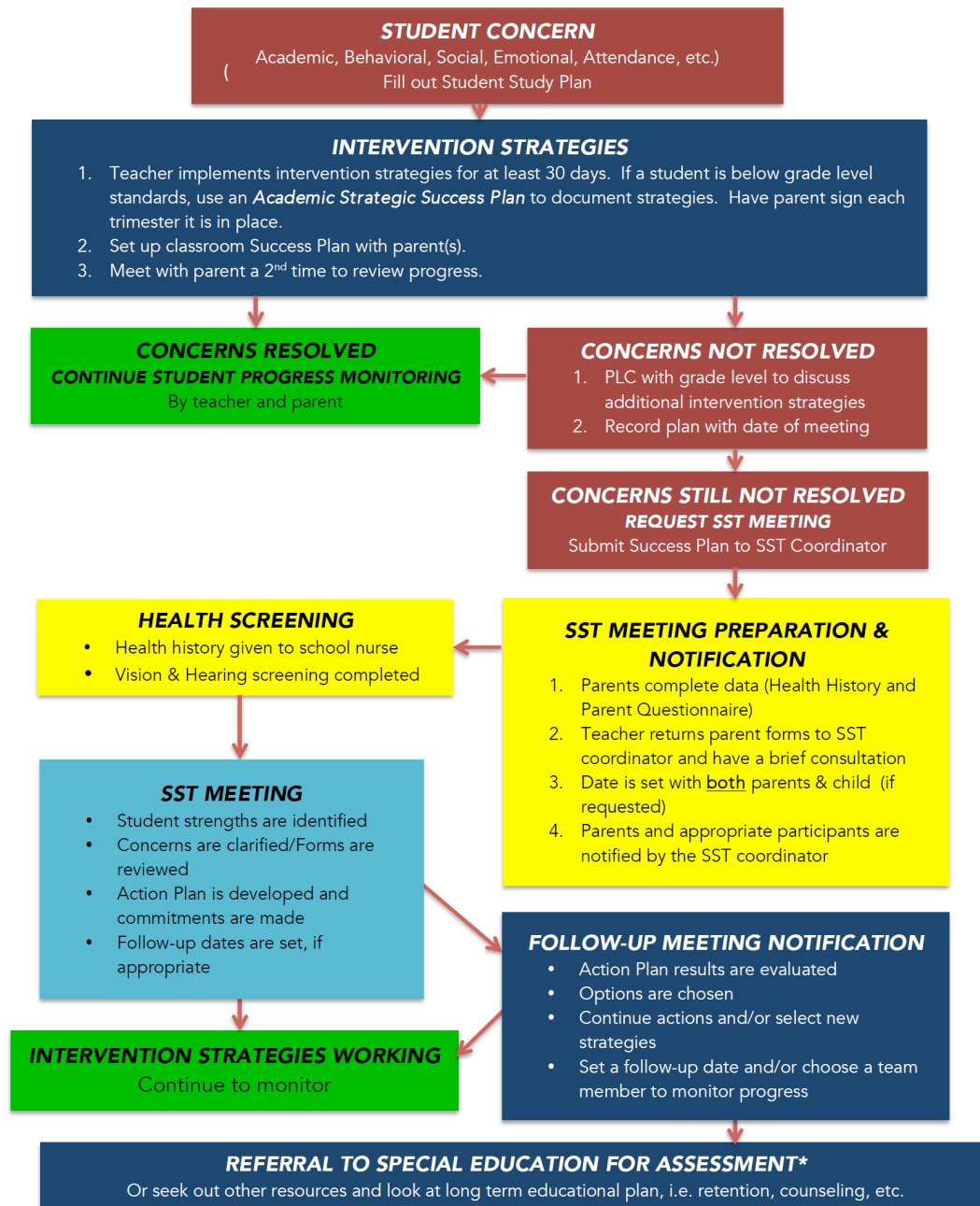
If a student is struggling either academically or socially, the classroom teacher implements intervention strategies to remediate the problem. When further measures are required, the teacher or parent requests a Student Success Team meeting. The team includes the parents, classroom teacher, an administrator or designee, the Student Success Team Coordinator, and also includes the special education teacher, nurse (if staffed and participation is appropriate), psychologist, and student, as deemed appropriate. The team identifies the student’s strengths and weaknesses, and then develops a “Success Plan”. Often, the plan includes a follow-up meeting. Students who need psycho-educational testing are referred through the Student Success Team.

Examples of a Success Plan include modifications of classroom work and assessments and/or further formal testing. Student Success Teams revisit student progress and implementation of modifications to determine their effectiveness.

With the completion of formal psycho-educational testing, recommendations for placement in special programs and/or referrals to other support personnel are made, if necessary. Servicing may include push-in (full inclusion), pullout, and/or ongoing consultation.

The graphic below details the Student Success Team referral process at Oxford Prep.

Student Success Team (SST) Process



*May occur during earlier steps. Refer to SELPA Procedures Guide for Special Education.

Economically Disadvantaged Students

Oxford Prep addresses the unique needs of socio-economically disadvantaged students in a sensitive and confidential way by:

- Providing free or reduced uniforms as necessary;
- Providing a free or reduced cost lunch as necessary, whether subsidized through an outside vendor or utilizing the National School Lunch Program;
- Giving diagnostic assessments as early as possible, such as the Basic Phonics Skills Test (BPST – See Appendices for samples in Diagnostic Benchmark Assessments), to determine reading readiness and performance levels to ensure the most appropriate intervention is employed;
- Providing free intervention programs (Excellence Academy) before and after school to address academic concerns and students that are “at-risk” of not meeting grade level standards;
- Utilizing Academic Strategic Success Plans (See Appendices for Academic Strategic Success Plan) for students who are considered “at-risk” of not meeting grade level standards;
- Providing equal access to all activities;
- Directing parents to resources and additional information, as needed;
- 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.

Additionally, parents are provided referrals to outside agencies to independently obtain counseling services as needed. Parents are responsible for such services unless the student is receiving special education services and meets the requirement for counseling services through the SELPA.

School-Wide Services

We believe healthy choices support the physical, social, and emotional needs of each student, and programs are in place to address these areas. Programs that support physical vigor include: P.E., a parent-supervised lunchtime Mileage Club, and noon sports leagues. Our Red Ribbon Days teach drug prevention awareness through daily themes, questions, and activities. Support services are also available to all students. Our pre-referral process specifies interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to a SST meeting between appropriate staff and parents, where documented behavioral, and/or attendance concerns are addressed and strategies developed for early interventions. Through a collaborative effort, administrators and teachers, as well as specialists in special education, speech/language, occupational therapy and adaptive P.E., meet to identify students who require individualized assistance in academic and/or non-academic areas.

Student Success Teams revisit student progress and implementation of modifications to determine their effectiveness.

With the completion of formal psycho-educational testing, recommendations for placement in special programs and/or referrals to other support personnel are made, if necessary. Servicing may include pullout, and/or inclusion programs, and/or ongoing consultation. Excellence Academy is offered before and/or after school for students, in grades 1-8, targeting students “at-risk” of not meeting our high expectations of student learning. Student progress and effectiveness of modifications is monitored utilizing performance data software, teacher observations, and collaboration between all involved staff. Professional Learning Communities (PLC) exist to develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the SST, teachers meet at grade level to confer about student concerns and potential classroom accommodations and

modifications. Top-notch collaboration and teamwork among staff, particularly during the Student Success Team (SST) process, ensures that all students' needs are addressed and met.

English Learners (ELs)

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

Oxford Prep will comply with federal and state mandates regarding EL education and re-designation of EL students. Additionally, the charter school will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

Identification of ELs

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

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

Oxford Prep notifies all parents of EL students prior to CELDT administration. Parents receive CELDT results within thirty (30) days of Oxford Prep receiving results from the publisher. The CELDT is used to determine whether the student qualifies for reclassification as Fluent English Proficient (R-FEP) and to fulfill the requirements under the "No Child Left Behind" Act (NCLB) for annual English proficiency testing.

EL Servicing

Oxford Prep runs a full-inclusion program for our EL students. The English Learner Advisory Committee (ELAC) advises the administration and staff on programs and services for English Learners. From the first day of school, EL students are immersed in English, with the language 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.

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 tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Oxford Prep will provide English Learners (ELs) the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student need.

Through such a coordinated application of standards, Oxford Prep's staff supports ELs 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. Become aware that different languages and varieties of English exist;
5. 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;
6. Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
7. Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
8. Develop proficiency in shifting registers based on context.

While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English Language Arts, mathematics, science, social studies, and the arts. Specifically, they 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)

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

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

9. Expressing information and ideas in oral presentations
10. Composing/writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. 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

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

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills: Considerations for instruction in foundational literacy at each grade level K–5, and the grade span 6–8.

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

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

Oxford Prep considers EL students scoring at the beginning to intermediate levels on the CELDT to have less than “reasonable fluency” (California Education Code [EC] Section§ 305). Students scoring at the intermediate level or higher (Early Advanced or Advanced) are considered to have “reasonable fluency.”

Students are taught core content (based on grade-level content standards) instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and 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 English language mainstream program when the pupil has acquired a reasonable level of English proficiency (EC 305). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream program utilizing the Placement by Parent request process (California Code of Regulations [CCR], Title 5, section 11301).

Using alternative or authentic assessments with EL students, rather than relying solely on traditional forms of testing such as multiple-choice tests, allows for better assessment of the full range of student outcomes, and the information gained through the assessment can then be used to inform instructional planning. Additional professional development includes applying instructional accommodations 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 Oxford Prep teachers are EL authorized (i.e., CLAD, B-CLAD, AB 2913, SB 395, or SB 1969).

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

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

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

Strategies are used to promote high levels of academic language and achievement for students at all levels of English proficiency. Other strategies are also implemented to make grade-level academic content understandable and comprehensible to English learners while at the same time promoting English language development (ELD) and literacy. High-performing EL students may be recommended for the Highly Gifted Program through a teacher and parent survey. These students are provided content with greater depth, complexity, and novelty, and have the opportunity to accelerate through the curriculum.

Exiting the ELD Program

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

- Overall CELDT scores: Early Advanced or Advanced (with no sub-skills scoring less than Intermediate in Reading, Writing, Language, and Speaking)
- CST scores (up to 2013 school year): Proficient or Advanced in English Language Arts (ELA) and Math
- State Mandated Assessments Scores: As information becomes available, Oxford Prep will follow all state requirements for reclassification of EL students according to its relevancy to state mandated assessments results.
- Teacher Evaluation: Grades must be a "C" or better in all core academic subject areas (e.g., Reading, Math, Writing, etc.) for students in grades TK - 8
- Writing Rubric: Grade-level writing samples must score a 3 or better on a 4-point maximum rubric scale. Writing rubrics measure writing strategies, language conventions, sentence structure, grammar, capitalization, punctuation, and spelling.

Prior to students exiting the ELD program, the EL Coordinator and site administration obtain parent approval 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.

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

- *Teacher Training/Staff Development:* Through the Professional Learning Community approach, teachers are trained in strategies and theories that can be applied in differentiated classroom instruction and lesson design. These include the Multiple Intelligences, backwards lesson design, GATE strategies (depth, complexity, and novelty) for all students, when appropriate, and other research-based strategies such as the best practices of teaching;
- *High Quality Assessment:* Assessments must be valid, standards-based, and rigorous to meet the demands of the 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 tests;
- *Intervention Programs:* Targeted intervention, such as our *Academic Strategic Success Plan*, and an effective referral program for Student Study Teams, allow teachers to work with parents and other staff members to hone in on the specific needs of each student, and provide for monitoring of student progress; and
- *Sufficient Resources:* Sufficient resources are provided to ensure that every teacher is trained in school-wide and grade-level specific programs and resources, as well as in delivering content instruction understandable to all students. Resources are broad, including a structured and rigorous curriculum, technology integration, and comprehensive assessment tools.

R. Plan for Serving Students with Disabilities

Overview

Oxford Prep complies with all applicable state and federal laws in serving students with disabilities. Oxford Prep has been accepted for membership to the El Dorado Charter Special Education Local Plan Area (El Dorado Charter SELPA). Oxford Prep has been fully transitioned into the El Dorado Charter SELPA as a Local Educational Agency (LEA) as of July 1, 2013.

Oxford Prep operates as a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. The administration and coordination of special education and regionalized services complies with the published policies of the El Dorado Charter SELPA.

Oxford Prep complies with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

Section 504 of the Rehabilitation Act

Oxford Prep is solely responsible for its compliance with Section 504. The facilities utilized by the Charter School are accessible for all students with disabilities. Oxford Prep recognizes its legal responsibility to ensure that no

qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Oxford Prep. Any student who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Oxford Prep.

A 504 team has been assembled by the Chancellor and includes 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 reviews the student's existing records including academic, social and behavioral records, and is 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 student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team also considers 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 are selected and 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 or 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 makes 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 shall 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 Oxford Prep's professional staff. The 504 Plan shall 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. A copy of the 504 Plan is maintained in the student's cum file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

Services for Students under the "IDEA"

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for the administration and provision of special education services in accordance with SELPA policies and applicable law.

Staffing

As a member LEA of El Dorado Charter SELPA, Oxford Prep is 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 SELPA policy and applicable law. Oxford Prep is committed to assuring all IEPs are properly implemented and all students requiring services are adequately served. All Scholar Academy (special education) services at Oxford Prep are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA.

So long as Oxford Prep operates as a member LEA of El Dorado Charter SELPA, Oxford Prep staff shall continue to participate in all mandatory in-service training relating to special education. Oxford Prep is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and designated instructional services (DIS) specialists. Oxford Prep is responsible for the hiring, training, and employment of itinerant staff necessary to provide Scholar Academy (special education) services to Oxford Prep students, including, without limitation, speech therapists, occupational therapists, adaptive physical education teachers, behavioral therapists, and psychologists. Oxford-Prep ensures that all Scholar Academy (special education) staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

Identification and Referral

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for the identification and referral of students for special education services in accordance with SELPA policy and applicable law. Oxford Prep utilizes the SST process for identification and referral of students with exceptional needs. Please refer to Element 1, *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 tried 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. Possible exceptions to this protocol would be seriously disabled students 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 Oxford Prep 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 in 15 days and the Initial IEP being convened within 60 days of receipt of written permission for assessment.

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

Oxford Preparatory Academy (OPA) is compliant with El Dorado Charter SELPA policies as well as relevant laws in regard to child-find activities. These Child Find activities fall under the two major categories of mass communication and targeted interventions. Oxford Prep places Child Find notifications in annual mass communications to all of its parents. This notification is also followed up in relevant portions of parent education events throughout the year.

Oxford Prep has a specific and rigorous system (See Element 1, Section: Addressing the Needs of All Students) of identification and interventions for students that are not meeting grade-level expectations of academic achievement, attendance, social development, or discipline. This system meets the expectations of a system compliant with the mandates of Child Find, and it exceeds the systems found in most school districts. This system is supported through rigorous professional development to ensure fidelity.

In addition to honoring parental request for assessment with either an Assessment Plan or an immediate Student Success Team within legal timelines, Oxford Prep has comprehensive systems for identifying and supporting students who are not succeeding in the regular education environment prior to referral to assessment (See “Interventions Strategies Menu” below). Students who are not succeeding in the regular education classes are provided interventions and support in several ways. Since each student takes a Multiple Intelligence inventory assessment at the beginning of the school year, teachers are able to target instructional delivery for those students using their multiple intelligence strengths. For example, students having difficulty in math, but who are strongly bodily-kinesthetic, may need more hands-on lessons or demonstrations to help remember the math concepts. Students having difficulty in English-Language Arts, but who are highly musical, may need rhymes or songs to help in the acquisition of new concepts.

During each lesson, the teacher uses a seven-step lesson plan format which includes modeling, checking for understanding, and guided practice. During guided practice, teachers identify those students who have not mastered the lesson and pull them aside in a small group setting to reteach the lesson using differentiated materials and strategies. Independent Practice assignments may need to be modified for these students.

All Oxford Prep teachers use the “Intervention Strategies Menu” developed by the National Education Association to find ideas that can be utilized with students who are not making adequate progress in the classroom. This two page checklist of ideas includes, but is not limited to:

- Providing opportunities for periodic rehearsal of information given verbally;
- Providing copies of notes from lessons;
- Using guided reading groups;
- Frontloading material at the beginning of a unit of study;
- Highlighting key words in reading comprehension or math problems;
- Allowing “wait time” for verbal responses: and
- Using visual cues or written directions paired with verbal directions.

When students are still not experiencing success or making adequate progress, the teacher will fill out an *Academic Strategic Success Plan*. As part of this plan, teachers meet with parents of “at-risk” students to create target goals for the student and determine appropriate interventions that will be used to help the student master the standards. These may include small group lessons, adjusting classroom seating, adult volunteer tutoring, peer tutoring, books online or on tape, computer lessons, and modified assignments.

Teachers discuss individual student concerns during grade level Professional Learning Community meetings and implement suggestions from other staff members. When other support and interventions are not meeting the needs of the student, the teacher completes a referral for a Student Success Team meeting. At this meeting, parents, classroom teachers, administrators, and other support staff 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. This process is consistent with the Child-Find obligations under IDEA and Section 504. Oxford Prep’s staff receives regular training in both this system of intervention and Oxford Prep’s Child-Find obligations.

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

Assessments

The term “assessments” shall 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 member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for all practices related to the assessment of students for special education services in accordance with SELPA policy and applicable law. Oxford Prep determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with the SELPA’s general practice and procedure and applicable law. Oxford Prep is responsible for gathering all pertinent information and sharing such information with the SELPA (where applicable according to SELPA policies). Information gathered is used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. Oxford Prep obtains parent/guardian consent to assess its students.

Oxford Prep hires educational specialists, school psychologists, and Speech-Language Pathologists as staff. For more specialized assessments (if not already on staff), such as Occupational Therapists, Audiologists, Board Certified Behavior Analysts, school nurse etc., Oxford Prep contracts through appropriately licensed provider agencies in accordance to relevant laws and SELPA policy.

It should be noted that Oxford Prep is currently a member of the Southern California Joint Powers Authority (JPA) currently based out of San Diego County. Therefore, we have the option of utilizing the JPA as an additional resource for hiring or utilizing assessors of this nature listed above.

Oxford Prep is currently vetting private practitioners and Non Public Agencies with preference on the following criteria, in no particular order:

- Research on verification of proper licenses and credentials.
- Professional reputation for quality and lack of bias.
- Non-Public School or Non-Public Agency status.
- Willingness of local geographic SELPA’s to contract with agency or individual.
- Preference for assessors that specialize in assessment only and/or who do not hold a financial stake in recommending the specific services for which they are assessing.

IEP Meetings

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for all practices related to IEP meetings in accordance with SELPA policy and applicable law. Oxford Prep arranges and sends notification of the necessary IEP meetings. IEP team membership is compliant with state and federal law. Oxford Prep is responsible for having the following individuals in attendance at the IEP meetings: the Chancellor and/or Oxford Prep’s designated representative with appropriate administrative authority as required by the IDEA; the student’s special education case manager; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Oxford Prep representatives who are knowledgeable about the regular education program at Oxford Prep and/or about the student. Oxford Prep arranges 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 behavior specialist; and documents the IEP meeting and provides notice of parental rights. 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 30 days of a parent’s request for assessment; when an Individual Transition Plan is (ITP) required at the appropriate age; and if a manifestation hearing is required.

IEP Development

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

Oxford Prep promptly notifies 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.

The staff at the current campuses actively participates in all IEPs for OPA students, especially administration and regular education teachers. The OPA Coordinator of Special Services uses the schools' computerized IEP programs for IEP development as well as oversight and management. Currently, the El Dorado Charter SELPA uses the SEIS computerized IEP program. Oxford Prep provides its teachers with over fifteen days of professional development, and IEP development will be a priority for any newly hired Scholar Academy (special education) staff with a focus on Educational Benefit, not just navigating the SEIS program.

IEP Implementation

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for all practices related to IEP implementation in accordance with SELPA policy and applicable law. Oxford Prep provides a copy of the IEP to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, Oxford Prep staff implements the IEP. Oxford Prep implements IEPs, pursuant to SELPA policies in the same manner as any other school of the SELPA. These procedures include, but are not limited to, proper IEP Team composition, timelines, focus on Least Restrictive Environment, IEP development and implementation. Oxford Prep holds ultimate authority over implementation and supervision of services. As part of this responsibility, Oxford Prep provides the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for Oxford Prep's non-special education students, whichever is more. A copy of the IEP will be given to the parent in accordance with state laws and policies.

Interim and Initial Placements of New Charter School Students

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for conducting IEP meetings within thirty days of enrollment in accordance with SELPA policy and applicable law. Oxford Prep conducts IEP meetings within thirty days for students who enroll in Oxford Prep from another school district outside of the SELPA with a current IEP. Prior to such meeting and pending agreement on a new IEP, Oxford Prep implements the existing IEP to the extent practicable or as otherwise agreed between Oxford Prep and the parent/guardian.

Non-Public Placements/Non-Public Agencies

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students in

accordance with SELPA policy and applicable law. Oxford Prep is solely responsible for all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children have access to Oxford Prep and no student is denied admission nor counseled out of Oxford Prep due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

As a member LEA of El Dorado Charter SELPA, Oxford Prep is solely responsible for investigating, responding to, and addressing parent/guardian complaints in accordance with SELPA policy and applicable law. Oxford Prep responds to parental concerns or complaints related to Scholar Academy (special education) services, including any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law. Concerns will be acknowledged by the school within five days, followed by a resolution meeting.

Oxford Prep's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint. Oxford Prep schedules meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative may attend. Oxford Prep is ultimately responsible for determining how to respond to parent concerns or complaints.

Oxford Prep responds to any complaint or investigation by the California Department of Education, the United States Department of Education, or any other agency.

Due Process Hearings

Oxford Prep 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, Oxford Prep shall work to defend the case. In the event that it is determined that legal representation is needed, Oxford Prep shall be represented by legal counsel of its choosing.

Oxford Prep understands that it has sole discretion to settle any matter in mediation or due process. Oxford Prep also has sole discretion to file an appeal from a due process hearing or take other legal action involving any Oxford Prep student necessary to protect its rights.

As a member LEA of El Dorado Charter SELPA, Oxford Prep acts as an autonomous LEA with all of the legal rights and responsibilities as it relates to LEA membership, representation, and participation with the El Dorado Charter SELPA policy and applicable laws.

SELPA Representation

Oxford Prep is represented at all SELPA meetings. As a member LEA of El Dorado Charter SELPA, Oxford Prep is subject to all of the rights and responsibilities required of all member LEAs of the SELPA.

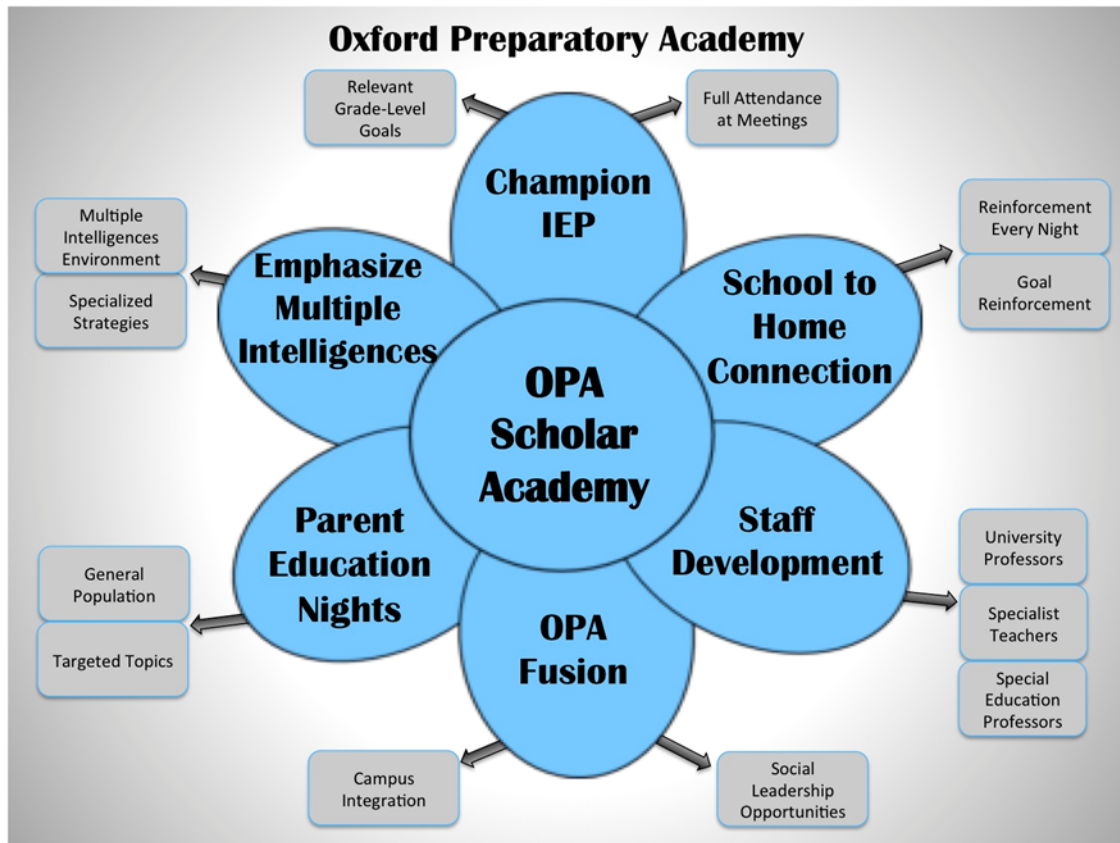
SCHOLAR ACADEMY (SPECIAL EDUCATION) PROGRAM DESCRIPTIONS

General Education Program Modifications:

The Special Education program at Oxford Prep is designed and founded on the two critical principles of “push-in” and the IEP decision-making process. This is embedded throughout the entire program design, and it is also evident in daily practice and outcomes.

Inclusion in a high-quality regular education program to the greatest extent possible:

The highest quality special education program is built on the foundation of a successful regular education program. Oxford Prep’s regular education program provides rigorous educational benefit to students of all learning styles. Oxford Prep provides exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. For example, all parents are able to create a homework modification plan with their child’s teachers in cases where students are not able to consistently complete their work within published grade-level guidelines. Therefore, reliance on the Scholar Academy (special education) program should be minimized to the most severe circumstances. In addition, the program supports students in the regular education program to the maximum extent possible. In the cases where inclusion may not be indicated, IEP teams review the continuum of Least Restrictive Environment versus program modification based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students. Below is a visual of our overall program.



Student needs and the Individual Education Program (IEP) process should drive program design:

Given the high-level of individualization and program modifications embedded in our regular education program, there is no set of “standard” program modifications for special education. Additional modifications are individualized for each student through the IEP process.

Designated Instruction and Services (e.g. Speech and Language therapy, Adaptive Physical Education, Occupational/Physical therapy, Counseling, Sign Language Interpreting, etc.)

Designated Instructional Services (DIS) and other itinerant or supplementary services:

Oxford Prep provides the full continuum of supplementary services as indicated on a student's IEP. The highest consideration and focus is on providing evidenced-based practices with high quality service providers. Oxford Prep hires school psychologists and speech-language pathologists as direct employees. Other providers may be hired, or contracted through appropriately licensed provider agencies in accordance to relevant laws and SELPA policy. Final determination is based off of an evaluation of program needs and on-going review of students' IEPs.

Specialized Academic Instruction (SAI):

Specialized Academic Instruction - Mild/Moderate - "Push-In"

Appropriately credentialed and trained special education staff provides consultation, direct instruction, or co-instruction in the regular education program. To best meet the needs of the child with a disability, this staff adapts the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards of Oxford Prep, the California Content Standards and Common Core State Standards. A portion of these services are also delivered by paraprofessionals under the direct supervision and guidance of the special education teacher.

Specialized Academic Instruction - Mild/Moderate - Learning Center

Appropriately credentialed and trained Scholar Academy (special education) staff provides direct instruction outside of the regular education classroom. Learning Center services are tailored to the individual student's IEP, but they are provided in two primary means. Re-teaching and targeted remediation are provided for students that require academic support beyond that which can be provided in the regular education classroom or academic intervention programs provided to all students (Excellence Academy, for example). The Learning Center also provides curriculum delivery for students who are academically capable, but whose social-emotional-behavioral needs necessitate delivery in an alternative, supportive environment. In both cases, the student remains enrolled and receives an accommodated or modified version of the regular education curriculum.

Specialized Academic Instruction - Moderate/Severe - Learning Center

Students whose IEPs indicate that they are unable to achieve a meaningful educational benefit with a modification of regular curricular standards receive instruction in a separate classroom environment. Instructional design and delivery are 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.

Inclusion Services (e.g. supported full time placement in general education classes for students with severe disabilities)

The highest quality special education program is built on the foundation of a successful regular education program. Oxford Prep's regular education program provides rigorous educational benefit to students of all learning styles. Oxford Prep provides exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. Therefore, reliance on the special education program should be minimized to the most

severe circumstances. In addition, the program supports students in the regular education program to the maximum extent possible.

In the cases where inclusion for Students in the Moderate/Severe program may be indicated, IEP teams review the continuum of Least Restrictive Environment 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 must be consistent with the proposed goals and plan determined by the IEP Team. For example, in the case where inclusion is determined for social modeling purposes, the student is mainstreamed in times and environments where positive social interactions with neurotypical peers can best be supported and maximized.

For academic purposes, the IEP Team considers 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 drives curriculum and grading considerations. These decisions are based on the three domains of academic issues, non-academic issues (social-emotional-behavioral), and reasonable impact on staff and other students.

The IEP Team review of inclusion includes consideration of Special Circumstance Aides (commonly known as one-on-ones). Any student utilizing a Special Circumstance Aide for mainstreaming assistance is supported with a minimum of a Behavioral Support Plan to ensure a systematic application of data collection and positive reinforcement of the skills and behaviors necessary for successful inclusion.

Placement in a nonpublic school/agency (NPS/NPA) or residential facility

Students whose educational needs surpass the ability for Oxford Prep to provide on campus services may be referred to programs provided by a NPA, NPS, or cooperating LEA/SELPA/County program approved through the IEP process without sacrificing or other negative impact to their entitlement to enrollment at Oxford Prep.

Transportation for students with special needs in order to access special education services:

OPA is developing transportation policies that are in alignment to SELPA policies and reviewed for legal compliance. Should an IEP Team deem that a student requires transportation to access educational benefit in the Least Restrictive Environment in alignment with these policies, Oxford Prep would 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 approved to provide transportation, reimbursement of public transit, if appropriate, for an individual student, or reimbursing the parent/guardian for mileage costs.

S. Independent Study

Oxford Prep enrolls students into a full-time Independent Study Program (ISP), which is comprised of the site-based curriculum. Each grade level teacher may be responsible for overseeing the program as an adjunct duty. The teacher meets with these students and their parents to determine goals, instruction, and assessment of student progress. Students in this program are held to the same degree of standard and expectation as students in the regular education program.

Students who are enrolled into the Independent Study Program have access to extra-curricular programs, after-school intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on site and regular scheduled meetings (at least one every twenty 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. Independent Study students are expected to complete the community service project as well and participate in interventions.

Additionally, students are provided with the same educational program offered at Oxford Prep. Oxford Prep complies with Education Code §51746 to ensure that the students have equal access to the existing services and resources that they would have received in a traditional school within CUSD. Independent Study students 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, Oxford Prep complies with all specific laws applicable to Independent Study for its Independent Study Program. Education Code §47612.5 (b) states that a charter school that provides Independent Study shall comply with Education Code §51745 et. seq. As such, the provision of education through Independent Study is governed by an Independent Study Board Policy (see Appendices for Independent Study (IS) Program) 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, Oxford Prep adheres 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”). Oxford Prep adheres 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, Oxford Prep reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Directors.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

A. Overview

Oxford Prep is proactive in systematically tracking student progress towards reaching and surpassing proficiency standards. This includes our targeted populations: Hispanic or Latino, Students with Disabilities, and Socioeconomically Disadvantaged students. In addition to state-mandated summative assessments, Oxford Prep regularly administers internal assessments. This internal documentation includes, but is not limited to, diagnostic assessments such as:

- Basic Phonic Skills Test (BPST) for grades TK - 3;
- Curriculum-embedded diagnostic and benchmark assessments;
- Multiple Intelligences assessments and projects;
- Writing prompts;
- Individual Education Plan (IEP) goals;
- Academic Strategic Success Plan goals;
- Portfolios of student work (such as writing, drawing, research projects);
- Graphs of performance (in reading, physical fitness, etc.); and
- Rubrics (staff, student, or collaboratively generated); and other methods with which students may assess progress.

Oxford Prep engages in a rigorous focus on achievement standards in all academic areas. Our paramount objective is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Throughout our school’s program, students are 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 monitor their academic growth and are encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics is 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 Common Core State Standards and California Content Standards. The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–8, one for ELA and one for history/social studies, science, and technical subjects.

Each section is divided into strands. K–5 and 6–8 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

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

Oxford Prep meets the Common Core 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. Academic Performance Index and Annual Yearly Progress Index

Academic Performance Index (API): Since the formulation for API is currently under revision, any forecast is necessarily approximate. At this time, Oxford Prep has no CDE-assigned Growth Target. Oxford Prep's 2013 API score of 990 has an assigned growth target of 'A', with the school expected to keep its API score above 800. Oxford Prep is aware that progress in any individual year may not accurately reflect the overall growth of students over time. Oxford Prep's goals for student performance are indicated in section *Element 1, D. Achieving State Priorities*.

Adequate Yearly Progress (AYP): Oxford Prep met all AYP criteria (17 out of 17) in 2013. Oxford Prep's AYP target for the charter renewal period: to continue to make Adequate Yearly Progress as defined by NCLB or its successor, with any significant subgroups targeted to decrease the achievement gap by continuing to exhibit growth exceeding other groups. Oxford Prep's specific goals for student performance are indicated in section *Element 1, D. Achieving State Priorities*.

C. Review of Success Toward Meeting Measurable Pupil Outcomes

STAR / CST (CMA as applicable): Whatever form the state standardized tests may take over the coming years, (currently slated as CalMAPP), Oxford Prep is committed to continued growth for all students toward mastery of California State Standards, including the new Common Core, with a special emphasis on increasing mastery for low-performing students and those in targeted subgroups. Although standardized testing is temporarily suspended, except for science, Adequate Yearly Progress is utilized as a measure of student subgroup achievement, as indicated below. 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 and for numerically significant student subgroups, that places its achievement outcomes on state tests above those of the schools of residence for attending students.

1. English Language Arts:

Previous goal 100% Proficient or Advanced by the end of the 2013-14 school year -
Actual: 2013 STAR Test Results: 96.3% of students scored Proficient or Advanced
– **2013 AYP Requirement of 89.2% Met**

2. Mathematics:

Previous goal 100% Proficient or Advanced by the end of the 2013-14 school year -
Actual: 2013 STAR Test Results: 96.9% of students scored Proficient or Advanced
– **2013 AYP Requirement of 89.5% Met**

3. Writing:

Previous goal 85% Proficient or Advanced (Rubric score of 3 or 4 out of 4)-
Actual: 2013 STAR Test Results: 100% of students in 4th and 98% of students in 7th grade scored Proficient or Advanced
– **School-wide Goal Met**

4. Science:

Previous goal 85% Proficient or Advanced -
Actual: 2013 STAR Test Results: 98.1% of students in both 5th and 8th grade scored Proficient or Advanced
– **School-wide Goal Met**

Current Science Goal: By the end of the charter renewal term, 98.5% of the students tested will score Proficient or Advanced.

5. Social Science:

Previous goal 85% Proficient or Advanced –

Actual: 2013 STAR Test Results: 97.4% of students scored Proficient or Advanced

– **School-wide Goal Met**

6. Physical Fitness:

Previous goal: 95% of students tested will meet or exceed five (5) out of six (6) Healthy Fitness Zone Levels:

Actual: 98.5% of 5th graders and 96.9% of 7th graders met or exceeded five (5) out of six (6) Healthy Fitness Zone Levels in 2013.

- **School-wide Goal Met**

Current Physical Fitness Goal: By the end of the charter renewal term, 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.

7. Attendance:

Previous goal: To maintain average daily student attendance at 98% or higher

Actual: 2013 attendance rate = 99.2%

– **School-wide Goal Met**

Current Attendance Goal: By the end of the charter renewal term, average daily student attendance will reach 99.5% or higher.

Subject-matter outcomes will be revised to align with state mandated testing, establishing a base level in 2014-15, and increasing each year thereafter schoolwide and in all significant student subgroups.

D. English-Language Learners

Oxford Prep staff will provide a robust and comprehensive instructional program for ELs.

Measurable Pupil Outcomes: At Oxford Prep, our goals include the following:

- At least 50% of all EL students will score Early Advanced or Above on the CELDT:
 - Actual: 88% - **GOAL MET**

Current CELDT Goal: By the end of the charter renewal term, at least 88.5% of all EL students will increase at least one (1) Proficiency level on the CELDT

- Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of English-Language Arts, as compared to district counterparts, whose performance gap at the time of the originally approved petition was 35% (This goal may be adjusted based on state mandated assessments performance levels and/or mandated requirements):
 - Actual: 2013 STAR Results – 83.3% scored proficient or above, creating a performance gap of only 13%.
GOAL MET.
- Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of Mathematics, as compared to district counterparts, whose performance gap at the time of the

originally approved petition was 35% (This goal may be adjusted based on state mandated assessments performance levels and/or mandated requirements):

- *Actual: 2013 STAR Results – 100% scored proficient or above, creating a performance gap of only 3.1%.*

GOAL MET.

- All students will be reclassified within three (3) years of identification as an English Learners:
 - At the time of this renewal petition, Oxford Prep has only been in existence for two years.

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

- Intensive intervention program, including Excellence Academy (targeting English Language Arts) and College Prep (targeting specific reporting clusters in English Language Arts during small-group instruction), which includes frequent progress monitoring and opportunities for acceleration;
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration;
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on students’ learning strengths;
- Student 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 CELDT level, age, and/or grade level.

E. Outcomes that Align With the State Priorities

“A description, for the charter school, of annual goals, 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 Section 47605(b)(5)(A)(ii).

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. 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 (b)(5)(C)

A. Assessment Methodology and Philosophy

Oxford Prep’s assessment methods are based on the following beliefs:

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

B. Assessment Design

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

C. Mandated Assessments

Oxford Prep complies with all Common Core State Standards and California Content Standards-based assessments, including STAR/CST, state mandated assessments and the California Measurement of Academic Performance and Progress (CalMAPP) testing program. Oxford Prep conducts the pupil assessments required pursuant to Education Code § 60602.5 as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools (see page below).

Assessment	When Administered	Purpose
Common Core State Standards	During the last 12 weeks of the school year	Accurately measure student progress toward college and career readiness.
California Standards Test (CST) in Science	Late Spring	Assess student proficiency in California Science Standards
CELDT	Fall – (Annual) in accordance with state guidelines (Initial identification) Within 30 days of enrollment	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test (PFT)	Spring	Assess student physical fitness in grades 5 and 7.
Benchmark assessments in English Language Arts and Math	Fall, Winter, Spring	Assess and monitor students' progress in meeting State standards.
Individualized Education Plans (IEPs)	Throughout the year, as necessary	Establish and monitor student goals according to designated needs.

Oxford Prep 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.

This academic program fully prepares students for success, specifically college and career readiness, in these statewide assessment programs. Additional support structures (i.e., before and after-school tutoring, mentoring programs, peer study groups, etc.) are in place to ensure that students surpass the performance of their peers in comparable settings.

D. Data Management and Analysis

At the beginning of the year, and as an ongoing process of Staff Development, statewide assessment data is used in implementing our school plan to meet yearly growth goals. Oxford Prep uses a School Information System (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff is trained on how to interpret standardized test data, and is engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends.

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

Oxford Prep utilizes data analysis software and programs to examine and monitor all student academic progress, specifically, student performance within subgroups. Data from state mandated assessments is used to track subgroup progress. The California Department of Education (CDE) website is utilized to gather data on subgroup performance. We 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.

Oxford Prep closes the achievement gap for subgroups by first determining the subgroups which exhibit the greatest differential in performance according to the CalMAPP testing program or state mandated assessment data. The following strategies and actions are taken to decrease any potential achievement gap between subgroups:

- Staff participates in professional development to enhance instructional practices and methods;
- Before and/or after school intervention programs are utilized to target specific areas of need, specifically, ELA and Math, in alignment with Common Core State Standards. Student progress in the intervention programs is monitored frequently. Student remediation or acceleration occurs as necessary;
- Staff are trained on Multiple Intelligences and Best Practices of teaching;
- Staff integrate the Theory of Multiple Intelligences within lessons to address student learning strengths;
- Data analysis of subgroup performance takes place upon release of the state test score results. The data is used in creating targeted intervention programs and assists in determining the needs of each subgroup to improve student academic performance; and
- Staff use of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.

E. Use and Reporting of Data

Oxford Prep is a data-driven school. Teachers and parents use assessment data to monitor each student's progress in meeting the Common Core State Standards and California Content Standards. As discussed in the professional development section in Element 1, teachers develop the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

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

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

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

academic potential. Upper grade students participate in conferences, along with their parents, to reinforce student responsibility in their own learning process.

As a Professional Learning Community (PLC), the main focus of our school is student learning. We use PLCs to analyze, compile and organize data, review our school's instructional programs, and evaluate each individual student's proficiency of grade level standards. Grade level teams meet frequently for this purpose. Each team develops 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 is developed for those students who are identified as "At Risk" in meeting state standards in the areas of reading, writing, and mathematics. The staff uses an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting Common Core State Standards and California Content Standards.

Teams are organized to allow greater articulation and coordination between the different grade levels. Working in this manner allows us to address the areas of identified need more effectively so that an ever-increasing number of students meet or exceed the State Standards. This accelerates closing the achievement gap found with economically disadvantaged children, English Learners, and other significant subgroups. This information is kept current in the school's student information system.

F. School Accountability Report Card

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Oxford Prep collects annual data from the assessments listed in Section C and utilizes the data to identify areas of needed improvements in the educational program. The Chancellor or designee provides this to the Executive Director each year as an annual performance audit of our program. Information from this audit is included in the School Accountability Report Card (SARC) that is distributed or made available to all stakeholders.

An annual performance report based upon the data compiled is developed by the administration. The report includes, 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 our website to include disaggregated data by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established by the Board of Directors during the year;
- Data on the level of parent involvement in Oxford Prep 's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student survey;
- Data regarding the number of staff working at Oxford Prep and their qualifications;
- A copy of health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether Oxford Prep implemented the methods listed in the charter to achieve a racially and ethnically balanced student population;
- An overview of admission practices during the year and data regarding the number of students enrolled, the number of students on the waiting list, and the number of students expelled and/or suspended;
- Analysis of the effectiveness of internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and
- Other information regarding the educational program and the administrative, legal and governance operations relative to compliance with the terms of the charter generally.

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

G. Benchmarks to be Met

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

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

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

Comparison schools have been selected by using a modified version of the formula utilized by the state for creating its similar schools list. The Chartering Agency, in collaboration with Oxford Prep, has identified the comparison schools as of the submission of this petition: Don Juan Avila Elementary School, Bergeson Elementary School, Canyon Vista Elementary School, Laguna Niguel Elementary School, Oak Grove Elementary School, Wood Canyon Elementary School, Aliso Viejo Middle School and Avila Middle School.

H. Primary Growth Measures

Growth in student achievement is the primary measure that is used to determine whether the school has been an academic success in its renewal period. The growth of Oxford Prep is measured annually against the growth of the comparison schools. At the time of renewal, Oxford Prep meets renewal criteria contained in Education Code Section 47607. See Element 1, *Oxford Prep 2012-13 Student Sub-Group Data* for student academic results on the 2012-2013 STAR testing.

I. Annual Self Study

Oxford Prep submits to the Chartering Agency an annual progress report. The Chartering Agency, in collaboration with Oxford Prep, identifies the comparable schools. The names and specific data by which they were selected are identified. The Chartering Agency reviews the progress report and provides comments to Oxford Prep within 60 days.

J. Chartering Agency Discretion

The determination of whether a charter will be renewed is based upon the requirements of the Education Code 47607 and its implementing regulations.

ELEMENT 4: GOVERNANCE

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

A. Description of Organization

Oxford Prep is a direct-funded independent charter school operated by Oxford Preparatory Academy, Inc., a California nonprofit Public Benefit Corporation pursuant to California law (see Appendices for Articles of Incorporation and Bylaws). Oxford Prep operates autonomously from the District. Members of the Board of Directors shall comply with the applicable ethics and conflict of interest standards set forth in the California Corporations Code for nonprofits.

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

B. Governance Structure

Oxford Preparatory Academy, Inc. 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 Prep maintains Articles of Incorporation with the California Secretary of State and has tax-exempt status from both California and the IRS.

Oxford Prep 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. Oxford Prep is nonsectarian in its programs, admission policies, employment practices, and all other operations.

C. Board of Directors

The governing body for Oxford Prep is the Oxford Preparatory Academy, Inc. Board of Directors. An Advisory Board containing representatives of educational, business, nonprofit and government sectors, elected by parents whose children attend the school, provides advice to the Executive Director and Board of Directors on key strategic decisions facing the organization and assists with fundraising efforts.

There are five (5) voting members of the Board of Directors. Oxford Preparatory Academy, Inc. reserves the right to expand the number of seats on the Board of Directors in the future. If the Capistrano Unified School District exercises its right to appoint a representative pursuant to its right to do so under Education Code Section 47604(b), a representative shall be added for this purpose and the Board of Directors may expand by an additional member to ensure that there are an odd number of directors.

Desired areas of expertise to fulfill the mission and vision of the school for our students among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance. The Oxford Preparatory Academy, Inc. Bylaws have been developed and approved by the Board of Directors (Exhibit Appendices, Bylaws).

The following are members of the Board (resumes attached) for Oxford Preparatory Academy, Inc.:

Bob Kuhnert
Bob Lehmyer
Dr. Greg Maddex
Albert Chang, Esq.
Joel Cahn

D. Process for Selecting Board of Directors and Creating Policy

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors were staggered as drawn by lot with two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term. The process for elections of new Board Members shall be as set forth in the Bylaws of the Oxford Preparatory Academy, Inc. Members may serve any number of consecutive terms.

Officers will be elected every two years at the last meeting of the school year. The Officers of the Corporation are a President, Secretary and a Treasurer, and may also have a Chairman of the Board.

E. Meetings

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

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

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.

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. Staff at each site will facilitate public participation at each of the sites. Oxford Prep will make every effort to avoid holding Board of Directors meetings on the same day as the Capistrano Unified School District Board Meetings.

F. The Decision-Making Process

The Oxford Prep decision-making process, in which all school stakeholders are represented, is designed to:

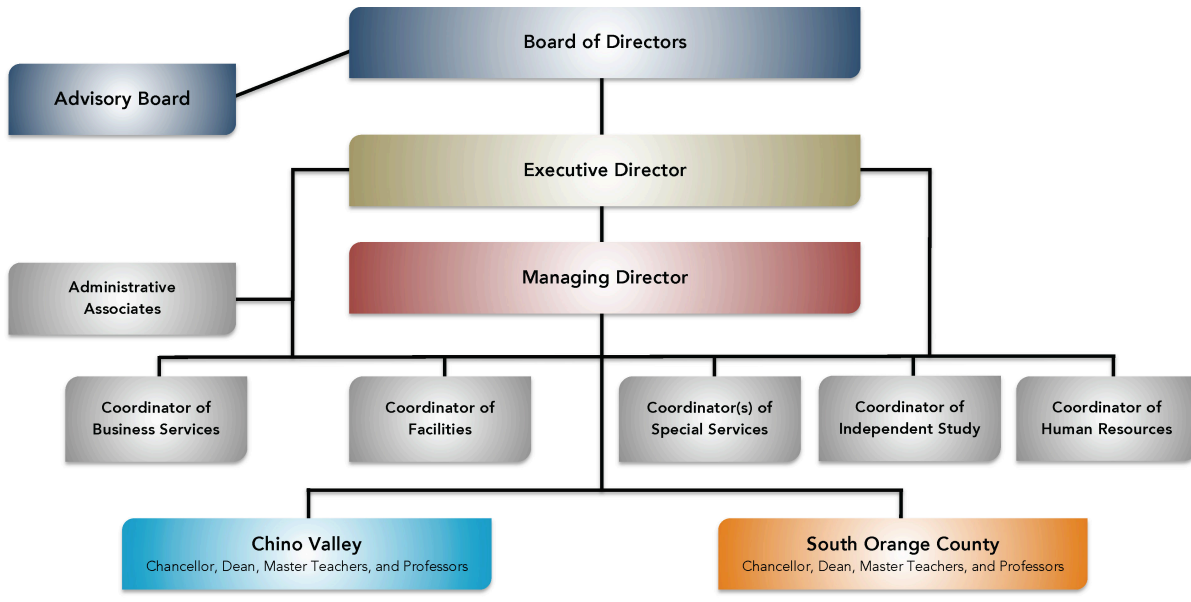
- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee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

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 school.

The decision-making line of command, or *Chart*, for Oxford Preparatory Academy is outlined below.

 **OXFORD**
PREPARATORY ACADEMY

Organizational Chart



G. Duties of Office for Board of Directors

The duties of the Chairman include:

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

The duties of the Vice-Chairman include:

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

The duties of the Treasurer include:

- Shall oversee or cause to be overseen all books, records of accounts, and business transactions;
- Oversee 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

- Serve as a liaison to the Chartering Agency on issues related to fiscal matters.

The duties of the Secretary include:

- Shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board;
- The minutes of meetings shall include the time and place that the meeting was held; Whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings;
- Shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date;
- Shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given;
- Shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require; and
- Shall implement Brown Act training and serve as a liaison to the Chartering Agency on issues related to policy and records.

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

- Promote and guide the mission and vision of the school;
- Hire and evaluate the Executive Director;
- Receive reports directly from the Executive Director of the total operation of school including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of Chancellor, and renewal of staff contracts;
- Ratify contracts of employees after recommendation by the Executive Director;
- Act as a fiscal agent, which includes the receipt of funds for operations;
- Develop, review, or revise performance measures, including school goals;
- Review the school master calendar and schedule of Board meetings;
- Develop Board of Directors policies and procedures;
- Participate in the dispute resolution, when necessary;
- Ratify charter amendments;
- Approve annual fiscal audit and performance report;
- Ratify personnel discipline decisions (suspensions or dismissals), as needed; and
- Ratify compensation plans and stipend schedules.

To ensure the school's ongoing success, the Board of Directors provide external accountability, internal oversight and leadership.

H. Duties of the Executive Director

- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- 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 school is fiscally sound and stable;
- Reports to the Chartering Agency 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. Hiring Decisions

The Oxford Preparatory Academy Board of Directors will hire the Executive Director when an opening occurs, or if the present contract expires (which may be renewed). The Executive Director will recommend for hire all other employees. All staff may be recruited from our annual California Charter Schools Job Fairs, Ed Join, or other advertisements.

To hire teachers, the Chancellor will review prospective teacher candidates and will set up meetings for interviews. The Chancellor will give input to the Executive Director as to the potential for success the selected candidate has as a prospective employee at Oxford Prep. The Executive Director may conduct a second interview with the prospective candidate. The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Directors for ratification.

Oxford Prep performs all required background checks, including fingerprinting and drug testing, according to existing California state law. Prior to the first day of work for an employee, the employee shall pass background checks through LiveScan, administered by the Department of Justice.

Oxford Prep adheres to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide prior to beginning employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB);
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants are required to provide a full disclosure statement regarding their prior criminal record; and
- Documents establishing legal status.

J. Parent Involvement

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Education Code 47605

The following committees provide parents enormous opportunities for parent input on school-wide operations and school involvement activities:

English Language Advisory Committee (ELAC)

The English Language Advisory Committee (ELAC) are elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, for a term of one school year. This committee must be comprised of parents of EL students. There is no limit or restriction on the number of parents that can exist at one time. “The parents or guardians, or both, of such pupils must constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school”[Ref. Education Code § 52176]. The responsibilities of this committee include:

- Advise the Chancellor and staff on the program and services for English Language Learners;
- Assist in the development of the school's annual language census;
- Offer suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participate in the school's needs assessment by students, parents, and teachers;
- Solicit and encourage community participation; and
- Provide 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, are automatically members of the Honour Society. The Honour Society's focus is on school-wide activities and events that promote the vision and mission of Oxford Prep and encourage a positive, family-oriented school climate.

The purpose of the Honour Society is to:

- Unite the home and school
- Provide students with the best academic, physical and social education available
- Developing, promoting, and evaluating educating initiatives
- Collaborating with stakeholders regarding schoolwide needs, assessment, and school policy development
- Developing School Safety Plan and School Accountability Report Card (SARC)
- Establishing and maintaining partnerships with the community
- Regularly consulting with parents/guardians under the direction of the Chancellor regarding the school's educational program
- Support and promote all fundraising activities, including the Annual Academy Fund
- Stress a personal responsibility to family, school, community, and nation

The Honour Society Board is comprised of members that are elected to their positions each year. An administrator also serves on the Board. The Board meets on a regular basis planning and coordinating activities for parent involvement. They 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 is accomplished through a variety of events and activities, for example:

- Family Fun Nights
- Jog-a-thon
- Annual Academy Fund
- Student recognition ceremonies
- Staff recognition

The "Learning Partnership Agreement" includes 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 school, for a minimum of twenty (20) hours annually;
- Attendance for all meetings regarding decisions relating to their children, such as Individualized Education Plan (IEP) Meetings, Student Success Team (SST) Meetings, Parent/Professor Conferences, etc. Both parents/guardians need to be in attendance in order for the meeting to occur. In single parent families, that parent must attend;
- 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 School-Wide Resolution Process; and
- Complying with all additional policies and procedures found in Oxford Preparatory Academy Informational Handbook.

Prospective students and their parents or guardians are required to attend an in-service regarding the school’s instructional and educational philosophy, prior to the beginning of each year. Families who enter the school after the beginning of the calendar year are required to attend this in-service with school leadership personnel. Each family is also given an Oxford Preparatory Academy Informational Handbook, outlining the parent and student-related policies and procedures. A copy of this handbook can be provided to the Chartering Agency, if requested.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.”

Education Code § 47605 (b)(5)(E)

A. Code of Professionalism

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

Oxford Prep 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, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, or age.

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

Preamble

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

Oxford Preparatory Academy believes that all students are unique and gifted individuals. We are committed to developing life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued. The staff 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 our 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 holds the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. Our students deserve the best we have to offer—our talents, knowledge, and skill—to nurture democratic citizenship and inspire students to become our future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

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

Principle I Commitment to the Students

Oxford Prep Staff are dedicated to developing the same school-wide goals set at the prestigious Oxford University. They are:

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

All staff 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:

- 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, sexual orientation, and national origin, both in what is taught and how it is taught; and
- Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II Commitment to the Public

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

- Have an obligation to support education and Oxford Prep and not to misrepresent them in public discussion. When 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 Oxford Prep; and
- Will not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

Principle III Commitment to the Profession

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

- Accord just and equitable treatment to all staff in the exercise of their rights and responsibilities;
- Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
- Always communicate in a professional manner;
- Present professional qualifications truthfully;

- Discuss the professional qualifications of their colleagues, fairly and accurately, when discussion serves a professional purpose;
- Apply for, accept, offer, and assign positions of responsibility on the basis of professional preparation and legal qualifications;
- Conduct professional business through proper channels;
- Use time granted for its intended purposes;
- Follow the conditions of employment; and
- Live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

B. Highly Qualified Teachers

Oxford Prep teachers at all levels meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher of core academic subjects must have a Bachelor’s Degree and a California Teaching Credential.

Oxford Prep complies with Education Code § 47605(l), which states in pertinent part:

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

Oxford Prep teachers conform to the legal requirement that all charter school teachers who teach core, college preparatory courses shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)). Oxford Prep teachers must be “highly qualified” per provisions set forth in the No Child Left Behind (NCLB) Act regulations and agrees to comply with provisions set forth in NCLB as they apply to certificated and paraprofessional employees of charter schools. Oxford Prep does not employ teachers with an emergency permit. Most teachers hold multiple subject credentials, but Oxford Prep reserves the right to hire single subject credentialed teachers in grades 7 and 8 as student needs require. Oxford Prep maintains current copies of all teacher credentials, which will be made readily available for inspection.

Oxford Prep does 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, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition or age. Individual contracts address, among other issues: salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

C. Hiring Assumptions

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

Employee Titles

Oxford Prep assumes it will employ one (1) part time Executive Director; one (1) part time Managing Director; one (1) Coordinator of Special Services; one (1) part-time Coordinator of Independent Study; one (1) part time Coordinator of Administrative Services; one (1) part time Coordinator of Business Services; one (1) Chancellor; one (1) Dean; twenty-two (22) teachers for grades TK-8; one (1) music/band teacher; one (1) choir teacher; one (1) PE teacher; three (3) independent study teachers; five (5) part-time world language instructors; one (1) Office Manager; one (1) Attendance Clerk; one (1) Facilities Manager; two (2) Custodians, one (1) Office Assistant; one (1) receptionist; one (1) Science Lab Specialist; one (1) Computer Lab Specialist; and one (1) Health Technician. Additional teachers and non-teaching staff may be retained at the school, as needed, and dependent on student enrollment as a result of the requested enrollment increase.

Scholar Academy (special education) staff needs will be determined by the needs of the student population. Job descriptions for Special Education staff can be found in the Appendices.

Employees receive compensation depending upon experience, job responsibilities, and contingent on the charter school's budget. All full time staff is 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 are presented to the Board of Directors for review as necessary and codified in an Employee Handbook.

The management of the school is under the direction of the Chancellor. The Executive Director has the responsibility for overseeing the entire corporation's operation.

D. Employee Qualifications

To be employed by Oxford Prep the following conditions must be met:

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible for paying the fingerprinting costs.
- All employees who are mandated reporters, as defined by Penal Code 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by Oxford Prep, to the effect that he/she has knowledge of the provisions of Section 11166 and will comply with those provisions or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security number.
- All employees and volunteers must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.

E. Job Descriptions

Employee job descriptions are located in Appendices.

F. Process for Staff Recruitment and Selection

The Department of Human Resources coordinates 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; and
- Prior to the first day of work for any potential employee, Oxford Prep 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).

G. Staff Evaluation

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

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

During each school year, teachers at Oxford Prep may establish goals for the year and fill out the evaluation instrument for Standards One (1) through Six (6) (see above). The purpose is not only to establish goals, but also to communicate to the Executive Director and/or 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 are based on data from individual students, grade level performance, and school-wide overall performance.

The administrators conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences include collaborative discussions on effectiveness of lessons toward student achievement. Administrators 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 gives a written evaluation to each teacher.

Assistance and Interventions for Teachers:

- 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 Professional Learning Community (PLC) development.

Assistance and Performance Review System for Classified Staff

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

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

Assistance and Interventions for Classified Staff

Resources for classified personnel include:

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

ELEMENT 6 - HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff.” Education Code § 47605 (b)(5)(F)

Oxford Prep is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. We ensure the safety of all students and staff by complying with state and federal laws. Oxford Prep has adopted and implemented a comprehensive plan of health, safety, and risk management policies (see Appendices for Standard Operating Procedures for Emergencies and Disasters). This plan is kept on file and updated annually. The Disaster Preparedness Plan utilizes F.E.M.A. (Federal Emergency Management Agency) guidelines in its planning and preparations. All staff receives training in emergency response, including appropriate “first responder” training or its equivalent.

See Appendix C, “Standard Operating Procedures for Emergency and Disaster.”

A. Facilities

Oxford Prep maintains a safe and healthy work and school environment. Oxford Prep anticipates receiving a Field Act compliant facility from the District under Proposition 39. In the event that at some future point Oxford Prep obtains a private, non-District building, it will comply with local city and county ordinances and safety codes for the building that the school will occupy, including Fire Marshal and other relevant codes. OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed. Oxford Prep accounts for safety considerations in reviewing the specifications necessary to house the number of students in grades TK-8 as specified in Element 1(C - Enrollment by Grade Levels). In the event Oxford Prep later occupies a private facility, campus cleanliness and security will be maintained as follows:

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

B. Staff Responsibilities

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

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

On a periodic basis, the Oxford Preparatory Academy Board of Directors may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines, as strict compliance

is expected. Failure to comply with rules and guidelines regarding health and safety or work performance is not permitted.

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 is strictly followed. Oxford Prep adheres to the requirements of *California Penal Code* § 11166 regarding child abuse reporting. Oxford Prep staff must report to the proper authorities if they suspect the following occurring to a student:

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

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

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

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

D. Student Health and Safety

Oxford Prep continues to be committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures are implemented:

- Immunizations must be up-to-date with required boosters;
- Prior to admission, parents must present proof of immunization for polio, D.T.P., measles, mumps, hepatitis, rubella, and any other immunizations required for enrollment in non-charter public schools;
- Records of student immunizations shall be maintained in the health office;
- Proof must be presented that a child of age five (5) or six (6) entering school has had a physical examination within the last twelve (12) months;
- A required emergency card for all students and staff is completely filled out each year and updated throughout the year as necessary;

- Oxford Prep provides an appropriate screening for students' health (including pupils' vision and hearing, and the screening of pupils for scoliosis) equivalent to that provided by non-charter public schools per state mandates ;
- A referral is made through our health office to agencies and/or local hospitals for chronic illness and treatment of communicable disease;
- Students shall be released during the school day in the custody of an adult only if:
 - o The adult is the student's custodial parent(s)/guardian(s);
 - o The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, office staff will verify the adult's identity;
 - o The adult is an authorized law enforcement officer acting in accordance with the law; or
 - o The adult is taking the student to emergency medical care, at the request of the administration or designee;
- A *Field Trip Waiver, Internet Authorization, and Parent/Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs*, along with any other required forms, is completed at the time of school registration and maintained in the student's permanent record;
- A policy establishes that the school functions as a drug, alcohol, and tobacco free workplace;
- Students are required to adhere to an established dress code, which is clearly communicated through the *Oxford Preparatory Academy Informational Handbook*;
- A discipline policy for all students is clearly outlined in the Behavior section of the *Oxford Preparatory Academy Informational Handbook*; and
- The Board of Directors has adopted a resolution with administrative rules and regulations in regards 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 are as followed:

Students requiring prescription medications and other medicines during school hours are 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 complete the appropriate form, authorizing Oxford Prep staff to administer medication. School staff members who administer medication 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 are afforded appropriate liability protection. If the parent/guardian so chooses, he/she may administer the medication to his/her own child, or may designate another individual who is not a school employee to administer the medication to the student.

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

In order for a pupil to be assisted by a school nurse or other designated school personnel, the school shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that Oxford Prep assists the pupil in the matters set forth in the Statement of the Physician.

Oxford Prep may employ a registered nurse to administer insulin and Diastat when necessary.

In order for a pupil to carry and self-administer prescription, auto-injectable epinephrine, or carry and self-administer inhaled asthma medication, Oxford Prep shall obtain a written statement from the physician or surgeon detailing the

name of the medication, method, amount, and time schedules by which the medication is to be taken. Oxford Prep will have the physician/surgeon confirm that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, will provide a release for:

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

The written statements specified in this section shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

The School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance or School Receptionist:

3. Places the medications in a locked cabinet or refrigerator, as needed;
4. Logs times for administering medications for each student and establishes a tickler system to ensure that medications are dispensed at the appropriate times; and
5. Calls 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, provides parents with 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

Oxford Prep meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan is 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 shall follow the latest medical protocol for disinfecting procedures.

G. Procedures for Background Checks

Employees and contractors of the Charter School 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Chancellor of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Chancellor. Volunteers outside of the direct supervision of a credentialed employee on a consistent basis shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

H. TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

I. Immunizations

All students enrolled and staff 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.

J. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

K. Diabetes

The Charter School 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 shall include, but shall 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 prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

L. Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

M. Sexual Harassment Policies and Procedures

Oxford Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Oxford Prep has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Oxford Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in both our sexual misconduct policy and the *Employee Handbook*. Oxford Prep will immediately undertake a thorough and objective investigation of the harassment allegation(s).

N. Internal Disputes

Internal disputes at Oxford Prep, including disputes among students, staff, parents, and board members are resolved pursuant to the policies and processes developed by the school to be included in the finalized *Informational Handbook*. The Chartering Agency shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the Board of Directors and/or Executive Director, unless the dispute has given the Chartering Agency reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, the Chartering Agency believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the Oxford Preparatory Academy Board of Directors has requested the Chartering Agency to intervene in the dispute.

O. Grievance Procedure for Parents and Students

Oxford Prep has designated at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This includes any investigation of any complaint filed with Oxford Prep alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. Oxford Prep notifies all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Oxford Prep has adopted and published grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

P. Insurance Requirements

No coverage is provided to the charter school by the Chartering Agency under any of the Chartering Agency's self-insured programs or commercial insurance policies. Oxford Prep has secured and maintains, as a minimum, insurance as set forth below with insurance companies acceptable to the Chartering Agency to protect Oxford Prep from claims that may arise from its operations. Oxford Prep meets the insurance requirements listed below.

It is Oxford Prep's responsibility, not the Chartering Agency's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Comprehensive or commercial general liability insurance with limits not less than Three Million Dollars (\$3,000,000) each occurrence combined single limit for bodily injury and property damage and not less than \$24,000,000 excess liability insurance.
2. Comprehensive or Business Automobile Liability Insurance with limits not less than One Million Dollars (\$1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage including coverage for Owned, Non-owned and Hired Vehicles, as applicable.
3. Workers' Compensation, with Employer's Liability limits (including employment practices coverage) not less than One Million Dollars (\$1,000,000) each occurrence.
4. Abuse and Molestation - \$1,000,000 each occurrence.

5. Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than One Million Dollars (\$1,000,000) each occurrence.
6. If any policies are written on a claims-made form, the Charter School agrees to maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.
7. The Charter School is responsible, at its sole expense, for separately insuring its personal property.
8. The Charter School has added the District as a named insured on all of its insurance policies.
Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

Q. Evidence of Insurance

Oxford Prep shall furnish to the District within 30 days of all new policies inceptions, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the chartering authority.”

Facsimile or reproduced signatures may be acceptable upon review by the Human Resource Department. However, the chartering authority reserves the right to require certified copies of any required insurance policies.

R. Risk Management

Oxford Prep adheres to, but is not limited to, the following Risk Management Guidelines:

1. The Oxford Preparatory Board of Directors has adopted a resolution with administrative rules and regulations concerning risk management and safety prior to the opening of the school.
2. Oxford Prep adheres to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and providing assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. At a minimum, Oxford Prep requires that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Oxford Prep and its chartering authority from any and all losses which may occur, however caused, as a result of the user group use of the facility.
4. Oxford Prep conducts regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter’s risk management guidelines. Defective or dangerous conditions discovered through these inspections shall be promptly corrected. Oxford Prep shall keep written records of these inspections on file for at least one (1) year after the date of the inspection.

5. Oxford Prep obtains parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities.
6. Oxford Prep employees and parent volunteers must provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on Oxford Prep business or activities. Only participants in the activity shall ride in the vehicle while it is being driven on school business.
7. Oxford Prep does not allow employees or the public to use the school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students shall have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and shall only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
8. Oxford Prep complies with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling sexual harassment complaints, and conducting business in a nondiscriminatory manner.
9. When Oxford Prep decides to use the services of independent contractors rather than hiring employees, Oxford Prep is responsible for proper risk management of those activities. Oxford Prep shall also assume responsibility for any taxes and penalties, which may be assessed, by the U.S. Internal Revenue Service or California Franchise Tax Board.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (b) (5) (G).

In order to broaden our student recruitment practices as part of our continuing efforts to help those with the greatest academic need, we are proposing to grant a preference in the lottery for students attending Program Improvement (PI) schools.

The following points have been included in this petition document to support the rationale for the Oxford Prep – South Orange County’s school’s student recruitment, focusing on underserved students in the community:

- Overwhelming demand for attending Oxford Prep as evidenced by our current waitlist in excess of 1,000 students;
- Continually demonstrating our availability as a successful school choice option for parents; and
- Education Code Section 47605(d)(2)(C) provides that “...the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand”.

A. Open Enrollment Policy

Oxford Prep has an open enrollment process established by the Board of Directors. Each student attends Oxford Prep on a voluntary basis. No student is denied admittance to the 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. Further, at Oxford Prep’s Parent Information Meetings, parents are provided with a very clear and accurate picture of the school’s learning experience so they can make the most appropriate choice for their children.

Oxford Prep adheres to the McKinney-Vento Homeless Assistance Act. This ensures that each parent of a homeless child will have equal access to the same free, appropriate public education as provided to other children.

Following our public random lottery drawing each year, students not able to attend Oxford Prep due to space limitations will be placed on a waiting list in the order the registration is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list.

B. Community Outreach Plan

Oxford Prep uses 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 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Fliers/brochures – Each year Oxford Prep distributes fliers and brochures, in English and Spanish, outlining our vision and mission statements for the school and the community for the purpose of student recruitment. Flyers are distributed as one of the main means to recruit students each year during our Open Enrollment period. Oxford Prep has identified specific locations to reach out to all targeted demographic groups and inaccessible members of the community. Oxford Prep conducts an annual review to evaluate appropriate and effective venues for outreach and recruiting efforts to result in a widespread and fair informational campaign. These specific locations may include, but are not limited to:

Churches

1. Mission Hills Baptist Church, 24162 Alicia Parkway, Mission Viejo CA 92691
2. Corpus Christi Church, 27231 Aliso Viejo Parkway, Aliso Viejo, CA 92656
3. Saint Kilian Church, 26872 Estanciero Drive, Mission Viejo, CA 92691
4. Mission San Juan Capistrano, 26801 Ortega Highway, San Juan Capistrano, CA 92675
5. Temple Beth El, 2A Liberty, Aliso Viejo, CA 92656
6. Pacific Coast Church, 2651 Calle Frontera, San Clemente, CA 92673
7. Vineyard Community Church, 27632 El Lazo, Laguna Niguel, CA 92677
8. Saddleback Valley Community Church, 23456 Madero, # 100, Mission Viejo, CA 92691
9. Capistrano Valley Church, 32032 Del Obispo, San Juan Capistrano, CA 92675
10. Mount Of Olives Lutheran Church, 24851 Chrisanta Drive, Mission Viejo CA 92691

Community Organizations

1. City of Mission Viejo Recreation and Community Services: Norman P Murray Community & Senior Center, 24932 Veterans Way, Mission Viejo, CA 92692
2. Aliso Viejo Community Services, 12 Journey, Aliso Viejo, CA 92656
3. LARCS Ladera Ranch Community Services, 28192 O'Neill Dr, Mission Viejo, CA 92694
4. Rancho Santa Margarita Community Services, 22112 El Paseo, RSM, CA 92688
5. City of San Juan Community Center, 32400 Paseo Adelanto, San Juan Capistrano, CA 92675
6. YMCA of San Clemente, 1101 Calle Puente, San Clemente, CA 92672
7. S. Coast YMCA, 29831 Crown Valley Parkway, CA Laguna Niguel, CA 92677

Preschools

1. Church of the Master Preschool, 26051 Marguerite Parkway, Mission Viejo, CA 92692
2. Crown Valley Montessori Academy, 27500 Marguerite Parkway, Mission Viejo, CA 92692
3. San Clemente Preschool, 163 Avenida Victoria, San Clemente, CA 92672
4. Mission Lutheran Preschool, 24360 Yosemite Road, Laguna Niguel, CA 92677
5. Rancho Capistrano Preschool, 29251 Camino Capistrano, CA 92675

Libraries

1. Mission Viejo Library, 25209 Marguerite Pkwy, Mission Viejo, CA 92692
2. Laguna Niguel Library, 30341 Crown Valley Parkway, Laguna Niguel, CA 92677
3. Ladera Ranch Library, 2955 Sienna Parkway, Ladera Ranch, CA 92694

Tutoring Services

1. Within Reach Learning Center, 27001 La Paz Road, Mission Viejo, CA 92691
2. Kumon Math and Reading Center, 33161 Camino Capistrano, San Juan Capistrano, CA 92675
3. Huntington Learning Center, 24000 Alicia Pkwy # 33, Mission Viejo, CA 92691
4. Sylvan Learning Center, 27881 La Paz, Laguna Niguel, CA 92677
5. Mathnasium of Ladera Ranch, 1701 Corporate Drive, Ladera Ranch, CA 92694
6. Mathnasium of San Clemente, 1051 Avenida Pico, San Clemente, CA 92673

Markets

2. Hierro's Market, 24602 Raymond Way, Ste. S, Lake Forest, CA 92630
3. Tula Market I, 23344 El Toro Road, Lake Forest, CA 92630

4. Tula Market II, 24418 Rockfield Blvd., Lake Forest, CA 92630
5. El Campeon, 31921 Camino Capistrano, San Juan Capistrano CA 92675
6. Mercado El Rey, 23532 El Toro Rd., Lake Forest, CA 92630
7. Del Rio Market, 25571 Jeronimo Rd., Ste. 1, Mission Viejo, CA 92691

Our strategy is to disseminate informational fliers/brochures to many of these locations above, focusing on a broad-based ethnic/racial recruitment effort.

Media – Oxford Prep’s public relations team has created a media packet to distribute to local media outlets to receive donations for media placements. The team sends news releases and reports recruitment updates and pitches them to magazines, newspapers, and city newsletters. We also distribute invitations to community meetings. All press releases are translated into Spanish, if required.

The coverage of the media includes:

Electronic Media - We maintain and utilize our website for Oxford Prep, www.oxfordchampions.org. The website offers information about the school’s mission and vision, instructional practices, student registration, potential job openings, upcoming meetings, Board members, Board agendas and meetings, and contact information for parents. Our website provides constant communication with parents and other community members online.

Community Meetings - Oxford Prep conducts community meetings, open to the public, to inform and supply families with information for making a decision about enrolling their children in the Academy. At all meetings, as needed, Spanish translators are available to families in attendance. Meetings are held at least monthly during open enrollment. The school administration and staff conduct these monthly 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 Oxford Prep, such as community centers and church rooms.

C. Racial & Ethnic Balance Data

The school’s student information system allows accurate collection and analysis of the school’s demographic data. The data collected in this way is then used to generate reports to the Oxford Prep Board of Directors, the district, and the state. Recent data regarding racial and ethnic balance wherein the charter school operates (Capistrano Unified School District) is reflected in the chart below. (See Element 1, *Oxford Prep 2012-13 Student Sub-Group Data* for Racial and Balance Data chart for specific school data, based on District-wide enrollment).

Oxford Prep continues its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the District or of the community in which it is located. The ethnic/racial student population is as follows: 73.1% White, 10.2% Latino/Hispanic, 8.3% Asian, and 4.9% Two or More Races (see pages below).

2012-13 Racial & Ethnic Balance Data – Total Enrollment by Grade

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enroll
Hispanic or Latino of Any Race	10	10	12	11	9	9	4	8	6	79
American Indian or Alaska Native, Not Hispanic	0	0	0	1	0	0	0	0	0	1
Asian, Not Hispanic	4	13	10	10	7	7	10	3	0	64
Filipino, Not Hispanic	4	2	1	3	1	2	1	3	1	18
African American, Not Hispanic	0	1	3	1	1	1	0	1	0	8
White, not Hispanic	73	105	71	76	57	53	54	47	28	564
Two or More Races, Not Hispanic	6	7	7	2	3	2	4	4	3	38
Totals	97	138	104	104	78	74	73	66	38	772

We make it our goal to dynamically recruit a diverse student population, including low-income and low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the Capistrano Unified School District.

2012-13 Racial & Ethnic Balance Data – Total Enrollment Percentage by Grade

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enroll
Hispanic or Latino of Any Race	1.3%	1.3%	1.6%	1.4%	1.2%	1.2%	0.5%	1.0%	0.8%	10.2%
American Indian or Alaska Native, Not Hispanic	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Asian, Not Hispanic	0.5%	1.7%	1.3%	1.3%	0.9%	0.9%	1.3%	0.4%	0.0%	8.3%
Filipino, Not Hispanic	0.5%	0.3%	0.1%	0.4%	0.1%	0.3%	0.1%	0.4%	0.1%	2.3%
African American, Not Hispanic	0.0%	0.1%	0.4%	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	1.0%
White, not Hispanic	9.5%	13.6%	9.2%	9.8%	7.4%	6.9%	7.0%	6.1%	3.6%	73.1%
Two or More Races, Not Hispanic	0.8%	0.9%	0.9%	0.3%	0.4%	0.3%	0.5%	0.5%	0.4%	4.9%
Totals	12.6%	17.9%	13.5%	13.5%	10.1%	9.6%	9.5%	8.5%	4.9%	100.0%

ELEMENT 8 - ADMISSION REQUIREMENTS

“Admission requirements, if applicable”, Education Code § 47605(b)(5)(h)

A. Non-Discrimination Statutes

Oxford Prep actively recruits a diverse student population, including low achieving and low-income students, from surrounding areas, and abides by all state and federal laws regarding admissions. Oxford Prep is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition. Oxford Prep does not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, perceived sexual orientation, home language, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. Oxford Prep complies 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, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

B. Open Enrollment Process

Oxford Prep establishes a period of open enrollment each year. After the open enrollment period closes, should Oxford Prep receive a number of applications from potential students that exceed the number of spaces available at any given grade level within the school, the school conducts a random public lottery. Should Oxford Prep have spaces available after the open enrollment period, applications will continue to be accepted. However, they will not be a part of the lottery process and will be placed on the wait lists on a first come, first served basis after the lottery.

Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school holds a random public lottery to determine enrollment for the impacted grade levels; with the exception of students who are guaranteed enrollment in the following school year. Siblings of students drawn from the random public lottery will also be placed, depending upon space available, at the given grade level during the lottery process. For example, if a student’s name is chosen during the lottery and they are placed, if the student has siblings, those siblings will be placed; provided space is available at the given grade level, before another name is drawn. If there is no opening for the sibling, the sibling will be placed on the Sibling Priority List for their grade level. The remaining names will be placed on a waiting list based on the order drawn from the random public lottery (at each grade level). The waiting list will expire at the end of each school year. Sibling Priority Lists do 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.

The application process is comprised of the following:

1. Parent attendance at an Oxford Prep Information Meeting;
2. Completion of a student Enrollment Application (see Appendices for Multi-Lingual Enrollment Forms) including:
 - Proof of residence; and
 - Proof of birthdate.

Upon admission, Oxford Prep requests completion of a student admissions packet to include:

- Proof of immunization;
- Network Use Agreement;

- Field Trip Waiver;
- Photograph/Media Waiver;
- Home Language Survey;
- Health History;
- Class placement/teacher change notification;
- Authorization to release student records from previous school site;
- Copy of most recent grade report; and
- Copy of student's IEP or 504 Plan, if applicable.

C. Admission Requirement

Oxford Prep is a school of choice. Oxford Prep shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Commitment to the goals, objectives, and mission of the school as set forth in the charter is deemed essential for the academic success of all students.

D. Enrollment Procedures for Subsequent Years

Oxford Prep conducts an Open Enrollment for at least thirty (30) days in the spring of each year. During the Open Enrollment period, completed enrollment applications are accepted. If more students have applied to Oxford Prep than there are spots available, a public random drawing is held according to the process set forth below.

E. Random Public Drawing/Lottery

Admissions are determined through a public random drawing conducted in accordance with state and federal law and regulations, with exemptions provided for eligible groups, and preferences given (through weighting) to students who reside within the District in which the Charter School is located.

Oxford Prep conducts a 30-day enrollment period each year in the spring. In the event that the school receives more applications to attend than the number of spots available, a Public Random Drawing (lottery) takes place. The date of the lottery is published in the local newspaper and posted in our website for all interested parties prior to holding the lottery. To be part of the enrollment process, parents must submit a completed enrollment application prior to the end of the Open Enrollment period. The rules and procedures as outlined in the Petition and in the appendices include the following provisions.

The hierarchy of preferences for enrollment in Oxford Prep, based on the agreement with Capistrano Unified School District, is:

1. Currently enrolled students (exempted from public random drawing)
2. Children of Staff (exempted from public random drawing, up to a combined total of children of Staff and Children of Founding Families not to exceed 10% of total enrollment)
3. Children of Founding Families (exempted from public random drawing, up to a combined total of Children of Staff and Children of Founding Families not to exceed 10% of total enrollment)
4. Siblings of current students (exempted from public random drawing)

5. Children attending in-District schools in Program Improvement (PI) status (exempted from public random drawing)

Student placement is based upon the “hierarchy of exemptions and preferences for enrollment.” The total number of students receiving enrollment preferences as children of staff and/or Founding Families shall not exceed 10% of the total enrollment.

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

- The lottery takes place within ninety (90) calendar days of the closing of the open enrollment period as defined above;
- The lottery takes place on the school’s campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
- The lottery takes place on a given published date;
- Oxford Prep complies with all applicable state and federal laws and with any agreement between the Charter School and its Chartering Agency;
- The lottery draws names from a compiled general pool;
- A representative of Oxford Prep oversees the drawing of names;
- Siblings of students drawn from the random public lottery are 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 lists for their grade level; and
- The drawing continues until all names are drawn.

Those individuals whose names are drawn after all spaces have been filled are placed on the waiting list in the order drawn, except if the preferences described above require otherwise. All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list shall be contacted when there is an opening. Contact may include email, personal phone call, and/or US mail. Parents/Guardians have three (3) business days from the date of first notification to respond. In addition, the school does 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 forfeit their right to enroll their student in the school, and the next student on the waiting list is contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at Oxford Prep at another time, must reapply.

The lottery is 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 in second grade, and 52 students seek to enroll during the course of the open enrollment period, then all 52 students would be placed in the lottery for the 48 spots. The remaining four (4) students would be placed on a waiting list. Therefore, each student would have equal opportunity to be accepted into the school in the case that a lottery was necessary.

Oxford Prep utilizes a comprehensive recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Oxford Prep will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community

leaders in an attempt to achieve a racial and ethnic balance reflective of the general population residing within the Capistrano Unified School District.

F. Subsequent Years – Re-enrollment

The following conditions apply in subsequent years:

- In the spring, parent(s)/guardian(s) of students attending Oxford Prep are required to complete a Re-Enrollment Form to continue into the next school year;
- The school notifies parents via telephone, in-person, and/or email to complete the re-enrollment process;
- On at least two (2) separate occasions the school contacts parent(s)/guardian(s) that have not completed the Re-Enrollment Form; and
- Those families not responding within a five (5) day period after being contacted at least on two (2) separate occasions forfeit their right to enroll their child in the school for the following school year.

ELEMENT 9: FINANCIAL AUDITS

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

A. Annual Independent Audit

Oxford Prep is an independent, directly funded charter school operating in Capistrano Unified School District boundaries. Each year, the Board of Directors forms an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The Board of Directors are responsible for contracting with an auditor. An accountant certified by the State of California with knowledge of school budget and accounting procedures conducts the independent audit. This audit is conducted according to Generally Accepted Accounting Practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the school's financial statements, attendance, and enrollment accounting principles and review the school's internal controls. To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars.

B. Audit Exceptions and Deficiencies to be Resolved

The school's audit committee reviews 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 are resolved in conference with the independent auditor to the satisfaction of the Chartering Agency.

The Auditor provides the Chartering Agency with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. The audit is submitted to the California Department of Education, the Orange County Department of Education, and the State Controller's Office by December 15th following each school year.

C. Financial Reports

Oxford Prep submits the following reports to the Chartering Agency and the Orange County Department of Education pursuant to Education Code § 47604.33:

- A Preliminary Budget – by July 1 of each fiscal year
- 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
- A Final Unaudited Report by September 15, reflecting entire fiscal year through June 30

In addition, Oxford Prep submits the following reports to the Chartering Agency:

- 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) – by July 1, 2015 and thereafter, 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 Charter School and Chartering Agency
- Other financial information requested by the Chartering Agency from time to time to assess the fiscal condition of Oxford Prep.
- On or before July 1, an annual update required pursuant to Education Code Section 47606.5.

D. Oversight

The Chartering Agency may charge an oversight fee not to exceed one (1) % of the general purpose and categorical block grant revenue received by the School or three (3) % in the case that the Chartering Agency provides substantially rent-free facilities for use by Oxford Prep in accordance with Education Code § 47613, and used to offset administrative costs required for comprehensive oversight. The oversight fee will be based on the general-purpose entitlement and categorical block grant funding provided to the School at the Second Principal Apportionment (P-2).

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

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 noncharter schools' list of offenses and procedures to establish its 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 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 shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall 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 shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to 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 according due process to such students.

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 anytime 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; 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, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- g) Stole or attempted to steal school property or private property.
- 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, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall 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, or the personal property of the person threatened or his or her immediate family.
- s) 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 shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 transmission 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, 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. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 shall be subject to discipline pursuant to subdivision (1).
- x) 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 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 Chancellor or designee’s concurrence.

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, sold 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or 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, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall 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, or the personal property of the person threatened or his or her immediate family.
- s) 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 shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 transmission 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, 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. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 shall be subject to discipline pursuant to subdivision (1).
- x) 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 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 Chancellor or designee’s concurrence.

If it is determined by the 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 shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chancellor or the Chancellor's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Chancellor or designee.

The conference may be omitted if the 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 shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall 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 shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Chancellor or Chancellor's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the 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

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The

Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the 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 shall 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 shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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;
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 shall 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, shall 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 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 shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.

4. The entity 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 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 person 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 shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
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 shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student

committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board 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 shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The Chancellor or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; 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 Chancellor or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall 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 Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the 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 shall be in the sole discretion of the Board following a meeting with the Chancellor or designee and the pupil and 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 Chancellor or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall 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 shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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 shall 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 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 shall 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 shall:

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

If 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 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 shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Chancellor or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall 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 IDEIA 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 shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 IDEIA-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 shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall 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 STAFF ISSUES

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code § 47605 (b)(5)(K)

A. Retirement Program

Oxford Prep will continue to make participation in the State Teachers’ Retirement System (STRS) for all eligible certificated employees and the Public Employees Retirement System (PERS) program available to all eligible classified employees working at the school. All withholdings from employees and Oxford Prep will be reported and forwarded to Orange County Superintendent of Schools (OCSS) as required, and Oxford Prep will continue to comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS and/or PERS. The Board of Directors, under the advisement of the Executive Director, will continue to ensure that such retirement coverage is arranged or administered through the school’s business services provider and will continue to forward any required payroll deductions and related data to OCSS 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 continue to receive a comprehensive compensation and benefit package that includes, but will not be limited to, workers’ compensation, unemployment insurance, Medicare, and Social Security (for non-STRS members). Full-time employees (30 hours or more per week) will continue to receive additional benefits such as, but not limited to life, health, dental, vision, and related benefits. Part-time contractual employees will receive the same compensation benefit package that will be 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 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: ATTENDANCE ALTERNATIVES

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”
Education Code § 47605 (b)(5)(L)*

Pupils who choose not to attend Oxford Prep may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the Capistrano Unified School District.

Alternative schools for students living within the Capistrano Unified School District attendance area will be the same as those offered to all other students currently residing in the district. The parents/guardians of each student enrolled in Oxford Prep will be informed that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Oxford Prep, except to the extent that such right is extended by the local education agency.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

ELEMENT 13: EMPLOYEE RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

No public school district employee shall be required to work at Oxford Prep. Persons employed by Oxford Prep are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at Oxford Prep and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. Oxford Prep shall not have any authority to confer any rights to return on District employees. Unused sick or vacation leave or years of service credit at the District or any other school district may be transferred to Oxford Prep. Employment by Oxford Prep provides no rights of employment to any other entity, including but not limited to any rights in the case of closure of Oxford Prep.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605 (b)(5)(N)

The Executive Director, Directors, Administrators, and Board of Directors of Oxford Prep agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes during the period that the parties are attempting to informally resolve the dispute.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the following procedures:

1. Written Notification

A written notification, identifying the nature of the dispute and any supporting facts, must be submitted with a signature, to the Oxford Preparatory Academy Board of Directors or District Superintendent. The written notification may be tendered by personal delivery, facsimile, or certified mail. The written notification shall be deemed received if: (a) it is personally delivered by 4:00 PM or otherwise on the business day following personal delivery; (b) it is communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail. All written notices shall be addressed as follows:

Oxford Preparatory Academy – South Orange County Charter School
c/o Sue Roche, Executive Director
23000 Via Santa Maria
Mission Viejo, CA 92691

Dr. Joseph M. Farley, Superintendent
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

2. Written Response

A written response shall be tendered to the other party within ten (10) business days from the date of receipt of the written notification. The parties agree to schedule a conference to discuss the claim or controversy (“Resolution Conference”). The Resolution Conference shall take place within ten (10) business days from the date the written response is received by the other party. The written response may be tendered by personal delivery, facsimile, or certified mail. The written response shall be deemed received if: (a) it is personally delivered upon date of delivery to the address of the person to receive such notice by 4:00 PM, or otherwise on the business day following personal delivery; (b) it is communicated by facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail.

3. Mediation for Non-Agreement

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Resolution Conference, then either party may request that the matter be resolved by mediation. Both the mediator and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days

from the date of the Resolution Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy, claim, or dispute. If the dispute remains unresolved after mediation, both the Charter School and the District shall be deemed to have exhausted their administrative remedies, thus allowing either party to pursue any further available legal remedy under the law.

4. Refusal to Mediate

Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

5. Internal Disputes

All internal disputes between parents, teachers, students, administrators, and Board of Directors members of Oxford Preparatory Academy shall be resolved by the school according to the school's own internal policies. The Chartering Agency shall not be involved with internal disputes of the school unless the school requests the Chartering Agency involvement, or the internal dispute relates to one of the reasons under Education Code § 47607 for which a charter may be revoked.

Neither the District nor the Charter School can guarantee timely resolution of disputes when the parties are in disagreement and mediation fails because neither party can control the time for judicial review.

This is not to inhibit or restrict in any way the Chartering Agency's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the Chartering Agency to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked Under Education Code §47607.

6. Disputes Relating to Charter Revocation

The District shall follow all procedures contained in Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11965 *et seq.* in the event that it initiates the charter revocation process.

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with § 3540) of division 4 of Title 1 of the Government Code).” Education Code § 47605 (b)(5)(O)

Oxford Preparatory Academy is the exclusive public employer of all employees of Oxford Prep for collective bargaining purposes. As such, Oxford Preparatory Academy complies with all provisions of the Educational Employment Relations Act ("EERA"), and acts independently from Capistrano Unified School District for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted at salaries and benefits set by the Oxford Preparatory Academy Board of Directors.

ELEMENT 16: SCHOOL CLOSING PROTOCOL

“A description of the procedures to be used, if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code § 47605 (b)(5)(P)

Closure Procedures

The following are closing procedures that are in accordance with California Education Code § 47605(b)(5)(P), should the school close for any reason. The decision to close Oxford Prep, either by the Oxford Preparatory Academy Board of Directors or by the Chartering Agency, will be documented in a Closure Action. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked or not renewed by the Chartering Agency and Oxford Prep has exhausted its appeal rights; or
- The Oxford Preparatory Academy Board of Directors votes to close the school; or
- The charter lapses.

In the event of such a Closure Action, the nonprofit agency operating the charter school will be the designated entity for school closure items and will provide for the maintenance or transfer of student records in accordance with the law. Additionally, the following steps are to be implemented:

1. Written notification, to parents/guardians/caregivers of the enrolled students of Oxford Prep, will be issued by Oxford Prep within ten (10) days after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the Chartering Agency, SELPA, Orange County Superintendent of Schools, the retirement systems, and the California Department of Education within the same time frame, with the date of closure, and the name(s) and contact information for the person(s) to whom reasonable inquiries may be made. The action will identify the reason for closure (e.g. decision not to renew as a charter school).
 - a) The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 USC Section 1232g. Oxford Prep will ask the pupils’ school districts of residence to store original records of charter school students if the pupil’s parents do not request that records be transferred to another educational institution.
 - b) Parents will also be provided with student information that includes date of closure, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
 - c) The process for transferring student records to the receiving schools shall be in accordance with Chartering Agency procedures for students moving from one school to another. All student records, including state assessments results and Special Education records, will be transferred within seven (7) calendar days after the closure of the school.
 - d) Written notification to the Chartering Agency of the list of returning students to their home schools, within fourteen (14) days of the determination of the Closure Action.

2. Written notification to the California Department of Education and the Orange County Superintendent of Schools of the Closure Action shall be made by Oxford Prep by registered mail within 72 hours of the decision for Closure Action.
3. Oxford Prep shall allow the Chartering Agency access, inspection, and copying of all school records, including financial and attendance records, upon written request by the Chartering Agency.
4. A financial closeout audit of the school will be paid for by Oxford Preparatory Academy to determine the disposition of all assets and liabilities of Oxford Prep, including plans for disposing of any net assets. The final independent audit shall be completed within six (6) months after the closure of the school. An independent auditor who is on the State's approval list of education auditors will employ generally accepted accounting principles to conduct this audit. Any liability or debt incurred will be the responsibility of Oxford Prep and not the Chartering Agency. Oxford Prep understands and acknowledges that it will cover any outstanding debts or liabilities. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oxford Prep understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the Chartering Agency, SELPA, and any other categorical funds will be returned to the source of funds.

In accordance with state law, all other assets (acquired with public or private funds) including but not limited to: all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments, and other revenues generated by students attending Oxford Prep, remain the sole property of Oxford Preparatory Academy and shall be distributed in accordance with the distribution plan adopted by the Oxford Preparatory Board of Directors. The distribution plan may include allocation to other charter schools, or other public or nonprofit entities, in accordance with State law.

5. For six (6) calendar months from the Closure Action, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by Oxford Preparatory Academy Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
6. The Oxford Preparatory Academy Board of Directors shall adopt a plan for the closure of the school and, if necessary, and in accordance with the requirements of the Corporations Code, the closure of the corporation. The non-profit corporation shall be responsible for all closure-related activities unless the Oxford Preparatory Academy Board of Directors identifies another person to be responsible.
7. In the event that Oxford Prep should have a school closure or the Corporation should close, Oxford Prep will return donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
8. In addition to a final audit, Oxford Prep will also submit any required year-end financial reports to the California Department of Education and Chartering Agency in the form and time frame required.
9. As Oxford Prep is operated by a non-profit public benefit corporation, should the Corporation dissolve with the closure of Oxford Prep, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
10. As specified in the budget, Oxford Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
11. All Oxford Prep personnel records shall be transferred to and maintained by the nonprofit organization operating Oxford Prep.

MISCELLANEOUS PROVISIONS

A. Budget

“The petitioner or petitioners shall also 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 Section 47605(g).

Attached, as Appendix A, please find the following documents:

- A projected budget, including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

The Board of Directors sets the School’s administrative and fiscal policy, and the Oxford Prep Executive Director will continue to ensure that the educational philosophy and mission continues to be implemented, while the Chancellor oversees the day-to-day operations of the school. We have contracted with an experienced back-office services provider to work in conjunction with our Coordinator of Administrative Services and Coordinator of Business Services to perform all day-to-day administrative functions.

A. Accounting and Business Services

The Oxford Preparatory Academy Board of Directors oversees the work of the back-office services provider, who handles all back-office business functions, including but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, attendance reporting, and insurance and benefits administration. The provider will also continue to assist the Oxford Prep staff and Board of Directors on business issues that arise during the year, such as Memorandum of Understanding (MOU) negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider helps the Executive Director, Coordinator of Business Services, Human Resource Department and the Oxford Preparatory Academy Board of Directors create and monitor the annual budget and provides monthly financials, cash flow projections and analysis.

Oxford Prep has selected Delta Managed Solutions (DMS), Inc. as its back-office services provider. DMS is experienced with all areas of charter school administrative services.

All financial reporting, including budgets, ADA reports, and STRS/PERS reporting, will continue to be implemented in accordance with State law and regulations as well as any specific MOU provisions between the School and its authorizer.

The Board of Directors currently contracts with a separate non-profit public benefit corporation, which provides the charter school with services that may include: leadership and professional staff development; marketing; technical assistance; governmental relations; back-office grant application and facilities assistance; data analysis; charter petitions and related documents (e.g., memorandums of understanding); and business planning consultation.

B. Criteria for Contract Services

Oxford Prep will continue to ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Oxford Prep makes awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration is given to such matters 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 school intends to locate.” Education Code Section 47605(g).

“Potential civil liability effects, if any, upon the school and upon the District.” Education Code Section 47605(g).

Oxford Prep is located at 23000 Via Santa Maria, Mission Viejo, CA 92691. Oxford Prep currently has a Facilities Use Agreement with the District in place through the end of the 2013-14 school year regarding use of this facility. Oxford Prep has submitted a request for facilities pursuant to Proposition 39 and its Implementing Regulations for the 2014-15 school year, notwithstanding another arrangement between the District and the Charter School, which may include an extension of the current agreement. Oxford Prep looks forward to working with the Capistrano Unified School District to continue housing the projected enrollment contained in the charter petition. Oxford Prep also requests that the District continues to allocate space to house the school’s independent study meetings/instruction as is currently agreed to.

IMPACT ON DISTRICT AND LIABILITIES

“Potential civil liability effects, if any, upon the school and upon the District.” Education Code Section 47605(g).

Intent

This statement is intended to fulfill the terms of Education Code Section §47605(g) and provides information regarding the proposed operation and potential effects of Oxford Prep on the District.

Civil Liability

Oxford Prep is operated by Oxford Preparatory Academy, Inc., 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 be an educational institution and a charter school for transitional kindergarten through grade eight.

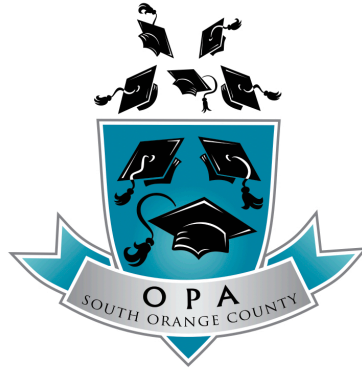
Pursuant to Education Code Section §47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by Oxford Prep if the authority has complied with all oversight responsibilities required by law. Oxford Prep works diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of Oxford Prep.

Further, Oxford Prep and the District shall enter into a memorandum of understanding, which shall, amongst other items, indemnify the District for the actions of Oxford Prep under this charter.

The Bylaws of Oxford Preparatory Academy provide for indemnification of Oxford Prep’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. The District has been named an additional insured on the general liability insurance of Oxford Prep.

As stated above, Oxford Prep secures insurance. The District is named an additional insured on the general liability insurance of Oxford Prep.

The Board of Directors of Oxford Prep continue to institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.



OXFORD
PREPARATORY ACADEMY

APPENDIX