

April 1, 2022

Amanda Morrell, President
Board of Education
Saddleback Valley Unified School District
25631 Peter A. Hartman Way
Mission Viejo, CA 92691

Re: Oxford Preparatory Academy-Middle School Charter Petition

Dear President Morrell:

Thank you for supporting Oxford Preparatory Academy Schools (“OPA”). We are excited to share the success of our schools over the past 10 years, as well as submit a charter petition to create an OPA middle school (OPA-MS) by moving our current Oxford Preparatory Academy – Saddleback Valley (OPA-SV) and Oxford Preparatory Academy – South Orange County (OPA-SOC) students in grades 6-8 to a new location. This middle school will be created primarily with middle school students from each of our two existing campuses, thus transforming our current two campuses into elementary schools (grades TK-5) only, leading to better experiences for all of our current and future OPA students. We look forward to our continuing partnerships as we venture into the next phase of Oxford Preparatory Academy in providing quality educational opportunities for the students of Saddleback Valley and other neighboring school districts.

On behalf of all the parties associated with OPA, it is with great pleasure that we present you with our official Charter School Petition (“Petition”). We assure you that the same careful preparation, dedicated teamwork, and tenacity that went into completing our petitions for our Saddleback Valley and South Orange County campuses was intensified with the composition of this petition for OPA - Middle School. Upon authorization, we stand firm in our commitment to offer a learning environment that supports students as they perform at the highest levels in the state of California - a goal that can only be compared to our unequivocal determination to ensure all of our students achieve success.

Our efforts to create an OPA middle school are 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. The creation of a stand-alone middle school will allow us to continue to improve our current programs by creating more space on each of our campuses. 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 Petition, we will:

- ◆ Improve the programs currently provided to our OPA-SV and OPA-SOC middle school students and increase opportunities for learning and access to quality education for students in Orange County
- ◆ Create a middle school 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
- ◆ Attract additional private and home-school students into the public school system

The attached Oxford Preparatory Academy - Middle School Charter Petition is submitted to you for review. We are eager to expand our partnership in education with SVUSD.

Thank you in advance for your time and consideration.

Amy Kernan
Executive Director
Oxford Preparatory Academy

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Affirmations And Declarations

As the authorized lead petitioner and Executive Director, I, Amy Kernan, hereby certify that the information submitted in this petition for Oxford Preparatory Academy Middle School (“OPA-MS” or the “Charter School”), to be operated by Oxford Preparatory Academy (“OPA”), a California nonprofit public benefit corporation, and to be located within the boundaries of the Saddleback Valley Unified School District ~~(the “District” or “SVUSD”)~~, and to be authorized by the Orange County Board of Education (“OCBE”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will comply with federal, state, and local laws as required for charter schools.
- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- declares that OPA-MS declares that OPA will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)] [Ref. Government Code Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1]
- The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School will not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. California Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the student’s last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the student had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School will maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School will comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School will comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School will comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School will comply with the Political Reform Act of 1974, Government Code, Section 87100 *et seq.* (“PRA”).
- The Charter School will comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).



Lead Petitioner's Signature Page

Amy Kernan, Executive Director

Name (Signature): _____

Name (Printed): _____ Amy Kernan

Date: _____ 3/18/2022

LEAD PETITIONER'S VISION AND OXFORD PREPARATORY ACADEMY'S TRACK RECORD OF SUCCESS

INTRODUCTION

Oxford Preparatory Academy's¹ core belief is *all students are unique and gifted individuals*; this principle is woven into its philosophy and school program, producing a phenomenal history of student success for our current two TK-8 charter schools. Niche ranks OPA-South Orange County (OPA-SOC) and OPA-Saddleback Valley (OPA-SV) as the #1 and #2 Top Charter Elementary and Middle Schools in Orange County, California, and among the Top 20 Charter Elementary and Middle Schools in California. Below are several accomplishments that contribute to this accolade.

OPA students excel academically: 79% of students met or exceeded standards in English Language Arts/Literacy and 78% met or exceeded standards in mathematics (2019).

OPA daily attendance is high: OPA's daily attendance rate has historically been at least 97% (2016 – 2019).

The OPA student body is diverse: 58% of students identified with one or more non-white racial/ethnic student groups (2021).

OPA excels at preparing students for high school:

- Middle school enrollment steadily increased each year and OPA has implemented a block schedule with robust electives, including foreign language.
- Students in 8th grade demonstrate they are ready for 9th grade; 76% percentage of students met or exceeded standards in English Language Arts/Literacy and 75% met or exceeded standards in Mathematics (2019).

It is OPA's intention through this Petition to take our current successful middle school program and move it from our TK-8 campuses to a stand-alone middle school campus, OPA-MS, where the focus will be on supporting students through the middle grades and creating exceptionally well-prepared high school scholars. The creation of a middle school campus will allow OPA to expand our middle school academic and enrichment offerings. Our middle school students will still benefit from OPA's student-centered approach to meeting individual needs through a focus on multiple intelligences, but they will also benefit from a program that is uniquely tailored to adolescent needs and strengths.

Upon approval of OPA-MS, OPA-SV and OPA-SOC will end their middle school programming, and students will graduate after completion of 5th grade.

OPA-MS Will Continue the Tradition of Academic Success Experienced at OPA-SV and OPA-SOC

OPA-MS will be comprised primarily of current OPA students; however, other middle school students are also welcomed to attend, as addressed in Element H, Admission Requirements. Below is an analysis of comparison school data based on our current grade 6-8 population at our two TK-8 campuses, which identifies the profile of the students OPA-MS will serve, where they come from, as well as data indicating OPA's current success in serving grades 6-8, and the benefits to that will follow from the approval of this Petition.

¹ References to OPA are intended to refer to the nonprofit benefit corporation and the several schools that it already operates, which will operate OPA-MS. Discussion of OPA's mission, values, programs, and curriculum are provided to explain the foundation upon which OPA-MS will operate and which will be implemented at OPA-MS as well.

Enrollment Numbers for SVUSD Comparison Schools that OPA Students Would Otherwise Be Assigned to Attend:

Resident School	Number of Students Enrolled
La Paz IS	23
Los Alisos IS	51
Rancho Santa Margarita IS	55
Serrano IS	124
Total	253

These are the numbers of current SVUSD students attending current OPA middle school programs (Grades 6-8) during the 2021-2022 school year. Comparison schools are schools in which a majority of students or a minimum of 10 students would have been assigned to attend, based on home residence.

California Assessment of Student Performance and Progress (“CAASPP”) Scores for Comparison Schools That OPA Students Would Otherwise Be Assigned to Attend: Percentage of Students Meeting or Exceeding Standards

The table below shows the academic performance of current OPA middle school students from OPA-Saddleback Valley and OPA- South Orange County combined, as compared to the school the students would otherwise attend in Saddleback Valley Unified School District. The percentage of OPA middle school students meeting or exceeding standards was consistently higher than the Saddleback Valley Unified School District schools for both Mathematics and ELA.

School	Schoolwide Assessment	2018	2019
La Paz IS	ELA	72%	75%
	Math	59%	61%
Los Alisos IS	ELA	57%	57%
	Math	38%	38%
Rancho Santa Margarita IS	ELA	74%	73%
	Math	65%	64%
Serrano IS	ELA	65%	64%
	Math	53%	51%
OPA-SOC & OPA SV Grades 7-8	ELA	78%	80%
	Math	70%	76%
OPA -SOC and OPA-SV Grades 6-8	ELA	78%	79%
	Math	70%	76%

California School Dashboard Performance

The charts below illustrate OPA-Saddleback Valley’s performance and progress on the California School Dashboard (“Dashboard”) indicators. These indicators reflect progress toward the state priorities of state standards, student achievement, student engagement, and school climate. OPA is at the highest performance level (blue) for chronic absenteeism, and ELA achievement and mathematics achievement on CAASPP.

Special population	English Language Arts	Mathematics	Chronic Absenteeism	Suspension Rates
All Students	Blue	Blue	Yellow	Blue
Asian	Green	Blue	Blue	Blue

Hispanic	Green	Green	Yellow	Green
Two or More Races	No Performance Color	No Performance Color	Green	Blue
White	Blue	Blue	Yellow	Blue
English Learners	Green	Green	No Performance Color	No Performance Color
Socioeconomically Disadvantaged	Green	Green	Orange	Orange
Students with Disabilities	Yellow	Yellow	Orange	Orange

California Dashboard Indicator Progress 2019

The chart below illustrates how OPA-Saddleback Valley's Dashboard indicators compare to similar schools in SVUSD. OPA is the only school with a blue indicator for suspension rates. OPA has received high indicators (blue) for ELA and mathematics.

Indicator	Color	Performance Level	Progress
English Language Arts	Blue	Very High – 55.5 pts Above	Maintained -2.9 pts
Mathematics	Blue	Very High – 45.8 pts above	Increased 6.6 pts
Chronic Absenteeism	Yellow	2.6%	Increased 1.7%
Suspension Rates	Blue	Low - 0.5%	Maintained -0.2%

California School Dashboard Indicators - OPA and Comparison Schools 2019

School	English Language Arts	Mathematics	Chronic Absenteeism	Suspension Rates
La Pas IS	Blue	Green	Orange	Green
Rancho Santa Margarita IS	Blue	Green	Yellow	Green
Serrano IS	Green	Yellow	Yellow	Green
Los Alisos IS	Green	Orange	Orange	Green
OPA - SV	Blue	Blue	Yellow	Blue

2019 English Learner Progress - OPA and Comparison Schools

The chart below illustrates results for the English Language Proficiency Assessments for California (“ELPAC”) for OPA-Saddleback Valley and OPA – South Orange County, combined, and other comparable school in the Saddleback Valley Unified School District in 2019. A higher percentage of OPA English learners (“EL”) are making progress toward English language proficiency.

School	Number of Students	% Making Progress Towards English Language Proficiency
La Paz IS	86	66%
Serrano IS	174	60%
Rancho Santa Margarita IS	82	66%
Los Alisos IS	239	58%
OPA	57	76%

English Learner Reclassification Rates

	2019-20		2020-21	
	OPA - SV	OPA - SOC	OPA - SV	OPA - SOC
Number of Reclassified Students	20	15	6	6
Reclassification Rate	65%	28%	19%	11%

2020-2021 English Learner Reclassification Rates - OPA and Comparison Schools

The table below illustrates the EL reclassification rates for OPA – Saddleback Valley and OPA – South Orange County compared to the schools OPA students would otherwise attend in the Saddleback Valley Unified School District.

School	2020-21 Reclassification Rate
La Paz IS	6%
Serrano IS	6%
Rancho Santa Margarita IS	7%
Los Alisos IS	3%
OPA – Saddleback Valley	19%
OPA – South Orange County	11%

Approval of OPA-MS Will Serve the Needs and Interests of the Entire Community in Which it Proposes to Locate

OPA has extremely high interest from the surrounding community, as illustrated by the high number of applicants each year. In 2022, OPA had 2,209 applicants. However, there was a waitlist of , who were thus not able to enroll in our schools and benefit from OPA’s strong programs. The approval of this Petition and subsequent addition of OPA-MS will allow us to expand our transition kindergarten and kindergarten programs at our current elementary schools to serve a larger population of students wishing to attend OPA.

In addition, OPA students are geographically diverse, and our enrollment contains a large population of special education students, English learners, and socioeconomically disadvantaged students, who benefit from our strong special education, English Language development, intervention and support, and social emotional learning and school-based mental health programs. These programs will be further enhanced on each of our campuses with the creation of an OPA middle school because there will be

additional space to house the programs and expand the number of OPA students served. Although we do not plan to significantly increase our enrollment numbers at each site, we do plan to significantly increase the number of support programs to meet the needs of our diverse student population, thus increasing the benefit to the ~~District~~ community.

ELEMENT A: DESCRIPTION OF THE MISSION, VISION, AND EDUCATIONAL PROGRAM

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

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

Vision

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

OPA-MS will provide rigorous, standards-based educational opportunities for all students in grades 6 - 8, in a welcoming, inclusive environment. At OPA-MS, instruction will occur through the use of Multiple Intelligences in order to ensure that all students are challenged and engaged in activities that best demonstrate each student's unique abilities and learning styles.

Students at OPA-MS will achieve academic excellence, as measures by state and local assessments. OPA-MS students will consistently outperform students in surrounding schools in both ELA and mathematics. OPA-MS students will be well prepared and successful in public, charter, or private high schools.

Creating long-term academic success takes place through a schoolwide, data driven model of reform that shapes the culture of high expectations for every student on campus. This will be accomplished by promoting college and career readiness for all students the moment they arrive at OPA-MS, consistent with OPA’s current practices across the charter schools it currently operates.

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

OPA “Champions” will be expected to master the 6 OPA Competencies (6Cs)s outlined in our Champion Profile before matriculating to high school. These include Critical Thinking, Communication, Creativity, Collaboration, Character, and Civic Engagement. See below for more information regarding the Champion Profile.

OPA-MS staff members will merge their collective experience to formulate consistent language, policies, and programs to support school-wide goals. OPA-MS will adhere to a rigorous, standards-based curriculum, which includes: English language arts & literacy in History/Social Studies, Science, and technical subjects (“Common State Standards in English language arts and Mathematics; Next Generation Science Standards; English Language Development (“ELD”) and all other California content standards (“State Standards”). OPA-MS’s core instructional strategies are based on Howard Gardner’s Theory of Multiple Intelligences (“MI”) and how it directly affects

student learning. MI is the key philosophy embraced by all stakeholders (administration, teachers, parents, and other staff). This philosophy enables students to believe they are gifted in a multitude of ways. Providing instructional strategies that address all eight of the intelligences ensures that students' diverse learning needs are met and student retention of information is maximized.

Mission and Goals

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

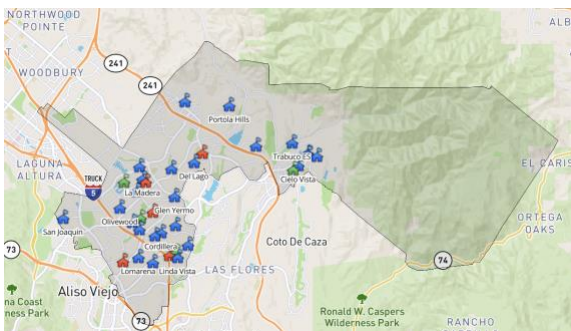
OPA-MS believes that all students are unique and gifted individuals. OPA-MS is committed to working collaboratively to develop compassionate life-long learners who understand that other people, with their differences, can be right, within a challenging, scholarly environment that is safe and caring.

OPA-MS fulfills this mission by:

1. Emphasizing high academic standards, respect, and character:
 - Develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement
 - Provide a school model where students acquire and practice a range of essential skills that are based on the State Standards
 - Use the best instructional practices that meet the varied needs of all students
 - Align instruction to the rigor of the State Standards
 - Teach reading comprehension through expository text, such as History/Social Studies and Science
 - Utilize and monitor a program of character education that emphasizes respect, self-empowerment, leadership, anti-bullying, and citizenship
 - Ensuring that student have the skills necessary to succeed in high school college, and beyond by incorporating activities and programs that foster the OPA 6 Cs
2. Providing a structured environment conducive to learning:
 - Use classroom management techniques and student study skills that lead to student success
 - Utilize Student Success Team ("SST") meetings to identify and intervene early for at-risk students
 - Provide immediate intervention through a Multi-Tiered System of Support ("MTSS")
 - Maximize student academic learning time by actively engaging students in bell-to-bell instruction
 - Incorporate Positive Behavioral Interventions and Supports ("PBIS") and MTSS to ensure a safe and supportive environment that meets the unique needs of all students
3. Expecting active parent participation and support of school policies and programs:
 - Maintain a shared decision-making process with various groups of staff, parents, and community members, which addresses identified needs of both students and OPA-MS's overall educational program
 - Create an atmosphere of inclusiveness for all families
 - Implement an array of activities and programs which celebrate student success and encourages parent involvement
4. Implementing the Theory of Multiple Intelligences as part of instruction:
 - Address the learning styles and modalities of all students
 - Teach State Standards utilizing all eight intelligences; thus, maximizing student learning,

- comprehension, and information retention
 - Empower students to create, classify, imagine, infer, select, appraise, and/or evaluate in learning situations
5. Offering ongoing teacher and parent training:
 - Discuss information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development
 - Provide the parental community with the information needed to support and understand the benefits of utilizing the Theory of Multiple Intelligences as part of the instructional process
 - Use Professional Learning Communities (“PLC”) to plan, analyze student achievement data, assess materials and techniques, and develop new strategies for engaging students in the curriculum
 6. Maintaining consistent communication between home, school, and community:
 - Provide many opportunities for parents to be involved with, and informed about student progress
 - Keep parent communication current through the use of technology (including web sites, social media, and e-mail) and daily student agendas
 7. Ensuring all students are minimally performing at grade level on all State Standards, and per applicable state and federal accountability requirements:
 - Read and comprehend at grade level before entering the next grade
 - Demonstrate grade level numeracy skills before entering the next grade
 - Provide the greatest opportunity for student academic success by maintaining a 97% or greater attendance rate
 - Initiate options for students not meeting grade level goals, by using an action plan, which will include, but not be limited to, classroom interventions and supports, counseling, etc.
 8. Including world languages as part of the curriculum:
 - Foster student competition in the global marketplace
 - Position students for 21st century college and career success and prepare students to be globally adept
 - Provide a strong foundation for future careers

Targeted Student Populations and Community Need



A majority of the students served by OPA-MS will reside within the Saddleback Valley Unified School District (SVUSD) boundaries. The SVUSD boundaries are comprised of six (6) cities: Rancho Santa Margarita, Foothill Ranch, Lake Forest, Trabuco Canyon, Mission Viejo, and Laguna Hills. SVUSD currently operates thirty-six (36) school sites, including twenty-four (24) elementary schools and five (5) intermediate schools. SVUSD boundaries encompass 95 square miles. The map to the left depicts the general area OPA-MS will serve.

Oxford preparatory Academy – Middle School (OPA-MS) will serve students primarily from several cities of Saddleback Valley, along with neighboring cities located in Orange County boundaries.

Historical Enrollment by Grade for OPA Middle School Grades

Grade	2018-19	2019-20	2020-2021	2021-2022
6	123	127	164	187
7	124	122	127	143
8	99	115	111	117
All	346	364	402	447

Projected Enrollment by Grade for OPA - MS

Grade	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6	168	200	200	200	200
7	190	187	200	200	200
8	182	206	187	200	200
All	540	593	587	600	600

Oxford Preparatory Academy is projecting an increase in enrollment.

Student Population Balance Data - OPA and Comparison Schools 2020-2021

The charts below indicates that the predominant racial and ethnic groups of OPA's population in 2020-2021 were White, Hispanic or Latino, and Asian. This racial and ethnic balance is similar to comparable schools in SVUSD, although the percentage of African American students and Asian students is higher and the percentage of Hispanic students is lower than many comparable schools.

School	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	2 or More Races	Not Reported	Total
La Paz IS	1.7%	0.1%	8.1%	2.5%	31.0%	0.4%	48.1%	7.1%	1.0%	801
Rancho Santa Margarita IS	0.7%	0.3%	12.3%	3.3%	26.8%	0.1%	48.0%	8.2%	0.4%	1,136
Serrano IS	1.4%	0.4%	9.3%	3.8%	39.7%	0.1%	37.5%	6.7%	1.2%	1,034
Los Alisos IS	0.5%	0.0%	2.7%	5.1%	67.5%	0.4%	19.1%	4.7%	0.0%	747
OPA - SV	3.7%	0.1%	23.5%	4.7%	19.6%	0.4%	37.9%	9.9%	0.1%	678
OPA - SOC	1.2%	0.5%	22.0%	5.4%	16.4%	0.2%	44.7%	8.7%	0.7%	827

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

Subgroup population Balance Data - OPA and Comparison Schools 2020-2021

The chart above indicates that in 2020-2021, the percentages of special populations at OPA schools were slightly lower than the comparable SVUSD schools. By creating an OPA middle school, these programs could be expanded to benefit more students.

School	English Learners	Students with Disabilities	Socioeconomically Disadvantaged	Total
La Paz IS	12.8%	12.5%	26.8%	801
Rancho Santa Margarita IS	10.8%	12.9%	21.0%	1,229
Serrano IS	19.7%	13.2%	36.1%	1,034
Los Alisos IS	41.4%	15.9%	57.7%	747
OPA – SV	7.5%	8.7%	14.3%	678
OPA- SOC	7.3%	10.3%	13.4%	827

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

Community Interest and Need

Community interest in OPA-MS is widespread and persistent, as evidenced by the number of applications for admission and students enrolled or on the Wait List for our current middle school programs. The number of applicants for the past two years appears below. This represents a need in the community for the programs that OPA-MS is offering.

	2020	2021	2022
Total Lottery Applicants	1,803	1,566	2,209
Total Waitlisted Students	1,568	1,294	1,960

OPA-MS will not substantially undermine existing school district services, academic offerings, or programmatic offerings. OPA-MS will primarily serve students already enrolled in our two TK-8 schools, so there will be no material impact on SVUSD enrollment. OPA-MS will provide a program that draws from a wide geographic area of students and therefore will not significantly impact any individual school or school district. Additionally, OPA-MS's programs will not duplicate programs offered in surrounding schools OPA. OPA also offers a rigorous academic program, utilizing instruction through multiple intelligences, which does not duplicate any programs in schools in close proximity to OPA.

Needs and Challenges of Students To Be Served at OPA-MS

OPA-MS will serve a diverse student population, as illustrated by the demographic data in Section F. Existing OPA students are very high achieving academically as illustrated in the data in section G, which will continue at OPA-MS. OPA-MS's program is designed to serve a wide range of student needs and challenges.

- Historically, OPA's ELs have spoken a diverse range of home languages, including Spanish, Russian, Farci, Mandarin, and at least 10 other languages. OPA has served EL students at all proficiency levels, from newcomers to bridging. OPA's EL population has also been relatively small with just a few English learners in each grade level. At OPA-MS, these students will be provided targeted ELD and support in all subject areas. EL support staff will push into classes, and teach pull-out groups to provide more targeted, designated ELD because of the small number of ELs in each class. OPA-MS' EL program will provide ongoing monitoring and

assessment to ensure that they are progressing. Additionally, all parent materials will be available in a variety of languages.

- OPA-MS' students are expected to be and will be high achieving, academically, and thus need and will be provided with a rigorous curriculum that provides scaffolding to ensure that no students are left behind. The curriculum needs to be differentiated to meet the needs of all students, and teachers will be keenly aware of the progress of each student in their classes. Emphasis is placed on using the Multiple Intelligences to incorporate choice into lessons and activities, where students can perform at high levels, producing academically challenging work.
- OPA has historically served a large special education population with a wide range of disabilities and needs. OPA-MS will provide a full inclusion program for students with special needs, and will hire staff to provide the support necessary to ensure all students are progressing academically, socially, and emotionally, and meeting the goals set forth in their Individualized Education Programs ("IEP"). OPA-MS staff will differentiate their instruction in order to ensure that all students are actively engaged and meeting expectations.

Attendance

Projected Enrollment

OPA-MS's projected enrollment for the 2023-2024 school year is approximately 540 total students. OPA-MS may alter its class sizes as necessary to accommodate its educational program, but the average class size (teacher to student ratio) will be approximately 32:1.

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

Instructional Minutes

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

OPA-MS will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be provided both on an integrated basis, i.e., embedded throughout the instructional program, as well as through designated, individualized ELD instruction. OPA-MS may utilize the CDE and National Subject-Area Associations' recommendations for instructional time.

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

School Calendar

OPA-MS' school calendar will be a traditional school year, with 180 days of instruction. The school year will begin in mid-August and will end in mid-June. For 2023-2024, the tentative first day of school is anticipated to be August 16, 2023 and the last day of school is anticipated to be June 13, 2024. Students will typically have minimum days every Friday, as well as for Open House and other specific days throughout the year. There will also be two non-student, professional development days during the school year

Components of the Daily Schedule

Agenda: Each student at OPA-MS will have an agenda that may be utilized to:

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

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

Bell Schedule

OPA-MS students will attend a 7-period day, including the following subjects:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- World Language
- Elective

A sample daily bell schedule is shown below:

Monday - Thursday 8:30 AM to 3:15 PM (375 Instructional Minutes per day)

Period	Start	End
1	8:30 AM	9:18 AM
2	9:23 AM	10:11 AM
Break	10:11 AM	10:21 AM
3	10:26 AM	11:14 AM
4	11:19 AM	12:07 PM
Lunch	12:07 PM	12:37 PM
5	12:42 PM	1:30 PM
6	12:35 PM	2:23 PM
7	2:28 PM	3:15 PM

Friday 8:30 AM – 1:00 PM (270 Instructional Minutes)

Period	Start	End
1	8:30 AM	9:03 AM
2	9:08 AM	9:41 AM
3	9:46 AM	10:19 AM
4	10:24 AM	10:57 AM
Break	10:57 AM	11:07 PM
5	11:12 PM	11:45 PM
6	11:50 PM	12:23 PM
7	12:23 PM	1:00 PM

Targeted Intervention: Targeted intervention will take place during the school day in place of the student's elective for students determined to need more intensive support to meet academic standards. Each teacher will utilize statewide, standardized assessment data, including teacher-created assessments and iReady diagnostic and benchmark assessments. This assessment data, along with other academic data, will be used to determine eligibility

for targeted intervention. If a student is determined to need intervention, the intervention teacher will create an intervention plan, and reassess the need for intervention every six (6) weeks. The instruction provided during targeted intervention during the regular instructional day will target specific areas of the ELA or mathematics standards.

What It Means To Be An Educated Person In The 21st Century

OPA-MS believes a truly educated person in the 21st century must possess the following skills and attributes, as outlined in our Champion Profile:

1. **Critical Thinking**: Critical thinkers understand the nature of problems, create innovative solutions, and make informed decisions by using creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. They rigorously question ideas, tolerate ambiguity, and are open to new concepts.
2. **Communication**: Effective communicators demonstrate leadership qualities and self-confidence through the ability to clearly express ideas while collaborating with others and adapting to diverse audiences.
3. **Character**: Champions with strong character act with integrity, compassion, respect, and honesty; demonstrate concern and commitment to the community; embrace diversity and act as leaders by advocating for others.
4. **Creativity**: Creativity is the ability to think or design in innovative and useful ways, see things from different perspectives, and develop courage by embracing the uncertainty and unfamiliar.
5. **Collaboration**: Effective collaborators share leadership and responsibility, work from strengths of self and others, follow through on commitments, provide and receive constructive feedback, and modify ideas or approaches to benefit the group.
6. **Civic Engagement**: Champions engage in activities to make a positive difference in their community. They are aware of local and global issues and aim to improve society through service and activism.

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

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

How Learning Best Occurs and Instructional Design

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

The learning setting will be mainly site-based, in person learning. Students will matriculate from grade to grade, and current OPA elementary school students will have preference in the lottery process (See Element H, Admission Policy and Procedures). OPA-MS will also provide a virtual learning option for students who learn better outside of the regular school environment. OPA-MS will also offer short term independent study to students who are not able to attend school for 3 to 30 days. OPA-MS's virtual learning program and short-term independent study will not exceed 20% of OPA-MS' total student enrollment, and will in no case constitute more than 20% of OPA-MS' claimed average daily attendance.

The following key elements, described below, comprise OPA-MS's approach to instruction:

1. Theory of Multiple Intelligences
2. Research-Based Instructional Strategies and Evidence-Based Practices
3. Standards-Based Instruction Differentiated for Diverse Student Needs
4. Data Informed Instruction based on Multiple Measures and Assessment
5. Implementation of Differentiated Instruction and GATE Strategies
6. Bloom's Revised Taxonomy
7. Global Mindedness and Civic Engagement

1) Instructional Methodology – Theory of Multiple Intelligences

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

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

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

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

- Part of speech given by Jane Carlson-Pickering

Coordinator/Teacher Multiple Intelligences and Technology, M.I. Smart! Program Chariho Regional School District, November 1999

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

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

Logical-Mathematical Intelligence: The competency to calculate, quantify, consider propositions and

hypotheses, and carry out complex mathematical operations. It involves the discernment of relationships and connections, abstract, symbolic thought, sequential reasoning skills, inductive and deductive thinking patterns, and use of the scientific method.

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

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

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

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

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

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

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

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

One of the most remarkable features of the Theory of Multiple Intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the

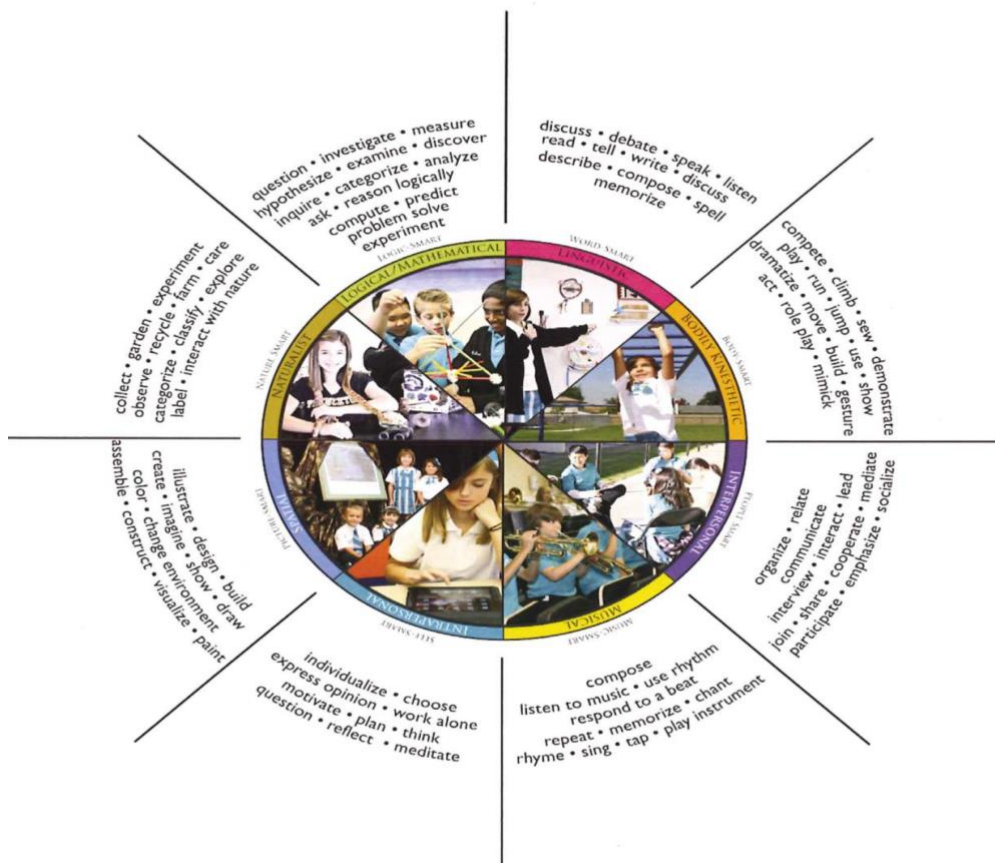
Theory of Multiple Intelligences suggests several other ways in which the material might be presented to facilitate effective learning. You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or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

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

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

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

MULTIPLE INTELLIGENCES Lesson Planner Guide



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

In addition to using Multiple Intelligences techniques in the classroom on a daily basis to teach State Standards, students will be afforded the opportunity to participate in elective courses throughout the year that are tailored to students' interests, talents, and abilities. These elective classes will also be designed to enhance each of the intelligences, which every student possesses. Some examples of elective classes may include Art, Engineering, Band, Peer Leadership, Associated Student Body, and Coding.

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

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

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

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

Best Practices

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

A. Identifying Similarities and Differences

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

B. Summarizing and Note Taking

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

C. Reinforcing Effort and Providing Recognition

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

D. Homework and Practice

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

E. Nonlinguistic Representations

The “dual-coding” theory of information storage postulates that knowledge is stored in two forms -

linguistic (words) and imagery (mental pictures). Teachers guide students in creating nonlinguistic representations because such engagement stimulates and increases activity in the brain. Such activities include creating graphic organizers, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

F. Cooperative Learning

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

G. Setting Objectives and Providing Feedback

Goal setting is the process of establishing a direction for learning. It is a skill that successful people have mastered to help them realize both short-term and long-term achievements. Effective instructional objectives contain three defining characteristics: An objective always states what a learner is expected to be able to do and sometimes describes the product, describes the important conditions under which the performance is to occur, and describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable. Providing feedback is one of the simplest prescriptions for improving education. Feedback should be “corrective” in nature, timely, and specific to a criterion.

H. Generating and Testing Hypotheses

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

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

I. Cues, Questions, and Advance Organizers

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

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

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

3. ***Instructional Methodology - Standards-Based Instruction Differentiated for Diverse Student Needs***

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

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

4. ***Instructional Methodology - Data Informed Instruction based on Multiple Measures and Assessment***

OPA-MS believes that instruction should be informed by data in order to ensure that all student needs are being met. Students will be provided frequent diagnostic, formative, and summative assessments in order to provide ample data for teachers to differentiate instruction to meet individual student needs and ensure that students are mastering standards. In addition to assessments, teachers and staff will collect other forms of data for each student including student work samples, presentation and writing rubrics, informal notes, data regarding social and emotional needs, and discipline data. All of these multiple measures will be used to assess student progress and performance and inform school programs and activities.

5. ***Instructional Methodology – Differentiated Instruction and GATE Strategies***

OPA-MS believes that all students are unique and gifted individuals. To that end, the staff may use teaching strategies for all students that are recommended for differentiating the curriculum for gifted students. GATE strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, acceleration and/or compacting of the curriculum for grade level State Standards. Bloom's Revised Taxonomy is also a focal point of this instructional program.

Depth and Complexity

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



Language of the Discipline

Identification and usage of appropriate language relative to the discipline



Details

Elaboration and description of an idea or event



Patterns

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



Trends

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



Unanswered Questions

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



Rules

Organizational elements relevant to the curriculum

**Ethics**

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

**Big Idea**

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

**Change Over Time**

A change over time where changes are identified and causality examined

**Points of View**

Multiple perspectives, examines ideas and events from different perspectives

**Interdisciplinary Connections**

A connection between the curriculum under study and other subject matters

Novelty

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

Acceleration

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

Compacting

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

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

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

1. **Creating** is applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that is new.

2. **Evaluating** is judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, and summarize, etc., to encourage students to make judgments according to a set of criteria.
3. **Analyzing** is breaking down information into parts or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
4. **Applying** is using previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
5. **Understanding** is grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
6. **Remembering** is remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.



7. Instructional Methodology - Global Mindedness and Civic Engagement

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

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

How Learning Best Occurs

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

OPA-MS believes that learning best occurs in the following ways:

- ***When parents participate in the educational program*** - When the U.S. Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parental involvement and students without parental participation. Therefore, OPA offers many opportunities for parent participation in their child's education, including in-services on the latest research regarding student learning and the use of technology in education.
- ***In a collaborative environment*** - Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among and between students, teachers, parents, administration, and community is necessary for a successful school.
- ***In a climate where there are measurable goals*** - This "backwards design" instructional model requires a standards-based system that gives direction to academic programs and is designed to ensure college and career readiness for students. The assessment of students' progress is based on multiple measurement tools looking at the many facets of the learners.
- ***In a climate of accountability*** - As Schmoker (1996) so simply states, "What gets measured gets done." OPA-MS will provide a continuous collection and application of data for students, parents, teachers, administrators, and members of the Board of Directors.
- ***With highly specialized teachers and staff*** - Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "The single most important determinant of student achievement is the expertise and qualifications of teachers." OPA-MS will provide a broad spectrum of data-driven training opportunities for staff and participates in selected professional development programs.
- ***In programs that have strong literacy components*** - Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).
- ***In a program that incorporates technology*** - Technological innovations enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.
- ***In a program that prepares students for a transformative yet to be imagined future*** - Five years from now, over one-third of skills (35%) that are considered important in today's workforce will have changed. "The illiterate of the 21st Century are not those who cannot read and write but those who cannot learn, unlearn and relearn." (Alvin Toffler, 1991) Complex problem solving, creative and critical thinking are among the top 10 skills students will need in order to thrive in the 21st Century. (World Economic Forum, 2016)

How OPA-MS Achieves Academic Success

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

Staff Development

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

Each Friday, students will have a minimum day so that teachers and staff can collaborate and participate in professional learning opportunities. In addition, 6 professional learning days will be built into the annual calendar to provide time for collaboration and staff development.

Staff development will be planned after the analysis of authentic student performance results from state mandated assessments, grade level assessments (including multiple measures) and teacher observations. An annual professional development survey will also be given to staff to determine other areas of need or interest.

To deepen teachers' content knowledge and help them engage all students in learning, staff will attend workshops, college courses, and professional conferences. Examples of on-site professional development may include in-service training on curriculum, writing, classroom management, interim and summative assessments, and technology use. The staff is encouraged to enroll in college courses on multiple intelligences (MI), special education, and gifted education, or other areas to improve educational skills through our tuition reimbursement program. Staff attendance at conferences such as the California Association for the Gifted provide staff the latest research on instructional strategies.

Evaluation

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

Administration will ensure that student grades conform to a uniform grading system. Grades will be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students will 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.

Student Involvement

OPA-MS will offer students many experiences, which tap into their eight intelligences. These special opportunities motivate students to excel while expanding their learning potential. OPA will provide enrichment and extra-curricular opportunities all students that may include:

- Electives, such as STEAM, Art, Coding, Music, Theater, Associated Student Body (ASB), Peer Assistance Leadership (PAL), and Yearbook
- Enrichment and Clubs, such as eSports, Robotics, Chess, Debate, Drama, Literature, Art, and Marching Band
- Sports, such as flag football, volleyball, track, cross country, and basketball
- Field Trips, such as science camp and the holocaust museum

Parent and Staff Involvement

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

Leadership and School Organizations

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

English Learner Advisory Committee

The English Learner Advisory Committee ("ELAC"), if required, will consist of parents of English Learner ("EL")

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

Honour Society (Parent/Staff Organization)

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

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

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

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

Parent Participation

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

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

Parent attendance is specifically encouraged at the following events:

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

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

Attendance

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

Student Recognition

As part of OPA-MS's core philosophy to encourage students to excel, a schoolwide recognition system will be used. Accomplishments will be recognized in a way that promotes future achievement and supports the mission of

building the foundation for lifelong learning and success. Awards will be distributed to deserving students who have met or exceeded the Charter School's high expectations. Some examples of awards include awards for academic achievement, attendance, character, responsibility, and behavior.

Behavior

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

OPA-MS will utilize Positive Behavior Interventions and Supports ("PBIS") to provide a multi-tiered approach to social, emotional, and behavioral support for students. Discipline follows a hierarchy of progressive actions, including counseling, parent conferences, office referrals, and suspension. Administration will apply a consistent, age-appropriate approach to student discipline, focused on providing learning opportunities and counseling.

OPA-MS will utilize the following core principles of PBIS:

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

Special Programs

Intervention for Academically Low Achieving Students

OPA-MS will screen and identify students as academically low achieving with the use of several determinations including, but not limited to:

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

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

Promotion/Retention

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

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

A parent-teacher conference will be held for students who are in danger of being retained, where an *Academic Strategic Success Plan* will be formulated for the year. This plan will include multiple intervention options and progress monitoring which will be discussed in each of the trimesters during a parent-teacher conference. If the student remains below grade level despite the interventions implemented in the *Academic Strategic Success Plan*, the student may be retained. The Promotion/Retention Team will meet, consult, and make a recommendation to promote or retain a student depending on the success of the interventions implemented based on the *Academic Strategic Success Plan*. The team will also analyze Progress Reports and Report Card grades. The final decision to promote or retain will be 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 ELs will be made by the promotion/retention team. One or more members of the team must have expertise in ELD. The decision to promote or retain students with an IEP is made by the IEP team. Students identified potentially subject to retention will be given the opportunity to participate in an academic intervention program as early as possible in the school year.

OPA-MS can retain or promote a student without parent or guardian approval in grades six(6) through eight (8). No student at OPA-MS will be retained for more than one year, including students who were retained prior to enrolling in the Charter School.

Acceleration

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

Students may accelerate in math if they show high levels of mastery based on multiple criteria, including grades, placement assessments, CAASPP assessments, and teacher recommendation.

Incorporating the Theory of Multiple Intelligences as Part of Instruction

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

The graphic on the next page is a representation of the eight intelligences and their basic characteristics.

Creating a Multiple Intelligences school is the foundation of the Charter School's philosophy. In doing so, there are four (4) major components: Stakeholders, Positive Climate, Environment, and Organization. Illustrated below are the components of a Multiple Intelligences school.


Oxford Preparatory Academy Charter School
DOMAINS OF INTELLIGENCE


	Word Smart	Number Smart	Picture Smart	Music Smart
Linguistic Learner				
	LIKES TO read write tell stories give speeches tell jokes/spin tall tales EXCELS AT memorizing trivia writing using extensive vocabulary spelling playing word games LEARNS BEST BY reading writing speaking hearing & seeing language discussions and debates humor incorporated in learning	LIKES TO do experiments figure things out work with numbers ask questions analyze & make predictions EXCELS AT mathematics reasoning logic problem solving using technology LEARNS BEST BY categorizing classifying working with abstract patterns/relationships using the computer making time to complete tasks	LIKES TO draw, build, design & create things daydream view pictures/movies see/use colors EXCELS AT using imagination sensing environment mazes/puzzles reading maps & charts visual arts LEARNS BEST BY visualizing dreaming stimulating environment working with colors/pictures audio/visual materials	LIKES TO sing and hum tunes listen to music play an instrument collect CDs watch musicals EXCELS AT picking up sounds remembering melodies noticing pitches/rhythms keeping time singing songs LEARNS BEST BY rhythms, rhyme & repetition information put to a beat playing music while working performing in skits & musicals using song lyrics to memorize
	Logical/Mathematical Learner	Spatial Learner	Musical Learner	

	Body Smart	People Smart	Self Smart	Nature Smart
Bodily/Kinesthetic Learner				
	LIKES TO move around work with hands use body language exercise gesture frequently EXCELS AT physical activities sports/dance crafts drama/acting mechanics LEARNS BEST BY doing moving role playing hands-on experiences action packed stories/drama	LIKES TO solve problems talk to people join groups and clubs be a leader have lots of friends EXCELS AT understanding people leading others socializing persuading others mediating conflicts LEARNS BEST BY working in a group cooperating with others sharing their ideas communicating debating	LIKES TO work independently pursue own interests have strong opinions work on independent games have many choices EXCELS AT understanding self focusing inward on feelings/ dreams pursuing interests & goals being original LEARNS BEST BY individualized projects self-paced instruction having private space & time working independently reflecting, thinking, & visualizing	LIKES TO garden hike, camp, walk & climb care for pets & wildlife recycle spend time outdoors EXCELS AT collecting categorizing recognizing plants & animals understanding native surroundings recycling LEARNS BEST BY classifying information observing doing experiments using telescopes & binoculars exploring the environment
	Interpersonal Learner	Intrapersonal Learner	Naturalist Learner	

Communication

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

School/Home Information

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

Information about OPA-MS will be published on the Charter Schoos website. The newsletter, lunch menu, calendar, and information about programs, admissions, social media channels, and other content about OPA will be accessible on this site.

Some of the information that will be posted on OPA-MS's website includes the following:

- School Accountability Report Cards (SARC)
- Local Control and Accountability Plans (LCAP)
- Upcoming events
- Messages from teachers
- Copy of the monthly and yearly calendars
- Lunch menu
- Parent Handbook

Parent/Teacher Conferences

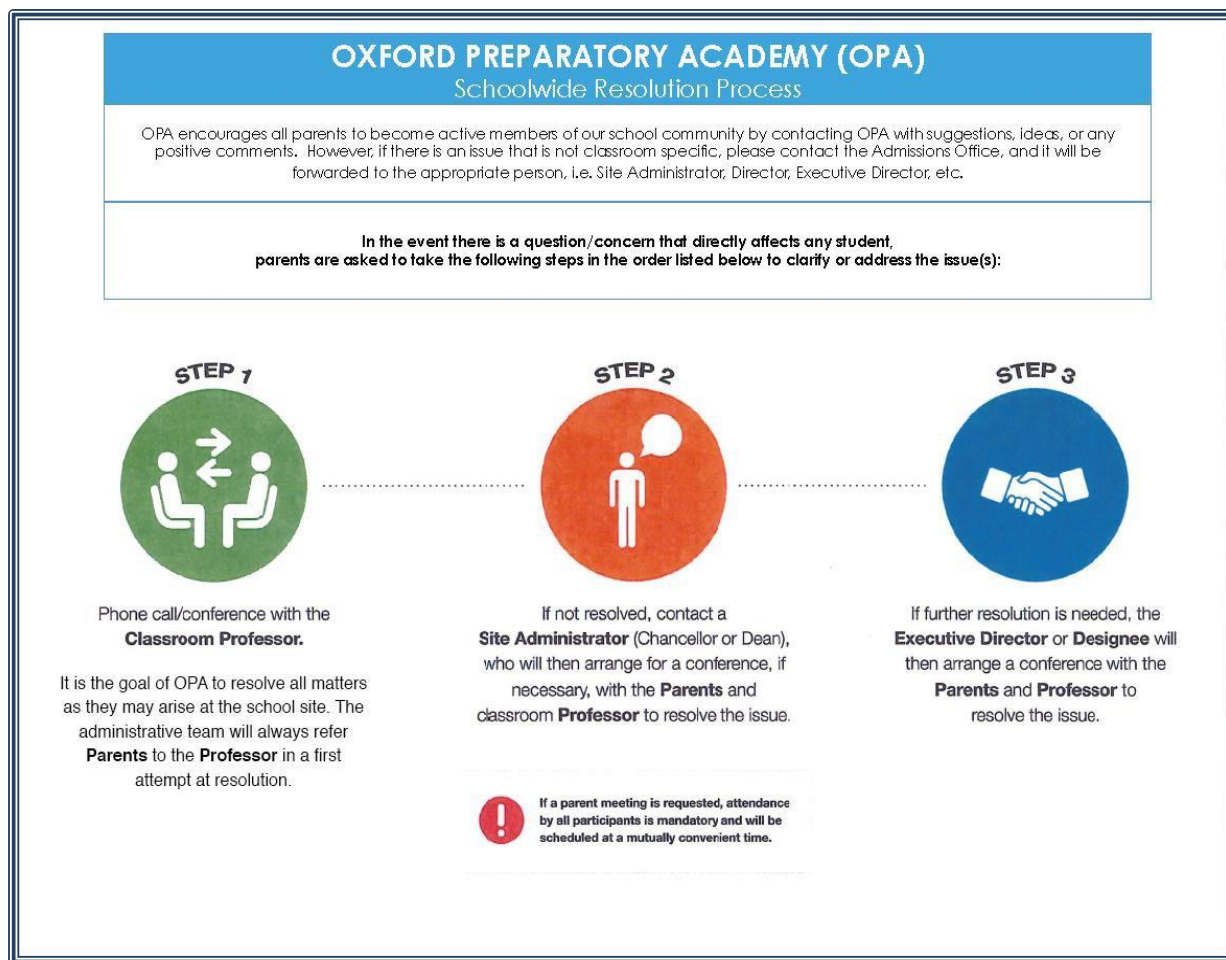
To keep parents informed and assisting in their child's education, a conference will be scheduled with the student's classroom teacher by the seventh week into the school year. At this conference, the teacher, parents, and student:

- 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
- Review a standards-based report card, to be given to parents to monitor their child's progress in meeting and/or exceeding grade-level content standards, at the end of each twelve (12) week grading period

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

Schoolwide Resolution Process

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



School Related Issues

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

Short Term Independent Study and Virtual Learning

OPA-MS may offer independent study to meet the educational needs of students enrolled in OPA-MS. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. OPA-MS shall provide appropriate existing services and resources to enable students to complete their independent study successfully. OPA-MS will generally not provide independent study for less than three (3) consecutive school days unless granted by the Chancellor or designee in writing. All independent study offerings shall maintain compliance with Education Code Section 51745, *et seq.* Total independent study participation will be less than 20% of the Charter School's average daily attendance in a school year.

For students who learn better outside of the regular seat-based school environment, OPA-MS will provide a virtual learning independent study option. The OPA virtual learning program will combine synchronous and asynchronous instruction and activities. Students will attend regularly scheduled Zoom sessions each day for academic subject areas. Students will also attend regular weekly small group support sessions for targeted intervention and enrichment. Students will also be required to complete asynchronous, independent activities and assignments. Like all OPA-MS students, OPA Virtual Learning Program independent study students will be

enrolled in a world language (Mandarin or Spanish), where they will participate in asynchronous instruction and activities.

OPA Virtual Learning Program students will be required to complete asynchronous instruction and activities for physical education. Physical Education participation will be monitored by a credentialed physical education teacher, who will provide support and suggested weekly activities. OPA Virtual Learning program students will also participate in the California Physical Fitness Test (“PFT”) in grade 7.

All OPA-MS students, including those in the virtual learning program, use the same adopted, standards-based curriculum for core academic subjects, as is used in the classroom-based program. All students participate daily in both synchronous and asynchronous instruction.

Types of Instruction

- Synchronous – live instruction done virtually via videoconferencing in real time. Students and teachers meet together virtually at specific times. Incorporates face-to-face interactions for students and teachers.
- Asynchronous – coursework delivered through the web, email, Google Classroom, etc. Not real time. Does not include real time interactions between teachers and students. May include videos or independent activities.

OPA-MS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act and the SBE regulations adopted thereunder. Please see Appendix C for OPA’s board policy regarding independent study.

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

OPA-MS may claim apportionment credit for independent study only to the extent of time value of work products, as personally judged in each instance by a certificated teacher, in accordance with Education Code Section 51745.5(b).

Course of Study

OPA-MS will adopt the course of study for grades 6-8 to align with the State Standards. The current adopted course of study for grades 6 to 8 at OPA offers State Standards-based courses in the following areas, which will be continued at OPA-MS:

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

- including Comprehensive Sexual Health Education, as required by the California Healthy Youth Act
- **Physical Education**, with emphasis given to physical activities that are conducive to health and vigor of body and mind

Curriculum and Materials

OPA-MS's curriculum will align with the State Standards. Understanding students' areas of strength and the development of the total child is emphasized at OPA-MS. The below identified textbooks, along with supplementary materials, have been selected for use in grades 6-8 to teach the content areas as indicated.

Current State Adopted Middle School Curriculum

English Language Arts	StudySync (2017), McGraw Hill Education
Mathematics	EdGems Mathematics (2019), EdGems Math LLC
Science	Amplify Science (2019), Amplify Education, Inc.
Social Studies	California History-Social Science myWorld Interactive Secondary (2019), Savvas
English Language Development	Inspire Literacy, iLit (2018), Pearson K-12 Learning
Health	Positive Prevention Plus (2018)
World Language	Spanish - Realidades (2014), Savvas Mandarin - Integrated Chinese, 4 th Ed. (2019), Cheng & Tsui Company, Inc
Assessment System	iReady, Curriculum and Associates

The following is a brief summary of the general curriculum studied in the middle school grades at OPA, and to be maintained at OPA-MS.

ELA/Literacy

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

OPA-MS will advance the ELA/Literacy achievement levels of students by:

- Providing standards-based ELA curriculum to all students in grades 6-8
- Providing integrated and designated ELD curriculum to students designated as English Learners
- Providing additional instructional minutes over the state recommendation
- Providing extensive and multi-year professional development in ELA/Literacy instruction
- Allocating funding to support professional development, materials, and equipment
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in ELA/Literacy

Mathematics

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

OPA-MS will advance the mathematical achievement levels of students by

- Providing a comprehensive mathematics education program for grades 6-8, through standards-based curriculum and supplemental materials
- Providing additional instructional minutes over the state recommendation
- Providing extensive and multi-year professional development in mathematics instruction that addresses State

Standards in mathematics and the mathematical Practices

- Allocating funding to support professional development, materials, and equipment
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in Mathematics

Science

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

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

History/Social Studies

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

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

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

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

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

Technology



All OPA-MS students will have access to 1:1 technology. OPA-MS will have Chromebooks available for all students who do not wish to use their own devices. These Chromebooks will be refreshed every 5 years to ensure that students have access to high quality technology so that they can be able to access the California State Assessment system and other digital curricular and assessment resources.

All professors will be issued a laptop and iPad in order to access curriculum, cast to visual displays, and access other technology resources. All classrooms will have a large flatscreen television for visual display and other



technology to enhance the learning environment.

Special education students requiring adaptive technology will have it provided to them as outlined in their Individual Education Program (IEP). Adaptive technology will be upgraded, as necessary, to ensure the students are able to access any necessary curriculum or resources. Special education staff will work with adaptive technology experts, when necessary, to ensure that students' needs are being met, and they are provided a Free and Appropriate Public Education (FAPE).

All teachers and staff will be provided annual professional development in the use of technology and technology resources. This may include Aeries student information system, website, digital assessment platforms, digital curriculum platforms, intervention programs, etc. This technology professional development program will be built into the annual professional development plan.

Students/parents/guardians and staff will annually sign an acceptable technology use policy and will be educated annually about the acceptable use of technology at OPA-MS. OPA-MS will follow the International Society for Technology Education (ISTE) standards, the technology standards found within the CA state standards, and the College and Career Readiness Anchor Standards when using and educating students with technology. All students will be provided instruction on proper technology use, research, cyber safety, and digital citizenship.

Electives and World Language

Each student will have a daily elective period where they can explore different interests and enrichment activities. Elective options will be based on student feedback and teacher credentials, but may include visual and performing arts, STEAM, coding, PAL, ASB, Yearbook, and Music. All students will have a daily world language class, including either Mandarin or Spanish. Other world languages may also be added, based on student interest.

Physical Education

All students will participate in a physical education class that incorporates the California Model Content Standards for physical education. Students in grade 7 will participate in the California Physical Fitness Test (PFT) in the spring of each school year.

Materials

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

A collaborative curriculum committee that will engage in a thorough and timely curriculum review process will make all final decisions about curriculum. Curriculum will adhere to the California State Standards and be selected based on multiple criteria determined by the curriculum committee, including rigor, age appropriateness, and accessibility and resources for English learners and student subgroups. All curriculum will be piloted before a final decision to adopt is made.

Addressing the Needs of All Students

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

OPA-MS will serve all students, including those determined to be at-risk of not meeting grade level proficiency standards. OPA-MS will identify such students based on standardized tests and classroom assessments. OPA-MS teachers who have proven instructionally strong in designated areas will provide targeted intervention. Students

performing above grade level standards will be given the opportunity to participate in courses of study that challenge and address their strengths. Enrichment field trips will be provided to all students at various times throughout the year.

Expanded Learning Experiences Offered to All Students

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

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

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

Expanded Learning Experiences for Academically Low Achieving Students

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

Identifying Students At-Risk of Low Achievement

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

- Students scoring below Standards Met on the CAASPP in at least one subtest score in ELA/Literacy and/or

Mathematics

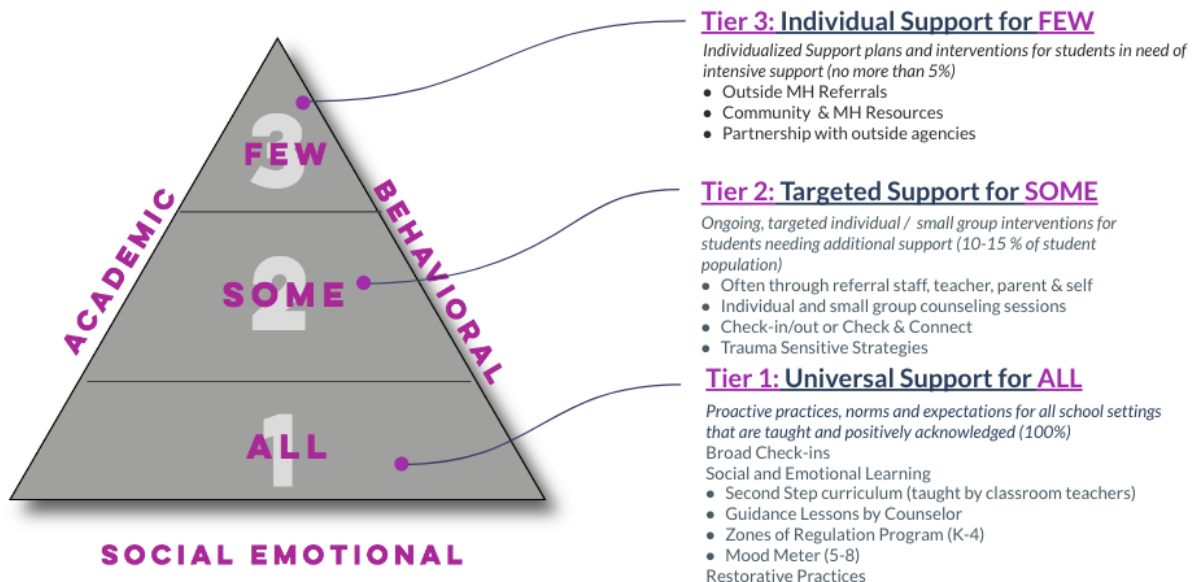
- Students who are at least one year below grade level in the areas of reading, writing, and mathematics as identified by interim assessments
- Students recommended for academic intervention based on report card grades and classroom assessments indicating performance below grade level

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

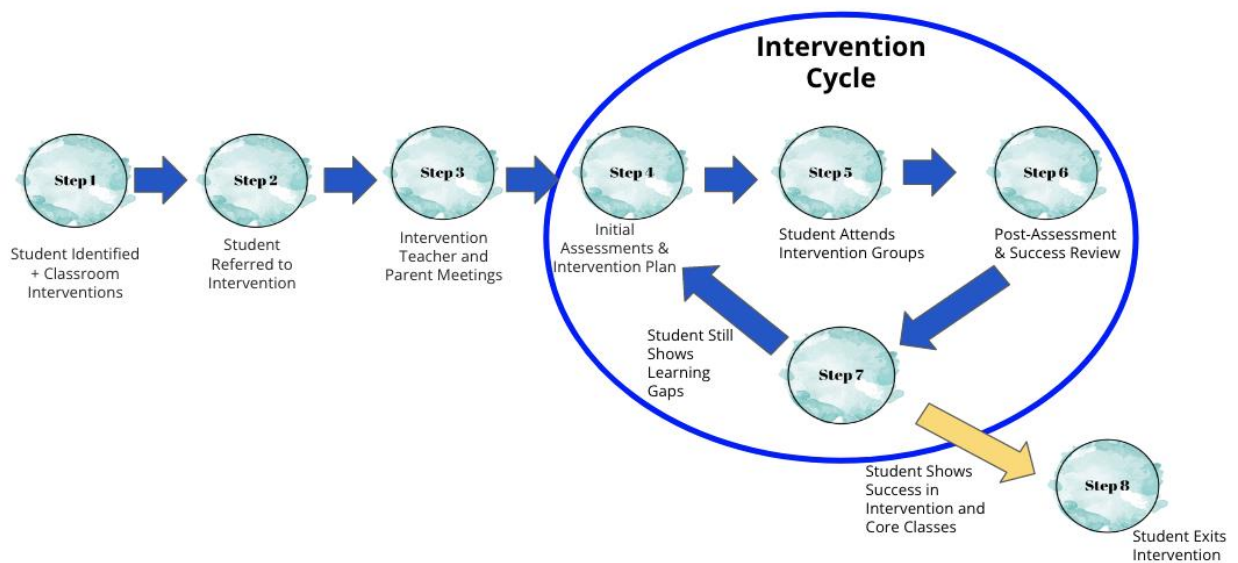
Meeting the Needs of Low Achieving Students

OPA-MS will utilize a Multi-Tiered Systems of Support (MTSS) to meet the needs of all students, including low achieving students and ensure that all students are academically, socially, and emotionally successful and supported. As part of the Tier 2 and 3 supports, OPA-MS will have a robust intervention program.

A Multi-Tiered System of Supports (MTSS) refers to a systemic, prevention-focused framework for addressing student needs through the integration and continuous improvement of systems and services. Through MTSS, the academic, behavioral, social and emotional needs of each student can be addressed.



The intervention program will primarily serve students who are one grade level or more behind in ELA or math. Students will be referred for intervention by teacher referral or through SST meetings. Intervention will be provided via small group instruction in a pull-out model. Intervention will be on a 6-week cycle, and students will be exited based on teacher observation and assessment data.



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

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

Academic Strategic Success Plans

OPA-MS will use the *Academic Strategic Success Plan* to inform parent(s)/guardian(s) that their child's work is falling below academic expectations and is now considered at-risk, which could result in retention. Those students identified as academically low achieving will be targeted for additional academic support. Through the *Academic Strategic Success Plan*, teachers will collaborate with parents each trimester (at least) on targeted strategies and interventions that may be helpful to ensure the at-risk student is meeting grade level standards. The parent(s)/guardian(s), teacher, and student (as determined by teacher) will be encouraged to attend collaborative meetings in order to set goals and objectives.

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

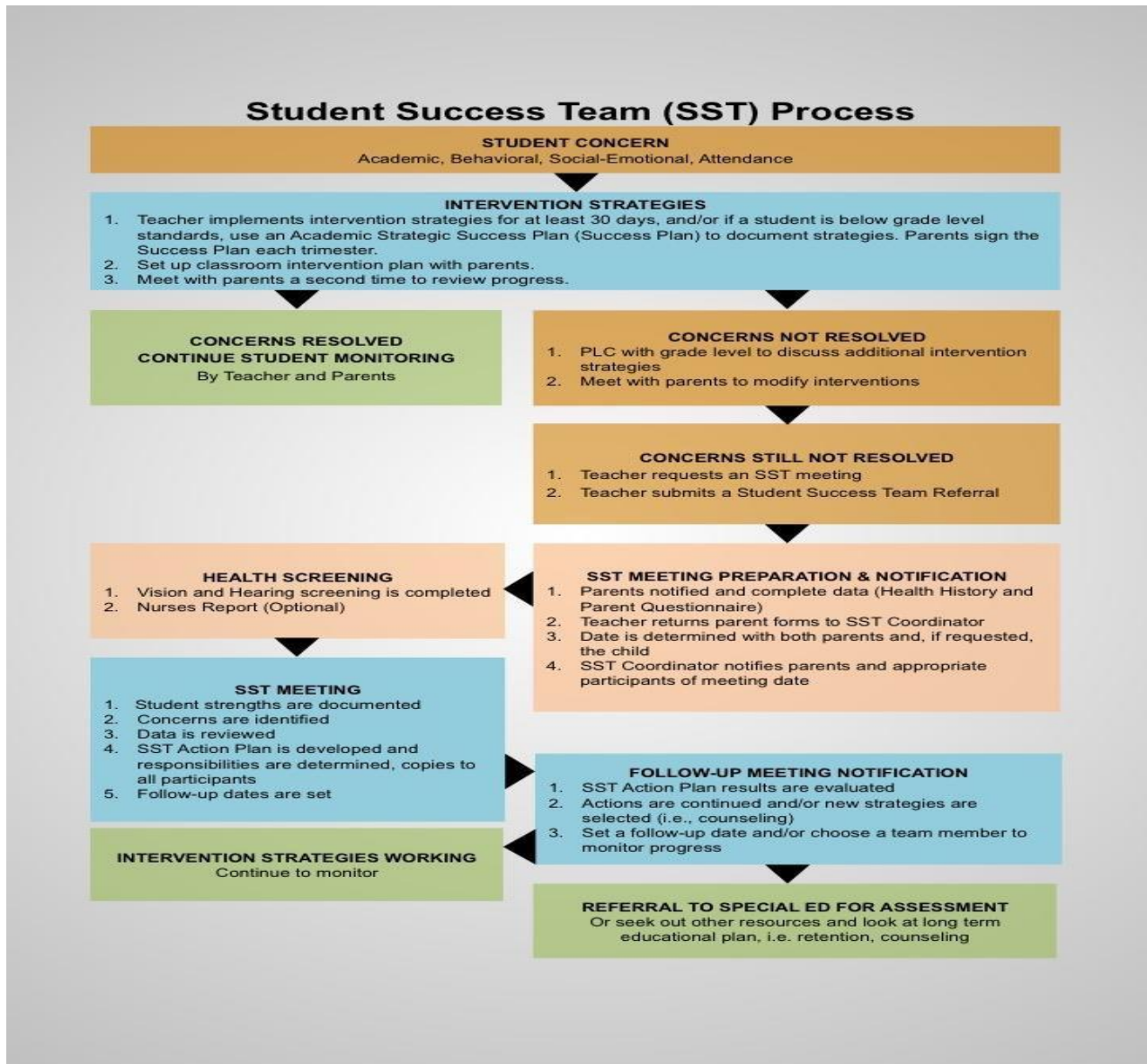
Student Success Team

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

may be referred through the Student Success Team.

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

The graphic below details the SST referral process at OPA.



Meeting the Needs of Socioeconomically Disadvantaged Students

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

- Giving diagnostic assessments as early as possible, such as the iReady diagnostic for ELA and math, to determine readiness and performance levels for assigning students for appropriate interventions
- Utilizing *Academic Strategic Success Plans* for students who are considered at-risk of not meeting grade level standards
- Providing equal access to all activities
- Providing free and reduced priced lunch programs
- Directing parents to resources and additional information, as needed
- Guiding each student toward personal academic goal development and how to attain those goals
- Offering Parent Collegiate Days to provide families with strategies and support to enhance their child's academic and social-emotional growth
- Providing free field trips that will allow every child to attend
- Giving referrals to parents for outside agencies that will provide counseling services as needed. Parents will be responsible for such services unless the student is receiving Special Education services and meets the requirement for counseling services through the Charter School's Special Education Local Plan Area ("SELPA") as determined by the student's IEP team

Meeting the Needs of Students Achieving Above Grade level

- Students may be referred for GATE testing by teachers or parents each year
- All OPA-MS teachers will receive professional development regarding differentiation and strategies for teaching gifted and high achieving students
- OPA-MS teachers will utilize the GATE icons and other GATE strategies to enhance instruction and student learning and encourage high achieving students to delve deeper into the curriculum
- High achieving students will have the opportunity to participate in accelerated math courses and other honors academic courses
- Students will participate in project based learning activities that will allow for differentiation to meet high achieving students' needs and strengths

Meeting the Needs of English Learners

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

Identification of EL Students

OPA-MS will administer the Home Language Survey upon a student's enrollment.

English Language Proficiency Assessment

All students who indicate that their home language is one other than English will be initially administered the English Language Proficiency Assessment for California ("ELPAC") within thirty (30) days of enrollment if they are entering a California public school for the first time. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test. Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

OPA-MS will notify all parents of EL students of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of OPA receiving results from the publisher. The ELPAC will be used to determine classification as an EL student, reclassification as Fluent English Proficient, and to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

EL Instruction

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

OPA-MS will operate a full-inclusion program for enrolled EL students. One of the responsibilities of the English Learner Advisory Committee, if applicable, is to advise the administration and staff on programs and services for English Learners. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.

OPA-MS will provide identified students the same instructional activities in literacy as their non-identified peers,

along with additional differentiated support based on English proficiency levels.

Through a coordinated application of standards, OPA-MS's staff will support EL students to:

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

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

Part I: Interacting in Meaningful Ways

- A. Collaborative** (engagement in dialogue with others)
 1. Exchanging information/ideas via oral communication and conversations
 2. Interacting via written English (print and multimedia)
 3. Offering opinions and negotiating with/persuading others
 4. Adapting language choices to various contexts
- B. Interpretive** (comprehension and analysis of written and spoken texts)
 1. Listening actively and asking/answering questions about what was heard
 2. Reading closely and explaining interpretations/ideas from reading
 3. Evaluating how well writers and speakers use language to present or support ideas
 4. Analyzing how writers use vocabulary and other language resources
- C. Productive** (creation of oral presentations and written texts)
 1. Expressing information and ideas in oral presentations
 2. Composing/writing literary and informational texts
 3. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 4. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

- A. Structuring Cohesive Texts**
 1. Understanding text structure and organization based on purpose, text type, and discipline
 2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
- B. Expanding & Enriching Ideas**
 1. Using verbs and verb phrases to create precision and clarity in different text types
 2. Using nouns and noun phrases to expand ideas and provide more detail

3. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

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

Part III: Using Foundational Literacy Skills

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

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

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

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

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

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

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

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

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same *Academic Strategic Success Plan* process as other students. The goal is to help EL students move rapidly through the four levels of English Language proficiency and ultimately become R-FEP.

The instructional program for English learners at OPA-MS will be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development.

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

Designated ELD instruction will be provided to all OPA-MS EL students. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Designated ELD will be provided daily through a pull-out model as a separate class. This ELD class will utilize adopted ELD curriculum, such as Inspire Literacy “iLit” or other state approved ELD curriculum. An appropriately credentialed OPA-MS teacher will provide ELD instruction specific to the EL proficiency level of each EL student and will differentiate instructional strategies to meet each EL student’s needs in order to ensure that EL students are progressing through the ELD standards and making progress towards English language proficiency.

All EL students will also receive integrated ELD instruction. Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. During integrated instructional time, teachers will employ a variety of strategies to help EL students develop proficiency. ELs will have daily access to the core curriculum and be taught in an English language program (mainstream) with support from the teacher, instructional assistants and/or ELD teacher, as needed. This support may be in the form of in-class help, which will help ELs access the core curriculum, and/or small group instruction developed to meet the specific language needs of ELs. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with ELD Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

OPA-MS will employ CLAD or BCAL authorized teachers to serve ELs, with instructional assistants to providing additional support. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. OPA-MS teachers will receive intensive professional development and coaching in working with ELs to meet the CA ELD Standards. An ELD teacher will oversee the ELD program and collaborate with each teacher regarding the specific language needs of our EL students.

Exiting the ELD Program (Reclassification Procedures)

The process and criteria for determining when a student should be classified as proficient in English and exit the EL program utilizes multiple criteria includes but is not limited to consideration of the following:

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

Prior to students exiting the ELD program, the EL Coordinator and site administration obtain parent input during a Parental Opinion & Consultation session/meeting. If the student is receiving special education services, an IEP team meeting is held to make any necessary modifications to the student's IEP before any change in placement is made. The Charter School will monitor R-FEP students for four years after reclassification to ensure their R-FEP designation continues to be warranted and that they no longer require EL programming.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

Overview

OPA-MS recognizes its responsibility to enroll and support students with disabilities who can benefit from its program and who otherwise qualify for enrollment. OPA-MS plans to join the El Dorado Charter Special Education Local Plan Area ("SELPA"), which is the SELPA currently used by our other two schools, and pledges to work in cooperation with the SELPA to ensure that a free, appropriate education is provided to all students with exceptional needs. OPA-MS affirms that the school site will be located within the geographical boundaries of the El Dorado Charter SELPA. In the unlikely event the El Dorado County Charter SELPA does not admit the Charter School, OPA-MS will either seek membership with another SELPA or obtain special education services with SVUSD. OPA-MS is responsible for application to the El Dorado Charter. OPA-MS shall be responsible for any legal fees related to the SELPA application process and assurances.

OPA-MS will comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act ("ADA").

OPA-MS will operate as a fully independent local educational agency ("LEA") for special education purposes with all of the rights and responsibilities of LEAs under applicable law. OPA-MS will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and will utilize appropriate SELPA forms. OPA-MS affirms that the terms of the agreement to join the SELPA will be met regarding the organization, implementation, administration, and operation of the SELPA. OPA-MS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

OPA-MS understands that, to the extent applicable at all, it is fiscally responsible for its fair share of any encroachment of special education expenditures on the general funds.

OPA-MS will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by OPA-MS will be accessible for all students with disabilities. All instruction and activities will be provided in a safe environment.

OPA-MS will be responsible for providing special education, instruction, and related services to the students enrolled at OPA-MS regardless of the student's district of residence.

In accordance with state and federal law, all students with disabilities will be fully integrated into the programs of

OPA-MS, with necessary materials, services, and equipment to support their learning. OPA-MS will ensure that any student with a disability attending OPA-MS is properly identified, assessed and provided with necessary services and support in a safe and secure educational environment. No student will be denied admission to OPA-MS based on disability or lack of available services.

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

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

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

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

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

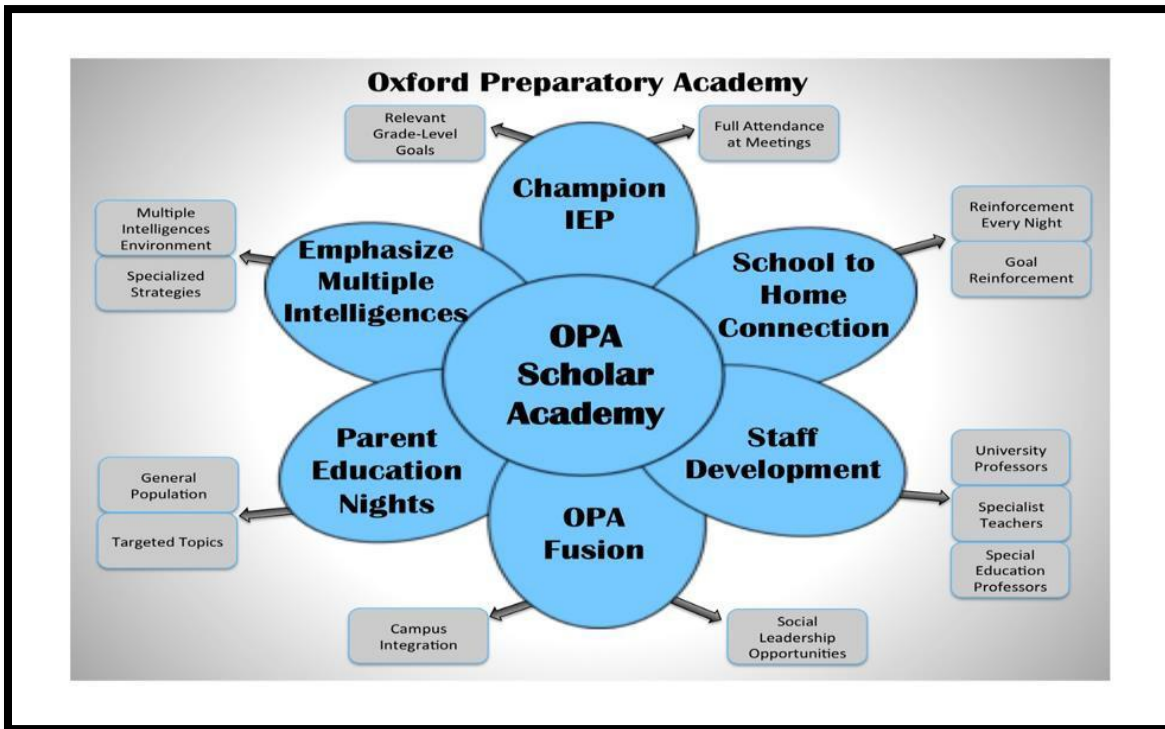
Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Scholar Academy (Special Education) Program Descriptions

The visual below outlines OPA's philosophy and vision of how OPA-MS will best meet the needs of Students with Disabilities through its special education program, known as the Scholar Academy Program.

General Education Program Modifications



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

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

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

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

Specialized Academic Instruction (“SAI”)

Specialized Academic Instruction - Mild/Moderate - Full Inclusion

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

Specialized Academic Instruction - Mild/Moderate

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

Specialized Academic Instruction - Moderate/Severe

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

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

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

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

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

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

Search and Serve

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

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

For students who are identified as needing interventions, OPA-MS will utilize a system of increasing identification and interventions, which describes the continuum of general education intervention and the Student Success Team process. If this continuum fails to provide adequate improvement, OPA-MS will maintain a system of identification and referral for special education assessment that meets the requirements of Search and Serve.

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

Identification and Referral

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

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

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

OPA-MS will maintain a specific and thorough system of identification and interventions for students that are not meeting grade level academic expectations, attendance, social development, or discipline. This system will meet the expectations of a system compliant with the mandates of Child Find, will exceed systems found in most school districts, and will be supported through comprehensive professional development to ensure fidelity.

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

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

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

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

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

Assessment

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

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

Interim and Initial Placements of New Charter School Students

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

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into OPA-MS from a district operated program under the same SELPA of OPA-MS within the same academic year, OPA-MS will continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parents and OPA-MS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to OPA-MS with an IEP from outside of California during the same academic year, OPA-MS will provide the student with a free appropriate public education, including services comparable to those

described in the previously approved IEP in consultation with the parents, until OPA-MS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by OPA-MS, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Development and Implementation of IEP

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

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

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

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

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

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

IEP meetings will be held according to the following schedule:

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

IEP Development

As an LEA member of the El Dorado County Charter SELPA, OPA-MS will be solely responsible for all practices related to IEP development in accordance with applicable law and SELPA policy. OPA-MS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education will be the decision of the IEP team, pursuant to OPA-MS's IEP process. Programs, services and placements will be provided to all eligible OPA-MS students in accordance with the policies, procedures and requirements of state and federal law and El Dorado County Charter SELPA. OPA will promptly notify the appropriate staff of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

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

IEP Implementation

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

IEP Review

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

Unless otherwise specified on each student's IEP, parents/guardians will be informed at least three (3) times a year for grades TK-8 (which is the same frequency that progress is reported to all students and parents) of each student's progress toward meeting annual goals and whether each student is expected to meet their annual goals. This will serve to document the method by which each student's progress toward achieving annual goals is measured, each student's progress during the relevant period, the extent to which it is anticipated each student will achieve the annual goals prior to the next annual review, and where needed, the reasons each student did not meet the goals.

IEP Meetings

As an LEA member of the El Dorado County Charter SELPA, OPA-S will be solely responsible for all practices related to IEP meetings in accordance with applicable law and SELPA policy. OPA-MS will arrange and send notification of IEP meetings. IEP team membership will be compliant with state and federal law. OPA-MS will be responsible for having the following individuals in attendance at the IEP meetings: the Principal (Chancellor) and/or OPA-MS's designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom, the student, if appropriate, and other OPA-MS representatives who are knowledgeable about the general education program at OPA-MS and/or about the student. OPA-MS will arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to

comply with the requirements of the IDEA, a speech therapist, psychologist, education specialist, and/or behavior specialist. OPA-MS staff will also document IEP meetings and provide notice of parental rights, at least once per year. IEP meetings will be held yearly to review the student's progress, every three years to review the results of a mandatory comprehensive reevaluation, after the student has received a formal assessment or reassessment, within thirty (30) days of a parent's/guardian's request for an IEP, when an Individual Transition Plan ("ITP") is required at the appropriate age, and if a manifestation determination IEP is required.

Staffing

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

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

Non-Public Placements/Non-Public Agencies

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

Professional Development for OPA Staff

The Chancellor, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the El Dorado County Charter SELPA. OPA-MS will also participate in professional development opportunities for staff through trainings facilitated by the Orange County Department of Education, colleges and universities, and private companies or agencies.

Reporting

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

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

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

Procedural Safeguards

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

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

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

OPA-MS may initiate a due process hearing or request for mediation with respect to an enrolled student. In the event that the parents/guardians file for a due process hearing, or request mediation, OPA-MS will work to defend the case. In the event that it is determined that legal representation is needed, OPA-MS will be represented by legal counsel of its choosing. OPA-MS understands that it has discretion to settle any matter in mediation or due process. OPA-MS will also have discretion to file an appeal from a due process hearing or take other legal action involving any OPA-MS student necessary to protect its rights.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Chancellor, or designee, and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and will be responsible for making a determination as to whether an

evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The prior evaluation may be used to determine the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

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

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

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

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

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

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

OPA-MS will notify the ~~District~~ Orange County Department of Education ("County") and a special education student's school district of residence (~~if other than the District~~) when a special education student enrolls, becomes eligible or ineligible for special education and/or leaves OPA:

- On enrollment at OPA-MS, a parent/legal guardian will be asked to indicate if the student qualifies for Special Education or a 504 Plan.
- If the student's parent/legal parent indicates yes to either question, an OPA-MS staff member will contact the parent/legal guardian for additional information and request the student's current IEP or 504 Plan.

- On receiving the student's cumulative file, OPA-MS staff will review the file for information that references IEP or 504 Plan eligibility.
- If it is determined that the student qualifies for an IEP or 504 Plan, OPA-MS staff will notify the ~~District~~ County and the student's school district of residence ~~(if other than the District)~~.
- OPA-MS will contact the ~~District~~ County and the student's school district of residence ~~(if other than the District)~~ if the student becomes eligible or ineligible for Special Education or a 504 Plan and if a student with an IEP or 504 Plan leaves OPA-MS.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

“The measurable student outcomes identified for use by the charter school. ‘Student outcomes,’ for purposes of this part, means the extent to which all students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Student outcomes shall include outcomes that address increases in student academic achievement both schoolwide and for all student subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 52052. The student outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code § 47605(c)(5)(B)

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

Overview

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

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

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

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

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

OPA Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), OPA's annual goals to be achieved schoolwide and for all numerically significant student special populations will be based on the following eight state priorities:

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

Local Control and Accountability Plan

OPA-MS will adopt and implement a Local Control and Accountability Plan ("LCAP") on an annual basis pursuant to Education Code Section 47606.5. OPA-MS will comply with all elements of the LCAP pursuant to regulations and a template adopted by the State Board of Education, and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter. OPA-MS will submit the LCAP to ~~the District and~~ the Orange County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP will not be considered a material revision to the charter and will be maintained by OPA-MS at the school site. The annual update to the LCAP will be produced and submitted to the ~~District~~ County in accordance with Education Code Sections 47606.5 and 47604.3.

Proposed LCAP Goals Tied to the Eight State Priorities and Actions to Achieve Each Goal

Goal 1 - Increase student academic achievement, social/emotional strength, and engagement through rigorous, engaging, high quality curriculum and instruction utilizing the theory of multiple intelligences

- Action 1 - Provide standards-based curriculum for all students for all core subject areas. ELA - StudySync, Math Ed Gems, Science - Amplify, ELD iLit, Social Studies – Savvas, Social-Emotional Learning – Second Step.
- Action 2 - Provide supplemental materials to enhance student learning and differentiate for individual students' needs, such as Prodigy, Learning A-Z, Pear-Deck, iReady Diagnostic System.
- Action 3 - Provide sufficient supplies to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, media supplies, elective supplies, science materials, and other student materials.
- Action 4 - Provide World language and diverse electives to all students.
- Action 5 - Provide accelerated math classes for advanced students such as Algebra, 6th-grade accelerated, and 7th-grade accelerated, ELD classes to support English Learners, and intervention classes and opportunities to support struggling students in core academic areas.
- Action 6 - Provide iReady diagnostic systems for ELA and Math to provide data, guide instruction for targeted intervention.
- Action 7 - GATE testing and GATE program with differentiated instruction for GATE identified students.
- Action 8 - Provide field trips and other educational experiences to enhance student learning.
- Action 9 - Provide curriculum and resources for students with special needs. Provide an Extended School Year program for students with disabilities to decrease academic, social and emotional regression. Provide additional intervention and support such as Instructional Assistants to provide increased academic support for struggling EL, low-income, and SWD students.
- Action 10 - Provide and implement a comprehensive sexual health education curriculum - Positive Prevention Plus.
- Action 11 - Attendance outreach, SART/SARB, Independent study options to increase attendance and

decrease chronic absenteeism. PBIS rewards for positive behavior. Provide a Director of Student Services and Accountability to oversee and coordinate social and emotional learning, mental health, and student engagement activities.

- Action 12 - Provide Aeries to store student information and monitor and record discipline issues.
- Action 13 - Provide a counselor and school psychologist to provide social-emotional support and group and individual intervention. Provide Social-Emotional instruction for all students.

Goal 2 – Highly qualified staff that participate in professional development focused on 21st century teaching and learning

- Action 1 - Hire and retain highly-skilled, credentialed teachers, instructional assistants, and instructional support staff to support students with special needs. As well as highly skilled office and administrative staff to support student learning.
- Action 2 - Provide professional development for all teachers and support staff for all adopted curriculum, and topics such as project-based learning, Professional Learning Communities (PLC), data analysis and assessment, PBIS, Differentiation, SEL, MTSS, Multiple Intelligences, and ELD instructional strategies.
- Action 3 - Provide staff with grade-level PLC opportunities to collaborate on instructional strategies, lesson planning, assessment, etc.
- Action 4 - Provide professional development stipends to encourage professional growth for teachers and classified staff.
- Action 5 - Provide professional development for administrators to increase leadership, instruction, and collaboration skills.

Goal 3 – Safe, secure, well-equipped learning environments will be provided for all student activities.

- Action 1 - Provide access to technology for all grade levels to support all student learning and staff instruction. Chromebook refresh plan for all grades, classroom technology, and teacher computer refresh plan.
- Action 2 - Provide campus supervisors to monitor students during lunch and breaks and provide general supervision to improve student behavior.
- Action 3 - Utilize custodial and facilities staff and services to assure the campus is safe, clean, and well-maintained.
- Action 4 - Utilize a fingerprinting, background checks, and badge system to assure only authorized individuals are on campus.
- Action 5 - Assure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Assure adequate physical education equipment.
- Action 6 - Provide custodial and maintenance supplies to assure a clean and well-maintained facility.
- Action 7 - Provide staff and food to support a snack and lunch program, including meals for students on the free and reduced lunch program.
- Action 8 - Provide Comprehensive School Safety Plans and implement regular safety drills. Provide safety training for staff, including CPR, active shooter, emergency response, etc. Provide safety and disaster preparedness equipment. Security cameras and other security equipment.
- Action 9 - Maintain infrastructure to support school-wide technology use.
- Action 10 - Sound fiscal policies to assure a balanced budget and finances available for safety, facilities, staffing, and student support. Develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure financial stability.

Goal 4 – All stakeholders will engage in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthens communication and meaningful participation.

- Action 1 - Provide increased parent education opportunities and events, including Chancellor Chats, Town Hall Meetings, including topics such as Cyber Safety and Technology, Curriculum and school program

information, High school transition Information, Social/Emotional Learning, Multiple Intelligences, Outside guest speakers and professionals

- Action 2 - Provide student recognition events to promote student engagement and motivation such as Trimester Awards, Cum Laude, OPA Awards, and Redesignation Recognition.
- Action 3 - Provide a variety of opportunities for parents to get involved in the school community and provide input into school decisions, including but not limited to School Site Council, Art Masters, Honour Society, Room Parents, and Oxford Showcase.
- Action 4 – Hold English Learner Advisory Council meetings to provide involvement and feedback opportunities for parents of English Learners.
- Action 5 – Develop outreach activities to increase enrollment and diversity and to communicate school programs with the community. Translate all outreach materials into Spanish.
- Action 6 – Communicate with parents, families, and the community through a variety of different media, including but not limited to Aeries Communications, Website (Edlio), Google Classroom, Lightspeed Firewall (Troxell), Email, etc.
- Action 7 - Provide all students the opportunity to participate in clubs, sports, and other activities to promote student involvement and engagement.

Schoolwide Measurable Outcomes

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

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

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

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

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

California Assessment of Student Performance and Progress (CAASPP”)

OPA-MS is committed to continued growth for all students toward mastery of State Standards, with a special emphasis on increasing mastery for low- performing students and those in targeted special populations. While embracing the principle of continuous improvement, OPA-MS recognizes that proscribed statistical growth patterns are increasingly difficult to achieve as a high-performing school continues to progress. As such, OPA-MS will

maintain a growth pattern school-wide that places its achievement outcomes on state tests above those of the schools of residence for attending students. OPA-MS will continue to close the gap between our socioeconomically disadvantaged (“SED”), students with disabilities (“SWD”), English learners (“EL”), and Homeless (HY) and Foster Youth (FY).

Because our current OPA campuses have middle school students, OPA-MS will use current middle school performance data to determine schoolwide and special population goals for its initial year.

Engagement and School Climate

OPA-MS recognizes the importance of student engagement and a positive school climate on academic success. To gather information regarding engagement, climate, safety, academic/social/emotional/behavioral supports, and academic achievement, communication, and parent involvement, an annual LCAP stakeholder survey will be given to parents/guardians, students, staff, and community partners. This survey, along with other surveys throughout the year, as needed, provide valuable stakeholder perception data to help us improve our programs and add additional support where necessary.

English Learners

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

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

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

- Intensive intervention program, targeting specific reporting strands in ELA/Literacy during small-group instruction, which includes frequent progress monitoring and opportunities for acceleration
- Utilization of directed, structured, and research-based instruction utilizing 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, designated instruction utilizing a state adopted Program 4, designated English Language Development (ELD) curriculum
- Student Success Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness
- ELD Teacher on Special Assignment (TOSA) to monitor English Learner progress, provide designated ELD instruction and support, and provide teacher support, coaching, and professional development for ELD

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

Outcomes that Align with the State Priorities

The following tables provide information regarding the outcomes OPA-MS plans to achieve based on its performance goals and the state priorities.

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of students, which address and align with the State Priorities identified in Education Code Section 52060(d)(2)-(8).

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to ~~the District and~~ the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every student has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of OPA-MS teachers will be appropriately credentialed and qualified to teach their respective subjects/grade levels
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Employ credentialed teachers for the courses(s) that they are teaching • Offer Beginning Teacher Support and Assessment (“BTSA”) for new teachers
MEASURABLE OUTCOME	100% of teachers holding appropriate credential based on California Longitudinal Student Achievement Data System (“CALPADS”)/ California Statewide Assignment Accountability System (“Cal-SAAS”) information and information reported in the SARC
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Comprehensive hiring and interview process • Review the number of staff members who obtained their clear credential each year

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned instructional materials and technology resources
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Purchase and provide all students with standards-aligned instructional materials

	<ul style="list-style-type: none"> All students will be provided adequate technology to access curriculum, assessment, and support resources
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of students have access to standards-aligned curriculum in ELA, Math, Social Studies, Science, and World Language 100% of students have access to technology, including 1:1 devices, throughout the school day and at home
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Classroom Observations Grade Level Materials Inventory
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain safe, secure, and well-maintained facilities
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Maintain adequate custodial and maintenance staff Perform necessary repairs and maintenance regularly and timely Adequate Custodial and maintenance supplies to assure a clean and well-maintained facility.
MEASURABLE OUTCOME	Maintain an overall FIT report of “good” and no major facilities deficits
METHODS OF MEASUREMENT	Monthly Facilities Inspection Tool
<u>STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS</u> <i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards. Teachers will fully implement the CCSS in ELA and math in all grades for all students.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Provide standards-based curriculum, materials, and instruction for all students Provide professional development opportunities tied to the implementation of the state standards for all teachers Engage staff in Professional Learning Community (PLC), grade level planning time
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 100% of students will have access to standards aligned curriculum and materials 100% of ELA and Math teachers will implement the CCSS in ELA and Math 100% if teachers will attend professional development opportunities regarding CCSS curriculum and instruction
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	All SWD students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.

	<ul style="list-style-type: none"> 100% of SWD students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>All SED students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of SED students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>All EL students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of EL students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	<p>All Hispanic students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of Hispanic students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR ASIAN STUDENTS	<p>All Asian students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of Asian students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>All white students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of white students will have access to standards aligned curriculum and materials
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>All students of 2 or more races will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.</p> <ul style="list-style-type: none"> 100% of students of 2 or more races will have access to standards aligned curriculum and materials
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> iReady, CAASPP, ELPAC, and other assessment results Curriculum inventory Classroom observations Pacing guides and lesson plans
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will have access to standards-based curriculum in core content areas
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> EL students will be supported to achieve academic content knowledge through the implementation of CCSS and integrated and designated English Language Development (ELD) instruction Provide professional development on English language

	<p>development standards and integrated and designated EL strategies to support English learners</p> <ul style="list-style-type: none"> • Provide professional development regarding curriculum resources to differentiate content curriculum to meet the needs of English learners
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of EL students receive integrated and designated ELD support • 100% of teachers attend professional development on English language development standards and integrated and designated EL strategies to support English learners • 100% of teachers attend professional development regarding curriculum resources to differentiate content curriculum to meet the needs of English learners
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • iReady, CAASPP, ELPAC, and other assessment results • Core Curricular EL resource usage • ELD curriculum usage • ELD instructional time • Curriculum inventory • Classroom observations
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT <i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated students and individuals with exceptional needs.</i>	
GOAL TO ACHIEVE PRIORITY	OPA-MS will increase parental involvement, including efforts to seek parent input for making decisions for the school and determining ways the school will promote parent participation
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • OPA-MS will provide multiple parent education and parent involvement opportunities throughout the year. • All parents will be provided an opportunity to participate in the Annual LCAP survey. • Parents of English Learners will be encouraged to participate in English Language Advisory Committee Meetings and other meetings to support their child's English language proficiency. • Parents of students with disabilities will be encouraged to participate in IEP meetings. • Provide a monthly calendar of parental involvement opportunities • Provide parent training on school's educational program and other areas of interest for parents • Create a parent involvement committee to determine parent involvement and education opportunities • Offer childcare and refreshments at parent meetings • Provide a parent input survey regarding LCAP priorities
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Provide at least 50 parent involvement opportunities each year • Provide at least 5 parent education opportunities each year • Provide a variety of committees to elicit parent input on school decisions, which may include SSC, ELAC, LCAP, Safety

	<p>Committee, Academic Outcomes Committee, Strategy and Development Committee)</p> <p>LCAP Survey Results (Agree or Strongly Agree):</p> <ul style="list-style-type: none"> • Encourages parents' input in school goals and activities – 80% • Creates involvement opportunities for parents – 80% • Provides adequate parent education opportunities -75% • OPA partners with local businesses and community organizations - 80% • OPA provides adequate communication with parents – 90%
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS will increase parental involvement from parents of students with disabilities, including efforts to seek parent input for making decisions for the school and determining ways the school will promote parent participation</p> <ul style="list-style-type: none"> • 100% of parents will attend IEP meetings <p>LCAP Survey Results (Parents of SWD Agree or Strongly Agree):</p> <ul style="list-style-type: none"> • Encourages parents' input in school goals and activities – 80% • Creates involvement opportunities for parents – 80% • Provides adequate parent education opportunities -75% • OPA provides adequate communication with parents – 90%
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>OPA-MS will increase parental involvement from socioeconomically disadvantaged families, including efforts to seek parent input for making decisions for the school and determining ways the school will promote parent participation</p> <p>LCAP Survey Results (Parents of SED students Agree or Strongly Agree):</p> <ul style="list-style-type: none"> • Encourages parents' input in school goals and activities – 80% • Creates involvement opportunities for parents – 80% • Provides adequate parent education opportunities -75% • OPA provides adequate communication with parents – 90%
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>OPA-MS will increase parental involvement from parents English learners, including efforts to seek parent input for making decisions for the school and determining ways the school will promote parent participation</p> <ul style="list-style-type: none"> • At least 50 EL parents regularly attend ELAC meetings <p>LCAP Survey Results (Parents of EL students Agree or Strongly Agree):</p> <ul style="list-style-type: none"> • Encourages parents' input in school goals and activities – 80% • Creates involvement opportunities for parents – 80% • Provides adequate parent education opportunities -75% • OPA provides adequate communication with parents – 90%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Monthly calendar published on school website • Data collected through sign-in sheets

	<ul style="list-style-type: none"> • Committee calendar and sign-in sheets • Annual LCAP and other Survey Results
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Student achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress statewide assessment B. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California C. EL reclassification rate 	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS will increase student achievement in all core content areas, including math, ELA, social studies, and science
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • All students will be provided rigorous, standards-based instruction in all core academic content areas • All students will be provided adequate technology to access curriculum, assessment, and support resources • Consistency in the adherence of high academic standards and expectations • Implementation of inquiry-based, hands-on, NGSS-aligned science curriculum in all grade levels
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 80% of students will meet content mastery on the CAASPP-ELA • 76% of students will meet content mastery on the CAASPP-Mathematics • 80% of students will be at or above grade level on iReady ELA benchmark 4 • 76% of students will be at or above grade level on iReady Math benchmark 4 • 60% of students will meet or exceed standards on the CAST • Green (second highest performance level) California Dashboard indicator for all students for math and ELA CAASPP results • The performance level of our special populations will continue to get closer to the “All Student” group each school year on the CAASPP ELA and mathematics assessments
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS will increase achievement for SWD in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 55% of students will meet content mastery on the CAASPP-ELA • 55% of students will meet content mastery on the CAASPP-Mathematics • 55% of students will be at or above grade level on iReady ELA benchmark 4 • 55% of students will be at or above grade level on iReady Math benchmark 4 • 50% of students will meet or exceed standards on the CAST

<p>GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<p>OPA-MS will increase achievement for SED students in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 65% of students will meet content mastery on the CAASPP-ELA • 65% of students will meet content mastery on the CAASPP-Mathematics • 65% of students will be at or above grade level on iReady ELA benchmark 4 • 55% of students will meet or exceed standards on the CAST
<p>GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>OPA-MS will increase achievement for EL students in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 55% of students will meet content mastery on the CAASPP-ELA • 55% of students will meet content mastery on the CAASPP-Mathematics • 55% of students will be at or above grade level on iReady ELA benchmark 4 • 55% of students will be at or above grade level on iReady Math benchmark 4 • 50% of students will meet or exceed standards on the CAST
<p>GOAL AND OUTCOMES FOR HISPANIC STUDENTS</p>	<p>OPA-MS will increase achievement for Hispanic students in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 67% of students will meet content mastery on the CAASPP-ELA • 76% of students will meet content mastery on the CAASPP-Mathematics • 67% of students will be at or above grade level on iReady ELA benchmark 4 • 76% of students will be at or above grade level on iReady Math benchmark 4 • 60% of students will meet or exceed standards on the CAST
<p>GOAL AND OUTCOMES FOR ASIAN STUDENTS</p>	<p>OPA-MS will increase achievement for Asian students in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 90% of students will meet content mastery on the CAASPP-ELA • 90% of students will meet content mastery on the CAASPP-Mathematics • 90% of students will be at or above grade level on iReady ELA benchmark 4 • 90% of students will be at or above grade level on iReady Math benchmark 4 • 65% of students will meet or exceed standards on the CAST
<p>GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<p>OPA-MS will increase achievement for white students in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 78% of students will meet content mastery on the CAASPP-ELA

	<ul style="list-style-type: none"> • 81% of students will meet content mastery on the CAASPP-Mathematics • 78% of students will be at or above grade level on iReady ELA benchmark 4 • 81% of students will be at or above grade level on iReady Math benchmark 4 • 65% of students will meet or exceed standards on the CAST
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>OPA-MS will increase achievement for students of 2 or more races in all core content areas, including math, ELA, social studies, and science</p> <ul style="list-style-type: none"> • 90% of students will meet content mastery on the CAASPP-ELA • 90% of students will meet content mastery on the CAASPP-Mathematics • 90% of students will be at or above grade level on iReady ELA benchmark 4 • 90% of students will be at or above grade level on iReady Math benchmark 4 • 65% of students will meet or exceed standards on the CAST
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASPP and CAST assessment results • iReady and other local assessment results • Stakeholder feedback • Annual LCAP and other Survey Results • Classroom observations • Site walk-through • Inventory
SUBPRIORITY B – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English learners will maintain high levels of English proficiency and will continually increase English proficiency each year until reclassified as English language proficient.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • OPA-MS staff will provide a robust and comprehensive instructional program for EL students. • English Language Development instruction will be provided both to integrate into the core content instruction, as well as through designated ELD instruction, utilizing a state adopted Program 4 curriculum.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 76% of English learners will be at level 3 or 4 on the English language Proficiency Assessment for California (ELPAC) summative assessment • 100% of EL students will progress one level on the ELPAC summative assessment each year
METHODS OF MEASUREMENT	ELAPC Assessment
SUBPRIORITY C – EL RECLASSIFICATION RATES	

GOAL TO ACHIEVE SUBPRIORITY	English learners will be reclassified as English language proficient within 3 years entering OPA
ACTIONS TO ACHIEVE GOAL	<p>Implementation of designated and integrated English language Development programs with ELD curriculum</p> <p>Strong supports for English learners in place, including ELD teacher and ELD instructional assistant</p> <p>Continuous monitoring of English learner progress on the ELPAC and other site-based benchmarks</p>
MEASURABLE OUTCOME	20% of English learners will be reclassified English language proficient
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Initial and summative ELPAC results iLit assessment results
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Student engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS students will maintain high student attendance rates because OPA-MS recognizes the importance of student engagement and consistent attendance in order to ensure that all students are successful academically, socially, and emotionally.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Prioritize daily attendance with all students Educate parents and students on importance of attendance Determine appropriate attendance incentives Provide short term independent study and virtual learning options Implement School Attendance Review Team (SART) and Schools Attendance Review Board (SARB) procedures, when necessary
MEASURABLE OUTCOME	The average daily attendance rate for all students will be 97.5% or higher
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS SWD will maintain high attendance rates</p> <ul style="list-style-type: none"> The average daily attendance rate for SWD will be 97.5% or higher
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>OPA-MS SED students will maintain high attendance rates</p> <ul style="list-style-type: none"> The average daily attendance rate for SED students will be 97.5% or higher
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>OPA-MS EL students will maintain high attendance rates</p> <ul style="list-style-type: none"> The average daily attendance rate for EL students will be 97.5% or higher
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	<p>OPA-MS Hispanic students will maintain high attendance rates</p> <ul style="list-style-type: none"> The average daily attendance rate for Hispanic students will be

	97.5% or higher
GOAL AND OUTCOMES FOR ASIAN STUDENTS	OPA-MS Asian students will maintain high attendance rates <ul style="list-style-type: none"> The average daily attendance rate for Asian students will be 97.5% or higher
GOAL AND OUTCOMES FOR WHITE STUDENTS	OPA-MS white students will maintain high attendance rates <ul style="list-style-type: none"> The average daily attendance rate for white students will be 97.5% or higher
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	OPA-MS students of 2 or more races will maintain high attendance rates <ul style="list-style-type: none"> The average daily attendance rate for students of 2 or more races will be 97.5% or higher
METHODS OF MEASUREMENT	Daily and monthly attendance reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	OPA will maintain low absenteeism rates among all students, including special populations.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Prioritize daily attendance with all students Educate parents and students on importance of attendance Determine appropriate attendance incentives Provide short term independent study and virtual learning options Implement School Attendance Review Team (SART) and Schools Attendance Review Board (SARB) procedures, when necessary
MEASURABLE OUTCOME	The chronic absenteeism rate for all students will be 5% or lower
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	OPA will maintain low absenteeism rates among SWD <ul style="list-style-type: none"> The chronic absenteeism rate for SWD will be 5% or lower
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	OPA will maintain low absenteeism rates among SED students <ul style="list-style-type: none"> The chronic absenteeism rate for SED students will be 5% or lower
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	OPA will maintain low absenteeism rates among EL students <ul style="list-style-type: none"> The chronic absenteeism rate for EL students will be 5% or lower
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	OPA will maintain low absenteeism rates among Hispanic students <ul style="list-style-type: none"> The chronic absenteeism rate for Hispanic students will be 5% or lower
GOAL AND OUTCOMES FOR ASIAN STUDENTS	OPA will maintain low absenteeism rates among Asian students <ul style="list-style-type: none"> The chronic absenteeism rate for Asian students will be 5% or lower
GOAL AND OUTCOMES FOR WHITE STUDENTS	OPA will maintain low absenteeism rates among white students <ul style="list-style-type: none"> The chronic absenteeism rate for white students will be 5% or lower

GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	OPA will maintain low absenteeism rates among students of 2 or more races <ul style="list-style-type: none"> The chronic absenteeism rate for students of 2 or more races will be 5% or lower
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Daily and monthly attendance reports SART and SARB reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS will not have any students considered dropouts
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Implement PBIS strategies schoolwide Implement Second Step SEL Curriculum and other SEL strategies Provide school and classroom engagement activities Provide academic interventions and support Provide counseling and school-based mental health services
MEASURABLE OUTCOME	0% middle school dropout rate
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	OPA-MS will not have any SWD students considered dropouts <ul style="list-style-type: none"> 0% SWD middle school dropout rate
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	OPA-MS will not have any SED students considered dropouts <ul style="list-style-type: none"> 0% SED middle school dropout rate
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	OPA-MS will not have any EL students considered dropouts <ul style="list-style-type: none"> 0% EL middle school dropout rate
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	OPA-MS will not have any SWD students considered dropouts <ul style="list-style-type: none"> 0% Hispanic middle school dropout rate
GOAL AND OUTCOMES FOR ASIAN STUDENTS	OPA-MS will not have any Asian students considered dropouts <ul style="list-style-type: none"> 0% Asian middle school dropout rate
GOAL AND OUTCOMES FOR WHITE STUDENTS	OPA-MS will not have any white students considered dropouts <ul style="list-style-type: none"> 0% white middle school dropout rate
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	OPA-MS will not have any students of 2 or more races considered dropouts <ul style="list-style-type: none"> 0% students of 2 or more races middle school dropout rate
METHODS OF MEASUREMENT	CALPADS enrollment data
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Student suspension rates B. Student expulsion rates 	

<i>C. Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – STUDENT SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that students maintain positive discipline
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement PBIS strategies schoolwide • Implement Second Step SEL Curriculum and other SEL strategies • Provide school and classroom engagement activities • Provide academic interventions and support • Provide counseling and school-based mental health services • Emphasize campus safety to all stakeholders • Stakeholders receive, have access, and understand OPA’s suspension and expulsion policy • Provide professional development in school climate to support staff • Implement the Acceptable Use of Technology policy
MEASURABLE OUTCOME	0.5% or lower suspension rate for all students
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that SWD students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for all SWD
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that SED students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for SED students
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that EL students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for EL students
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that Hispanic students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for Hispanic students
GOAL AND OUTCOMES FOR ASIAN STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that Asian students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for Asian students
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that white students maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for white students
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that students of 2 or more races maintain positive discipline</p> <ul style="list-style-type: none"> • 0.5% or lower suspension rate for students of 2 or more races

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS data and Aeries Discipline data • Annual LCAP and other Survey Results regarding engagement
SUBPRIORITY B – STUDENT EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that students maintain positive discipline
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement PBIS strategies schoolwide • Implement Second Step SEL Curriculum and other SEL strategies • Provide school and classroom engagement activities • Provide academic interventions and support • Provide counseling and school-based mental health services • Emphasize campus safety to all stakeholders • Stakeholders receive, have access, and understand OPA’s suspension and expulsion policy • Provide professional development in school climate to support staff • Implement the Acceptable Use of Technology policy
MEASURABLE OUTCOME	0% of OPA-MS students will be expelled
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that SWD students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS SWD will be expelled
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that SED students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS SED students will be expelled
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that EL students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS EL students will be expelled
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that Hispanic students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS Hispanic students will be expelled
GOAL AND OUTCOMES FOR ASIAN STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that Asian students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS Asian students will be expelled
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that white students maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS white students will be expelled
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>OPA-MS will utilize PBIS strategies and other SEL strategies to ensure that students of 2 or more races maintain positive discipline</p> <ul style="list-style-type: none"> • 0% of OPA-MS students of 2 or more races will be expelled

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS data and Aeries Discipline data • Annual LCAP and other Survey Results regarding engagement
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	OPA-MS will maintain a safe and positive learning environment
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Implement PBIS strategies schoolwide • Implement Second Step SEL Curriculum and other SEL strategies • Provide school and classroom engagement activities • Provide academic interventions and support • Provide counseling and school-based mental health services • Emphasize campus safety to all stakeholders • Stakeholders receive, have access, and understand OPA's suspension and expulsion policy • Provide professional development in school climate to support staff • Implement the Acceptable Use of Technology policy
MEASURABLE OUTCOME	<p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them – 75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS will maintain a safe and positive learning environment for SWD students</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them – 75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY	OPA-MS will maintain a safe and positive learning environment for SED students

<p>DISADVANTAGED STUDENTS</p>	<p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them –75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
<p>GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>OPA-MS will maintain a safe and positive learning environment for EL students</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them –75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
<p>GOAL AND OUTCOMES FOR HISPANIC STUDENTS</p>	<p>OPA-MS will maintain a safe and positive learning environment for Hispanic students</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them –75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
<p>GOAL AND OUTCOMES FOR ASIAN STUDENTS</p>	<p>OPA-MS will maintain a safe and positive learning environment for Asian students</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90%

	<ul style="list-style-type: none"> • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them – 75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>OPA-MS will maintain a safe and positive learning environment for white students</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them – 75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>OPA-MS will maintain a safe and positive learning environment for students of 2 or more races</p> <p>LCAP Survey Results - Students reporting agree/strongly agree that OPA:</p> <ul style="list-style-type: none"> • Provides a positive learning environment - 80% • Provides a safe place – 90% • Takes bullying seriously – 75% • Provides fair and appropriate discipline – 75% • They have friends on campus – 80% • Other students respect them – 75% • Students trust teachers/staff– 85% • Staff encourages students – 90%
METHODS OF MEASUREMENT	LCAP and other survey results

STATE PRIORITY #7— COURSE ACCESS

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

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

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE PRIORITY	<p>OPA-MS students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs</p> <p>“Broad course of study” includes the following, as applicable: ELA/Literacy, Mathematics, History/Social Studies, Science, Visual and Performing Arts, Health, Physical Education, World Language(s), and others as prescribed by the governing board (E.C. 51210)</p>
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • All students, including all student special populations, unduplicated students, and students with exceptional needs, will have access to and enroll in the educational program outlined in this charter petition • Access to additional support with learning standards for student special populations and students with exceptional needs • Access to a variety of elective classes and specialty enrichment opportunities and extracurriculars • Provide professional development to support all staff • Advanced math, intervention, and English language development courses offered
MEASURABLE OUTCOME	100% of students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>OPA-MS students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to students with exceptional needs</p> <ul style="list-style-type: none"> • 100% of SWD will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>OPA-MS students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students</p> <ul style="list-style-type: none"> • 100% of SED students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>OPA-MS Hispanic students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to English learners</p> <ul style="list-style-type: none"> • 100% of EL students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR HISPANIC STUDENTS	<p>OPA-MS Hispanic students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs.</p> <ul style="list-style-type: none"> • 100% of Hispanic students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR ASIAN STUDENTS	<p>OPA-MS Asian students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs</p>

	<ul style="list-style-type: none"> 100% of Asian students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>OPA-MS white students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs</p> <ul style="list-style-type: none"> 100% of white students will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
GOAL AND OUTCOMES FOR STUDENTS OF 2 OR MORE RACES	<p>OPA-MS students of 2 or more races will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs</p> <ul style="list-style-type: none"> 100% of students of 2 or more races will participate in ELA, Math, Social Studies, Science, elective, Physical Education, and World language Courses
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Student schedules Class roster Agendas for professional development
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Student outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – CHAMPION CORE COMPETENCIES	
GOAL TO ACHIEVE SUBPRIORITY	Students will show mastery of the Champion Core Competencies (critical thinking, creativity, communication, collaboration, character, and civic engagement as outlined in the OPA Champion Profile.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> All teachers will incorporate lessons and activities that promote the 6 core competencies 8th graders will complete a capstone project to show mastery of the core competencies
MEASURABLE OUTCOME	100% of 8 th grade students will complete the Champion Capstone Project, including SWD, SED, and EL students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Core competency reflections 8th grade Champion Capstone Projects
SUBPRIORITY B – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have the opportunity to participate in elective classes and enrichment opportunities that incorporate visual and performing arts
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Wide variety of elective opportunities for all students, including visual and performing arts Clubs and extracurricular opportunities that incorporate visual and performing arts

MEASURABLE OUTCOME	100% of students will have the opportunity to participate in elective classes and enrichment opportunities that incorporate visual and performing arts, including SWD, SED, and EL students
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Class schedules • Club rosters • Calendars of extracurricular opportunities
SUBPRIORITY C – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in physical education instruction and activities. Most students will meet at least 5 of the healthy fitness zone levels on the Physical Fitness Test (PFT).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • All students will have at least 300 minutes of physical education every 10 days • All students will have a daily PE class
MEASURABLE OUTCOME	97.5% of 7 th grade students tested will meet or exceed five out of six Health Fitness Zone levels, including SWD, SED, and EL students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Class schedules • PFT results
SUBPRIORITY D – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in daily world language instruction.
ACTIONS TO ACHIEVE GOAL	All students will have a daily world language class in either Spanish, mandarin, or other world language offered by OPA-MS.
MEASURABLE OUTCOME	100% of students, including SWD, SED, and EL, will participate I a world language class
METHODS OF MEASUREMENT	Class schedules

Champion Profile and Core Competencies

OPA has developed a Champion Profile, that outlines a set of core competencies that we expect all champions to master prior to leaving OPA-MS for high school. The Champion Profile also outlines a variety of metrics to determine proficiency of these core competencies at each benchmark and classroom activities to help students master these core competencies. The Champion Profile is illustrated below.



CRITICAL THINKING



Critical thinkers understand the nature of problems, create innovative solutions, and make informed decisions by using creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. They rigorously question ideas, tolerate ambiguity, and are open to new concepts.

Key Words: Analyze, infer, innovate, persevere, examine evidence, tolerate ambiguity, inquire, synthesize, evaluate, reflect.

EMERGING CHAMPIONS...	PROGRESSING CHAMPIONS...	EXCELLING CHAMPIONS...
<ul style="list-style-type: none"> Solve problems, when prompted, through sentence starters and graphic organizers. Brainstorm solutions and think innovatively for specific tasks. Answer questions regarding information, when prompted. Utilize prompting and schedules to break down large projects 	<ul style="list-style-type: none"> Apply a problem-solving and reflective process, when prompted, for a specific issue. Explore new concepts and think innovatively when problem-solving. Ask questions, gather evidence, and come to conclusions, when prompted. Begin to support questions and/or conclusions with evidence. With scaffolding, break large tasks and projects into more manageable chunks. 	<ul style="list-style-type: none"> Independently use problem-solving and reflective skills across disciplines, and analyze an issue, strategy, or text to form a judgment. Analyze and evaluate information with an open mind to form a judgment or take action. Ask meaningful questions, gather evidence, and support conclusions with strong rationale. Organize tasks and projects independently.

IN THE CLASSROOM, CHAMPIONS PRACTICE CRITICAL THINKING BY:

MULTIPLE INTELLIGENCES

- ✓ Participating in learning opportunities that promote student voice, choice, and allow them to demonstrate mastery through multiple intelligences.
- ✓ Engaging in activities and enrichment opportunities that allow students to express themselves in a variety of ways, utilizing various media.

CONTEXTUALIZED LEARNING

- ✓ Asking critical questions and considering diverse perspectives about subject matter.
- ✓ Learning about various careers and exploring the skills/abilities needed for each career.

TECHNOLOGY AND INNOVATION

- ✓ Participating in hands-on and experiential learning that promotes inquiry and discovery.
- ✓ Infusing technology into learning experiences and promoting innovative thinking through projects and design opportunities.



COMMUNICATION



Effective communicators demonstrate leadership qualities and self-confidence through the ability to clearly express ideas while collaborating with others and adapting to diverse audiences.

Key Words: Listen, collaborate, clarify, respond, summarize, articulate, explain, convey, express, present.

EMERGING CHAMPIONS...	PROGRESSING CHAMPIONS...	EXCELLING CHAMPIONS...
<ul style="list-style-type: none"> Convey their messages with substantial guidance to adapt their language to various purposes, audiences, and mediums when writing, speaking, and connecting with their peers. Learn to use academic vocabulary to express ideas in written and oral communications. Utilize support to refine writing tasks and to break down prompts, rubrics, and instructions. Begin to understand tone and formatting in written and oral communications. 	<ul style="list-style-type: none"> Convey their messages with moderate support to adapt their language to various purposes, audiences, and mediums when writing, speaking, and connecting with their peers. Use academic vocabulary in most written and oral communications. Break down instructions, prompts and rubrics with minimal support to develop written and oral communication. Apply tone and format with minimal errors in written and oral communications. 	<ul style="list-style-type: none"> Convey their message articulately to adapt language to various purposes, audiences, and mediums when writing, speaking, and connecting with their peers. Consistently utilize academic vocabulary in all written and oral communications. Independently break down instructions, prompts and rubrics to develop written and oral communication. Understand and demonstrate how to use tone and appropriate format for written and oral communications

IN THE CLASSROOM, CHAMPIONS PRACTICE COMMUNICATION BY:

MULTIPLE INTELLIGENCES

- ✓ Participating in learning opportunities to develop their independent voice and focus on their strengths, such as through choice boards and multiple intelligence activities.
- ✓ Providing opportunities to communicate with various audiences through various media (technology, written, oral, and non-verbal communications).

CONTEXTUALIZED LEARNING

- ✓ Participating in mock interviews, public presentations, and/or Socratic circles.
- ✓ Listening with purpose to answer questions and demonstrating poise, voice, and emotion to engage the audience when speaking.
- ✓ Learning how effective and open communication is required in all careers.

TECHNOLOGY AND INNOVATION

- ✓ Understanding audience when communicating through technology.
- ✓ Understanding tone and appropriate format when writing an email and communicating through different forms of media.
- ✓ Actively participating in opportunities to communicate with various audiences through technology.



CHARACTER

Champions with strong character act with integrity, compassion, respect, and honesty; demonstrate concern and commitment to the community; embrace diversity and act as leaders by advocating for others.



Key Words: Compassion, empathy, helpful, kind, respectful, trustworthy, integrity, accountability, generosity, self-control.

EMERGING CHAMPIONS...

- Begin to actively participate in group situations.
- Start to move from a bystander to an advocate in situations of conflict.
- Begin to develop sympathy, self-awareness, and integrity.
- Possess early foundational understanding of the value of diversity.
- Embark on awareness of issues occurring within the community.

PROGRESSING CHAMPIONS...

- Act as engaged and supportive participants in group situations.
- Support others in situations of conflict.
- Demonstrate sympathy, self-awareness and integrity situationally.
- Understand the value of diversity and can demonstrate the ability to act respectfully with those who have different views.
- Participate in civic engagement within the community.

EXCELLING CHAMPIONS...

- Act as trustworthy and accountable leaders in group situations.
- Advocate for others in situations of conflict.
- Purposefully demonstrate compassion, kindness, empathy, and integrity.
- Actively demonstrate positive working relationships with those of diverse abilities, cultures, and views.
- Intentionally demonstrate leadership and participation in civic engagement within the community with generosity of time and spirit.

IN THE CLASSROOM, CHAMPIONS PRACTICE CHARACTER BY:

MULTIPLE INTELLIGENCES

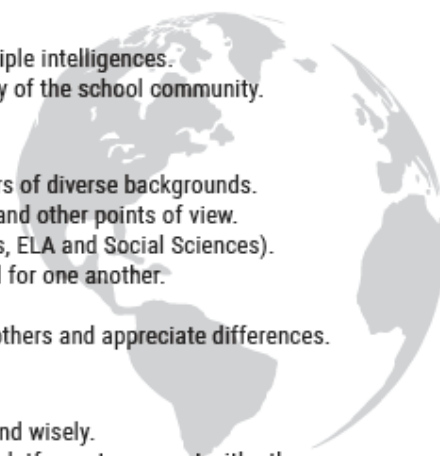
- ✓ Focusing on the Character Trait of the Month utilizing all eight of the multiple intelligences.
- ✓ Using the multiple intelligences to explore, respect, and celebrate diversity of the school community.

CONTEXTUALIZED LEARNING

- ✓ Giving time and creating positive opportunities for students to know others of diverse backgrounds.
- ✓ Providing a learning environment that allows students to see and understand other points of view.
- ✓ Highlighting positive character traits across curriculum (e.g. novel studies, ELA and Social Sciences).
- ✓ Establishing a culture where students feel a sense of responsibility to and for one another.
- ✓ Giving opportunities to provide positive leadership in a group setting.
- ✓ Developing a decision-making process that models the ability to respect others and appreciate differences.

TECHNOLOGY AND INNOVATION

- ✓ Utilizing "netiquette" guidelines in online communications appropriately and wisely.
- ✓ Providing examples of encouraging, positive language when using online platforms to connect with others.



CREATIVITY

Creativity is the ability to think or design in innovative and useful ways, see things from different perspectives, and develop courage by embracing the uncertainty and unfamiliar.



Key Words: imaginative, spontaneous, risk-taking, originality, resourceful, innovative, design, growth mindset, artistic, discovery.

EMERGING CHAMPIONS...

- Rely on familiar ideas or solutions and may require some guidance to generate innovative thinking.
- May need encouragement when confronted with ambiguity or different perspectives.
- Begin to learn about careers that involve the arts and have the opportunity to explore different technologies.

PROGRESSING CHAMPIONS...

- Attempt to form original ideas or solutions while considering more than one possibility when developing an approach.
- Demonstrate open-mindedness when confronted with ambiguity or different perspectives; modify ideas or approach based on new information.
- Investigate how creativity is used in a variety of careers by exploring different programs or software.

EXCELLING CHAMPIONS...

- Form innovative ideas or solutions that are new or unexpected and consider the effectiveness of multiple possibilities before deciding on an approach.
- Demonstrate innovative thinking when confronted with ambiguity or different perspectives; adapt approach or solutions to problems based on new information.
- Understand the importance of creative risk-taking and problem-solving in future careers by interacting with the content in different ways.

IN THE CLASSROOM, CHAMPIONS PRACTICE CREATIVITY BY:

MULTIPLE INTELLIGENCES

- ✓ Participating in learning opportunities that promote innovative problem-solving and encourage students to think and express themselves creatively through multiple intelligences.
- ✓ Investigating problems from a variety of different perspectives to encourage creative thinking.

CONTEXTUALIZED LEARNING

- ✓ Incorporating different media to express thought, ideas, understanding.
- ✓ Creating products that apply contextual learning experiences to promote innovative thinking and problem-solving.

TECHNOLOGY AND INNOVATION

- ✓ Utilizing technology to promote self expression and discovery of the world around them.
- ✓ Participating in expressive, real-world activities through multiple modalities and technologies.



COLLABORATION



Effective collaborators share leadership and responsibility, work from strengths of self and others, follow through on commitments, provide and receive constructive feedback, and modify ideas or approaches to benefit the group. They create a sense of shared ownership by making sure each person's voice is heard, working respectfully together, and valuing team members' cultures, languages, and perspectives.

Key Words: Discussion, solution-oriented, multiple perspectives, leadership, participation, cooperation, sharing, teamwork, coherence, partnership.

EMERGING CHAMPIONS...	PROGRESSING CHAMPIONS...	EXCELLING CHAMPIONS...
<ul style="list-style-type: none"> Utilize provided scaffolds and supports to contribute to a group task and consider other perspectives. Work together to create an action plan with scaffolded support. Practice expressing opinions thoughtfully and interacting respectfully with team members, with guidance. Practice taking turns sharing their thoughts and participating in group activities. 	<ul style="list-style-type: none"> Identify roles and fulfill responsibilities within a group to complete tasks and incorporate multiple perspectives. Work together to create an action plan to achieve a shared goal. Express thoughtful opinions related to the topic or discussion; interact respectfully with all team members. Understand that each member has a voice, roles, and responsibilities in group activities. 	<ul style="list-style-type: none"> Coordinate and lead while sharing ideas clearly within a group to complete tasks and incorporate multiple perspectives. Work together to build consensus among group members to create a comprehensive action plan and achieve a shared goal. Express thoughtful opinions related to the topic or discussion and encourage others to do the same; apply positive conflict resolution. Ensure all voices are heard during group activities to create an inclusive, respectful environment.

IN THE CLASSROOM, CHAMPIONS PRACTICE COLLABORATION BY:

MULTIPLE INTELLIGENCES

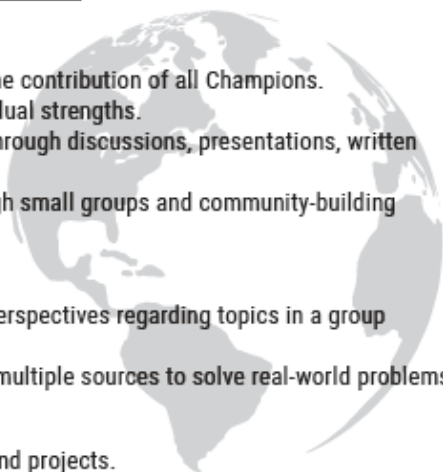
- ✓ Encouraging, supporting, and recognizing achievements of the team and the contribution of all Champions.
- ✓ Setting and following group norms and establishing roles aligned to individual strengths.
- ✓ Providing opportunities for students to actively engage with one another through discussions, presentations, written assignments, and group projects.
- ✓ Providing a flexible workspace to support multiple types of learning through small groups and community-building circles.

CONTEXTUALIZED LEARNING

- ✓ Creating, asking, and answering critical questions and considering other perspectives regarding topics in a group setting.
- ✓ Working in collaborative groups to analyze and evaluate information from multiple sources to solve real-world problems.

TECHNOLOGY AND INNOVATION

- ✓ Utilizing technology to independently and collaboratively complete tasks and projects.
- ✓ Understanding the importance of collaborative, online networking in a safe and effective manner.



CIVIC ENGAGEMENT

Champions engage in activities to make a positive difference in their community. They are aware of local and global issues and aim to improve society through service and activism.



Key Words: Connection, empathy, activism, inclusion, service, kindness, community, awareness, contribution, authentic.

EMERGING CHAMPIONS...

- Practice behavioral expectations with prompting.
- Discover different ways to provide service and give back to their school and community.
- Develop awareness of multiple perspectives, ideas, and diversity.
- Learn about the community around them and how it connects to their lives.

PROGRESSING CHAMPIONS...

- Demonstrate the behaviors and rules that are expected to be good citizens in school and community.
- Participate in an organized service event through school or community.
- Explore multiple perspectives, ideas, thoughts, and diversity.
- Practice connecting world and community events to personal experience.

EXCELLING CHAMPIONS...

- Conduct themselves as contributing members of society and understand the importance of being thoughtful and contributing citizens in school and community.
- Actively practice service-learning by seeking ways to give back to their community.
- Seek multiple perspectives, ideas, thoughts, and diversity.
- Connect world and community events to personal experience.

IN THE CLASSROOM, CHAMPIONS PRACTICE COMMUNICATION BY:

MULTIPLE INTELLIGENCES

- ✓ Engaging in activities that promote a deeper understanding of the economics, geography, history, principles, and foundations of our American democracy.
- ✓ Demonstrating patriotism through monthly Patriotic Songs and lessons.
- ✓ Participating in service-learning projects that positively impact the school community.
- ✓ Exhibiting character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, and society.

CONTEXTUALIZED LEARNING

- ✓ Participating in civic engagement projects that address real-world problems, identify and inquire into civic needs and problems, consider varied perspectives, take action, and reflect on efforts.
- ✓ Exploring civic duties and how they apply to different careers.
- ✓ Practicing the decision-making process and independently making informed and reasonable decisions.

TECHNOLOGY AND INNOVATION

- ✓ Utilizing technology to create a platform and take action to address issues occurring within the community.
- ✓ Exploring multiple web sources when learning about a community or world issue.
- ✓ Demonstrating an ability to solve public problems by participating in civic and democratic processes.



Element C: Student Progress Measurement

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

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

Assessment Methodology and Philosophy

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

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

Assessment Design

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

Mandated Assessments

As required by law, students will also participate in the CAASPP and all mandated accountability measures (e.g., ELPAC, California Science Test (“CAST”), etc.).

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

OPA-MS will comply with all state-mandated assessments as required by Education Code Section 47605(d)(1)

including, but not limited to, assessments within the CAASPP assessment system for each grade and other applicable statewide testing programs (e.g., the Smarter Balanced test, the CAST, the California Alternate Assessment (“CAA”), the PFT, and the ELPAC). OPA will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state expectations.

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

Assessment	When Administered	Purpose
Smarter Balanced ELA and Math	During the last 12 weeks of the school year	Measure student progress towards attainment of California State Standards for ELA and Math.
California Science Test (CAST)	During the last 12 weeks of the school year	Measure student progress towards attainment of the NGSS.
California Alternative Assessment (CAA)	During the last 12 weeks of the school year	Measure student progress towards attainment of California State Standards for ELA and Math for designated students with special needs.
California Alternative Assessment for Science	During the year, to align with content	Measure student progress towards attainment of the NGSS for designated students with special needs.
English Language Proficiency Assessment for California	Initial - Within the first 30 days of entering school Summative - Between February 1 and May 31	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test	Between February 1 and May 31	Assess student physical fitness in Grade 7.
iReady Diagnostic and Benchmark assessments in English Language Arts and Math	Fall, Winter, Spring	Assess and monitor students’ progress in meeting State Standards.
Classroom-based assessment	Throughout the year	Assess and monitor students’ progress in meeting the State Standards.
Individualized Education Programs	Throughout the year, as necessary	Establish and monitor student goals according to designated needs.

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

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

comparable settings.

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

Data Management and Analysis

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

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

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

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

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

Use and Reporting of Data

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

OPA-MS will use a student information system to manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking backups, student activities, data extraction, etc. OPA-MS staff will use the SIS to ensure data is accurate and manageable and is accurately transmitted to CALPADS, the Consolidated Application and Reporting System (“CARS”), the California Basic Educational Data System (“CBEDS”), and other accountability systems.

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

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

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

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

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

School Accountability Report Card (SARC)

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

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section
- An analysis of whether student performance is meeting the outcomes specified by this section. This

information will be posted on OPA-MS's website to include disaggregated data by major racial and ethnic categories to the extent feasible without compromising student confidentiality

- Data on the level of parent involvement in OPA-MS 's governance (and other aspects of the school, if applicable)
- Data regarding the number of staff working at OPA-MS
- A summary of health and school safety plan and/or any major changes to those policies during the year
- Data demonstrating whether OPA-MS implemented the methods listed in the charter towards achieving a racially and ethnically balanced student population
- Data regarding the number of students enrolled, and the number of students expelled and/or suspended
- Other information regarding the educational program, availability of textbooks and instructional materials, professional development and facility operations

Element D: Governance Structure

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

Description of Organization

OPA-MS will be a direct-funded independent charter school operated by Oxford Preparatory Academy, a California nonprofit public benefit corporation pursuant to California law (again, the organization that will operate OPA-MS is referred to herein as “OPA”). The Charter School will be governed by the Oxford Preparatory Academy Board of Directors (“Board”) in accordance with Education Code Sections 47604 and 47604.1, applicable California law, Oxford Preparatory Academy bylaws, and the terms of this charter. Copies of the Oxford Preparatory Academy Articles of Incorporation, Bylaws and Conflict of Interest Code are included in Appendix A.

The Charter School will operate autonomously from the ~~Distriet~~ County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the ~~Distriet~~ County and the Charter School. Pursuant to Education Code Section 47604(d), the ~~Distriet~~ County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the ~~Distriet~~ County has complied with all oversight responsibilities required by law. OPA directors shall serve in a volunteer capacity and shall not be compensated for their services. All officer positions will be filled by Board members (“Directors”). The Bylaws and any resolutions adopted by the Board establish the roles and duties of the officers.

OPA-MS will be subject to (1) the Ralph M. Brown Act (Government Code Section 1090 et seq.); (2) the California Public Records Act (Government Code section 6250 et seq.); (3) Sections 1090-1099 of the Government Code; and (4) the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.).

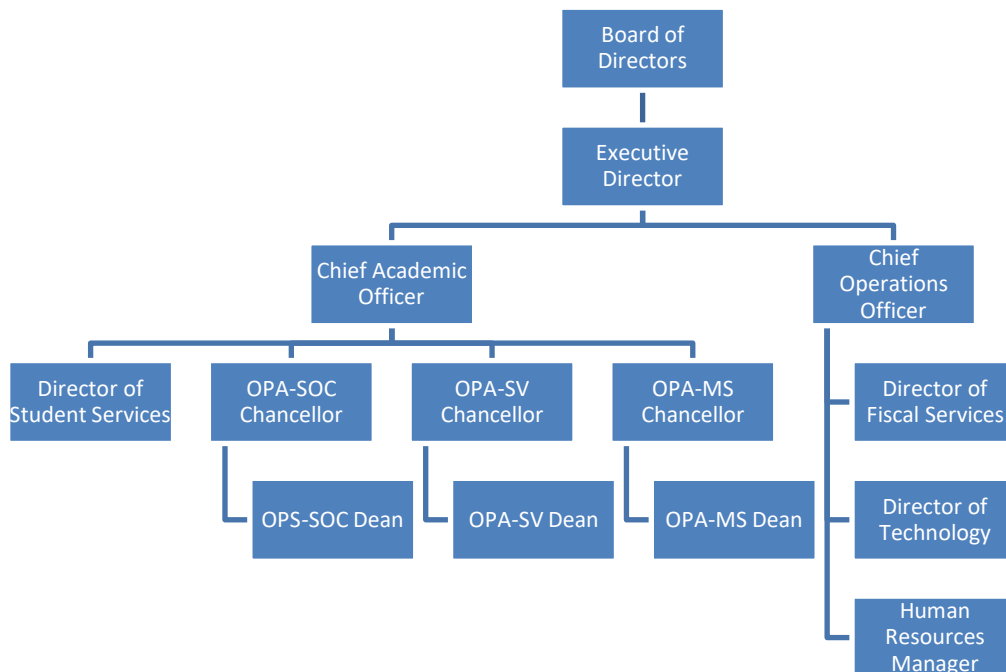
OPA-MS and the Board shall comply with the Charter, Articles of Incorporation, California Corporations Code, Bylaws, and all laws applicable to charter schools. OPA-MS, its Board, managers, employees, administrators, and Board committees shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest.

OPA has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. OPA will maintain the Code as current, reviewing and revising the Code throughout the term of the Charter. OPA shall require all affected OPA officers, representatives, consultants, employees and Directors to comply therewith. OPA’s Conflict of Interest Code has been submitted to and approved by the Orange County Board of Supervisors.

Organizational Chart

A single Board governs OPA and the charter schools operated by OPA by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Executive Director. OPA’s management team hires all other positions within OPA. The Board is responsible for overseeing the Charter School’s operation and governance. The Board delegates all school management decisions, including day-to-day management and Charter School and adherence to Charter School policy to OPA staff and Charter School leaders.

Charter School Administration Organization Chart



OPA will be structured as a single nonprofit organization which operates two (2) existing charter schools: Oxford Preparatory Academy – Saddleback Valley and Oxford Preparatory Academy – South Orange County and the new Oxford Preparatory Academy – Middle School.

Board of Directors

The Board is the governing body for OPA and the charter schools it operates. The Governing Board contains representatives of educational, business, nonprofit and government sectors who provide advice to the Executive Director on key strategic decisions facing the organization and assists with fundraising efforts.

There shall be no less than three (3) and no more than seven (7) members of the Board. The names and relevant qualifications of all persons who will serve on the Board of Directors is described in Appendix E.

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

In accordance with Education Code Section 47604(c), the ~~District~~ County may appoint a representative to sit on the Board of Directors. If the ~~District~~ County chooses to do so, the Charter School shall appoint an additional member as necessary to ensure that the Board is maintained with an odd number of directors.

Process for Selecting Board of Directors and Creating Policy

Each director will hold office unless otherwise removed from office in accordance with the current Bylaws for two (2) years and until a successor director has been designated and qualified, unless otherwise removed from office. The process for elections of new Board Members will be as set forth in the current Bylaws of the Oxford Preparatory Academy. Members may serve any number of consecutive terms.

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

Meetings

OPA Board of Directors holds public meetings in accordance with the Ralph M. Ralph M. Brown Act and Education Code Section 47604.1(c). Directors will support the mission of the school and serve on the Board voluntarily. In the conduct of meetings, the OPA Board will:

- Publicly post an agenda at least 72 hours prior to all regular Board meetings in accordance with the Ralph M. Ralph M. Brown Act requirements. Agendas will be directly linked on OPA's website as well as the website for each individual school. Additionally, the agenda will be posted at the main entrance of each individual charter school operated by OPA and at OPA's central office
- Hold all meetings within the physical boundaries of the county in which the OPA's charter schools are located
- Set up a two-way teleconference location at each school site
- Post audio or video recordings of all Board meetings on OPA's website
- Set aside time at each meeting for public comment on agenda and non-agenda items
- Give members of the public requiring the use of a translator at least double the time normally allotted for public comment
- Conduct all votes in public, unless a vote is permissibly cast in closed session
- Post approved minutes from the previous Board meeting on the OPA website

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The OPA Board of Directors will meet at ten (10) times per year. The annual meeting schedule is created in advance of the year in collaboration with the Governing Board and OPA administration. Meetings will be aligned to the needs of the organization including mandatory deadlines to meet applicable ~~district~~ County, state, and federal requirements. In accordance with the Ralph M. Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda.

A majority of the directors then in office will constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or Bylaws. Should there be less than a majority of the directors present at any meeting,

the meeting will be adjourned. Directors may not vote by proxy.

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

Decision-Making Process

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

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

Roles and Responsibilities of Office for Board of Directors

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

The duties of the President include:

- Presides at the Board of Directors' meetings
- Exercises and performs such other powers and duties as the Board of Directors may assign from time to time
- Reviews to Board Agendas with another Director and the Executive Director

The duties of the Vice President include:

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

The duties of the Treasurer include:

- Oversees or causes to oversee all books, records of accounts, and business transactions
- Oversees or causes to oversee all deposits and disbursements of money and valuables
- Responsible for working with Executive Director to contract with an independent auditor
- Reviews all annual audit committee findings and reporting

The duties of the Secretary include:

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

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

- Promotes and guides the mission and vision of the Charter School
- Hires and evaluates the Executive Director
- Receives reports directly from the Executive Director of the total operation of the Charter School including,

but not limited to, budget, curriculum, activities, student achievement data, evaluation of Principal (Chancellor), and renewal of staff contracts

- Ratifies contracts of employees after recommendation by the Executive Director
- Acts as a fiscal agent, which includes the receipt of funds for operations
- Provides input to Executive Director performance measures, including school goals
- Reviews the school master calendar and schedule of Board meetings
- Develops Board of Directors policies and procedures
- Participates in the dispute resolution, when necessary
- Ratifies charter material revisions
- Approves annual fiscal audit and performance report
- Ratifies personnel discipline decisions (suspensions or dismissals), as needed
- Ratifies compensation plans and stipend schedules

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

Duties of the Executive Director

- Updates and informs the Board of Directors of staff performance as related to program objectives
- Acts to resolve controversy relating to school affairs
- Serves as the final decision-maker for site-based complaints
- Assists in the development and implementation of the Board of Directors policies
- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short-range goals
- Ensures that the Charter School is fiscally sound and stable
- Reports to the ~~District and~~ Orange County Department of Education all necessary reports and documents, as specified in the charter
- Evaluates senior management staff
- Accepts other responsibilities as assigned by the Board of Directors

Board of Directors Training

All members of the Board of Directors will be provided annual training regarding the Brown Act . New Board members will be onboarded and provided training and information regarding the Brown Act , Robert's Rules of Order, and other relevant information. Additional annual Board workshops and trainings may include attendance at Charter school or other conferences, Board governance workshops, and other education related training or workshops.

Parent Involvement in Governance

OPA shall notify all parents annually that parent involvement is not a requirement of acceptance or continuation at OPA. This notice is provided to all parents and guardians of applicant students and currently enrolled students in the Parent/Student Handbook, on our application information website, and through OPA-MS's parent involvement policy.

The following committees, as well as other school site committees and Board committees, will provide parents enormous opportunities for input on schoolwide operations, governance, and school involvement activities:

School Site Council

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

- Review and provide input into the proposed Local Control Accountability Plan ("LCAP")

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

English Learner Advisory Committee

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

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

Local Control and Accountability Plan

The Charter School will also engage all stakeholders to include parents, teachers, staff and administrations in its annual development and review of its Local Control and Accountability Plan (LCAP). Stakeholder engagement for OPA's charter schools is typically organized in three parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of OPA's charter schools; however, OPA will host at least two official LCAP meetings annually.

The Charter School's LCAP will show parents how our annual goals are tied to our budget. In accordance with California Education Code 52064.1, the Charter School's LCAP will attach an annual budget overview for parents that uses understandable and accessible language.

Honour Society

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

The purpose of the Honour Society will be to:

- Unite the home and school
- Provide students with the best academic, physical and social education available
- Develop, promote, and evaluate educating initiatives
- Collaborate with stakeholders on annual LCAP process and schoolwide needs, assessment, and school policy development
- Establish and maintain partnerships with the community
- Regularly consult with parents/guardians under the direction of the Principal (Chancellor) regarding the Charter School's educational program
- Support and promote all fundraising activities
- Stress a personal responsibility to family, school, community, and nation

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

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

- Family Fun Nights
- Jog-a-thon
- Student recognition ceremonies
- Staff recognition
- Walk Through Presentations

“Suggested Guidelines for Parent Involvement” will include the following suggested guidelines, but are not mandatory requirements:

- Sustaining their children’s attendance rates of no less than 97.5%
- Ensuring homework is completed accurately, neatly, and turned in on a daily basis
- Working with their children at home on learning activities
- Volunteering in their children’s classrooms, library, office, etc. or for activities sponsored by the Charter School
- Attendance for all meetings regarding decisions relating to their children, such as IEP Meetings, SST Meetings, Parent/Professor Conferences, etc.
- Attendance at the following events: University Orientation Night, Open House, classroom and grade level programs, and Parent education opportunities held to inform parents of instructional approaches and/or the educational program
- Attending all Awards Assemblies honoring their child, as well as General Honour Society meetings, as often as possible
- Adhering to the Schoolwide Resolution Process
- Complying with all additional policies and procedures found in Oxford Preparatory Academy Parent/Family Handbook

Other school committees may be formed throughout the year to provide input on specific areas of school policies and procedures, including governance. These committees may be comprised of parents, staff, students, and administration. Some examples of possible additional committees include, but are not limited to, a parent involvement committee, a safety committee, a gifted and talented education committee, and a strategic planning committee.

Element E: Employee Qualifications

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

Assurances for Well Qualified Teachers

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

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

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

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

The following positions are regarded as key to the OPA organization: one (1) Executive Director; one (1) Chief Academic Officer; one (1) Chancellor/Principal per site; one (1) or two (2) Deans/Assistant Principals per site; (1) Chief Operations Officer, (1) Fiscal Services Director, and (1) Human Resources Manager for business and payroll functions; and other administrative support as deemed necessary to meet the needs of the organization.

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

See Appendix C *Job Descriptions* for OPA job qualifications for all of the individuals assigned to “key” positions and categories of employees.

Employees will receive compensation depending upon experience, job responsibilities, and contingent on the charter school’s budget. All full-time staff will be eligible for all health benefits provided and disability insurance. The Executive Director may amend from time to time, specific personnel policies, including calendar, workday/school year, and procedures for handling disputes, to the extent not in conflict with policies and procedures adopted by the Board.

Recommendations regarding employee policies will be presented to the Board of Directors for review as necessary and codified in an Employee Handbook.

The management of the Charter School will be under the direction of the Chancellor. The Executive Director will have the responsibility for overseeing the entire operation of OPA.

Requirements for All Employees

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

- All employees must fulfill Education Code Section 44237, which require fingerprints to be obtained from

each new employee in order to obtain a criminal record summary from the Department of Justice prior to commencing employment. The employee is responsible for paying the fingerprinting costs.

- All employees, who are mandated reporters, as defined by Penal Code Section 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each person in the above position will sign a statement, on a form provided to him/her by OPA, to the effect that he/she has knowledge of the provisions of Penal Code Section 11166 and will comply with those provisions or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The Executive Director will ensure that the provisions of this policy are carried out in accordance with the law.
- All employees must complete the “I-9” form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security number.
- All employees and volunteers must take a Tuberculosis (“TB”) Risk Assessment Questionnaire. If risk factors are identified, an employee or volunteer would then require TB testing and an examination to determine that the person is free of infectious tuberculosis.

Process for Staff Recruitment and Selection

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

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

Assistance and Performance Review System for Certificated Staff

The evaluation of the teaching staff will be based on the California Standards for the Teaching Profession:

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

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

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

Assistance and Interventions for Teachers will include:

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

Assistance and Performance Review System for Classified Staff

The evaluation of the classified staff at OPA-MS will be based on individual job description performance, informal walk-throughs, and adherence to the policies outlined in the Employee Handbook. Additionally, classified employees will be evaluated through:

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

Assistance and Interventions for Classified Staff

Resources for classified personnel will include:

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

Element F: Health and Safety

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

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”
Education Code § 47605(c)(5)(F)

OPA-MS is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. OPA-MS will ensure the safety of all students and staff by complying with applicable state and federal laws. OPA will adopt and implement a comprehensive plan of health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. This plan will be kept on file in the Charter School’s front office. Changes to the plan will be communicated to staff annually and as needed.

These procedures will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

Facilities

OPA-MS will maintain a safe and healthy work and school environment. OPA-MS will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OPA plans to execute its right to request a facility from the Saddleback Valley Unified School District under Proposition 39. In the event that OPA-MS obtains a private, non-District owed facility, it will comply with local city and county ordinances, safety codes, and other relevant codes for the building(s) that the Charter School will occupy. The Charter School will follow applicable Occupational Safety and Health Administration (“OSHA”) and Department of Health & Safety regulations at the site(s) it occupies. OPA-MS will account for safety considerations in reviewing the specifications necessary to house the number of students anticipated in grades 6-8.

In the event OPA-MS will later occupy a private facility, campus cleanliness and security will be maintained as follows:

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

OPA-MS will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. OPA-MS will conduct fire drills as required under Education Code Section 32001 and in conjunction with the Saddleback Valley Unified School District (if at District facilities).

Staff Responsibilities

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

or business practice for which OPA-MS is responsible, the employee will bring it to the attention of the administration immediately.

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

Role of Staff To Report Child Abuse

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the ~~District~~ County.

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. OPA-MS will adhere to the requirements of Penal Code Section 11166 regarding child abuse reporting. OPA-MS 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 to “reasonably suspect” that abuse or neglect has occurred. The reporting person will not have to prove abuse.

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

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

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

Student Health and Safety, Sample Procedures

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

- Emergency information is collected each year and updated for all students and staff is completely filled out each year and updated throughout the year as necessary;
- Students will be released during the school day in the custody of an adult only if:
 - The adult is the student’s custodial parent(s)/guardian(s);

- The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, office staff will verify the adult's identity;
- The adult is an authorized law enforcement officer acting in accordance with the law; or
- The adult is taking the student to emergency medical care, at the request of the administration or designee.
- *Field Trip Waiver, Network Use Agreement, and Parent/Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs*, along with any other required forms, will be completed at the time of school registration;
- Students will be required to adhere to an established dress code, which will be clearly communicated through the *Oxford Preparatory Academy Parent/Family Handbook*;
- A discipline policy for all students will be clearly outlined in the Behavior section of the *Oxford Preparatory Academy Parent/Family Handbook*; and
- The Board of Directors will adopt a resolution with administrative rules and regulations in regards to risk management and safety prior to the opening of the school.

Medication At School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

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

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

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

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

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

as a result of self-administering medication pursuant to this paragraph

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

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

The School Nurse or Health Technician will:

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

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

Blood Borne Pathogens

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

Procedures For Background Checks

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Diabetes

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy.

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.

Feminine Hygiene Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Drug-Free/Alcohol-Free/Smoke-Free Environment

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

Comprehensive Anti-Discrimination, Harassment, and Bullying Policies and Procedures

OPA will be committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment or bullying based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. OPA-MS will adopt comprehensive policies in place to prevent and immediately remediate any concerns about discrimination, harassment, and bullying (including cyberbullying) at OPA-MS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be taken very seriously and will be addressed in both the sexual misconduct policy and the *Employee Handbook*. OPA-MS will immediately undertake a thorough and objective investigation of the harassment allegation(s).

All staff and students will be provided bullying prevention instruction and information on the prevention of bullying, including cyberbullying, throughout the school year. School PBIS activities will be implemented that enforce bullying and cyberbullying prevention and education.. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

A copy of the policies described above shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Nutritionally Adequate Free or Reduced Priced Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School. The Charter School shall provide two school meals free of charge during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

California Healthy Youth Act

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

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures, which include adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act of 1990.
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of students, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. All school personnel will receive annual training regarding the School Safety Plan and emergency procedures, during the professional development prior to the start of school and throughout the school year, as necessary, including appropriate "first responder" training or its equivalent. All school personnel will participate in monthly emergency drills to ensure that everyone understands all safety and emergency procedures.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Element G: Student Population Balance

“The means by which the charter school will achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of students with disabilities at the charter school.” Education Code § 47605(c)(5)(G).

OPA-MS will strive to have a broad representation of student demographics that reflect balance of the general population described in Section 47605(c)(5)(G) residing within the territorial jurisdiction of the District.

Open Enrollment Policy and Community Outreach Plan

OPA will implement an open enrollment process as established by the Board of Directors. Each student will attend OPA on a voluntary basis. No student will be denied admittance to the Charter School based on race, sexual orientation, religion, ethnicity, national origin, gender, gender identity, gender expression, disability, or any other protected classification under local, state, and federal laws; including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code, including immigration status. Further, at OPA’s Parent Information Meetings, parents will be provided with a very clear and accurate picture of the Charter School’s learning experience so they can make the most appropriate choice for their children. Translation services will also be available at the Parent Information Meetings to encourage attendance by families that may not speak English.

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

OPA has also created a robust plan for encouraging attendance by and meeting the needs of English learners. This plan outlines OPA’s commitment to providing comprehensive, high-quality English Language Development and supports for English learners so that they are able to excel academically and quickly become proficient in English. This plan will be outlined during Parent Information Meetings for families of English Language learners.

OPA has also created a robust plan for encouraging attendance by and meeting the needs of special education students. This plan outlines OPA’s commitment to providing comprehensive, high-quality services to special education students. This plan will be outlined during Parent Information Meetings for families of special education students.

OPA will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an effort to reach a student population balance that is reflective of the general population residing within the territorial jurisdiction of the District. In addition, all outreach materials will be provided in both English and Spanish, in order to encourage enrollment by English learners to reach a balance reflective of the English learner enrollment in surrounding District schools in particular.

Fliers/Brochures – Each year OPA-MS will distribute fliers and brochures, in English and Spanish, outlining the vision and mission statements for the Charter School, for the purpose of student recruitment. Flyers will be distributed as one of the main means to recruit students each year during the open enrollment period. OPA-

MS will identify specific locations to reach out to all targeted demographic groups and inaccessible members of the community. OPA-MS will conduct an annual review to evaluate appropriate and effective venues for outreach and recruiting efforts to result in a widespread and fair informational campaign. These locations may include, but are not limited to, churches, community organizations, preschools, local libraries, tutoring services, and markets.

OPA-MS's strategy will be to disseminate informational fliers/brochures to many locations within the community, so that our focus is on a broad-based ethnic/racial recruitment effort.

Electronic Media – OPA-MS will maintain and utilize a robust website. The website offers information about the Charter School's mission and vision, instructional practices, student registration, upcoming meetings, contact information for parents, as well as, Board members, agendas and meetings.

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

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

Student Population Balance Data

OPA-MS will make it a goal to dynamically recruit a diverse student population, including low-income students, special education students, ethnic and racial students, and ELs, reflective of the diversity of students those residing in the District.

The Charter School's student information system will allow accurate collection and analysis of the Charter School's demographic data. The data collected in this way will then be used to generate reports to the Board of Directors, the ~~District~~ County, and the State.

Supports to Maintain a Student Population Balance

OPA-MS will maintain a variety of supports to ensure that a student population balance is maintained, and that our targeted population balance is reflective of the surrounding District, again, is a balance of racial and ethnic students, ELs, R-FEP students, special education students, and socioeconomically disadvantaged students.

Supports for these student groups will include intervention and support classes during the school day, as well as after school. OPA-MS will also have a counselor to provide social and emotional support, including individual and group school based mental health counseling and resources. OPA-MS will also employ a school nurse to provide health screening and other health services and resources for families.

OPA-MS will have a very strong special educational program. This program will include education specialists to provide direct services to special education students in an inclusive educational environment. Also, OPA-MS will provide instructional assistants and behavioral assistants to provide classroom support for special education students. A speech and language pathologist and school psychologist will also be available on site to provide services and supports. Other services and supports, such as occupational therapy, adaptive technology, adaptive PE, audiological services, and physical therapy will be provided by state authorized, experienced outside service providers.

Also, OPA will have a robust EL program, including designated and integrated ELD instruction, employ an ELD Teacher on Special Assignment and ELD Instructional Assistant, and utilize comprehensive ELD curriculum. All ELs will be frequently monitored for academic progress and to ensure that their social and emotional needs are met.

Element H: Admissions Requirements

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

Non-Discrimination Statutes and Affirmations

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

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

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Open Enrollment and Application Process

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

The application process is comprised of the following:

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

- Parents are encouraged to attend a parent information meeting prior to applying for OPA-MS. However, attendance at parent information meetings is not required to apply or be accepted for enrollment at OPA-

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

- However, pursuant to Education Code Section 47605(n), OPA-MS recognizes that while it may encourage parental involvement, it will notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

2. Completion of a student Enrollment Application, including proof of residence

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records. (OPA will not request a student's records or require a parent, guardian, or student to submit a student's records prior to enrollment.)

If, after enrolled, a student is expelled or leaves OPA-MS without successfully completing the school year for any reason, OPA-MS will notify the District school of residence of the student's last known address within 30 days. This will be done by sending an email to the administrator and registrar or the District school of residence based on the last known address for the student.

Public Random Drawing / Lottery

Admissions will be determined through a public random lottery conducted in accordance with state and federal law and regulations, with exemptions provided for eligible groups, and preferences given to students who reside within the District in which the Charter School is located as provided below.

OPA-MS will conduct an open enrollment period of at least thirty (30) days each year in the spring. To be part of the enrollment process, parents must submit a completed enrollment application prior to the end of the open enrollment period. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a random public lottery to determine enrollment for the impacted grade levels; with the exception of existing students, who are guaranteed enrollment in the following school year². The date of the lottery will be published and posted on OPA-MS's website for all interested parties prior to holding the lottery.

² For enrollment in OPA-MS in the 2023-24 school year, students attending OPA-SV (Charter No. 1784) and OPA-SOC (Charter No. 1324) during the 2022-23 school year shall be deemed existing students who are guaranteed enrollment at OPA-MS.

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

- 1) Students currently attending Oxford Preparatory Academy – Saddleback Valley or Oxford Preparatory Academy – South Orange County in grade 5
- 2) Children of OPA staff (will not exceed 10% of total enrollment)
- 3) Siblings of students admitted to or attending Oxford Preparatory Academy – South Orange County, Oxford Preparatory Academy – Saddleback Valley, and Oxford Preparatory Academy – Middle School
- 4) Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
- 5) Children residing within the Saddleback Valley Unified School District
- 6) Children residing in the Capistrano Unified School District
- 7) All other applicants

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

OPA and the ~~District~~ County mutually agree that the preferences in the OPA public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv), applicable federal law, and non-regulatory guidance. These preferences will not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.

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

- The lottery will take place within sixty (60) calendar days of the closing of the open enrollment period as defined above
- The lottery will take place on the Charter School's campus or in a facility large enough to allow all interested parties who wish to attend to do so
- All interested parties will know, prior to the holding of the lottery, how many openings will be available in the Charter School and in the different grades served by the Charter School
- The lottery will take place on a given published date
- OPA will comply with all applicable state and federal laws and with any agreement between the Charter School and the ~~District~~ County
- The lottery will draw names from a compiled pool
- A non-interested representative of OPA will oversee the drawing of names
- In lieu of manually drawing names, an electronic lottery program may be used
- Siblings of students drawn from the random public lottery will be placed, depending upon space available, at the given grade level during the lottery process. If there is no opening for the sibling, the sibling will be placed on the Sibling Priority List for their grade level
- The drawing will continue until all names are drawn.

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

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

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

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

OPA-MS will utilize a comprehensive recruiting strategy, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain special populations will be targeted for additional recruitment efforts in order to achieve a pool of potential students that will reflect a diverse student population. OPA-MS will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an attempt to achieve a balance of racial and ethnic students, ELs, and special education students reflective of the general population residing within the Saddleback Valley Unified School District's boundaries.

Subsequent Years – Re-Enrollment

The following conditions will apply in subsequent years:

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

Element G: 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)

Annual Independent Audit

OPA is an independent, directly funded charter school operating in the ~~District~~ County boundaries. Each year, the Oxford Preparatory Academy Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the Charter School's financial affairs as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The Audit Committee will be responsible for contracting with an auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

Audit Exceptions and Deficiencies to be Resolved

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

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

Element J: Student Suspension and Expulsion

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

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

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

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

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

(iii) Contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent or guardian, or the student’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code § 47605(c)(5)(J)

Policy

The Student Suspension and Expulsion Policy and Procedures 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 offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its own list of offenses and procedures for suspensions and expulsions. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter, so long as the amendments comport with legal requirements. Charter School staff will enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook, which will clearly describe discipline expectations.

Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this 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 and involuntary disenrollment policies and procedures. The notice will state that this Policy and its Procedures are available upon request at the Charter School’s front office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under 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 requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process for such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion

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

Enumerated Offenses

1. Discretionary Suspension Offenses - Students may be suspended for any of the following acts when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- 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.
- l) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” will include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section will apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i. “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:
 - 1. 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.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. 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.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - 3. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act will not constitute

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

- b. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (1)(a)-(b).
 - c. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.
- v) Non-Discretionary Suspension Offenses - Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal (Chancellor) or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.
- w) Discretionary Expellable Offenses - Students may be recommended for expulsion for any of the following acts when it is determined the student:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. Committed or attempted to commit robbery or extortion.
 - e. Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
 - f. Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
 - g. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - h. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - j. Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.

- k. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- o. Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” will include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases., or the personal property of the person threatened, or his or her immediate family.
- p. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to students in any of grades 4 to 12, inclusive.
- q. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to students in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section will apply to students in any of grades 4 to 8, inclusive.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “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:
 - 1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. 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.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act will not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - t. A student 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 student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (3)(a)-(b).

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

X) 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 student:

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

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 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.

Suspension Procedures

Suspensions will be initiated according to the following procedures:

1. Conference

Suspension will be preceded, if possible, by a conference conducted by the Chancellor or designee with the student and the student's parent/guardian 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 will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and will be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference will be held within two (2)

school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student will not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority To Expel

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

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

found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

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

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

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

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

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 student.

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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

Record of Hearing

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

Presentation of Evidence

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

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

Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall be immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice To Expel

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

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

Disciplinary Records

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

No Right To Appeal

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

Expelled Students / Alternative Education

Parents/guardians of students who are expelled will be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School

will work cooperatively with parents/guardians, as requested by parents/guardians, or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Chancellor or designee, the student, and parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Chancellor or designee, shall make a recommendation to the Oxford Preparatory Academy Board of Directors following the meeting regarding the Chancellor's determination. The Board shall then make a final decision regarding readmission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act . The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice To Teachers

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

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

1. Notification of SELPA

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

2. Services during Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct will be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian 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/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian 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/guardian or the Charter School, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining

whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting will be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School will be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it will proceed with the proposed discipline. The Charter School will conduct an expedited evaluation if requested by the parents; however, the student will remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School will not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement Programs

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

Retirement Programs

OPA-MS will offer retirement programs (e.g. California State Teachers’ Retirement System (“STRS”) and California Public Employees’ Retirement Systems (“PERS”) to eligible employees. All STRS contributions withheld from employees’ salaries and reported from OPA-MS will be forwarded to the Orange County Department of Education as required, and OPA-MS will continue to comply with all policies and procedures for payroll reporting. The Board of Directors, under the advice of the Executive Director and Manager of Human Resources, will ensure that any required payroll deductions and related data are forwarded to Orange County Department of Education as required by Education Code Section 47611.3. The Oxford Preparatory Academy Board of Directors also reserves the right to offer additional retirement plans as it deems appropriate.

Employee Benefits

All full-time employees will receive a comprehensive compensation and benefit package that will include, but not be limited to, workers’ compensation, unemployment insurance, Medicare, and 1) STRS or 2) PERS and Social Security (if eligible). Full-time employees (30 hours or more per week) will receive additional benefits including, but not limited to health, dental, vision, and related benefits.

The Executive Director may offer additional incentive compensation to those staff members performing additional responsibilities when ratified by the Oxford Preparatory Academy Board of Directors.

Element L: Public School Attendance Alternatives

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

Students who choose not to attend OPA-MS may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the District.

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

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

Element M: Employee Return Rights

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code § 47605 (c)(5)(M)

No public school district or Orange County Department of Education employee will be required to work at OPA-MS. Persons employed OPA-MS will not be considered employees of the ~~District of~~ County for any purpose whatsoever. Employees of the ~~District of~~ County who resign from ~~District of~~ County employment to work at OPA and who later wish to return to the ~~District of~~ County will be treated the same as any other former ~~District of~~ County employee seeking reemployment. All provisions pertaining to leave and return rights for ~~District of~~ County union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. OPA will not have any authority to confer any rights to return on ~~District of~~ County employees. Charter School employees will have any right upon leaving the ~~District of~~ County to work in the Charter School that the ~~District of~~ County may specify, any rights of return to employment in a school district after employment in the Charter School that the ~~District of~~ County may specify, and any other rights upon leaving employment to work in the Charter School that the ~~District of~~ County determines to be reasonable and not in conflict with any law. Employment by OPA-MS will provide no rights of employment to any other entity, including but not limited to, any rights in the case of closure of OPA-MS.

OPA will allow employees to transfer sick leave from another LEA, if they provide a sick leave transfer request to Human Resources. OPA will provide information regarding accrued sick leave to other LEAs upon request.

Element N: 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 Charter School recognizes that it cannot bind the ~~District~~ County to a dispute resolution procedure to which the ~~District~~ County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the ~~District~~ County.

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

1. Written Notification

A written notification, identifying the nature of the dispute and any supporting facts, must be submitted with a signature to the Oxford Preparatory Academy Board of Directors or ~~Saddleback Valley Unified School District~~ Superintendent.

The written notification may be tendered by personal delivery, facsimile, or certified mail. Written notification may also be provided by electronic mail. Electronic mail shall be deemed received upon confirmation that the message has been sent.

The written notification will be deemed received if: (a) it is personally delivered by 4:00 PM *or otherwise on the business day following personal delivery*; (b) it is communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. Mail. All written notices will be addressed as follows:

Oxford Preparatory Academy Charter Schools
C/O Executive Director
81 Columbia, Suite 101
Aliso Viejo, CA 92656

~~Saddleback Valley unified School District-
C/O Superintendent
25631 Peter A. Hartman Way
Mission Viejo, CA 92691~~

Orange County Department of Education
C/O Superintendent
200 Kalmus Drive
Costa Mesa, CA 92626

2. Written Response

A written response will be tendered to the other party within twenty (20) business days from the date of receipt of the written notification. Written notification described may also be provided by electronic mail. Electronic mail shall be deemed received upon confirmation that the message has been sent. Written notification will be deemed received if it is personally delivered by 4:00 PM *or otherwise on the business day following personal delivery*. The Resolution Conference will take place within fifteen (15) business days from the date the written response is received by the other party unless otherwise agreed in writing by the parties. The parties will agree to schedule a conference to discuss the claim or controversy (“Resolution Conference”). The Resolution Conference will take place within fifteen (15) business days from the date the written response is received by the other party unless otherwise agreed in writing by the parties. The Resolution Conference will take place within fifteen (15) business days from the date the written response is received by the other party unless otherwise agreed in writing by the parties. (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. The Resolution Conference will take place within fifteen (15) business days from the date the written response is received by the other party unless otherwise agreed in writing by the parties.

3. Mediation for Non-Agreement

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Resolution Conference, then either party may request that the matter be resolved by mediation. Each party will bear its own costs and expenses associated with the mediation. Both the mediator and the administrative fees of the mediation will be shared equally among the parties. Mediation proceedings will commence within forty-five (45) days from the date of the Resolution Conference. The parties will mutually agree upon the selection of the mediator to resolve the controversy, claim or dispute (any dispute between the ~~District~~ County and the Charter School that cannot be resolved through informal consultation by the parties). Mediation proceedings will commence within forty-five (45) days from the date of the Resolution Conference unless otherwise agreed in writing by the parties. If the dispute remains unresolved after mediation, both Oxford Preparatory Academy and the ~~Saddleback Valley Unified School District~~ Orange County Board of Education will be deemed to have exhausted their administrative remedies, thus allowing either party to pursue any further legal remedy under the law.

4. Refusal to Mediate

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

Internal Disputes

All internal disputes between faculty, staff, parents, administrators, and/or Board members of the Charter School will be resolved by the Charter School according to the Charter School's own internal policies. The ~~District~~ County will not be involved with internal disputes of the Charter School unless the Charter School requests the ~~District~~ County involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

Neither the ~~District~~ County nor the Charter School can guarantee timely resolution of disputes when the parties disagree and mediation fails because neither party can control the time for judicial review.

This will not inhibit or restrict in any way the ~~District's~~ County's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the ~~District~~ County to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked. These reasons include, but are not limited to, violation of the law, violations of the charter, health and safety issues, and financial mismanagement.

Disputes Relating to Charter Revocation

The ~~District~~ County will follow all procedures contained in Education Code Section 47607 and any applicable corresponding implementing regulations approved by the SBE in the event that it initiates the charter revocation process. If any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the ~~District~~ County shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

Complaint Procedures for Parents and Students

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The ~~District~~ County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

OPA will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities

under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This will include any investigation of any complaint filed with OPA alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. OPA will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Oxford Preparatory Academy will adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The complaint procedures will be posted on the school website and provided to students and parents annually in the Parent / Student Handbook and Annual Notice to Families.

Element O: Closure Procedures

“The procedures to be used, if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.” Education Code § 47605(b)(5)(O).

Closure Procedures

Any decision to close OPA-MS as a charter school operating pursuant to this Charter will be documented by official action of the Oxford Preparatory Academy Board of Directors (“Closure Action”). The Closure Action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action will be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and the Board of Directors elects not to appeal or otherwise challenge the revocation or non-renewal, the Board of Directors votes to close OPA-MS, or the Charter lapses. The Closure Action will also identify a person responsible for closure-related activities; unless the OPA Board of Directors deems it inappropriate in the specific situation, this person shall be the OPA Executive Director.

The following procedures will constitute the “Closure Protocol” and will apply in the event OPA ceases to be a charter school or otherwise closes for any reason:

1. The Charter School will promptly notify the ~~District~~ County of the determination of the Closure Action and of the effective date of the closure as a charter school.
2. OPA-MS will send written notification to the home districts of the list of returning students within five (5) business days of the determination of the Closure Action. In addition, the ~~District~~ County will be provided with a list of students indicating their last known district of residence.
3. Written notification of the Closure Action and the effective date of closure of OPA-MS will be made by OPA-MS to the California Department of Education, the Orange County Department of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security) by registered mail within five (5) business days of the Closure Action. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
4. Upon closure, Oxford Preparatory Academy (the non-profit public benefit corporation) will remain solely responsible for all liabilities arising from the operation of the Charter School.
5. Oxford Preparatory Academy, Inc. will ensure notification to the parents and students of OPA-MS of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within ten (10) business days of the Closure Action. The written notification will include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records and advise parents/guardians that Oxford Preparatory Academy will provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.
6. Oxford Preparatory Academy, Inc. will provide the receiving school districts with copies of all appropriate student records within twenty (20) business days from the determination of the Closure Action or within twenty (20) business days of the last student attendance day at OPA-MS if OPA-MS is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 USC Section 1232(g). Oxford Preparatory Academy will

ask the ~~District~~ County to store original records of Charter School students.

7. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
8. As soon as is reasonably practical, Oxford Preparatory Academy will prepare final financial records for the Charter School. Oxford Preparatory Academy will also have an independent audit completed by an independent auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. Oxford Preparatory Academy will pay for the final audit. The final audit will delineate the disposition of all assets and liabilities. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. Oxford Preparatory Academy understands and acknowledges that Oxford Preparatory Academy will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Oxford Preparatory Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
9. Oxford Preparatory Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.
10. Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, real estate, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the ~~District~~ County or ~~District~~ County property will be promptly returned upon Charter School closure to the ~~District~~ County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
11. For six (6) calendar months from the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
12. As the Charter School is operated by Oxford Preparatory Academy, a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
13. In addition to the final audit, Oxford Preparatory Academy will also submit any required year-end financial reports to the California Department of Education and the ~~District~~ County in the form and timeframe required.
14. As specified in the Budget, Oxford Preparatory Academy will utilize the reserve fund to undertake any

expenses associated with the closure procedures identified above.

Administrative Services

“The manner in which administrative services of the charter school are to be provided,” Education Code Section 47605(h).

The Charter School will provide its own administrative services either through its own staff or through an appropriately qualified third-party contractor. The administrative services provided include, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- 401(k) Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LCAP and SPSA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

The Charter school will utilize its own staff in the following positions to provide administrative services: (1) Executive Director, (1) Chief Operations Officer, (1) Chief Academic Officer, (1) Director of Fiscal Services, (1) Human Resources Manager, and other administrative support staff as deemed necessary to complete all administrative duties.

OPA-MS will contract with highly qualified outside service providers, who have experience working with schools, to provide administrative services in the areas of audit and tax form preparation and filing, payroll services, and food program implementation and claims reporting.

OPA-MS will implement the business practices, policies, and procedures already implemented for OPA-Saddleback Valley and OPA-South Orange County, so that all fiscal and business policies are in place prior to the Charter School opening. All policies or procedures will be reviewed at least annually to ensure that they continue to adhere to best practices for Charter School business and fiscal operations.

The Human Resources Manager, with oversight from the Chief Operations Officer, will be responsible for recruiting and hiring new employees for the Charter school, completing payroll and benefits documentation, working with OPA-MS’s payroll provider to add new employees, and ensuring all mandated training is completed.

Pursuant to Education Code Section 47604.32, the ~~District~~ County will be required to provide oversight and performance monitoring services, including monitoring Charter School and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution

processes, and considering charter amendment and renewal requests. In exchange, the Charter School shall pay the ~~District~~County an oversight fee in accordance with Education Code Section 47613.

Facilities

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(h)

The Charter School will comply with Education Code Section 47605 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School reserves the right to execute its right to request facilities under Proposition 39 but is willing to continue to negotiate alternate facility agreements with the Saddleback Valley Unified School District. The Executive Director will be responsible for securing a facility.

For sixth through eighth grade facility, OPA-MS intends to seek facilities that satisfy the following specifications:

- Space to accommodate 600 students
- 28 classrooms (20 homerooms, 6 Specialty, 1 Intervention, and 1 Special Education)
- Multi-purpose room (MPR) large enough to hold 3-4 grade levels at a time for meal service. The MPR will also serve as an assembly area and indoor Physical-Education space (during inclement weather).
- Bathrooms will be as required by code
- Consolidated office/administrative space for two School Leaders, Office Manager, and Office Administration support staff, 1 Counselor, and 3 Special Education Support Staff.
- Outdoor space to accommodate multiple grade levels Physical Education and Lunch Activities
- Estimated square footage = 30,000 SF. Oxford Preparatory Academy will be flexible based on the constraints of the actual site leased/acquired.

One facility within the Saddleback Valley Unified School District that may be an adequate facility and currently has no seat-based students is located at 25952 Cordillera Drive, Mission Viejo, CA 92691. OPA would also consider other facilities offered by the Saddleback Valley Unified School District that meet the criteria listed above.

OPA-MS will adhere to all health and safety, ADA, and applicable building codes when acquiring and maintaining a facility for the OPA-MS campus.

Financial Statements

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.” Education Code § 47605(h)

The following documents, based upon the best data available to the petitioners at this time, can be found in Appendix E:

- Three (3) Year Budget Projection
- Three (3) Year Revenue Projection
- Three (3) Year Expense Detail
- Model Assumptions
- Budget Notes
- Enrollment Assumptions
- Payroll and Staffing Detail
- Three (3) Year Cash Flow Projections
- Local Control Funding Formula (“LCFF”) Schedule

These documents are based upon the best data available to the petitioners at this time, including the most recent LCFF projections.

The Charter School shall provide reports to the ~~District and~~ County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the ~~District~~ County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the ~~District–County~~, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the ~~District–County~~ shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the ~~District~~ County as required by law and as requested by the ~~District~~ County including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the ~~District–County~~ to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the ~~District–County~~.

All expenditures in the OPA-MS LCAP will be aligned to the annual budget. Updates or changes to the LCAP expenditures will be reflected in the interim and annual budgets. A copy of the Annual Budget and LCAP will be provided to the ~~District~~ County by July 1 of each year.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the ~~District~~ County and the Charter School's insurer. The ~~District~~ County shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the ~~District~~ County.

Impact on ~~District~~ County and Liabilities

“Potential civil liability effects, if any, upon the charter school and upon the school 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 OPA-MS on the ~~District~~ County.

Civil Liability

OPA-MS will be operated by Oxford Preparatory Academy, a California non-profit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purpose for which the corporation is organized is to oversee, manage, operate, advise, guide, direct, promote, support and hold charters or contracts for one or more public charter schools.

Pursuant to Education Code Section §47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. OPA-MS will works diligently to assist the ~~District~~ County in meeting any and all oversight obligations under the law, including periodic meetings, reporting, or other District requested protocol to ensure the ~~District~~ County shall not be liable for the operation of OPA.

The Bylaws of Oxford Preparatory Academy provide for indemnification of Oxford Preparatory Academy’s Board of Directors, officers, agents, and employees, and OPA has purchased general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the ~~District~~ County and the Charter School’s insurance company for schools of similar size, location, and student population. The ~~District~~ County is named an additional insured on the general liability insurance of Oxford Preparatory Academy.

The Board of Directors of Oxford Preparatory Academy continue to institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Indemnification

Oxford Preparatory Academy shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the ~~District~~ County, its trustees, officers, employees, and agents (collectively hereinafter “~~District~~ County and ~~District~~ County Personnel”) against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against ~~District~~ County and/or ~~District~~ County Personnel, that may be asserted or claimed by any person, firm or entity other than ~~District~~ County or ~~District~~ County Personnel, arising out of Oxford Preparatory Academy’s operations, including operation of the Charter School (including the use of any ~~District~~ County or private property) or from the conduct of Oxford Preparatory Academy’s business or from any activity, work, or other things done, permitted or suffered by Charter School in or about its campus or other facilities occupied by Oxford Preparatory Academy or the Charter School. This indemnity and hold harmless provision shall exclude actions arising out of the willful negligence or intentional acts, errors or omissions of the ~~District~~ County and/or ~~District~~ County Personnel.

The ~~District~~ County shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless Oxford Preparatory Academy, including its Charter School, its trustees, officers, employees and agents (collectively hereinafter Charter School and Charter School Personnel) against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against Charter School and/or Charter School Personnel, that may be asserted or claimed by any person, firm, or entity other than Oxford Preparatory Academy, including the Charter School, arising from the ~~District's~~ County's prior or current use or maintenance of any site or facilities provided by ~~District~~ County's for use by Oxford Preparatory Academy and the Charter School, or from prior or current conduct of the ~~District's~~ County's business or from any activity, work, or other things done by the ~~District~~ County and/or ~~District~~ County's Personnel as respects Oxford Preparatory Academy or the Charter School. This indemnity and hold harmless provision shall exclude actions arising out of the willful negligence or intentional acts, errors or omissions of the Charter School, and/or Charter School Personnel.

Insurance Requirements

No coverage will be provided to Oxford Preparatory Academy by the ~~District~~ County under any of the ~~District's~~ County's self-insured programs or commercial insurance policies. OPA will secure and maintain, as a minimum, insurance as set forth below to protect Oxford Preparatory Academy from claims which may arise from its operations.

It will be OPA's responsibility, not the ~~District's~~ County's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

OPA will maintain the following insurance policies:

1. Coverage of general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of OPA, its Corporate Board of Directors, officers, agents, employees, or students. The policy will name the ~~District~~ County as an additional insured on such policy.
2. Workers' Compensation Insurance, in accordance with provisions of the California Labor Code, to protect OPA from claims that may arise from its operations pursuant to the *Workers' Compensation Act* (Statutory Coverage). The Workers' Compensation Insurance coverage will also include Employers Liability coverage.
3. Fidelity Bond coverage will be maintained by OPA to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets.
4. Professional Educators (Errors and Omissions) Liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

Evidence of Insurance

Upon receipt from the insurance carrier, Oxford Preparatory Academy will furnish to the ~~District~~ County within thirty (30) days of all new policies, inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.

Risk Management

Oxford Preparatory Academy will adhere to the following Risk Management Guidelines:

1. The Oxford Preparatory Academy Board of Directors adopted a resolution with administrative rules and regulations concerning risk management and safety prior to the opening of the Charter School.
2. Oxford Preparatory Academy will adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and provide assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. At a minimum, Oxford Preparatory Academy will require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Oxford Preparatory Academy and the ~~Distriet~~ County from any and all losses which may occur, however caused, as a result of the user group use of the facility.
4. Oxford Preparatory Academy will conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk management guidelines. Defective or dangerous conditions discovered through these inspections will be promptly corrected. Oxford Preparatory Academy will keep written records of these inspections on file for at least one (1) year after the date of the inspection.
5. Oxford Preparatory Academy will obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities.
6. Oxford Preparatory Academy employees and parent volunteers will provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on OPA business or activities. Only participants in the activity will ride in the vehicle while it is being driven on school business.
7. Oxford Preparatory Academy will not allow employees or the public to use the Charter school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students will have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and will only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
8. Oxford Preparatory Academy will comply with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling of sexual harassment complaints, and conducting business in a nondiscriminatory manner.
9. When Oxford Preparatory Academy decides to use the services of independent contractors rather than hiring employees, Oxford Preparatory Academy will be responsible for proper risk management of those activities. Oxford Preparatory Academy will also assume responsibility for any taxes and penalties, which may be assessed by the U.S. Internal Revenue Service or California Franchise Tax Board.



OXFORD

PREPARATORY ACADEMY

APPENDIX

Appendix A:
Articles of Incorporation, 10th
Amended Bylaws, and
Conflict of Interest Code

AUG 21 2012

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

The undersigned certify that:

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

ARTICLES OF INCORPORATION

I.

The name of this corporation is Oxford Preparatory Academy.

II.

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

III.

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

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

V.

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

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

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

DATE: 9/14/2012

Sue Roche
Sue Roche, President

Mary Chladni
Mary Chladni, Secretary



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

SEP -7 2012

Date: Jim

Debra Bowen
DEBRA BOWEN, Secretary of State

old/
original

3146259



State of California
Secretary of State

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

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



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

APR 23 2008

Debra Bowen

DEBRA BOWEN
Secretary of State



OXFORD
PREPARATORY ACADEMY

3196259

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

APR 21 2009

ARTICLES OF INCORPORATION

I
The name of this corporation is Oxford Preparatory Academy

II

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

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

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

III

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

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

IV

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

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

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



OXFORD
PREPARATORY ACADEMY

V

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

Nancy Taylor 4/20/09
Nancy Taylor, Incorporator



OXFORD PREPARATORY ACADEMY

Tenth Amended Bylaws of OXFORD PREPARATORY ACADEMY (A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

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

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 9870 Research Drive, Irvine, CA 92618. The Board of Directors ("Board") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

The corporation shall not carry on any other activities not permitted to be carried on by:

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

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI MEMBERS

Section 1. MEMBERS. The corporation shall not have any members within the meaning of the Nonprofit Corporation Law.

Section 2. AUTHORITY VESTED IN BOARD OF DIRECTORS. Any action that would otherwise require approval by a majority of all members or approval by the members shall require only approval by the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board.

ARTICLE VII BOARD OF DIRECTORS

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

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

- a. Approve personnel policies and monitor their implementation; to appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or county; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The Board shall be composed of an odd number of directors with no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. The Board shall include a minimum of one parent representing each authorizer school site. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors, except for a representative appointed by a granting agency, shall be nominated and appointed by the existing Board of Directors. If one or more granting agencies designate a representative to serve on the Board, the Board may appoint an additional director to ensure an odd number of Board members

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. The terms of the Board of Directors shall be staggered. All directors are to be appointed at the Corporation's annual meeting of the Board of Directors unless a vacancy occurs as outlined in these bylaws. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified as determined in the sole discretion of the Board.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified, unless otherwise removed from office in accordance with these bylaws. A director may serve up to two consecutive terms, but then must take at least one year off before serving again. Subject to its discretion, the Board of Directors may to continue to re-appoint an individual to serve as a director in the event a replacement cannot be found or the Board otherwise seeks to have the director continue to serve on the Board.

Section 6. FILLING BOARD VACANCIES. The Executive Director shall notify the school, parents, and community of any open positions on the Board of Directors by posting a notice on the school website at least thirty days prior to the appointment of a new Board member. The notification shall include the position to be filled and a description of the application process. To be considered for appointment, all applicants must submit a letter of intent, listing qualifications and interest, along with the completed application. The Executive Director and two designated Board members will screen/vet the applications and bring forward all qualified applicants, who shall be interviewed by the Board during an open meeting. Following the interviews, the Board may, in its discretion, vote to appoint one or more qualified applicants to serve as a member of the Board. The Board will continue this process until qualified applicants are appointed to fill all vacancies. As a condition of appointment/reappointment to the Board, each person must annually agree to the following:

1. To come to each meeting fully prepared.
2. To attend all meetings. If absences are necessary, not to miss more than two (2) consecutive meetings, or not more than three (3) meetings in a three (3) month period, without prior notification and approval from the Board President.

3. Commit to take a leadership role for an ongoing priority of the Board.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporate funds may be expended to support a nominee.

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

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given or at the beginning of the next regular meeting of the Board. The Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

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

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause or by a vote of the majority of the members of the entire Board of Directors at a special, or at a regular meeting, provided that notice of that meeting and of the removal are given 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). Any vacancy caused by the removal of a director shall be filled as provided in Section 12. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 12. VACANCIES FILLED BY BOARD. Mid-term vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by nomination and appointment of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

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

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meeting locations rotate between the territorial jurisdictions of each OPA charter school with at least fifty percent (50%) being held within the boundaries of the Capistrano Unified School District.) All meetings shall be held within the physical boundaries of Orange County. Oxford Preparatory Academy shall post agenda and shall establish two-way teleconferencing at each of its school sites and resource centers so that parents at each of its schools can participate in Oxford Preparatory Academy Board meetings in a convenient manner. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed; and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of

Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

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

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

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

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

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

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

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

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

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

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

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors shall be entitled to the reimbursement of actual and necessary expenses incurred when conducting the corporation's business as established by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

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

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

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

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

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

the meeting at that location.

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

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

ARTICLE VIII OFFICERS OF THE CORPORATION

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

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

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

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

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

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

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

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

Section 9. VICE-CHAIRMAN OF THE BOARD. If the Chairman of the Board of Directors is absent or disabled, the Vice-Chairman of the Board shall fulfill the duties of the Chairman. The Vice-Chairman shall also coordinate and prepare meeting agendas with the Board President.

Section 10. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President, who is also known as the "Executive Director," is the chief executive officer and shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

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

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

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require. If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

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

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

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

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XV INSPECTION RIGHTS

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

and documents.

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

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

ARTICLE XVI REQUIRED REPORT

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

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

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Oxford Preparatory Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 11 pages (including this certificate), are the bylaws of this corporation as adopted by the Board of Directors on August 27, 2020, and that these bylaws have not been amended or modified since that date.

Executed on August 27, 2020 at Mission Viejo, California.



Delite Travis, Secretary of the Board

Approved/Revised: December 6, 2010
January 10, 2012
August 14, 2012
June 29, 2015
July 21, 2015
April 11, 2016
April 17, 2018
June 27, 2019
August 27, 2020

OXFORD PREPARATORY ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Oxford Preparatory Academy ("Charter School") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit A."

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain the originals of all Statements

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

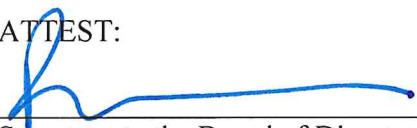
The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

APPROVED AND ADOPTED by the Board of Directors of on the 21 day of AUGUST, 2018.



Chairperson, Board of Directors
Oxford Preparatory Academy

ATTEST:



Secretary to the Board of Directors
Oxford Preparatory Academy

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
OXFORD PREPARATORY ACADEMY**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from Oxford Preparatory Academy general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, Oxford Preparatory Academy may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Oxford Preparatory Academy may bring against the requesting party under Government Code§ 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Members of Oxford Preparatory Academy Board of Directors	1 through 3
Executive Director	1 through 3
Chief Business Officer	1 through 3
Director of Technology	1 through 3
Director of Programs/Instruction	1 through 3
Chancellor	1 through 3

Facilities Manager

1 through 3

Consultants¹

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II. Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by the Oxford Preparatory Academy.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by Oxford Preparatory Academy.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Orange County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Oxford Preparatory Academy.

¹ With respect to consultants, the President may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's determination is a public record and shall be retained for public inspection by Oxford Preparatory Academy, in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

Appendix B:

Master Plan for English Learners



Master Plan for English Learners

Revised October 2021

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Introduction

Oxford Preparatory Academy welcomes all English learner students and their families. We value the unique experiences, cultures, and expertise that our English learners bring to our community. OPA is dedicated to providing the academic, social, and cultural supports necessary for our English learners to become fully proficient in English, reflecting OPAs mission of college and career readiness for all. We also stand behind the mission of the California English Learner Roadmap:

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

Our teachers and staff care deeply about our students, ensuring that our English learners are making appropriate academic progress, while feeling safe and supported. Staff members engage in a collaborative culture of continuous learning, develop and maintain communications systems that create collective engagement among all stakeholders, and engage all students in a challenging 21st century learning experience.

The purpose of the District English Learner Master Plan is to provide an overall strategic plan for the identification, assessment, placement, and reclassification of diverse learners at Oxford Preparatory Academy, and to serve as a guide for the ongoing development, implementation and evaluation of programs and services for English learners.

Oxford Preparatory Academy has established goals and objectives for our English Learner Program, which enable us to effectively develop English learners' academic proficiency. OPA is committed to providing instruction which will assist English learners in learning both social and academic English; provide appropriate access to the core curriculum; assist students in meeting grade-level academic content standards; provide students with the cultural knowledge they need to be successful in our schools and community; and create an environment that values native language. Our goal is to ensure that we provide the appropriate support to enable our English learners to be reclassified as Fluent English Proficient as quickly as possible. We are also committed to developing an appreciation of the cultural and linguistic diversity English learners bring to the OPA community.

Chapter 1: Identification, Placement, and Notifications

Initial Identification, Assessment, and Placement for Students New to California

STEP 1: HOME LANGUAGE SURVEY (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. To gather this information, all parents/legal guardians are required to answer four home language questions (the Home Language Survey or HLS) on the Student Enrollment Form for each of their school-aged children as part of OPA's enrollment process. An answer other than English to questions 1-3 will automatically indicate the need for language assessment; if the only question with an answer other than English is question 4, then further data and interviews are conducted to determine whether the child will need to be assessed. The Student Enrollment Form remains on file for each student at OPA in their cumulative record, and will assist schools in providing appropriate instruction for all students.

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA – (ELPAC)

All students whose HLS indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey, must be assessed in English proficiency within 30 calendar days of initial enrollment. A state approved assessment instrument, the English Language Proficiency Assessments for California (ELPAC) is currently administered to determine English language proficiency. The ELPAC is a criterion-referenced test that assesses students' proficiency in listening, speaking, reading, and writing.

STEP 3: NOTIFICATION OF RESULTS OF INITIAL ASSESSMENT

The assessment results for each student are entered in the Aeries SIS. An Initial Parent Notification Letter and assessment results are mailed/emailed to each parent.

PROGRAMS

Following initial identification as outlined in steps 1-3 above, Initial ELPAC scores are reviewed to determine if the student is an Initial Fluent English Proficient (IFEP) student or an English learner. Initial ELPAC performance at a level of “Well Developed” would indicate a designation of IFEP. Students identified as English learners will have scored at the level of “Intermediate” or “Novice” on the Initial ELPAC.

Using the student’s results of the Initial ELPAC assessment, teacher evaluations, transcripts and other pertinent documentation as a guide, the site EL staff determines the most appropriate supports for his/her language needs. The EL site staff also informs the student’s teacher of his/her language proficiency to ensure appropriate supports are provided in the classroom.

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Integrated and Designated English Language Development (ELD) and access to grade level core academic subject matter content.
- **English Language Mainstream (ELM):** Instruction is provided in English only, and is based on the California English Language Development Standards, as well as grade- level State content standards. Students at this level continue to receive appropriate instructional support to help them eventually meet the requirements to be reclassified as proficient in English. Adopted grade-level texts are the core materials for these students, with some supplementary materials, as required.

Each English learner who qualifies for the Special Education program receives appropriate services to develop English proficiency and has equitable access to the full curriculum. Each English learner’s Individualized Education Plan (IEP) includes linguistically appropriate goals and objectives based on the student’s level of English proficiency and

based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP also clearly delineates the person(s) and/or programs responsible for providing each instructional service.

Parents of EL students are informed annually that they may opt out of particular English learner services within a language acquisition program. However, OPA remains obligated to assess the student annually to determine their progress towards reclassification, inform the parent when progress is not made, and offer programs and services to consider at that time.

TRANSFER STUDENTS

Students enrolling at OPA from another U.S. school will have the relevant assessment, academic progress, and placement information entered into the student data system within fourteen (14) days by the school registrar and/or site EL coordinator. The student's record will also be reviewed in CALPADS to assure appropriate English Learner status, if student enrolls from another California public school. When the site receives the student cumulative record from the former school district/school, the record will be reviewed by the site to check for any relevant data pertaining to English learner status and/or services provided in the former district.

Notifications

The following forms and letters regarding identification, assessment and placement are provided to parents and kept in the students' Language Proficiency Folder:

- Initial Parent Notification Letter is provided in English and Student's primary language (when available) and communicates the following information:
 - Child's language designation
 - Reasons for identifying the student as EL and placing the student in a language instruction educational program
 - Student's initial English proficiency level as measured by the ELPAC
 - Descriptions of current program
 - Method of instruction used in all the instructional programs, educational strategies, and materials to be used
 - Program placement and how the program will meet the educational needs of the child
 - Exit criteria
 - Parents of students with disabilities are directed to refer to the IEP for specific services provided to meet the objectives as stated in the IEP
- Annual Parent Notification Letter is provided in English and Student's primary language (when available) and communicates the following information:
 - Child's language designation
 - Current English proficiency level as measured by the ELPAC
 - Status of the child's academic achievement
 - Descriptions of current program
 - Method of instruction used in all the instructional programs, educational strategies, and materials to be used
 - Program placement and how the program will meet the educational needs of the child
 - Exit criteria

- Parents of students with disabilities are directed to refer to the IEP for specific services provided to meet the objectives as stated in the IEP
- ELPAC results
Parents and students receive Initial and Summative ELPAC results with information on score interpretation in English and Spanish.
- Beginning 2021-2022 - Individual Learning Plans (ILPs)
Each English Learner will have an ILP, with current EL proficiency levels, goals for progress, and current interventions and supports in place. These will be created by the site EL coordinator and teacher, with input from parents during conferences, and students in grades 5-8.

Translation of Information and Interpretation for Parents

OPA staff have identified personnel and translation services that can provide adequate translation of written materials and can assist in oral interpretation for meetings and phone communication with parents.

Inventory

For all equipment funded by categorical programs, OPA will maintain inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with federal funds.

Chapter 2: Assessment and Accountability

Program Evaluation

At least annually, our English Learner teachers and administrators examine their EL data, reflecting on the outcomes and planning next steps. Outcomes and measures include students passing courses with a C or better, progress in language acquisition, English learner reclassification rate, ELPAC scores, CAASPP/SBAC (California Assessment of Student Performance and Progress/Smarter Balanced Assessment Consortium) data, and classroom assessment data

Assessments

OPA is committed to utilizing assessment instruments and procedures that are valid, fair, and reliable. Staff compiles, analyzes, and reports data in the evaluation of student performance. Staff also reviews and analyzes student assessment results and performance data during PLC meetings in order to assure that the needs of English learners are being met. By reviewing multiple forms of assessment, OPA is able to determine the effectiveness of instruction, and how our English learners are progressing in achieving English proficiency and meeting academic achievement goals.

OPA's assessment practices with respect to English learners are designed to do the following:

1. Determine the impact of the instructional program on language development
2. Assess academic achievement
3. Assess the strengths and weaknesses of the instructional program
4. Make modifications for any elements of the instructional program that are not effective
5. Elicit recommendations from ELAC committees and through our LCAP stakeholder meetings based on the results of the assessment data

OPA ASSESSMENTS

Assessment Instrument	Target Population	Purpose
Initial English Language Proficiency Assessments for California (ELPAC)	Newcomer students who might be English learners based on the HLS	<ul style="list-style-type: none"> To determine appropriate placement State requirement
Smarter Balanced Assessment Consortium (SBAC) ELA/Literacy Assessment and Math Assessment	All students in grades 3-8	<ul style="list-style-type: none"> State requirement Accountability
California Science Test (CAST)	All students in grades 5 and 8	<ul style="list-style-type: none"> State requirement
Summative English Language Proficiency Assessments for California (ELPAC)	All English learners	<ul style="list-style-type: none"> State requirement District accountability Reclassification
McGraw - Hill Phonics/Reading Assessment	All K-2 students	<ul style="list-style-type: none"> Assess student's phonemic awareness, reading ability, and fluency
iReady Reading Diagnostic	All K-8 Students	<ul style="list-style-type: none"> Assess student's phonemic awareness, reading ability, comprehension, and fluency
Curriculum Assessments	All students	<ul style="list-style-type: none"> Formative assessments to determine progress on standards
iLit Assessments	All English Learners	<ul style="list-style-type: none"> Designated ELD assessments to determine progress on ELD standards and English Proficiency

OVERVIEW OF THE RECLASSIFICATION PROCESS

Oxford Preparatory Academy's reclassification process enables students initially identified as English learners to be redesignated as Fluent English Proficient. English learners are determined to have met the Reclassified Fluent English Proficient (RFEP) criteria when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. This ensures that students are able to successfully participate in the school's regular instructional program.

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

- **English Learner Services**
- **RECLASSIFICATION CRITERIA CHART**
- **YEAR 2021-22**

	Grades 1-5	Grades 6-8
ELPAC	ELPAC Performance Levels Spring 2021 Overall: 4 Oral language 3 or 4 Written Language 3 or 4	ELPAC Performance Levels Spring 2021 Overall: 4 Oral language 3 or 4 Written Language 3 or 4
Teacher Evaluation	Meets Grade Level standards in: Reading ELA Math K-2 Report Card 3 or better 3-5 Report Card B or better	Meets Grade Level standards in: Reading ELA Math Report Card B or better

Assessments CAASPP - ELA/Literacy OR iReady ELA Summative Assessment	(Grades 3-5) Met or Exceeded At or above grade level	Met or Exceeded At or above grade level
Parent Opinion and Consultation: 		

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

Our reclassification criteria are shared with the ELAC annually, and they review and comment on our procedures. We advise parents on how to prepare their students for the Summative ELPAC utilizing available practice tests. For our English learners in Special Education, reclassification decisions will be made by the IEP Team.

MONITORING OF LONG-TERM ENGLISH LEARNERS AND RECLASSIFIED ENGLISH PROFICIENT (RFEP) STUDENTS

OPA identifies English learner students as Long-Term English Learners (LTEL) as follows:

- An English learner who is enrolled in any of grades 6 to 8
- Has been enrolled in schools in the U.S. for more than six years
- Has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test (ELPAC)
- Scores below “Standard Met” on the English language arts CAASPP

OPA identifies English learner students as At Risk for Becoming a Long Term English Learner (LTEL) as follows:

- An English learner who is enrolled in any of grades 5 to 8
- Has been enrolled in schools in the U.S. for four years
- Has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test (ELPAC)
- Scores below “Standard Met” on the English language arts CAASPP

These students require specific support designed to address their unique language and academic needs. OPA annually identifies students who are Long Term English Learners and utilizes the Student Success Team process to document goal setting conferences, and assist the teacher in providing targeted intervention. This form is required for LTEL students, and encouraged for those At- Risk of Becoming LTEL students.

Students reclassified as RFEP receive follow-up monitoring for a minimum of four years after reclassification. Sites use the Reclassified Student Monitoring Form to monitor the progress of these students, and to document the support provided when students are not reaching established benchmarks.

If the student is not making appropriate academic progress, interventions will be recommended, which may include but are not limited to any of the following:

1. Student/teacher/parent conference
2. Student Success Team Meeting
3. Tutoring
4. Placement in reading, writing, or math support class (college prep)
5. Targeted intervention within the school day

Chapter 3: Staffing and Professional Development

Highly Qualified Staff

RECRUITMENT AND RETENTION OF STAFF

In order to comply with state and federal requirements, Oxford Preparatory Academy ensures that all teaching personnel whose assignment includes English learner students are highly qualified to provide necessary instructional services to English learners.

ENGLISH LANGUAGE DEVELOPMENT TEACHER

OPA has a English Language Development teacher, who provides support and monitoring of English learners. The teacher also provides designated English Language Development instruction to EL students and provides support for teachers to implement integrated ELD. The ELD teacher also performs and coordinated ELPAC testing at each school site.

Professional Learning

Oxford Preparatory Academy is committed to providing focused and job embedded staff development to all teachers and staff to empower them with the skills needed to work effectively with the specialized needs of our English learners. Each year, OPA will offer professional learning opportunities for administrators, teachers, and paraprofessionals that include, but are not limited to the following:

- Ongoing professional learning focused on the Common Core Standards and the California English Language Development Standards
- Professional learning sessions focused on best practices and instructional strategies for English learners
- Review of data pertaining to English learners
- Information pertaining to state and federal guidelines and assessments as they relate to English learners

Chapter 4: Curriculum and Equitable Educational Access for Learning

Appropriate Student Placement

The OPA English Learner Program is designed to ensure that all of our students have meaningful and equitable access to a full, standards-based and relevant curriculum, while simultaneously working toward developing proficiency in English. All elementary EL students are appropriately placed with a CLAD (Crosscultural Language and Academic Development) credentialed teacher who provides Integrated and Designated English Language Development support for students at their appropriate proficiency level.

Designated ELD is provided to all English learner students with lessons focused on the California English Language Development Standards. Students in middle school are placed in mainstream English classes which teach the Common Core English Language Arts standards in tandem with the California English Language Development Standards to ensure that all of our English learners receive Integrated and Designated ELD daily while learning the core content. Middle school students may be placed in Designated ELD courses in addition to the mainstream ELA classes in order to assure that they are receiving adequate supports to ensure progress toward English Language Proficiency.

Curriculum

English Language Development is provided for EL students at all proficiency levels. The following are the adopted ELA and ELD curriculum for EL students in grades TK-8:

Grades TK – 3:

- McGraw Hill – California Wonders

Grades 4-5:

- McGraw Hill – California Wonders
- Houghton Mifflin Harcourt – iLit

Grades 6-8:

- McGraw Hill – Study Sync
- Houghton Mifflin Harcourt – iLit

Chapter 5: Parental Involvement

Parent Advisory Committees

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

DELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English learner program services. The purpose of the DELAC is to inform parents of English learners of the educational programs and reclassification criteria, gather recommendations for the schools' English learner programs, and advise the Local Control and Accountability Plan (LCAP)

LEGAL REQUIREMENTS

Each District of California public school, grades TK through 12, with 21 or more English learners must form a District English Learner Advisory Committee (DELAC). The minutes of the DELAC meeting must reflect the following:

1. Composition:
Parents of English learners comprise at least the same percentage of the DELAC membership as English learners constitute of the school's total student population. Other members of the DELAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.
2. Elections:
Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the DELAC or subcommittee.
3. Training of District English Learner Advisory Committee:
Appropriate training and materials are provided to assist each member in carrying out his/her legally required advisory responsibilities. Training is planned in full consultation with DELAC members.
4. Responsibilities:
The DELAC shall be responsible for:

- Advising the Chancellor (Principal) and staff on programs and services for English learners
- Provide input on the development of the Local Control and Accountability Plan (LCAP) and English Learner Master Plan.
- Assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance.
- Be informed about and provide feedback on the Consolidated Application (Con App) and the LCAP;
- Review and comment on the written notifications required to be sent to parents and guardians;
- Review and comment on the District's reclassification

Parent Involvement Opportunities

OPA will promote parental and community participation in programs for English learners, and support parents in assisting their children with their academic success and advocating for their children within the schools and community. Administration encourages parents to participate in a variety of activities offered by OPA, such as:

- Meet your Professor
- University Orientation
- Parent Information Meetings
- Parent Workshops
- Town Halls
- ELAC (English Learner Advisory Committee)/SSC (School Site Council)/ LCAP (Local Control and Accountability Plan) Advisory
- LCAP Community Forum
- Parent education and training classes
- Site parent volunteer programs
- Open House
- Family Fun Nights

Appendix C: OPA Independent Study Policy

OXFORD PREPARATORY ACADEMY

Independent Study

BP 6158

Instruction

The Board of Directors authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

A student's participation in independent study shall be voluntary.

Independent study for each student shall be under the general supervision of an Oxford Preparatory Academy. (OPA) employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation.

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, OPA shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless OPA has obtained a waiver.

For the 2022-23 school year and thereafter, the Executive Director or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet OPA's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Executive Director or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

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An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Executive Director or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

The Executive Director or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year:

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Executive Director or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following:

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation

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3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Executive Director or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more.

The Executive Director or designee shall ensure that a written master agreement exists for each participating student as prescribed by law.

OPA shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on OPA's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, OPA shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study

Master Agreement

For the 2021–22 school year only, OPA shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not

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limited to, all of the following:

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under

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age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, OPA shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE).

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment in or disenrollment from independent study.

Records for Audit Purposes

The Executive Director or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to:

1. A copy of the Board policy and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

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5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a OPA employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300

OPA shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day.

The Executive Director or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically.

Program Evaluation

The Executive Director or designee shall annually report to the Board the number of OPA students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison, to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Executive Director shall determine areas for program improvement as needed.

Adopted: September 16, 2021

Appendix D: Job Descriptions

OXFORD PREPARATORY ACADEMY

Job Description: Executive Director

Here at Oxford Preparatory Academy (OPA), 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.

Our vision is to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue university level academic studies, as well as gain skills to be successful in the global community of the 21st century. OPA students do not just meet, but exceed grade level expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners.

OPA serves its community tuition-free through educating K-8 children across two campuses. OPA has the first 7-year charter renewal in California, illustrating our high academic performance. With a strong fiscal foundation, OPA's recent accomplishments have set the foundation for the next phase of growth. OPA is embarking on developing an innovative strategic plan to support this potential growth, with aspirations of expanding its exceptional programs to new areas and opportunities.

Position Overview

Reporting directly to the OPA Board of Directors, the Executive Director (ED) shall be the general manager and educational leader of the organization and shall supervise and direct the schools' activities, affairs, and officers. The ED directly supervises senior OPA administrators, to handle the on-site implementation of the OPA program at each operating campus. The ED is responsible for ensuring the OPA mission and vision is being successfully implemented at each campus. The ED shall have such other powers and duties as the Governing Board or the bylaws may require.

Overall Leadership Responsibilities

- Share the development and execution of the mission, vision and policies of OPA established by the Board;
- Partner with the Board of Directors, Staff and other stakeholders to develop a strategic plan for the next phase of growth for OPA;
- Act as the senior administrative staff member for OPA, under the direction of the Governing Board;

- Manage senior staff members and assign duties as appropriate to carry out the mission, vision and goals of the organization;
- Provide leadership in identifying school needs and in determining goals and objectives; and
- Perform other duties and responsibilities as are customary of the Executive Director and as assigned by the Board.

Internal Management

- Ensure that the school is fiscally sound; works with the back office services provider to develop and implement school budget, analyze and control expenditures, with an understanding of the relationship between the instructional program and the budget process and rely on cost-benefit analysis for budgetary decisions;
- Update and inform the Governing Board of staff performance as related to specific program objectives;
- Assist in the development, implementation, and enforcement of all Governing Board policies;
- Coordinate student expulsions, including appointing an Administrative Panel to hear and take action on recommendations;
- Evaluate performance of senior management staff;
- Make personnel determinations in cases of hiring and termination, and set job performance standards;
- Review evaluations of all other staff members, as prepared by senior management staff;
- Coordinate ongoing student assessment activities, with the goal of maximizing each campus' educational achievement, focusing on California Assessment of Student Progress and Performance (CAASPP) scores for each campus and all statistically significant subgroups;
- Direct the preparation and maintenance of the accreditation process with staff and the Western Association of Schools and Colleges (WASC);
- Implement programs and solutions to increase and maintain academic excellence for all students;
- Direct and assist staff in the development of an effective instructional program through conferences, meetings, and in-service workshops; provide leadership in supporting certificated and classified staff to academic success; and
- Provide leadership and direction in the identification and interpretation of needs and the establishment of priorities and application of statutes and regulations related to Special Education services; initiate and assist in coordinating the planning, development and implementation of programs and activities designed to meet such needs and priorities; ·
Oversee the purchasing/business department.

External Management

- Maintain professional relationships with and ensure that all necessary reports and documents are submitted to the authorizer(s), County Office of Education(s) (COE), and California Department of Education (CDE);
- Oversee, conduct, and direct the implementation of all charter documents, including but not limited to, preparation of audits and reports; pertaining to charter renewals, material revisions, Memorandums of Understanding (MOU), and/or Facility Use Agreements (FUA);
- Develop new funding streams including fundraising, capital campaigns, and private and public grants;
- Act as the spokesperson for organizational affairs; coordinate communication and marketing efforts for the organization; and
- Represent the charter at local, state and national events.

Qualifications:

- An advanced degree from an accredited college/university is required.
- A minimum of five years of administrative experience in addition to a minimum of five years successful teaching.
- Understanding of charter school operations, and organization, rules, regulations, and laws governing charter schools is preferred.
- Must demonstrate interpersonal and political skills working with a variety of entities including authorizers, legislative bodies, state and federal agencies, educational associations and parents.
- Experience developing new funding streams including fundraising, capital campaigns, and private and public grants.
- Must demonstrate the highest level of motivation and professionalism and exhibit a high level of integrity, ethics, honesty and transparency.
- Must demonstrate his/her ability as the primary educational leader, including knowledge of:
 - Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential;
 - Principles of equity, inclusion, and diversity. Strategies to educate students from diverse backgrounds and educational needs;
 - Multiple Intelligences approaches to learning coupled with experience in teaching strategies; and
 - Evidence-based, innovative educational research that may be applied to strengthen student learning.

Working Environment and Physical Demands:

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is generally performed on a school campus indoors and outdoors.

Physical: Hearing and speaking to exchange information; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects. While performing the duties of this job, the employee is regularly required to sit; repeat the same hand, arm or finger motion to operate computers; and talk or hear. The employee is occasionally required to stand or walk. The employee must frequently push or pull up to 25 pounds and occasionally up to 75 pounds such as carts and boxes of books.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.

Additional Requirements:

- Valid California Driver's License
- First-Aid Certificate Desired
- DOJ Fingerprint Clearance
- TB Assessment Clearance

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Oxford Preparatory Academy Charter Schools does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.

Oxford Preparatory Charter Schools maintain a tobacco-free, drug-free environment.

OXFORD PREPARATORY ACADEMY

Job Description: Chief Academic Officer

The Chief Academic Officer (CAO), as a key member of the senior leadership team, serves as the chief instructional officer to the Executive Director; provides administrative oversight of day-to-day functions of the charter school organization's academic programs and State testing, including English Language Proficiency Assessments for California (ELPAC), SELPA/Special Education programs and services, Programs for the Gifted (G.A.T.E.), academic data evaluation and review, and related learning support systems for TK-8 pupils; assist in directing and maintaining the implementation of the charter school organization's long range academic goals and objectives; plans and coordinates academic professional development for a coherent design, implementation, and evaluation of academic programs that facilitate professional development, leadership development, and continuous learning for all certificated/classified staff; serves as an advisor to the Executive Director on matters related to academics and assessment, and progress.

General responsibilities of all employees include, but are not limited to:

- Facilitate the mission and vision of the charter school organization;
- Be knowledgeable of Oxford Preparatory Charter School Petitions, MOUs, and FUAs;
- Serve as an advocate for Charter Schools; and
- Promote Oxford Preparatory Academy Charter Schools.

Primary responsibilities of the position include, but are not limited to:

- Work closely with and reports to the Executive Director in directing the administration and coordination of the charter school organization's academic and assessment programs and related support services;
- Work closely with the Executive Director and senior leadership team to regularly review and monitor policies, procedures, and practices to ensure all operational and academic endeavors are continuously aligned and improved;
- Facilitate organizational-wide implementation of the mission, vision, values, and goals, in accordance with the balanced fundamental principles of a professional learning community; with the integration of school culture, policies and procedures;
- Assist in monitoring adherence to all site Memorandums of Understandings (MOU) and Facilities Use Agreements (FUA) with authorizing agencies;

- Oversee, direct, and supervise student assessment, research, accountability, program evaluation, and school improvement processes;
- Oversee the ongoing development, maintenance, and administration of the charter school's assessment system, oversee scoring operations, analyzes resulting data, and produces related parent, teacher, charter school and organizational-wide reports and communications;
- Assist in the evaluation process of certificated and classified staff in collaboration with other senior leadership team members;
- Work closely with site administrators in the fulfillment of school-wide academic goals, instructional programs, and curriculum development and implementation;
- Formulate and encourage innovative curricular programs that will improve instruction in conjunction with supervisory staff, Chancellors, and Professors;
- Oversee the planning and facilitate staff development programs designed to meet specific needs in maintaining and promoting school culture, adhering and implementing established policies and procedures for all charter schools;
- Oversee the planning and facilitate professional development related to assessment administration, analysis, and development of common assessments, as well as in the preparation of students for standardized assessment;
- Assist in evaluating the effectiveness of staff development activities and make necessary adjustments;
- Assist in monitoring and assessing charter school LCAP progress toward implementation of short and long-term strategic plans;
- Keep informed as to the operation of the instructional programs in all charter schools in the organization as a whole for the purpose of evaluating the instructional programs and improving teaching procedures through conference, modeling, and other supervisory techniques;
- Represent charter schools at authorizing agency/district-level meetings for the organization in the area of academics and assessment programs;
- Work closely with senior leadership team in the conception, supervision, and implementation of charter petition development;
- Oversee and lead in the conception, supervision, and implementation of parent surveys;
- Work closely to coordinate initial and annual administration, and reporting of the English Language Proficiency Assessments for California (ELPAC);
- Assist in advocating for charter schools through media relations and public communications and outreach in respective regions;
- Exercise sound judgment, prepare clear and concise written documents, and work varied hours throughout multiple work locations;
- Work collaboratively with senior leadership to assist site administrators in establishing and maintaining positive adherence to the Western Association of Schools and Colleges (WASC) and/or other school certifications; and
- Perform other related duties as assigned by the Executive Director.

Credential:

- Valid administrative credential required;
- Master's degree from an accredited college/university preferred; and
- Valid California Teaching credential preferred.

Essential Experience:

- Experience in charter school policy, governance, and public relations;
- Proven track record as a charter school administrator/director;
- Successful experience with charter applications and/or renewals; and
- Experience with data management tools and computer programs (Word, Excel, and PowerPoint).

Additional Qualifications:

The Chief Academic Officer must have knowledge of and demonstrate ability regarding the following:

- Assessment development and content standards; laws and administrative regulation application to TK-8 public instruction; principles of organization, supervision and training;
- State and federal laws, regulations and codes applicable to state and federal testing programs and accountability processes;
- Effective staff development research, models and systems; curriculum and instructional models and practices; State Standards, Next Generation Science Standards, STEAM Education, and effective teacher, staff, and administrator professional growth and monitoring systems;
- Plan, organize, and prioritize work to meet and honor multiple schedules and deadlines, and manage simultaneous tasks with many interruptions;
- Demonstrate leadership qualities and utilize motivational techniques and strategies;
- Critically think and develop viable solutions to short and long-term problems, issues, and concerns;
- Principles, practices, trends, goals and objectives of public charter school education;
- Data-driven decision making utilizing educational research to maximize student learning;
- Conflict resolution and team building methods and techniques;
- Effectively communicate orally and in writing; write in a clear and concise manner for broad public appeal and interpretation;
- Utilize a simplistic and efficient communication model;
- Learn the operations, organization, rules, regulations, and laws governing charter schools;
- Interpret, apply, and explain administrative and charter policies, laws, and regulations;
- Analyze situations carefully and adopt an effective course of action;
- Become familiar with the local community in which the students and their families live and work;
- Understanding and experience in Multiple Intelligences approaches to learning;
- Demonstrate unquestionable integrity and work ethic with a student-centered focus; and
- Operate a computer terminal and audio-visual equipment.



CHIEF OPERATIONS OFFICER

Job Description

Board Approval 03/14/2019

Background

Oxford Preparatory Academy (OPA) is a highly rated, public, charter school non-profit management organization located in Orange County that manages and supports two K-8 schools in Orange County. Total student enrollment is 1,300. OPA students outperform their peers in District schools and both schools maintain large waiting lists.

Job Description

The OPA Chief Operations Officer (COO) manages the daily operations of OPA. The COO ensures that OPA business, human resources and communications operations are well-coordinated and productive by managing its procedures and coaching its people. OPA is seeking a COO with strong leadership skills and the ability to approach school management from a creative point of view. It is important that the COO has the demonstrated knowledge and experience know-how to keep school operations in order, adds strategic vision to everyday activities, is highly efficient and a natural leader. The goals are to ensure the smooth running of OPA according to established policies and vision and to safeguard and augment the efficiency of OPA's operations, facilitating organizational development and long-term success.

Qualifications

- 5+ years' experience in operations management
- Solid understanding of business functions (HR, finance etc.)
- Knowledge of fiscal planning, budgeting and reporting
- Knowledge of relevant laws and regulations
- Proficient in MS Office and databases
- Outstanding communication and interpersonal skills
- Ability in decision-making and problem-solving
- Excellent organizational and leadership skills
- BSc/BA in business administration or relevant field; MSc/MA is preferred.
- Leadership skills, with steadfast resolve and personal integrity
- A solid grasp of data analysis and performance metrics
- Be able to diagnose problems quickly and have foresight into potential issues
- Fundraising experience



Responsibilities

- Collaborate with the Executive Director in setting and driving organizational vision, operational strategy, and hiring needs
- Translate strategy into actionable goals for performance and growth helping to implement organization-wide goal setting, performance management, and annual operating planning
- Oversee organizational operations and employee productivity, building a highly inclusive culture ensuring team members thrive and organizational outcomes are met
- Ensure effective recruiting, onboarding, professional development, performance management, and retention
- Adhere to company, federal, state, and local business requirements, enforcing compliance and taking action when necessary
- Analyze internal operations and identify areas of process enhancement
- Directly oversee operations, HR, and accounting, and partner with the ED
- Maintain and build trusted relationships with key customers, clients, partners, and stakeholders
- Planning and monitoring the day-to-day running of business to ensure smooth progress
- Supervising staff from different departments and provide constructive feedback
- Providing input for organizational and strategic planning
- Setting goals for departments and individual managers
- Collaborating with colleagues to implement policies and develop improvements
- Organize and coordinate inter- and intradepartmental operations
- Provide guidance to subordinate staff and evaluate performance
- Resolve issues that may arise in a timely manner
- Assume responsibility for timely reporting to the Executive Director and regulatory agencies
- Assist in other tasks (e.g. fundraising) as assigned
- Evaluate regularly the efficiency of business procedures according to organizational objectives and apply improvements
- Manage procurement processes and coordinate material and resources allocation
- Oversee customer support processes and organize them to enhance customer satisfaction
- Review financial information and adjust operational budgets to promote sustainability
- Revise and/or formulate policies and promote their implementation
- Manage relationships/agreements with external partners/vendors

Director of Fiscal Services

Job Description

Under the direction and supervision of the Executive Director, plans, organizes, controls and directs the accounting, accounts payable, purchasing and financial record-keeping activities of Oxford Preparatory Academy (OPA); performs complex accounting activities related to the preparation, maintenance, and accuracy of financial records; prepares, develops, monitors and revises the school budget; supervises and evaluates the performance of assigned personnel.

Primary Responsibilities include, but are not limited to

- Plan, organize, control and direct the accounting, accounts payable, purchasing and financial record-keeping activities of OPA.
- Assists in preparation and development, monitors and revises the school budget; prepares budget and financial reports to the Board, audits budgets compared to actual monthly balances and prepares corrective journal entries as needed.
- Assist school sites in the development of budget requests; compile and analyze budget requests and prepare recommendations for overall OPA budget.
- Train and evaluate the performance of assigned staff; interview and select employees.
- Prepare interim and annual financial and cost accounting information for OPA, County, State and Federal reports. Review, audit and maintain financial records and assure accuracy. Plan, develop, and maintain financial information storage and record retrieval.
- Open, verify, balance and adjust accounts, including general ledger, subsidiary ledgers, payroll registers, including income tax and other payroll related data.
- Monitor revenue limits, income and expenditures. Provide information to the Executive Director and Chief Operations Officer (COO) regarding revenue limits, other State and Federal revenues, and expenditures of the school. Project and monitor cash balance for OPA funds.
- Prepare salary projections and project ending fund balances.
- Provide technical expertise, information and assistance to Executive Director and COO functions. Assist in the formulation and development of policies, procedures and programs. Advise Upper Administration of unusual trends or problems and recommend appropriate corrective action.
- Conduct research and analyze data to make or revise fiscal policies and procedures; perform internal audits of School record-keeping on budget control, payroll and disbursements of funds for materials, supplies and equipment; perform internal audits of Federal and State programs; prepare accounting analyses of school operations, design, recommend and implement changes in accounting systems and procedures.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; submit or present reports to the Board, County Office or State as applicable.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; assist Federal and State auditors with necessary data for fund audits.

- Reconcile School funds with official records from the State and County according to established procedures.
- Supervise year-end closing of School's financial book and audits.
- Operate a computer and assigned software programs; operate other office equipment as assigned.

Other Duties

- Attend and conduct a variety of meetings as assigned.
- Perform related duties as assigned.

Additional Qualifications – Knowledge, Skills, Abilities

Knowledge of:

- Planning, organization and direction of California Public School Fiscal Services.
- Principles and practices of school government accounting including auditing, budgeting, and fiscal control principles and procedures.
- County and State laws, regulations, reporting requirements for various funds and programs relating to schools.
- Generally accepted accounting principles.
- Management principles and practices.
- Development and administration and methods of reporting and processing financial data.
- Budget preparation and control.
- Oral and written communications skills.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability to:

- Plan, organize and administer Fiscal Services.
- Train and evaluate the performance of assigned staff.
- Analyze and interpret data.
- Perform complex professional accounting and budgeting work.
- Analyze, interpret and administer law and regulations relating to a school.
- Analyze, interpret and prepare financial statements and reports.
- Communicate effectively both orally and in writing, and software presentations.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.

- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.

Education and Experience

- Bachelors degree in accounting, finance, business administration or a related field preferred and a minimum of five years of professional-level experience. Masters degree or Chief Business Officer (CBO) certification preferred.

Physical Demands

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor student activities.
- Reaching overhead and above shoulders to access materials.
- Sitting or standing for extended periods of time.
- Lifting or carrying of office supplies and other work-related materials up to 25 pounds.
- May be required to correctly lift 50 pounds or more with assistance and move students on and off a school bus, in a classroom, and during outside activities as necessary.
- Bending at the waist, kneeling or crouching to assist students.

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

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

OXFORD PREPARATORY ACADEMY

Job Description: Director of Student Services and Accountability

Under the direction of the Chief Academic Officer, the Director of Student Services and Accountability is responsible for the administration, coordination, and supervision of all support services for students including academic, behavioral, social and emotional, Title I, categorical programs, homeless education, Language Development Programs, Student Services, Mental Health and Crisis Intervention, Guidance Services, and Special Education Services. The position will also be responsible for state reporting and accountability, including CALPADS, CBEDS, and state and federal programs.

RESPONSIBILITIES:

- Direct and monitor the Student Services programs including Pupil Personnel, Special Education, Child Welfare and Attendance, and Mental Health and Counseling.
- Ensure compliance with state and federal regulations in areas of responsibilities.
- Serve as a liaison to appropriate law enforcement, social service agencies, and Orange County Department of Education in matters relating to students.
- Assist in the development and implementation of the Local Control Accountability Plan (LCAP).
- Provide consultation in 504 process.
- Assume responsibility for developing, monitoring and managing all special education activities.
- Assume responsibility for special education legal issues, including compliance, complaints and due process procedures.
- Prepare all special education reports for the Board as well as any other necessary reports. Apprise Executive Administration of changes in mandated special education regulations.
- Provide special education assistance to the site administrators by providing guidance and resources that will aid in the integration of special education students into general education.
- Provide leadership to site administration and staff in identifying student needs in determining IEP objectives, implementation and assessment.
- Serve as liaison for foster and homeless students.
- Oversee and coordinate CALPADS, CBEDS, and state and federal program reporting, including organizing data and uploading it into various reporting sites.
- Assist English Language Development TOSA in coordination of required student language, progress monitoring, and reclassification assessments, including the maintenance of compliance files, including initial and ongoing assessments.
- Assist in conducting annual evaluations of program effectiveness, and preparation of other required reports and documents at the local, State, and Federal levels.

- Support professional learning communities across the organization.
- Develop and implement programs and services and provide related staff development and parent education activities as needed.
- Attend Board meetings and prepare Board agenda items.
- Function as member of the Leadership Team.
- Performs other duties as assigned.

KNOWLEDGE OF:

- Human relationships and team building methods and techniques.
- Public speaking.
- Instructional methodologies, strategies, and curriculum standards.
- Curriculum design.
- Recent research findings related to student learning programs and services.
- Organizational, planning, and program management strategies, techniques, and procedures.
- Assessment and evaluation strategies.
- State and Federal program monitoring and reporting.
- Effective staff development programs and strategies.
- Federal and state laws pertaining to special education, English learners, Title 1, and other special programs.
- Operation of special programs.
- Effective instructional practices involving diverse student populations.

ABILITY TO:

- Establish and maintain effective communication and strong, cooperative working relations with community, business, government, higher education, parent, and school representatives.
- Plan, implement, direct, and evaluate instructional programs in accordance with applicable rules and regulations.
- Coordinate a variety of programs and schedules.
- Seek appropriate resources for pupil services programs.
- Train, supervise, and evaluate staff.
- Implement collaborative team building processes.
- Plan and organize work.
- Analyze situations and plan and adopt effective courses of action.
- Read, interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain accurate records.
- Prepare clear, concise, and complete reports.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.

QUALIFICATIONS

- Valid California Administrative Services Credential
- Possession of a master's degree or higher from an accredited college or university
- 5 years of successful teaching or pupil services experience and 3-5 years of successful administrative experience

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

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

OXFORD PREPARATORY ACADEMY

Job Description: Director I, Technology

Under the direction the Chief Operations Officer, The Director of Technology plans, coordinates, and directs all programs relating to K-8 technology, organization-wide information services, computer operations, data telecommunications networks; serves as technical advisor to sites, manages professional and technical staff; develops and oversees a department budget; coordinates contract services. The Director of Technology provides security, leadership, vision, and guidance in the implementation of all technology in the classrooms, across the OPA programs, and administrative offices.

Essential duties and responsibilities:

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification

- Writes District Technology Plan and provides leadership and direction in implementation of technology acquisition, applications development, and computer operations to increase access to information and facilitate productivity and learning. Prepares and implements goals and objectives for technological advances that will serve the broad-based needs of operations, employees, students, school sites, and the public.
- Collaborates with educational leadership team to ensure technology integration is embedded into classroom instruction, digital literacy standards are taught, and a robust integration of professional learning programs is established.
- Develops and implements departmental goals, priorities, policies, and procedures.
- Develops, prepares, and oversees the annual budget for Technology department, including data processing, electronic technical services, and telecommunications.
- Works with departments and sites to assure optimum acquisition, allocation of equipment, facilities, and project supplies.
- Directs development of information systems including business and financial applications and database management to improve operations and delivery of instruction.
- Ensures communication with stakeholders including the Board of Directors and school sites regarding technology integration, safety and security, and technology planning.
- Reviews and analyzes systems and determines appropriate improvements; reviews purchase orders for software, hardware, computers, and supplies. Prepares configuration and bid specifications for computers and evaluates bid responses.

- Monitors data security to ensure the integrity and reliability of computerized information systems. Ensures that backup/recovery plans and security standards exist and are followed for all systems.
- Develops and implements a resource acquisition and management strategy for needed capital and operational investment in IS infrastructure and services. Oversee bid requests, proposals, and vendor contracts, including installation, maintenance, utilization, repair, security, surveillance, access systems, and other electronic systems.
- Evaluates, learns, and implements new technology; trains department and/or school staff in its proper use, providing technical support for users of computer systems.
- Directs the continuous improvement of the information and technical staff, equipment, and systems to maintain pace with OPA's needs.
- Prepares for and follows up on technology-related audits.
- Develops IT Policies, Procedures, and Processes in line with OPA. Reviews and develops checklists, guidelines, manuals, templates, and forms that can be used at the school site and department level for governing technology and data use.
- Manage a variety of District data systems including, but not limited to, Student Information, Human Resources, Finance, Budget, Parent/Student Messaging software, Assessment and systems related to curriculum and educational needs.
- Facilitate the preparation of a variety of state and federal mandated reports including, but not limited to, California Longitudinal Pupil Achievement Data System (CALPADS), Center for Strategic and International Studies (CSIS), California Basic Educational Data System (CBEDS) and other state and federal mandated reports.
- Reviews the quality of data, conversions, extractions, data extraction, downloads, conversions for internal and state reporting, audits, and internal use
- Develops and cultivates strategic relationships with internal and external partners to assure optimum system and end-user performance.
- Maintains a significant professional learning network of other Education Technology professionals to engage in discussions on best practices. Maintain current knowledge on educational technology trends including legal, network, and classroom-related issues.
- Advises Executive Director and staff on upcoming regulatory changes, changes in government filings, or other external factors that affect the operation or procedures for the student information
- Supervises and evaluates IT department personnel.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Current K-8 instructional practices; principles and techniques of educational technology; principles and techniques for project planning, scheduling and control.
- Management of budget planning and oversight.
- Public sector business practices and management skills; current direction of the technology in information services industry and technology through evaluations of evolving products and services.

- Technology and information systems applications in public education settings; principles of effective organization, management and supervision; modern electronic information systems equipment.

Ability to:

- Plan, organize and direct complex programs of technology/information services.
- Incorporate new technology into future systems of the organization.
- Identify and present to management the best long-term direction for technology instructional, informational and infrastructure.
- Communicate effectively both orally and in writing, including preparation and presentation of detailed, complex analyses, recommendations, and conclusions.
- Use sound judgment in interpreting and applying policies and procedures.
- Collect and analyze data.
- Manage, supervise, motivate, and train personnel.
- Establish and maintain effective working relationships.

Education and Experience

Education/Training: Bachelor's Degree in computer science, information management, or related field from an accredited college or university required, Master's desirable.

Experience: Five (5) years or more progressively responsible experience in the area of technology, business, or management; or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities required.

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

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



Oxford Preparatory Academy

HUMAN RESOURCES MANAGER

Job Description

Under direction and general supervision of the Chief Operations Officer, the Human Resources Manager provides management and coordination of the Human Resources function and is responsible for planning, organizing and managing all aspects of Human Resources, including, but not limited to, recruitment and selection; implementation of compensation, benefits and payroll; managing the credentialing process, including communicating with colleges and universities; managing employee relations and assisting with personnel investigations; responding to workers' compensation and EDD claims; conducting STRS, PERS and other audits, and complying with California employment and industry-related laws, regulations, policies, and procedures.

Primary duties and responsibilities include, but are not limited to

- Serves as a resource to management team members in their understanding of the laws related to personnel, and provides updates on staffing needs; provides training on the interpretations/adherence of employment agreement language and the employee handbook;
- Maintains all job descriptions for the organization;
- Coordinates the development, presentation and tracking of in-service programs for employees in the areas of employment management, onboarding, sexual harassment, mandated reporter, suicide prevention and other trainings;
- Prepares and posts position vacancies and promotional opportunities;
- Responds to inquiries from charter school personnel and the general public in a timely and customer-focused manner, and refers them to appropriate personnel;
- Administers new employee onboarding program; initiates employment documents for new certificated and classified employees, all change forms, and processes all new hire and change forms to payroll for proper payment and action;
- Completes and processes all paperwork with regards to leaves of absence, resignations; drafts required separation/termination documents;
- Prepares certificated/classified work calendars each year;
- Prepares material concerning unemployment and workers' compensation insurance claims;
- Tracks staff credentialing;
- Implements new hire background check process, including references, TB Testing, fingerprinting, CPR, and keeps records regarding current tests and address changes; notifies all staff regarding expiration dates;
- Prepares and maintains personnel records and files; files personnel documentation related to the employment process, performance appraisal, credentialing, sick leave, and other changes to an employee's status;
- Ensures compliance with personnel file policies, rules, and regulations;
- Completes verification of employment and proposes compensation level placement according to predetermined policy and procedure;
- Administers employee benefits programs and provides data for vendor and carrier review and selection, annual open enrollment communication, and enrolling employees in the charter school sponsored insurance plans;
- Inputs data into payroll and back-office portals, creates employee census storage, tracking and retrieval system, requests queries and produces regular and ad hoc reports as required;
- Maintains files, records and reports pertaining to substitute certificated/classified personnel time tracking, attendance and absenteeism trends, including usage of AESOP, and other time tracking software;

- Maintains files, records and reports for state and federal accountability purposes, including CBEDS and CALPADS reporting. Maintains employee information in data systems such as AESOP/Frontline, AERIES, and other software;
- Monitors requests for sick leave, maintains sick leave balance report, and reports high usage, balance concerns, and/or abuse;
- Prepares certificated/classified regular and special payroll process, working with third-party back office provider and payroll vendors;
- Assists in employee relations and personnel investigations;
- Responds to workers' compensation and EDD claims;
- Conducts STRS, PERS and other audits;
- Performs a variety of general functions, including typing, filing, duplicating materials, record management and other related tasks;
- May attend evening, night, weekend, and overnight meetings and/or events pertaining to human resources;
- Perform other duties as assigned.

MINIMUM REQUIREMENTS

KNOWLEDGE of correct English usage, punctuation, grammar and spelling; oral and written communication skills; personnel policies, laws, rules and regulations; credential requirements; principles of good public and interpersonal relations; excellent customer service skills; practical office methods including filing systems, letter and report writing; standard office machines and equipment, including a variety of computer software applications to include, but not limited to, spreadsheets, database, and Microsoft Office and Google programs.

ABILITY to perform more complex functions without immediate supervision; deal with and maintain the security of sensitive, confidential, and privileged information appropriately and exercise good judgment; effectively maintain a data management, storage, and retrieval system; understand and carry out oral and written directions; learn specific laws, rules, regulations, and policies and apply them with good judgment with minimal supervision; make complex mathematical calculations and computations with accuracy and speed; establish and maintain cooperative and service-focused working relationships with those contacted in the course of working day; continually maintain a solid working knowledge and application of skills in the newest technological software and hardware programs.

EDUCATION:

- A minimum of a four-year college degree from an accredited college/university in human resources management, business, public administration, or related field. Master's degree preferred.
- PHR (SHRM-CP), SPHR (SHRM-SCP) or California Employment Law Micro-Credential preferred.

EXPERIENCE:

- 5 years of increasingly responsible human resources generalist and/or office management experience, ideally in the education sector, including public contact and credential application experience.



Oxford Preparatory Academy Charter Schools

CHANCELLOR Job Description

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

Primary responsibilities include, but are not limited to:

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

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

Additional Qualifications:

- Employment eligibility may include fingerprints, health (TB), and/or other employment clearance;
- Must be willing to attend evening, night, and weekend meetings and events.
- Must have a valid California Teaching Credential;
- Master's degree from an accredited college/university preferred;
- Administrative credential preferred;

As an educational leader of Oxford Preparatory Academy, candidate:

Must have knowledge of:

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

Will be expected to become knowledgeable of:

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

Must have ability to:

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



Oxford Preparatory Academy Charter Schools

Dean Job Description

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

Primary responsibilities include, but are not limited to:

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

Additional Qualifications:

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



JOB DESCRIPTION:

TEACHER – GRADES 6-8

DEFINITION:

Under the direction of the site administrator, teach and instruct pupils in grades 6, 7, and 8, or a combination of these grade levels in academic, social, behavioral, and other educational skill areas; plan, develop, organize, and conduct a comprehensive educational program for middle school level pupils in accordance with each student's abilities; and assist in other school programs as assigned.

ESSENTIAL DUTIES:

- Teach and instruct in subject matter areas commonly found in a middle school education program, including reading, language arts, social science, physical and life science, fine arts, physical education, and mathematics;
- Utilize an adopted course of study, program instruction guidelines, and other materials in planning and developing lesson planning and teaching outlines;
- Pursue a variety of methodology in teaching and instructing pupils, including lectures, demonstrations, discussions, projects, and collaborative activities;
- Conduct teaching and instructional activities, using educational equipment, materials, books, technology, and other learning aids;
- Instruct students in citizenship and other basic subject matter specified by legal mandates, Board policy, and administrative regulations;
- Prepare, develop, and utilize a variety of instructional materials and aids appropriate to the intellectual and instructional level of pupils from varied socio-economic and cultural backgrounds, and who possess a wide range of mental, and emotional maturity;
- Review, analyze, and evaluate the history, background, and assessment of pupils in designing an educational program to meet individual educational needs;
- Individualize instructional processes and adapts the curriculum to enhance educational opportunities;
- Provide group and individual instruction to motivate pupils, and to effectively utilize the time available for instruction;
- Establish and maintain appropriate standards of pupil behavior utilizing a variety of behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping processes;
- Review, analyze, evaluate, and report pupil academic, social, and emotional growth;
- Prepare, administer, score, record, and report the results of criterion referenced tests, and administer, score, record, and report the results of group standardized tests in evaluating pupil growth and progress;
- Counsel, confer, and communicate with parents, school and central office personnel regarding pupil progress, and in the interpretation of the educational program;
- Cooperatively pursue alternative solutions to ameliorate pupil learning problems, and to enhance expanded academic, social, and emotional growth opportunities;
- Select and requisition appropriate education supplies, materials, books, equipment, technology, and learning aids;



JOB DESCRIPTION: TEACHER – GRADES 6-8

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ESSENTIAL DUTIES, continued

- Establish and maintain a suitable room environment through the control of heating, lighting and ventilation, and the utilization of exhibits, displays, and independent study centers;
- Perform a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, consultation activities, and student extracurricular activities;
- Maintain cooperative and professional working relationships with peers, students, administration, and all other school and central administration personnel.

QUALIFICATIONS:

Knowledge of:

- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of middle school level pupils;
- Academic, social and behavioral characteristics of middle school level pupils;
- Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures;
- Socio-economic and cultural background differences of the general school population.

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and instruction program for pupils at the middle school level;
- Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional maturity levels;
- Effectively assess the instructional and educational needs of pupils and design, develop, and implement sound individualized educational plans;
- Provide a motivating and stimulating learning environment;
- Perform research and development activities pertaining to curriculum and instruction programs, creative pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences.

MINIMUM QUALIFICATIONS:

Education:

- Possession of a Baccalaureate or higher degree with emphasis in elementary education, instructional technology, a subject-matter field commonly taught in middle school grade levels, or closely related field.

Certification Requirements:

- Possession of, or ability to obtain, an appropriate California Multiple Subject Teaching Credential, with CLAD Emphasis or English Language Learner Authorization.



JOB DESCRIPTION:

TEACHER – PHYSICAL EDUCATION

DEFINITION:

Under the direction of the site administrator, teach physical education and instruct pupils in Grades K through 8, in academic, social, behavioral, and other educational skill areas; plan, develop, organize, and conduct a standards-based, physical education program in accordance with each student's abilities; assist; and to do other related functions as required.

ESSENTIAL DUTIES:

- Teach Physical Education to students in grades TK – 8, utilizing an adopted course of study and other appropriate learning activities;
- Instruct students in health education, citizenship, basic communication skills, and other general elements of the course of study specified in state law, the Physical Education Framework, and procedures of the school;
- Utilize an adopted curriculum, instructional program guidelines, and other materials in planning and developing lesson plans and activities;
- Conduct teaching and instructional activities, using equipment, materials, books, technology, and other learning aids;
- Utilize a variety of methodology in teaching and instructing pupils, including lectures, demonstrations, discussions, projects, and collaborative activities;
- Evaluate students' growth as it relates to physical education; prepare, administer, score, and record results of a variety of appropriate tests in evaluating student progress;
- Keep appropriate records; and provide classroom teacher with input for progress reports and report cards;
- Plan, develop, and utilize a variety of instructional materials and aids appropriate to the intellectual and instructional level of pupils from varied socio-economic and cultural backgrounds, and who possess a range of mental and emotional maturity;
- Review, analyze, and evaluate the history, background, and assessment of pupils in designing an educational program to meet individual educational needs;
- Individualize instructional processes and adapt the curriculum to enhance educational opportunities;
- Provide group and individual instruction to motivate pupils, and effectively utilize the time available for instructional activities;
- Establish and maintain standards of student behavior utilizing a variety of behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping processes;
- Review, analyze, and evaluate and report academic, social and emotional growth;
- Record and report appropriate analyses and perceptions of pupil progress;
- Prepare, administer, score, and record the results of criterion referenced and group standardized tests in evaluating pupil growth and progress;
- Counsel, confer, and communicate with parents, school and central office personnel regarding pupil progress, and in the interpretation of the educational program;
- Work cooperatively with school and central office personnel in assessing pupil needs, and learning deficiencies, and develops alternative solutions to address pupil learning problems;
- Plan, create, and maintain an effective learning environment through the utilization of functional and aesthetically conceived displays, exhibits, bulletin boards, interest, learning and activity centers;
- Select and requisition appropriate instructional aids, and instructional supplies, and maintain required inventory records;



JOB DESCRIPTION: TEACHER – Physical Education

Page two of two

ESSENTIAL DUTIES, continued

- Cooperatively pursue alternative solutions to ameliorate pupil learning problems, and to enhance expanded academic, social, and emotional growth opportunities;
- Maintain surveillance over school-owned physical education materials and equipment in order to prevent loss or abuse;
- Maintain an effective learning environment through the proper control of heating, lighting and ventilation, and the utilization of exhibits, displays, and independent study centers;
- May plan and coordinate the work of aides and other paraprofessionals;
- Perform a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, consultation activities, and student extracurricular activities;
- Maintain cooperative and professional working relationships with peers, students, administration, and all other school and central administration personnel.

QUALIFICATIONS:

Knowledge of:

- Principles, methods, techniques and strategies pertaining to teaching and instruction of Physical Education and Health;
- Academic social and behavioral characteristics of elementary and middle school pupils;;
- Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to Physical Education and Health instruction;
- Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures;
- Socio-economic and cultural background differences of the general school population.

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and instruction Physical Education and Health program;
- Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional maturity levels;
- Effectively assess the educational needs of pupils and design, develop, and implement sound instructional and educational programs;
- Provide an attractive, inviting and stimulating learning environment;
- Perform research and development activities pertaining to curriculum and instructional programs, pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences.

MINIMUM QUALIFICATIONS:

Education:

- Possession of a Baccalaureate or higher degree from an accredited college or university.

Certification Requirements:

- Possession of, or ability to obtain, a California teaching credential that authorizes teaching Physical Education to elementary and middle school students, with CLAD Emphasis or English Language Learner Authorization.



JOB DESCRIPTION:

TEACHER – FOREIGN LANGUAGE

DEFINITION:

Under the direction of the site administrator, teach and instruct pupils in grades K through 8, in academic, social, behavioral, and other educational skill areas; plan, develop, organize, and conduct a comprehensive foreign language educational program in accordance with each student's abilities; and assist in other school programs as assigned.

ESSENTIAL DUTIES:

- Teach knowledge and skills in foreign language instruction, including listening, speaking, reading, and writing to students, utilizing an adopted course of study, and other appropriate learning activities;
- Utilize an adopted course of study, program instruction guidelines, and other materials in planning and developing lesson planning and teaching outlines;
- Pursue a variety of methodology in teaching and instruction pupils, including lectures, demonstrations, discussions, projects, and collaborative activities;
- Conduct teaching and instructional activities, using educational equipment, materials, books, technology, and other learning aids;
- Instruct students in citizenship and other basic subject matter specified by legal mandates, Board policy, and administrative regulations;
- Prepare, develop, and utilize a variety of instructional materials and aids appropriate to the intellectual and instructional level of pupils from varied socio-economic and cultural backgrounds, and who possess a wide range of mental, and emotional maturity;
- Review, analyze, and evaluate the history, background, and assessment of pupils in designing an educational program to meet individual educational needs;
- Provide individualized and small group instructional processes and adapt the curriculum to enhance educational opportunities, motivate pupils, and effectively utilize the time available for instruction to meet the needs of each student;
- Establish and maintain appropriate standards of pupil behavior utilizing a variety of behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping processes;
- Review, analyze, evaluate, and report pupil academic, social, and emotional growth;
- Prepare, administer, score, record, and report the results of criterion referenced tests, and administer, score, record, and report the results of group standardized tests in evaluating pupil growth and progress;
- Counsel, confer, and communicate with parents, school and central office personnel regarding pupil progress, and in the interpretation of the educational program;
- Cooperatively pursue alternative solutions to ameliorate pupil learning problems, and to enhance expanded academic, social, and emotional growth opportunities;
- Select and requisition appropriate educational supplies, materials, books, equipment, technology, and learning aids;
- Establish and maintain a suitable room environment through the control of heating, lighting, and ventilation, and the utilization of exhibits, displays, and independent study centers;
- Perform a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, consultation activities, and student extracurricular activities;
- Maintain cooperative and professional working relationships with peers, students, administration, and all other school and central administration personnel.



JOB DESCRIPTION: TEACHER – FOREIGN LANGUAGE

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QUALIFICATIONS:

Knowledge of:

- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of a foreign language program;
- Academic, social and behavioral characteristics of elementary and middle school level pupils;
- Educational curriculum and instructional goals and objectives, and educational trends and research findings pertaining to foreign language instruction;
- Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures;
- Socio-economic and cultural background differences of the general school population.

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and instruction foreign language program for pupils at the elementary and middle school level;
- Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional maturity levels;
- Effectively assess the instructional and educational needs of pupils and design, develop, and implement sound individualized educational plans;
- Provide a motivating and stimulating learning environment;
- Perform research and development activities pertaining to curriculum and instruction programs, creative pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences.

MINIMUM QUALIFICATIONS:

Education:

- Possession of a Baccalaureate or higher degree with emphasis in foreign language, education, instructional technology, or closely related field.

Certification Requirements:

- Possession of, or ability to obtain, an appropriate California Teaching Credential, with the authorization to teach foreign language to elementary and middle school students, with a CLAD Emphasis or English Language Learner Authorization.



Oxford Preparatory Academy

JOB DESCRIPTION:

TEACHER – MATHEMATICS

DEFINITION:

Under direction of the Chief Academic Officer, to provide math coaching and support for teachers; instruct pupils in grades 6 through 8 mathematics, in academic, social, behavioral, and other educational skill areas; plan, develop, organize, and conduct a standards-based mathematics program; and to do other related functions as required. The Teacher - Mathematics has a comprehensive knowledge of programs and practices related to mathematics instruction at the middle school level.

ESSENTIAL DUTIES:

- Utilize an adopted curriculum, instructional program guidelines, and other materials in planning and developing lesson plans and classroom activities;
- Identify student needs and assist and cooperate with school personnel in assessing student needs, develop alternative solutions to individual educational planning and adapt curriculum offerings to meet individual educational needs, and adapt materials and methods to develop relevant sequential assignments that guide and challenge students;
- Coordinate and facilitate math intervention programs;
- Plan and facilitate professional learning opportunities for Oxford personnel regarding the implementation of California Common Core State and Mathematical Practices, utilizing effective instructional strategies for mathematics, and differentiation of standards-based instruction for all students, including general education, GATE, English learners, and special education students;
- Collaborate with administration and school staff in the efforts of providing coordinated organization-wide professional development;
- Facilitate the development and implementation of CCSS and standards-based curriculum and supplemental instructional materials that ensure equal access for students;
- Structure opportunities for teacher collaboration across the organization, grade levels, and content areas, and gather and provide research-based and standards-driven materials;
- Provide technical assistance on compliance-related, assessment, and other programmatic issues to administrators, teachers, special education staff, and other site and central office personnel;
- Assist in monitoring the effectiveness and impact of instructional programs on student learning;
- Assist in coordinating program priorities, activities, and plans to insure program efficiency, accountability and concordance with school goals and priorities, as well as, state and federal mandates and regulations;
- Teach and instruct standards-based mathematics courses to pupils in grades 6-8;
- Plan a balanced mathematics program, and organize daily class time so that instruction can be accomplished within the allotted time;
- Develop weekly lesson plans and instructional materials, translate lesson plans into learning experiences so as to best utilize the available time for instruction, and provide appropriate, detailed instructions/plans for substitute teacher in event of absence;
- Counsel, confer, and communicate with parents, school and central office personnel regarding pupil progress, and in the interpretation of the educational program;
- Cooperatively pursue alternative solutions to ameliorate pupil learning problems, and to enhance expanded academic, social, and emotional growth opportunities;
- Select and requisition appropriate educational supplies, materials, books, equipment, technology, and learning aids;
- Establish and maintain a suitable room environment through the control of heating, lighting, and ventilation, and the utilization of exhibits, displays, and independent study centers;



**JOB DESCRIPTION: TEACHER – MATHEMATICS Page
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ESSENTIAL DUTIES:

- Perform a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, and consultation activities;
- Maintain cooperative and professional working relationships with peers, students, administration, and all other school and central administration personnel.

QUALIFICATIONS:

Knowledge of:

- Subject matter knowledge of mathematics and mathematical practices;
- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of a mathematics program to students in grades 6 – 8
- Academic, social and behavioral characteristics of elementary and middle school level pupils;
- Practical knowledge and application of California Common Core State Standards for mathematics;
- Practical knowledge of best practices and instructional strategies for teaching mathematics to middle school students;
- Educational curriculum and instructional goals and objectives, and educational trends and research findings pertaining to educational programming;
- Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures;
- Socio-economic and cultural background differences of the general school population.

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and instruction mathematics program for pupils at the middle school level;
- Provide appropriate and effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional maturity levels;
- Effectively assess the instructional and educational needs of pupils and design, develop, and implement sound individualized educational plans;
- Provide a motivating and stimulating learning environment;
- Perform research and development activities pertaining to curriculum and instruction programs, creative pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences.

MINIMUM QUALIFICATIONS:

Education:

- Possession of a Baccalaureate or higher degree with emphasis in mathematics, education, or closely related field, from an accredited college or university.



JOB DESCRIPTION: TOSA – MATHEMATICS

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Experience:

- At least five years successful teaching experience where middle school mathematics instruction has been implemented;
- Experience in mathematics materials, curriculum and assessment development;
- Math Professional development, curriculum development, and coaching experience preferred.

Certification Requirements:

- Possession of, or ability to obtain, an appropriate California Teaching Credential, with the authorization to teach mathematics to middle school students, with a CLAD Emphasis or English Language Learner Authorization.

Oxford Preparatory Academy Charter Schools



SCHOOL COUNSELOR Job Description

Under the direction of the Chief Academic Officer, the School Counselor implements a comprehensive school counseling program to support students through the elementary and middle school developmental periods. The School Counselor provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. They also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Define and focus the comprehensive school counseling program based on Oxford Preparatory Academy's academic, attendance and behavioral data; Identify student needs and consult with administrators based on this data;
- Address students' academic and social/emotional development;
- Meet unique needs of students through direct student services such as direct instruction, team teaching, development of learning activities, planned activities outside the classroom promoting academic or social/emotional development;
- Utilize individual student planning by assisting students in evaluating their interests, abilities, skills and achievements and by assisting students in goal setting based on academic and social/emotional data;
- Provide planned, short-term and goal-focused counseling in individual or small-group settings;
- Recognize and respond to student mental health needs and assist students and families seeking resources;
- Provide support and assistance to students and families as they navigate crisis and emergency situations;
- Share strategies supporting student achievement with parents, teachers, other educators and community organizations;
- Collaborate with other educators, parents and the community to support student achievement and social/emotional health;
- Refer students and families to school or community resources for additional assistance and information;
- Conduct training for staff and others acting on behalf of the charter school organization who are mandated reporters;
- Perform other related duties as assigned for the purpose of ensuring the safe, efficient, and effective functioning of the school environment.

ADDITIONAL QUALIFICATIONS:

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; preparing and maintaining accurate records; planning and managing projects; and using pertinent software applications.

KNOWLEDGE is required to speak confidently to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: stages of child development.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

RESPONSIBILITIES include working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

EXPERIENCE:

Job related experience within specialized field is required.

EDUCATION:

Master's degree in job related area.

CERTIFICATES & LICENSES

Valid California Pupil Personnel Services Credential in School Counseling
Professional association membership, highly desirable

CLEARANCES:

Criminal Justice Fingerprint/Background Clearance
TB Screening showing negative results (current within 4 years)



Oxford Preparatory Academy Charter Schools

SPECIAL EDUCATION TEACHER EDUCATION SPECIALIST - MILD/MODERATE Job Description

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

QUALIFICATIONS:

Knowledge of:

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

Ability to:

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

Experience:

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

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

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

Licenses/Credentials:

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

Preferred Qualifications:

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

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

NUTRITIONAL SERVICES SPECIALIST

Job Description

Under the direction of the Executive Director and the general supervision of the Chancellors, the Food Service Specialist assists in the preparation and maintenance of the Oxford Preparatory Food Service Program as it relates to providing a compliant program comprised of nutritious offerings for all students.

Primary Responsibilities include, but are not limited to:

- Trains point of service employees and back up staff on campuses regarding all policies and procedures for school food service program.
- Performs routine service level duties to assist with food preparation, serving and clean up at school sites.
- Orders and tracks snack inventory.
- Submits purchase order Requests to Business Office.
- Ensures snacks are compliant with Smart Snack Guidelines.
- Orders lunch options through third party lunch provider.
- Creates monthly menu and distributes to campuses and website.
- Tracks meals purchased, received and consumed.
- Communicates with parents regarding meal program.
- Completes Daily Meal Count and Production Reports.
- Completes all deposit recording and transactions and sends to Business Office.
- Collects Lunch Applications and keeps on file.
- Tracks and Communicates with parents regarding Free And Reduced Lunch Program.
- Scans and Sends all lunch applications to third parties for processing.
- Enters deposits to student accounts.
- Verifies lunch deposits with Office Manager.
- Assists with any lunch-related issues, refunds, and removing inactives.
- Sends Free And Reduced Lunch Program applications.
- Completes training required by SFWG to remain compliant.
- Creates and maintains documentation.
- Works closely with vendors to provide and receive data and reporting.
- Meets with vendors, partners and/or auditors during observations or audits.
- Reviews and corrects any findings or issues which may arise.
- Attends meetings related to food service operations.
- Performs other duties as assigned.

Additional Qualifications – Knowledge, Skills, Abilities:

- Knowledge of food preparation, procedures, and nutrition.
- Skills in business record-keeping and adherence to policies.
- Ability to communicate to all stakeholders.
- Must be able to understand and follow food service policies, procedures, rules and regulations.
- Must be able to orient and train food service staff.
- Must be able to perform basic bookkeeping functions and complete mandated food service reports.
- Requires the ability to read and understand written directions.
- Must be able to reconcile daily money transactions and keep records

Education and Experience:

- High School Diploma plus course work or completed training in meal planning, nutrition, sanitation, business administration, cafeteria experience, or related field. Additional experience may substitute for some training.

Licenses and Certificates:

- Requires a valid California Driver's License and certificate of completion of a safety/sanitation course.

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

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



JOB DESCRIPTION:

MAINTENANCE TECHNICIAN

DEFINITION:

Under the general direction of the site administrator, the Maintenance Technician carries out a variety of maintenance functions which provides for support of facilities and all school site stakeholders. The Maintenance Technician will assist in procuring, receiving, storing and delivering supplies and equipment for the school facility, complying with authorizer/facility use agreements, and related regulations, policies, and procedures. The Maintenance Technician performs general maintenance duties in connection with the repair and upkeep of school buildings, grounds, and equipment.

ESSENTIAL DUTIES:

- Perform and/or assist in semiskilled maintenance related to buildings and grounds, including, but not limited to, plumbing, painting, carpentry, Heating/HVAC, masonry, metal work, glazing, tile work, roofing, cleaning, flooring, welding, grounds, and mechanics;
- Lift, stack, and move heavy furniture, equipment and materials;
- Operate golf cart, hand truck and equipment to pick up and deliver equipment, furniture, and other supplies;
- Provide assistance in the areas of school safety and security through observation and prompt reporting of any issues;
- Pick up paper and other debris in and around school site, empty and clean trash receptacles as needed, prepare school site for third-party night custodians;
- Inspect and perform cleaning and maintenance of restrooms;
- Complete the Facilities Inspection Tool (FIT) and daily facilities inspections;
- Coordinate with site Office Manager to inventory and order necessary supplies and equipment to effectively complete maintenance and cleaning projects;
- Work with site and central office administration to select and procure vendors related to facilities and maintenance needs;
- Assist outside contractors to complete projects as necessary;
- Perform other duties as assigned.

QUALIFICATIONS:

Knowledge of:

- Methods and skills utilized to perform basic building, grounds and general maintenance work;
- General safety procedures and practices relating to the maintenance and grounds trades, including the use of power and hand tools;
- Use of power and hand tools, and power equipment;
- Safe and efficient procedures for lifting, loading, materials handling, and delivery;
- Basic methods of maintenance operations, security practices, and buildings and grounds operations;
- Use of computers and technology;
- Safe driving practices.

Ability to:

- Perform simple repairs with minimal supervision;
- Drive and operate a golf cart and other vehicles and equipment used for maintenance in the performance of duties;
- Understand and perform oral and written instructions;



JOB DESCRIPTION: MAINTENANCE TECHNICIAN

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Ability to:

- Properly select, mix and apply cleaning agents appropriate to the task;
- Maintain insurability to drive;
- Maintain cooperative working relationship with those contacted in the course of duties;
- Work a flexible schedule.

MINIMUM QUALIFICATIONS:

Experience:

- Three (3) or more years of increasingly responsible maintenance facilities work, to include public contact and customer service.

Education:

- A minimum of 24 semester units of coursework, or Associates Degree, from an accredited college/university, and/or working toward a degree.
- Successful completion of apprenticeship in maintenance or related field, or 24 semester units of coursework in maintenance or related field may be substituted for one (1) year of required experience.

LICENSES:

- Must possess and maintain a valid California driver license;
- Must show proof of valid automobile insurance, and maintain insurability to drive.

PHYSICAL DEMANDS:

Physical:

- Require sufficient physical ability and mobility to work in a maintenance setting; lift, carry, push, pull, or otherwise move moderately heavy to heavy loads; walk, bend, stoop, squat, and reach; climb ladders; hear in the normal audio range with or without correction; visual acuity/depth perception in the normal visual range with or without correction.

Environmental:

- Work is performed in an indoor and outdoor setting, with travel from site to site; working from heights and within confined spaces; potential exposure to all types of weather and temperature conditions; noise, dust, grease, fumes, heights, and potentially hazardous chemicals, solvents, and oils.



Oxford Preparatory Academy Charter Schools

SPECIAL EDUCATION INSTRUCTIONAL AIDE Job Description

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

QUALIFICATIONS:

Knowledge of:

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

Ability to:

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

Experience:

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

Education:

Education equivalent to the completion of an AA; BA degree is highly desirable

Physical Performance Requirements:

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

Licenses/Credentials:

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

Preferred Qualifications:

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

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

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

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



Oxford Preparatory Academy Charter Schools

CUSTODIAN Job Description

Under supervision of the Chancellor and/or Dean, the Custodian assists the Facilities Manager in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Primary responsibilities include, but are not limited to:

- Performs general clean-up of all facilities (sweeps, mops, scrubs, polishes, vacuums, halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom, etc.);
- Maintains multi-purpose room floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate;
- Prepares and sets up rooms for special meetings or events, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound, etc.;
- May work extra hours to accommodate after school activities and functions;
- Performs periodic major cleaning projects such as scrubbing walls, ceilings, etc.;
- May take charge in the absence of the Facility Manager;
- Secures building against vandalism, locks and unlocks doors, turns off light switches and generally patrols the building and grounds;
- Performs minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism, etc.); and
- Other duties as assigned.

Additional Qualifications:

- Must have a high school diploma or equivalent;
- Minimum of one year experience in custodial work preferable;
- Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures. Knowledgeable about cleaning materials, disinfectants and equipment used in custodial work. Preparation of combination locks and other equipment commonly found in public schools;
- Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools; and
- Must demonstrate ability as custodian, including the:
 - Ability to understand and follow oral and written directions at a level required for successful job performance;
 - Knowledge of modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures; cleaning materials, disinfectants and equipment used in custodial work;
 - Willingness to learn the operations, organization, rules, regulations, and laws governing charter schools; and
 - Willingness to learn Multiple Intelligences approaches to learning.

Appendix E: Key Personnel and Board Member Resumes

Amy Beth Kernan

Laguna Hills, California 92653 • akernan@opaschools.org • 949.600.9053 • [LinkedIn](#)

Executive Director

Goal-oriented professional with 15+ years' experience in the educational system. Proven history of organizational leadership and change management. Adept administrator in the areas of student services, guidance, curriculum and instruction, and professional development. Skilled manager of multi-disciplinary teams from 5 to 300, coaching and mentoring for performance improvement.

Areas of Expertise

- | | | |
|-------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Coaching and Mentoring | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Team Leadership | <input type="checkbox"/> State and Federal Programs | <input type="checkbox"/> Instruction Design |
| <input type="checkbox"/> Stakeholder Engagement | <input type="checkbox"/> Project Management | <input type="checkbox"/> Learning Theories |
| <input type="checkbox"/> Strategic Planning | <input type="checkbox"/> Student Support Services | <input type="checkbox"/> Assessment |
-

EDUCATION AND CREDENTIALS

Ed.D., Organizational Change and Leadership (2018)
University of Southern California, Los Angeles, CA

Master of Arts., Educational Leadership
University of Phoenix, Phoenix, AZ 2006

Bachelor of Science., Biological Science
University of Alaska, Fairbanks, Fairbanks, AK 2001

Certifications

Education Administration Credential, University of Phoenix, Phoenix, AZ

Single Subject Teaching Credential, Biology, California State University San Bernardino,
San Bernardino, CA

Professional in Human Resources (PHR), Society for Human Resources Management (SHRM)

Professional Development

Courses in curriculum and development and human resources, American Association of School Administrators
Instructor for the Association of California School Administrators (ACSA) in assessment and technology

Technical Skills

Google Suite (Docs, Sheets, Slides, Sites) • Microsoft Office • 2U, Pearson Learning Management Systems
Adobe Captivate • Haiku • Schoolology • ASAP • Moodle • Canvas • Blackboard • Aeries • Illuminate

PROFESSIONAL EXPERIENCE

Oxford Preparatory Academy – Irvine, CA

Executive Director, August 2018 to Present

Implemented organization-wide transformation strategy to improve accountability, organizational structure, curriculum and instruction, budgeting, and human resources for two charter schools. Create a new middle school program providing choice and focus for teachers and students. Increased overall enrolment and net income to provide more resources for instruction and student achievement.

- Implemented school-wide strategic planning to transform school programs, culture, and resource allocation, increasing ADA and improving student and staff retention.
- Oversee all professional development, curriculum and program implementation, special education and student services, and technology for charter school organization.
- Work with Board of Directors and stakeholders to revise charters, budgets, and policies. Implemented increased accountability and fiscal management procedures, aligning to Ed Code and state and federal regulations²⁴⁵

- Developed English Learner, intervention, and enrichment/elective programs to meet the needs of diverse student population and increase engagement and academic achievement.

Laguna Beach Unified School District –Laguna Beach, CA

Director, Assessment and Accountability, September 2014 to August 2018

Directed implementation and training for curriculum in mathematics, English Language Arts, science and intervention programs. Established methods to evaluate the curriculum. Analyzed the data from district assessments and implementation process, using results to guide state and local assessments. Executed training needs assessments and stakeholder surveys; used Kirkpatrick evaluation model and other analytics to evaluate results. Coached and mentored staff for performance improvement.

- Oversaw strategic planning, stakeholder engagement, and program effectiveness for the Local Control Accountability Plan (LCAP).
- Developed an online learning program for high school and independent study students.
- Led all professional development opportunities for a district of over 300 employees. Facilitated technology training to staff and administration in applications such as Google, Excel, learning management systems, student information systems, assessment methods, and Adobe.
- Oversaw and provided support for adult education, career technical education, guidance, independent study, and health services. Provide support for all secondary subject areas and programs. Supported creation of three CTE pathways at Laguna Beach High School.
- Led district student services related programs, including attendance, registration, PBIS, district and board policies, drug and alcohol prevention, 504s, and student discipline.

Vista View Middle School, Ocean View School District – Huntington Beach, CA

Principal/ Director, July 2012 to September 2014

Oversaw Curriculum, Instruction, and Professional Development plans and implementation for district-wide Common Core Standards and curriculum. Led negotiations for collective bargaining with the classified association. Led administration of district planning, budgeting and communication. Implement evaluation strategy to measure and report on program effectiveness, teacher learning, and behavioral change. Propelled professional development in introducing technology in the classroom and instruction in Illuminate and other software and web-based applications.

- Created and provided all professional development for the implementation of new state standards for over 400 staff members.
- Leveraged grants in excess of \$300,000 to transform middle school into a STEM school in Fountain Valley.
- Provided leadership coaching to all new administrators in district, creating an effective leadership network for 8 principals and assistant principals.
- Led K-8 district committees in curriculum development/mathematics curriculum maps, benchmarks, end-of-year assessments, and performance tasks.

Fred Newhart Middle School

Assistant Principal, December 2010 to July 2012

Coordinated the special education program, including scheduling, IEPs and teacher resources. Expanded teacher educational opportunities and practice in the implementation of the California state standards for math and language arts, Illuminate, ADD Initiative, special education requirements and issues, and assessment and pacing guides. Coordinated implementation of a new STEM program to give hands-on instruction in science and technology.

Hesperia Junior High School/Hesperia High School, CA

Assistant Principal, July 2006 to December 2010

Science Department Chair/Teacher, July 2001 to July 2006

Implemented the Continuous Improvement Model school-wide to produce evidence of student needs and means to define goals. Conducted staff development activities, including training for PowerSchools implementation. Created a district-side program to provide support for special education students and prepare for transition to the mainstream educational programs.

DAVID D. BARLEY

EDUCATION AND CERTIFICATIONS

PURDUE UNIVERSITY, Krannert School of Management
MScHR (MBA) – Human Resource Management concentration

INDIANA UNIVERSITY, Kelley School of Business
BSc in Business Administration, Minor in Sociology

GPHR/SPHR CERTIFICATIONS

PROFESSIONAL EXPERIENCE

OXFORD PREPARATORY ACADEMY, CA
Chief Operations Officer

2018-present

Served as Operations Consultant and converted to employee for turnaround of Charter School.

- Lead Finance, Accounting, Human Resources and other operational functions for two charter schools.
- Hands-on support for completion of responses to Memorandum of Understanding for authorizing district.
- Assist Board/Administrative Team in planning and implementation of actions to support new charter renewal petition.

NATIONAL OVARIAN CANCER COALITION, United States
Chief Executive Officer

2009-2018

The National Ovarian Cancer Coalition (NOCC) is the nation's largest advocacy organization of its kind. Its mission is to save lives by fighting tirelessly to prevent and cure ovarian cancer and to improve the quality of life for survivors. The four pillars of the organization are earlier awareness, community events, research and quality of life. As the first professional CEO of NOCC, this position reported directly to the Board of Directors, and directed a staff of 24 throughout the country.

- Led small grassroots organization through significant change to become the premier ovarian cancer advocacy group in the United States, by turning around struggling organization, doubling revenue, and ultimately increasing impact.
- Recruited and selected Board of Director candidates, and developed a staffed model for previously all-volunteer key local community chapters. Determined succession plan and hired own replacement at Dallas, TX headquarters.
- Recruited all pharmaceutical and biotech funding relationships which resulted in a new and extensive revenue source.
- Created Medical and Scientific Advisory Board, including clinical practitioners at top national medical institutions.
- Became widely known spokesperson for ovarian cancer advocacy throughout U.S. and lobbied in Washington, D.C.
- Appeared in many communication forums and provided education & awareness and information about ovarian cancer.
- Established first annual national ovarian cancer conference of its kind which is open to the public.

BANK OF AMERICA/BALBOA INSURANCE GROUP, CA
Senior/First Vice President, Strategic Human Resources

2002-2008

Balboa Insurance Group was a nearly \$4 billion revenue business critical to Bank of America's financial strategy. As the leadership HR headquarters executive, the goal was to define and implement the HR strategy and integrate HR generalist and specialist functional roles to support the business during a period of intense growth. The employee population doubled to 3000 during this period with a corresponding increase in geographic locations. Reported to Managing Director and Executive VP/HR.

- Developed and implemented new \$4 million employee reduction-in-force strategy and led resulting change management initiatives, including retention and relocation components, to support Balboa movement to lower cost production.

DAVID D. BARLEY

- Developed, managed, and executed increased \$2.5 million HR budget to support Business Unit Strategy through divisional HR functions and enabled special projects in Performance Management, Executive and Sales Incentive compensation, Succession Planning and Employee Engagement.
- Led ten direct and indirect national staff of HR specialists delivering Compensation and Rewards, Recruitment, Employee Relations, Training and Organizational Development, and Business Partner support.
- As member of Balboa Executive Team, developed Insurance Group Board presentations during B of A acquisition in support of Due Diligence, Compliance, and Legal, Employee and Customer Day 1.

INDEPENDENT CONSULTING, CA

2001-2002

Toyota Motor Corporation Financial Services, U.S.A.

International Human Resources Generalist for Latin American Operations
Included Argentina, Brazil, Mexico, Puerto Rico, and Venezuela.

HEWLETT PACKARD/COMPAQ COMPUTER (ALTAVISTA CO.), CA, TX/Asia

1997-2001

Director Human Resources and Administration

As the HR executive transferred to AltaVista by Compaq's Board, responsibilities included all human resources activities during the startup phase of the business. Modeled HR and business activities for Asia-Pacific and European regions. Directly led and managed 40 employees through 8 direct reports, including human resources, IT Operations, facilities and security staffs. Reported directly to VP/GM of AltaVista E-commerce and VP of Compensation.

- Heavy participation in the due diligence, acquisition and merger of AltaVista, Shopping.com, Zip2, Raging Bull, and CMGI's acquisition of AltaVista, and resulting human resource integration strategies.
- Partnered with senior management to turn around the struggling AltaVista search technology, during and after Compaq's acquisition of Digital Equipment Corporation. Selected key management team to achieve turnaround.
- Led the redeployment initiative within the Consumer Products organization to downsize in Houston to allow for expansion in Singapore manufacturing, which became Compaq's flagship, low-cost facility.

WALT DISNEY IMAGINEERING, CA, FL

1996-1997

Manager, Human Resources

The Imagineering subsidiary is a 1500-member master planning, creative development, design, engineering, and production group responsible for the creation of theme parks and expansion. As the human resources lead for the building of the Animal Kingdom theme park, the assignment was to start-up the human resources function in preparation for heavy talent acquisition and retention activities. Reported to VP/GM.

- Instrumental human resources and communication support to merger of development company into Disney Imagineering operating unit.
- Created resource plan for transition and redeployment of creative and engineering talent from U.S.-based theme parks to new business opportunities in Tokyo and Paris.

UNITED TECHNOLOGIES/CARRIER CORPORATION, U.S./England, France

1992-1996

Industrial Relations Manager

Carrier Corporation is the world's largest manufacturer of air conditioning equipment. The Leadership Associates Program is a two-year global rotational training program which resulted in labor relations assignments in U.S. manufacturing plants.

- Prepared language for Sheetmetal Worker Contract Negotiations, working directly with Company chief negotiator.
- Interpreted and applied collective bargaining agreements at Syracuse, NY and Tyler, TX facilities.
- Restructured European organization through outplacement of EC employees and recruitment of third country national, U.S., and expatriate and local talent. Established payroll and benefits systems to support International requirements.
- Member, Board of Directors, Delchi-Carrier manufacturing subsidiary, Villasanta, Italy. Instrumental in replacing President of manufacturing company, which allowed for changes in overall leadership and growth of the division.

Stephanie S. Henry, Ed.D.

81 Columbia, Suite 101, Aliso Viejo, CA 92656 | shenry@opaschools.org | 949-600-9051

OBJECTIVE | To cultivate learning environments which embrace innovative instructional delivery and 21st Century learning skills by developing positive professional relationships built on mutual trust and supporting the capacity of leadership teams, staff, students, families and community partners

SKILLS & ABILITIES |

- 26 years of experience as an educator at the middle school, high school, and university levels
- Curriculum leadership experience as a director in both elementary and secondary districts
- Ability to inspire others and motivate change
- Goal-oriented individual with strong leadership capabilities
- Organized, highly motivated, and detail-directed problem solver
- Proven ability to work in unison with staff, students, parents and community members

EXPERIENCE | **CHIEF ACADEMIC OFFICER, OXFORD PREPARATORY ACADEMY,**
MAY 2021-PRESENT

- Oversee the academic programs and all professional development for our schools, including curriculum adoption/implementation and instructional strategies
- Monitor special populations and work with staff to create innovative programs to serve students with an IEP, English Learners, and those identified as gifted and talented.
- Serve as a coach for administrative team to build capacity and assure alignment to organizational priorities
- Implementation of Multi-Tiered Systems of Support, with a focus on Social-Emotional Learning and Positive Behavioral Interventions and Supports, as well as the academic intervention programs
- Oversight of State reporting, including the LCAP, California School Dashboard, Educator Effectiveness Block Grant, Universal PK Grant, and Expanded Learning Opportunities Program
- Promote the integration of technology as a practice to facilitate learning and student engagement in the educational program

DIRECTOR OF ASSESSMENT AND EVALUATION, ANAHEIM UNION HIGH SCHOOL DISTRICT
JULY 2014-MAY 2021

- Support site administrators in developing positive school climate and community, using multiple sources of data and research to align their site goals to student needs and district priorities, and assuring students receive First Best Instruction every day
- Serve as a community stakeholder group lead and on the steering committee for the development of the AUHSD LCAP
- Coordinate and communicate performance on all State and Local Indicators reflected in the California School Dashboard to all stakeholder groups
- Participate in the AUHSD Special Education Task Force and assist with the development of district recommendations to support our students with disabilities in all performance areas
- Led 18 TOSAs in an encouraging, participatory, and team-focused manner to implement district-wide Multi-Tiered Systems of Support (MTSS) at all district junior high and high schools with a focus on Tier 1 Strategies in the academic, behavioral, and social-emotional domains, Positive Behavioral Interventions and Supports (PBIS), and implementation of Restorative Practices
- Convened a taskforce with equal site and stakeholder group representation to align and implement a comprehensive Student Study Team process, called Educational Monitoring Team (EMT), to address Universal Screening, teacher request for assistance, and to meet Child Find legal responsibilities
- Design data programs, through Web Reporting, to pull real-time data to inform MTSS Models, including: At-Risk Lists consisting of multiple measures, social-emotional screeners related to attendance, student snapshot tools to facilitate check and connect programs at the site level
- Increase the connection of students to community resources and support programs, in addition to strengthening the connection between community programs and the sites

- Provide professional development and trainings related to all state and district level assessments, coordinate all district resources and technology to administer assessments, and maintain a Communication Toolkit to support principal's communication with all stakeholders related to the next generation assessments and reporting
- Report and analyze all district-wide, site level and program data with an equity lens for the Local Control Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA) for twenty schools, grant monitoring for over \$22 million in grants, Civil Rights Data Collection, and all accountability under Every Student Succeeds Act (ESSA)
- Perform as the point person for all research projects related to district priorities and initiatives including: *Predictors of A-G Completion, Best Practices in Capstone Projects, LCAP Survey Analysis, LCAP Survey Re-design, Perceptions of Reflective Learning Walks in AUHSD, and Improvement in Soft Skills and Self-Perceptions of College and Career Readiness in Student Interns*

**INTERIM PRINCIPAL AT MAGNOLIA HIGH SCHOOL, ANAHEIM UNION HIGH SCHOOL DISTRICT
DECEMBER 2017-FEBRUARY 2018**

- Assisted and supported the educational community in understanding and implementing site and District goals and objectives
- Planned and collaborated with leadership teams to coordinate new construction and modernization, college and career planning structures, and a newly developed Cyber-security Pathway

**PRINCIPAL-DIRECTOR, OCEAN VIEW SCHOOL DISTRICT AT MESA VIEW MIDDLE SCHOOL JULY
2012-JUNE 2014**

- Served as a Principal-Director of Curriculum for district-wide Common Core implementation for grades 6-8 in English/Language Arts, Science, and Social Science
- Instructional leader of the district's GATE Magnet School and a California Distinguished School with a focus on the unique learning and social needs of gifted students
- Led and coordinated the creation and implementation of Core Maps tied to the Common Core State Standards in three subjects for three grade levels.
- Worked with site leadership as a CALStat Leadership Site for PBIS and implemented an anti-bullying curriculum for all six grade students.
- Improved community outreach through community social events and increased membership in PTSO
- Partnered with local businesses to implement a Robotics Program with two year curriculum, after-school components which included articulation and mentoring from a feeder high school, and participation in local competitions
- Brought a peer-mentoring program called WEB (Where Everybody Belongs) to the district and fully implemented the program at Mesa View Middle School
- Facilitated the improvement of elective class offerings by requiring each elective to focus on at least one of the interdisciplinary 21st century themes: global awareness, financial, economic and entrepreneurial literacy, civic literacy, health literacy, and/or environmental literacy
- Supported the development of innovative elective class offerings to include *21st Century Learning Skills and Media* and various improved technology courses

**PART-TIME LECTURER, SECONDARY EDUCATION, CALIFORNIA STATE UNIVERSITY, FULLERTON , JULY
2011-2019**

Teach EDSC 310: The Teaching Experience in both online and classroom formats to help aspiring teachers to understand the history, philosophy, and sociology of secondary education. The course serves as an introduction to California Teaching Performance Expectations and Teaching Performance Assessment, needs of special populations, English learners, and struggling readers, California state standards, and major curriculum reform documents

ASSISTANT PRINCIPAL OF PUPIL SERVICES, FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
JULY 2008-JUNE 2012 SONORA HIGH SCHOOL

- Instrumental in creating a school-wide professional development plan and organized several professional development opportunities to support all student populations
- Supervised and strengthened new counseling department and model special education programs
- Led school-wide data-driven decision-making and data-informed reform, including appropriate interventions
- Developed and provided leadership for the FJUHSD ELD Taskforce

ASSISTANT PRINCIPAL OF STUDENT AFFAIRS, FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
JULY 2006-JUNE 2008 BUENA PARK HIGH SCHOOL

- Handled day-to-day management and operations of school and programs such as athletics, ASB activities, and school-wide discipline.
- Developed programs and supports for 9th and 10th grade students determined to be at-risk
- Improved campus supervision and safety, including coordinating the district's first collaborative active shooter drill with the Buena Park SWAT team.
- Maintained the ASB budget and supervised Boosters
- Organized Extra-duty assignments and supervision of athletic events

ENGLISH TEACHER AND TEACHER LEADER, FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
AUGUST 1993-JUNE 2006 BUENA PARK HIGH SCHOOL

- District English Curriculum Specialist supporting all new teachers with implementation of standards-based lesson design
- District Mentor Teacher for School-to-Career Reform to support implementation of non-cognitive skills into core curriculum
- English Department Chair instrumental in curriculum design for all English courses and the use of instructional technology
- Administrator, School of Aviation Research Magnet Program, created cross-curricular Project Based Learning experiences
- 11th and 12th grade Class Advisor for 13 years to improve school climate and student achievement
- Voted Senior Class Honored Teacher 1995, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, and 2006
- Most Inspirational Teacher 1999

EDUCATION | DOCTORATE IN EDUCATION, EDUCATIONAL LEADERSHIP
2011, CALIFORNIA STATE UNIVERSITY, FULLERTON

MASTERS OF SCIENCE, EDUCATION ADMINISTRATION
2007, CALIFORNIA STATE UNIVERSITY, FULLERTON

EDUCATION ADMINISTRATION CREDENTIAL, TIERS 1 AND 2
2007, CALIFORNIA STATE UNIVERSITY, FULLERTON

SECONDARY TEACHING CREDENTIAL IN ENGLISH LITERATURE AND SUPPLEMENTAL MULTIPLE SUBJECT CREDENTIAL
1993, CALIFORNIA STATE UNIVERSITY, FULLERTON

BACHELORS OF ARTS, ENGLISH LITERATURE
1992, CALIFORNIA STATE UNIVERSITY, FULLERTON

**AREAS OF
EXPERTISE**

- Building and maintaining trusting professional relationships, while creating an environment of respect, caring, compassion, collaboration, teaming, advising, and nurturing
- Curriculum and instructional shifts as it relates to 21st Century Learning
- Using Implementation Science to operationalize a Multi-tiered Systems of Supports with academic, behavioral and social-emotional domains for students with diverse backgrounds
- Creating meaningful and engaging professional learning opportunities for administrators and teachers
- Data analysis, preparing relevant and easy-to-read data reports, and presenting data in a meaningful way to parent groups, administrators, teacher leaders, Cabinet, and Board Members
- New state level assessments and their relevance to classroom practices, as well as performance task assessments to enhance a comprehensive assessment system
- Open and transparent communicator with excellent interpersonal and public speaking skills

SUMMARY | Skilled Executive with experience leading rapidly growing companies during both expanding and contracting economies. Sector experience includes construction, smart building, technology, and distance learning.

EDUCATION | **PEPPERDINE UNIVERSITY, MALBU, CA**
MASTERS OF BUSINESS ADMINISTRATION
Focus: Managing Organizational Change

PEPPERDINE UNIVERSITY, MALBU, CA
BACHELOR OF SCIENCE IN MANAGEMENT
Major: Management

LICENSES | California Contractor License # 931141 B – General Contractor, C10 – High Voltage Electrical, C7 – Low Voltage Electrical, C61/D16 – Door Hardware Locks and Safes | California Locksmith License # LCO5557 | California Alarm Company Operator License # ACO 6764 | Texas Department of Public Safety License - Alarm and Electronic Access Control Contractor License # B19611

EXPERIENCE | **PRESIDENT PROTEK INTEGRATION INC**
JUN 2002 – PRESENT

Protek Integration is a full spectrum Integration and Technology services company serving many of largest and most sophisticated land owners in Southern California.

PRESIDENT ODTRAINING
JUN 1996 – MAR 2002

ODTraining served national customers such as American Express and Waddell and Reed. ODTraining was able to effectively repurpose content and deliver streaming media training to remote offices all over the country

REGIONAL SALES MANAGER WESTEC INTERACTIVE SECURITY
JAN 1993 – MAY 1996

Westec was a large Regional player in the newly created remove security services industry. Customer such as Taco Bell, Carl's Junior and Ben Bridge Jewelers were early adopters of the 'eye in the sky' security concept.

PERSONAL | I live in the Moulton Ranch neighborhood on a single loaded street across from a park. I have been Married to Kristen Jackson for 13 years (together for 20) with 3 children, Jordan Hayden and Ryan Jackson. Together we have 2 King Charles Cavalier Spaniels, 2 cats that pee and poop on the toilet, 1 lizard and 4 frogs.

Delite H. Travis

Summary

A transformational leader with more than 20 years of successful experience with multi-million-dollar fundraising, goal-oriented strategic planning, program development, staff management, donor relations, board relations, budget and fiscal management, strategic marketing, data management, legislative matters, and regulatory affairs.

Professional Experience

Chapman University – Orange, California

Vice President of Strategic Engagement, Development, and Campaign

Associate Vice President of Strategic Engagement and Development

Assistant Vice President of Strategic Engagement and Development

Senior Director of Strategic Engagement and Development

Director of the Chapman Fund

March 2020 – Present

January 2017 – March 2020

October 2014 – December 2016

November 2012 – September 2014

April 2011 – October 2012

Responsibilities

- Leadership of university fundraising pipeline of 5,000+ donors with annual revenue of over \$50 million
- Management of 175 donor portfolio with annual major contributions between \$5-13 million
- Leadership, strategy, and direction for 35 employees and more than 100 student workers in several departments within university advancement
- Develop and implement strategic plans, fundraising programs, engagement strategies, and alumni and parent engagement programming
- Create a sustainable funding model for a year over year growth in dollars and participation rates
- Oversight of corporate and foundation relations, legacy planning, annual fund, major gifts, capital campaign, alumni participation, and research
- Direct and lead numerous alumni, parents, donors, and volunteer Boards, councils, and committees to assist with the advancement of engagement and giving
- Collaborate with the campus community, development officers and volunteers to reach a larger pool of prospects and to support targeted alumni and parent participation and solicitation goals

Accomplishments

- Secured \$10 million capital gift from the first-time donor in Europe
- Increased overall fundraising in the annual fund from \$500k to \$2.5 million annually
- Growth in restricted giving from \$2 million to \$21 million annually
- Doubled legacy giving from \$5 million to \$10 million annually
- Established and implemented programs resulting in more than 55% increase in alumni participation rates in one year
- Targeted annual fund strategy resulted in the growth of 280% within two years for dollars raised
- Worked with key faculty, Deans, and volunteers to develop and grow several volunteer boards and funding initiatives
- Since 2011, raised more than \$250 million in cash and pledges for the department
- Personally, raised more than \$13 million in unrestricted cash gifts last fiscal year
- Increased annual giving pipeline by 500% within the first three years
- Received Gold Council for Advancement and Support of Education (CASE) Award of Excellence in 2013 for Alumni Relations Programs – Programming for Special Constituencies
- Developed and executed a systematic moves management system for donor pipeline and development
- Established parent and alumni leadership programs resulting in a dramatic increase in annual gifts
- Implemented new alumni board structure and constitution resulting in increased participation

American Water Works Association, California-Nevada Section – Rancho Cucamonga, California

Director of External Affairs

Government Affairs Manager

Event and Marketing Manager

Event Coordinator

December 2006 – April 2011

December 2005 – November 2006

January 2004 – November 2005

August 2003 – December 2003

Responsibilities

- Prepared, analyzed and managed budgets of more than \$2,000,000 for the education, certification, government affairs, events and marketing, registration and development departments
- Developed and executed Association strategic plans to fulfill its mission and objectives
- Evaluated and assessed organizational strategies, goals, programs, and priorities for the Association
- Oversaw management and supervision of 13 employees, including ongoing staff evaluations and staff development training
- Developed an intra-office communications program focused on strengthening relationships between staff and volunteers
- Cultivated a responsive, customer service culture in the organization, and oversaw that the department staff is effectively meeting member/volunteer needs
- Managed the Association's Governing Board, numerous councils, committees and volunteer groups
- Organized and recruited high-level volunteers to solve relevant drinking water industry issues
- Managed and administered all Water for People Foundation fundraising efforts for California – Nevada Region. Developed and executed fundraising events and initiatives for the foundation
- Raised \$2,000,000 for a capital campaign and established an annual giving program for an organization with \$500,000 annual gifts
- Advocated for appropriate legislation and regulations to advance the mission of the organization. Member of the State of California Proposition 50 and Proposition 84 Stakeholder Committees
- Developed and implemented marketing plans and budgets for more than 20,000 members and potential members, increasing membership base annual by seven percent

Offices of United States Senator John McCain – Washington, D.C., and Tempe, Arizona

Staff

2000 and 2002

Responsibilities

- Worked on Senator McCain's 2000 and 2008 Presidential campaigns.
- Worked with government agencies to find workable solutions for constituents.
- Planned and organized activities of dignitaries and officials, including Michael J. Fox, Muhammad Ali, international representatives. Facilitated numerous Capitol Hill events.

Education

Chapman University – Orange, California

December 2014

Master of Arts in Leadership Development

Pepperdine University – Malibu, California

April 2003

Bachelor of Arts, Political Science & Bachelor of Arts, International Studies

Civic Activities

Oxford Preparatory Academy - Board Member, Council for Advancement and Support of Education (CASE), and American Society of Association Executives (ASAE)

Language Skills

Fluent in German. Traveled extensively in Europe and Africa.

SUMMARY

Strategy leader and ex-McKinsey consultant with expertise in solving global and complex problems across cross functional teams – from strategic visioning to problem solving to data-based insights development & recommendations to people & resources management

PROFESSIONAL EXPERIENCE

Western Digital Corporation | *\$17B American datacenter, enterprise and consumer storage infrastructure company*
Vice President (2019–present), Senior Director (2015–18), Director (2015) | Lead Business Strategy & Business Development, Innovation & Business Transformation, and Strategic Planning & Market Intelligence

▪ Business Strategy & Business Development

- Identify and execute business-critical strategic projects (e.g., scenario-based mitigation of China tensions)
- Structure and implement business development initiatives (e.g., U.S. Government business)
- Support inorganic growth including strategic fit analysis and drive value creation through post-merger integration (e.g., HGST with ~\$800M in expense synergies, SanDisk with ~\$1.1B in revenue synergies)

▪ Innovation & Business Transformation

- Develop innovation and growth initiatives for the CEO Staff (e.g., SMB retail initiative)
- Support corporate venture activities (e.g., facilitating data innovation bazaar and bootcamp of start-ups)
- Lead business process transformation projects (e.g., R&D Transformation to include innovative development methods such as Agile and Centers of Excellence, Supply Chain/ Procurement Transformation)
- Establish a pool of professionals to ensure a strong bench of leaders for the business

▪ Strategic Planning & Market Intelligence

- Serve as a partner to the CEO Staff to develop, evolve and drive strategy to achieve company goals
- Drive integrated strategic planning process from context setting, Corporate & BU goal setting and strategy development, and development and prioritization of portfolio of initiatives
- Develop and communicate market and competitor insights including addressable market opportunity

McKinsey & Company | *Strategy Advisors for global companies*

Engagement Manager (2012–15); Associate (2010–12) | Led client and consultant teams on Strategy/ Corporate Finance, Operations, and Organization client engagements

▪ Strategy/ Corporate Finance

- Established emerging market entry strategy for a Fortune 500 US manufacturing client
- Validated 3-year strategy and defined value capture implementation plan at Health Insurance Company
- Identified post-merger integration strategy of two semiconductor companies
- Defined 5-year infrastructure strategy of large European bank to address emerging external trends (e.g., digital)

▪ Operations

- Optimized procurement and improved supply chain management at a global aerospace company
- Optimized the invested capital of a \$6B+ Pharmaceutical manufacturing facility
- Defined framework to implement Continuous Improvement program at a Top 10 U.S. Insurance Company

▪ Organization

- Redesigned engineering and manufacturing organization of large technology company
- Defined strategy of corporate entities to coordinate patient care across multiple locations of large Hospital system
- Defined organization strategy of Top 10 U.S. Insurance company including innovative ways to talent management and to ensure distinctive succession planning

Paul Kagoo

pkagoo@opaschools.org | linkedin.com/in/paulkagoo/

▪ Non-client related internal work

- Created and delivered learning modules for global internal and external audience especially related to post-merger integration including co-developing a post-merger integration handbook
- Identified innovative ways to improve McKinsey's Social Network Analysis capabilities
- Performed deep organizational health and performance analysis to inform regional strategy
- Interviewed and mentored candidates as part of recruiting team

Englekirk Companies | *Engineering & Design Consulting firm for public and private sector clients*

Project Structural Engineer; Project Engineer; Design Engineer (2000–2009) | Lead projects, client relationships and people and provide Industry Thought Leadership

- **Project and Client Management:** Successfully executed more than 26 time- and budget-sensitive complex projects, usually 3 projects simultaneously, including \$200M St. Regis Resort and \$180M US Federal Court
- **People Leadership:** Mentored multiple employees to ensure that individual goals aligned with company-wide offerings to improve retention rate and employee satisfaction. Consistently rated as an exceptional mentor
- **Thought Leadership:** Responsible for several innovations including developing a roadmap to leverage knowledge of the US Green Building Council LEED accreditation

California State Polytechnic University | *Undergraduate and Post-graduate University*

Adjunct Professor (2007–08) | Part-time professor for junior and senior engineering students

- Taught engineering core courses to Junior year undergraduate students (Average class size of 35)
- Mentored students participating in design competitions and projects

EDUCATION

Master of Business Administration INSEAD, Fontainebleau, France	Graduated with Distinction 2010
Master of Science in Civil Engineering University of California, Irvine	PEER Center Fellow 2000
Bachelor of Technology in Civil Engineering Indian Institute of Technology, Bombay	Ranked in the top 5 1998

VOLUNTEERING

- Board Member at the Orange County Community Foundation, a non-profit organization (over 600 charitable funds with ~\$500M of assets under management and top 2% among more than 780 U.S. community foundations)
- Board Member of Oxford Preparatory Academy, a public charter school organization
- Advisory Board Member of the Executive MBA program at Santa Clara University

OTHER ACHIEVEMENTS

- Licensed Professional Engineer and Structural Engineer in the State of California
- United States Green Building Council, LEED (Leadership in Energy & Environmental Design) Accredited Professional
- Recipient of PEER (Pacific Earthquake Engineering Research) Center Fellowship
- Developed teaching materials and taught review courses for engineering professionals and Ghost authored two Engineering design review books

LANGUAGES

English, Hindi, Tamil, German (beginner)

FINANCE & PROJECT MANAGEMENT PROFESSIONAL: CURRENTLY STAY-AT-HOME MOTHER

EXPERIENCE

Allergan, Inc. – Irvine, CA

2002– 2007

Senior Financial Analyst, Information Technology

- Reported directly to Chief Information Officer (CIO). Member of IT leadership team
- Financial planning & analysis: responsible for budgeting, forecasting and long-range strategic financial planning
- Led all accounting and monthly financial reporting for Information Technology function
- Managed an operating expenditure annual budget of >\$30 million
- Supported headcount of approximately 150 employees
- Worked cross functionally with the organization to ensure IT costs were captured and allocated appropriately
- Tracked and reported on monthly budget to actuals
- Represented IT function to assist with spin-off of company and ensured financials were allocated accurately between companies
- Sarbanes-Oxley reporting

Deloitte Consulting, LLP – Santa Ana, CA

1998-2002

Performance Analyst / Consultant

- Started at Deloitte as a project controller and promoted Performance Analyst / Consultant
- Project Controller for large multinational corporate projects
- 3Com
 - Project finance reporting, issues management and project timeline reporting and software management
- Boeing 717 Business Transformation project controller
 - Responsible for budgeting, forecasting and billing of all project related work
 - Worked with Boeing senior leadership to prepare roadshow presentations
- BankOne Project Controller
 - Responsible for budgeting, forecasting and billing of all project related work
 - Onboarding of new project members
 - Negotiated contracts for travel and support
- Hewlett-Packard
 - Developed computer-based training materials for company
- VoiceStream / T-Mobile
 - Developed computer-based training materials for call-centers
- Internal Deloitte Consulting projects including Process Improvement and development of Computer Based Training Materials

Ikea, Inc. – Tustin, CA

1997-1998

Accounting and Human Resources Associate

- Monthly employee / headcount reporting
- Responsible for monthly close
- Recruiting and interviewing of talent for the Tustin location
- Onboarding of new employees

EDUCATION

BA, Business Administration emphasis in Business Management, California State University, Fullerton, CA (1997)

VOLUNTEERING

- Oxford Preparatory Academy SOC (OPA SOC) Room Mom multiple years
- OPA SOC Room Parent Chair – 2-year term, OPA SOC VP Finance and Operations – 2-year term
- Member of various event volunteer groups

AMY M. SMITH, Ed.D.



EDUCATION

Ed.D., Adult Learning & Leadership

Community College Leadership Concentration

Kansas State University, Manhattan, KS

M.A., Higher Education Administration & Leadership

Hispanic-Serving Institutions Concentration

Adams State University, Alamosa, CO

B.S., Business Administration

Marketing Concentration

Sonoma State University, Rohnert Park, CA



CAREER HIGHLIGHTS

Ten years of career pathway design and implementation in community college and K-12 settings including instructional program and student support services integration, student learning outcome development, cross-institutional curriculum alignment, and early college credit opportunity expansion.

Eight years of educational leadership and personnel supervision guiding stakeholders and staff through department-level and system-level innovation and change toward producing enduring and scalable outcomes.

Multi-format delivery of student services and training in the areas of career counseling, college preparation, and employment readiness.

Successful acquisition and management of more than \$20 million in grant funding and alignment of resource allocations to strategic, department, and program planning processes.

Extensive data collection, analysis, and presentation utilizing multiple platforms including Peoplesoft, Economic Modeling Specialists International (EMSI), Launchboard, and CA Community College Data Mart as well as oversight of multiple external evaluation contracts.

Lead and contributing member of multiple participatory leadership groups including Long Beach College Promise Steering Committee, Guided Pathway Implementation Team, Senior Leadership Operational Team, Early College Credit Opportunity Workgroup, CA Career Pathways Trust Linked Learning Regional Consortium, and the Advancing Linked Learning Innovation Network.



EXPERIENCE

11/2017 – Present

Executive Director, Partnerships

Advancing Linked Learning Innovation Network

Long Beach Unified School District

Establishment and management of strategic cross-sector partnerships with regional K-12 school districts, community college districts, four-year institutions, workforce boards, business and industry, community-based organizations, and government agencies.

Formation and facilitation of regional Advancing Linked Learning Innovation Network (aLL-in) including vision-setting, mission development, strategic planning and strength and needs assessment.

Expansion of regional capacity to cultivate high-quality K-16 career and Linked Learning pathways including rigorous academics, contextualized learning, work-based learning, and integrated support services.

Creation and support for regional work-based learning delivery system including student internships, job shadows, and career fairs.

Design of marketing and business communications with associated collateral.

Research and exploration of regional workforce trends and occupational skill requirements.

Creation of operational structures, timelines, and methods of accountability to evaluate progress toward regional network goals.

Identification and acquisition of grant funding in support of the district and regional network.

12/2015 – 11/2017

Director, Career Pathways Support Services

Student Support Services Division

Long Beach City College

Design of new career pathways department within student support services including development of department plan aligned with the strategic plan, creation of new management and classified positions, and redesign of operations across multiple departments within new area.

Management of \$16 million in career pathway and college preparation state, federal and private grant and contract funding including CTE Transitions, California Endowment, CA Career Pathways Trust, Long Beach College Promise Outreach, and Upward Bound.

Delivery of K-12 and community outreach/enrollment growth programming and services, including oversight of outreach ambassador program.

Development and implementation of college-wide services supporting the establishment of integrated K-16 career pathways aligned with workforce demand.

Design and expansion of local and regional early college credit programming for high school students including articulation, dual enrollment, matriculation, and orientation support services.

Oversight of comprehensive career services and delivery of career readiness instruction through career centers at two campuses.

Coordination of student work-based learning experiences including internships, job shadows, and mentorships.

Management of institutional student scholarship application and distribution programs in coordination with LBCC Foundation.

Director of the Advanced Manufacturing & Engineering Technology Linked Learning Consortium including community college, K-12 district, four-year institution, and intermediary partners.

Development and reporting of program budgets to district, state, federal, and private agencies and ensuring compliance with funding regulations.

Research, analysis, and composition of grant proposal narratives and budgets.

Lead institutional liaison to education, community and industry partners including four-year institutions, K-12 districts, workforce development boards, and employers.

Recruitment, screening, and supervision of personnel and contractors including management, classified, and faculty for special projects.

9/2014 – 11/2015

Interim Director & Manager, Career & Technical Education & Special Projects
Workforce & Economic Development Division
Long Beach City College

Director of the Advanced Manufacturing & Engineering Technology Linked Learning Consortium including community college, K-12 district, four-year institution, and intermediary partners.

Management of \$20 million in career technical education (CTE) and workforce development (WFD) grant projects including TAACCCT, Career Pathways Trust, and Perkins.

Facilitation and management of activities fostering career pathways with K-12/four-year institutions including articulation and dual enrollment.

Supervision of recruitment, case management, and job placement services for workforce development program participants.

Development, tracking and reporting of program budgets to district, state, federal, and private agencies and ensuring compliance with funding regulations.

Research, analysis, and composition of grant proposal narratives and budgets.

Collection, analysis, and reporting of labor market data for CTE/WFD programming design and support.

Organization and execution of institution-wide events including student pathway info sessions, faculty training workshops, and program advisory committee meetings.

Marketing of CTE programming and related activities through publishing of quarterly CTE newsletter, maintenance of department website, and composition of press releases.

Liaison to education, community and industry partners including four-year institutions, K-12 institutions, and Workforce Investment Board.

Recruitment, screening, and supervision of grant project personnel and contractors including classified staff and faculty for special projects.

2/2011 – 9/2014

Coordinator, Career & Technical Education
Workforce & Economic Development Division
Long Beach City College

Implementation of multiple career technical education (CTE) and workforce development (WFD) grants including Perkins, SB70, and Career Ladders Linked Learning Initiative.

Management of CalWorks Career Experience Program including the delivery of career/job placement services.

Development, tracking and reporting of program budgets to district, state, federal, and private agencies and ensuring compliance with funding regulations.

Research, analysis, and composition of grant proposals narratives and budgets.

Facilitation and management of activities fostering career pathways with K-12/four-year institutions including articulation and dual enrollment.

Collection, analysis, and reporting of labor market data for CTE/WFD programming design and support.

Organization and execution of institution-wide events including student pathway info sessions, faculty training workshops, and program advisory committee meetings.

Marketing of CTE programming and related activities through publishing of quarterly CTE newsletter, maintenance of department website, and composition of press releases.

Liaison to education, community and industry partners including four-year institutions, K-12 institutions, and Workforce Investment Board.

Recruitment, screening, and supervision of grant project personnel and contractors including classified staff and faculty for special projects.

3/2010 – 2/2011

Grant Assistant III

Workforce & Economic Development Division

Long Beach City College

Administrative support and coordination of multiple career technical education, workforce development, and institutional grant programs and special projects.

Lead support in coordinating LBUSD/LBCC career pathway development team.

Research and editing of grant proposals and related application documents.

Coordination of director and multiple manager's schedules.

Planning and arranging of conferences, special events, and project implementation meetings.

Design and creation of career technical education and workforce development related presentation and marketing materials including flyers, newsletters, and videos.

Processing and tracking of contracts, requisitions, purchase orders, and invoices related to grant deliverables.

11/2007 – 3/2010

Grant Aide

Sonoma County Department of Emergency Services

Coordination of workforce development grant and special projects including Department of Homeland Security Staffing (SAFER) grant, developing career pathways in fire science.

Performance of job placement liaison activities between the County office and 14 fire companies.

Point of contact for work-based learning Explorer program for youth interested in fire sciences careers.

Creation of marketing recruitment materials including website content development.

Composition and editing of job descriptions and specifications.

Interviewing and screening of job applicants.

Design and tracking of tuition reimbursement program for fire sciences students.

Coordination of activities with city police and fire agencies.

Development and tracking of grant budgets and quarterly reports.

Monitoring of departmental compliance with grant regulations.



PRESENT & PAST BOARD/COMMITTEE PARTICIPATION

Board Member – Long Beach Career-Linked Learning (Intermediary)

Board Member – Regional Linked Learning Hub of Excellence

Lead – LBCC/LBUSD Early College Credit Opportunity Workgroup

Lead – LBCC Career & Work-based Learning Workgroup

Member – Long Beach College Promise Steering Committee

Member – LBCC Promise Pathway Coordinating Team

Member – LBCC/LBUSD Perkins & Career Technical Education Advisory Committee

Member – LBCC Strong Workforce Workgroup



RELEVANT CERTIFICATIONS & TRAINING

California Community Colleges Association for Occupational Education,
Career Technical Education/Economic Workforce Development, Master Certificate
Next Skills/Employment Readiness Institute Trainer, Certificate of Completion
National Career Pathways Leadership, Certificate of Achievement
Presidio Institute Fellow, Cross-Sector Leadership



SOFTWARE PROFICIENCY

Economic Modeling	Publisher	PowerPoint	Internet Explorer	Word
Adobe Acrobat Pro	PeopleSoft	Quickbase	Outlook	Excel



REFERENCES

Dr. Gregory Peterson, President – Chandler-Gilbert Community College, 480-732-7010
Marty Alvarado, Executive Vice Chancellor for Educational Services– California Community
Colleges Chancellor’s Office, 916.445.8752
Cynthia Bater, Project Administrator - Long Beach Unified School District, 562.997.8315
Dr. Heidi Neu, Faculty – Long Beach City College, 562.938.3979

Appendix F: Fiscal Policies

OXFORD PREPARATORY ACADEMY

Oxford Preparatory Academy

Fiscal Policies Manual

Approved August 26, 2021

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1. CASH/CHECKS HANDLING POLICY

BOARD POLICY

In the course of normal school business, many activities (fundraising, field trips, lunch program, etc.) involve the receipt of cash and checks, to be deposited in the school's bank account upon receipt. All cash and checks must be deposited within seven (7) days cash received from a fundraising event may not be retained outside of the school's bank account to hold for future fundraising projects, for example. Since Oxford Preparatory Academy ("OPA") receives cash and checks from a variety of sources for a wide range of activities, extra care must be taken at all stages of the deposit process to ensure accurate records and proper accounting controls are maintained. The specific procedures outlined below are to be kept updated and current.

Persons responsible for handling cash/checks

In order to maintain proper accounting controls, the Executive Director shall designate an OPA on-site staff member (the "Cash Coordinator") to coordinate all transactions involving the deposit of cash/checks. The Cash Coordinator will be responsible for ensuring proper documentation is in place verifying the source, amount, and itemization of amounts received, preparing, and making bank deposits, and placing all items to be deposited in safekeeping prior to deposit.

After deposit and within 24 business hours, a copy of the bank deposit receipt, copies of all deposited checks, along with a copy of the Deposit Summary, and notations indicating the nature of the deposit amount, shall be sent to the Chief Operations Officer or designee, with the original kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

Procedure for receiving cash/checks

- a. **FROM VOLUNTEER EVENTS:** For each fundraising event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity. The Volunteer Coordinator may be a staff member, but is not required to be so. The Volunteer Coordinator will maintain a written record of each donation at the time the donation is made. The Volunteer Coordinator will provide a pre numbered receipt for all cash donations to the donor showing the date, amount, and nature of the donation, and for checks if requested by the donor.

After the event, or at least once weekly for on-going events, the Volunteer Coordinator shall use the written record maintained at the time of receipt to prepare a Deposit Summary, totaling the checks and cash. Copies of all checks must be attached. The total of the checks and cash listed in the Deposit Summary must match up with the written record of donations discussed in the above paragraph.

The Volunteer Coordinator will then give the deposit packet (including all cash, checks, and the Deposit Summary) to the Cash Coordinator no later than close of business on the next available business day, and both parties must verify and agree on the amounts shown in the deposit packet while in each other's presence, placing their signature on the Deposit Summary form. The Cash

Coordinator then holds the funds in safekeeping until a bank deposit can be made, but in no case longer than 7 days.

After deposit and within 24 business hours, a copy of the bank deposit receipt, copies of all deposited checks, along with a copy of the Deposit Summary, and notations indicating the nature of the deposit amount, shall be sent to the Chief Operations Officer or designee, with the original kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

- b. **FROM MAIL RECEIVED OR CASH/CHECKS DROPPED OFF AT OFFICE:** For any cash or checks received in the mail, the Cash Coordinator shall prepare a Deposit Summary and bank deposit receipt itemizing the amount, source, and purpose of each payment, with a designated office staff member acting as verifier and second signatory on the Deposit Summary. If multiple items are received at the same time for the same purpose, they may be summarized in a single deposit packet as long as each payment is itemized as described above. The document packet should then be held in the office lockbox or safe until it can be deposited. For cash/checks dropped off at the front desk by hand, the person dropping off the amount shall place the cash/checks in a deposit envelope, together with a note or form detailing the name of the person and the purpose and amount of the deposit, and seal and sign the deposit envelope. An office staff member must then immediately place the envelope in the office lockbox, where it will be processed along with the next batch of received mail as described above.

Procedure for storing cash/checks

All cash and checks must be kept in the office lockbox or safe for safekeeping when not under the immediate supervision of the Cash Coordinator. The office lockbox should be used for this purpose. Cash and checks may not under any circumstances be left in the office or volunteer area unattended. Although the frequency of deposits must be balanced with other school needs, all efforts should be made to ensure quick turnaround and deposit of checks and cash received by the school.

2. PURCHASING POLICY

PURCHASING: All Oxford Preparatory Academy (“OPA”) purchases must be pre-approved. The primary person responsible for approving all purchases is the Executive Director. The Chief Operations Officer may also approve purchases only in the absence of the Executive Director. For purchases exceeding \$20,000 Board approval is also required, as outlined in the specific procedures below. Recurring expenses such as monthly rent, copier lease payments, recurring office supplies, or other periodic payments for which overall approval has already been granted do not require individual approval. However, a list of such recurring expenses shall be reported to the Board at its next regular meeting.

Equipment Acquired with Federal Funds

The Executive Director or designee shall obtain prior written approval from the California Department of Education or other awarding agency before purchasing equipment with federal funds. All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. For any equipment acquired in whole or in part with federal funds, the Executive Director or designee shall develop adequate maintenance procedures to keep the property in good condition. He/she shall also develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program.

INVOICING & RECEIPTS: All purchases must be accompanied by an invoice or receipt, depending upon the nature of the item and the purchase method. For payments made using a credit card, a receipt shall be obtained and/or printed at the time of purchase.

CREDIT CARDS: Credit cards should be kept under locked supervision at the Administrative Office when not in use. The OPA credit cards will be checked out on a case-by-case basis and may only be used when other forms of purchasing are not timely or appropriate.

Procedure for vendor bidding/estimates/proposals

- a. The Board of Directors is committed to safeguarding OPA’s money and to promoting transparency and accountability when it comes to the use of public funds. When purchasing equipment, materials, supplies, or certain services, OPA shall work to obtain the greatest possible value for OPA.
- b. For purchases or contracts up to \$5,000 bids, estimates, or proposals are not required.
- c. For purchases or contracts above \$5,000 up to \$10,000, at least three bids, estimates, or proposals

are recommended and may be procured in-person, or via telephone, email, letter, formal proposal, or other method of communication.

- d. For purchases or contracts above \$10,000 up to \$25,000, and subject to paragraph f. below, at least three written bids, estimates, or proposals are required, and each bid, estimate, or proposal must be on the vendor's letterhead and must include enough relevant information about the purchase or contract to allow the Executive Director or Designee to make an informed decision or recommendation.
- e. For purchases or contracts above \$25,000 a competitive bid, estimate, or proposal process is required. Requests for bids, estimates, or proposals must be published, advertised, and/or solicited in the manner determined by the Executive Director or Designee, or the Board of Directors. The request for bids, estimates, or proposals must set forth (1) the required scope of work; (2) instructions and deadline for submission; (3) the approximate date the Board will review the bids, estimates, or proposals; and (4) any other information deemed relevant to the purchase or contract. The Executive Director or Designee shall secure at least three written bids, estimates, or proposals before they are presented to the Board. The Executive Director or Designee shall make a recommendation to the Board and all bids, estimates, and/or proposals received shall be presented to the Board for review.
- f. In the event a vendor is the only vendor that can reasonably supply a certain product or service, it is permissible for OPA to solicit and accept one bid, estimate, or proposal. The Executive Director or Designee shall retain a written explanation of why the vendor is the only vendor that can reasonably supply a certain product or service.
- g. Selection of a bid, estimate, or proposal shall be based on multiple factors, including but not limited to, initial and future costs, quality of the products or services, any warranties, capability and experience of the vendor, and time of delivery or performance. Selection of the lowest bid, estimate, or proposal is not required. Selection of a bid, estimate, or proposal shall also comply with any other applicable OPA policies (e.g., the *Nepotism Policy*, *OPA Vendor Packet*).
- h. The Executive Director or Designee shall maintain a copy of all written bids, estimates, or proposals for at least one year.
- i. These procedures for vendor bidding, estimates, and proposals do not apply to certain contracts, such as those for professional services or insurance services, where the Executive Director or Designee in collaboration with the Board determines it is not in the best interest of OPA to solicit bids, estimates, or proposals. The Executive Director's or Designee's determination shall be made in writing, including the reason(s) for the determination, and a copy shall be maintained on file for at least one year.

Procedure for approving purchases

- a) Any desired purchase must be approved by the Executive Director, Chief Operations Officer or the Chief Academic Officer (the "Executive Administrators") according to the following purchase approval levels:
- b) The Requester and the Authorizer must be different individuals.
 - 1. For amounts up to \$1,000, any one of the roles identified above, as well as Chancellors, may authorize purchases;

2. For amounts above \$1,000 up to \$5,000, either the Executive Director, Chief Operations Officer, or the Chief Academic Officer may authorize purchases;
 3. For amounts above \$5,000 up to \$15,000, the Executive Director's approval is required to authorize purchases;
 4. For amounts above \$15,000 up to \$20,000, approval of the Executive Director and Board Chair is required to authorize purchases.
- c) For purchases of \$20,000 and above, Board approval is required prior to purchase, although the Executive Director may seek Board approval for unusual purchases of any dollar amount at his/her discretion.
 - d) For any purchase, documented evidence of the appropriate approval must be obtained prior to purchase.
 - e) Once the appropriate approval has been authorized for a purchase, the Executive Director or Designee shall (a) create a Purchase Order, and deliver the signed Purchase Order to the vendor, OR (b) in situations where the item must be purchased directly (e.g., airplane tickets, etc.) only the most efficient and cost effective manner shall be utilized, including competitive bid procedures where required by law or otherwise deemed appropriate and are in the best interest of OPA.
 - f) If the item is purchased directly by an Administrator, a receipt must be obtained at the time of purchase and provided to the Business Office as set forth in the "Invoicing and Receipt Procedure" below.
 - g) Regularly recurring expenditures exceeding \$20,000 (e.g., leases, rent, etc.) require only initial Board approval and identification as a recurring expenditure to the Board. Such recurring expenditures are exempt from Board and Administrator pre-approval and purchase requisition requirements.
 - h) Every invoice that is received will be matched to the appropriate purchase requisition, and, if approved by the Executive Director, Chief Operations Officer, and/or Chief Academic Officer will be forwarded to the external financial service provider for payment. A batch of approved invoices, along with signature approval of the Executive Director or Designee, will be submitted to the external financial service provider at least once per week.
 - i) A Check or Warrant Register listing all non-payroll payments (including checks, ACH, and/or wires) paid in a defined period will be included in the Board's monthly financial packet as a consent agenda item.

Invoicing and Receipt Procedure

For businesses or individuals seeking payment, an invoice must be provided prior to payment. Upon payment of invoices, verification of payment and the check number will be included on the invoice prior to filing.

Procedure for contracts and agreements

All contracts or agreements, including those for ongoing services, shall be negotiated to obtain such services in the most efficient and cost-effective manner and in the best interest of OPA. In certain cases, the Chief Operations Officer or Designee may act as agent of the Executive Director in negotiating administrative agreements such as insurance policies, subject to the Executive Director's final approval.

All such agreements must clearly define the scope of services to be performed, and the price for such services. A file shall be maintained by staff containing all documentation related to the reason for the contract/agreement as well as any research showing that the purchase is in the best interest of OPA, including but not limited to any alternate bids, estimates, or proposals received for the good/service. Any such agreements in excess of \$20,000, once negotiated, must be approved by the Board prior to commencement of the contract to ensure they are in the best interest of OPA and reflect reasonable market values. The Board may also recommend changes or revisions pending final approval. Any modifications or changes to existing contracts/agreements shall be made only in writing.

Procedure for handling invoices and vendor requests

- a. All invoices received on-site should be delivered to the Executive Director or Designee, who will scan and forward to the financial service provider with the appropriate approval as described above.
- b. If the invoice is for a smaller item and/or an immediate payment is necessary for OPA's function (e.g., building repair, locks, etc.), the Chancellor may authorize on-site payment and pay for such item from the site's revolving (petty cash) fund account or issued credit card. However, use of purchase orders and payment via invoice shall be utilized whenever possible to ensure an accurate paper trail.
- c. The financial service provider shall be responsible for tracking all accounts payable and preparing Warrants/Checks for payment.
- d. The financial service provider shall print and place authorized electronic signature(s) on checks or other payments at least on a weekly basis and send/deliver them to vendors as required. Checks and/or other payments equal to or above \$15,000 shall require two (2) authorized signatures (electronic will suffice). Checks and/or payments below \$15,000 shall require one (1) authorized signature (electronic will suffice).

Receipt of Ordered Goods Procedure

All ordered goods MUST be shipped to the school site location or business office address, even during times of OPA's closure during vacations and holidays. If goods are expected to be received during periods when OPA is closed, a staff member shall be directed to contact the appropriate shipping provider and instruct them to re-deliver the goods when OPA is again open. Staff members shall not receive ordered goods during OPA closures unless arrangements are approved by the Executive Director or Designee so that the below receiving procedure is adhered to even during OPA closures.

When ordered goods are received at the school site or business office, at least two office staff members must be present to ensure that the items received match the packing slip. Both staff members should sign the packing slip if all delivered items are accounted for. OPA staff will forward all packing slips to the Business Office in the Weekly Packet so the Business Office may mark all items as received in the accounting system. If any discrepancy exists between the packing slip and the goods as delivered, a member of the Business Office staff should be informed immediately. Once the packing slip is

signed and the fixed assets are recorded in accord with the Fixed Assets Policy below, the materials can be disbursed. Staff should then follow up with vendors as necessary to resolve missed items. When invoices are received and sent to the Business Office, the Business Office will only pay for the portion of the order shown as “received” in the accounting system, unless specifically directed otherwise by the Executive Director or Designee or Chief Operations Officer.

Contracts for Management Services

Under no circumstances shall OPA enter into contracts that serve the purpose of contracting out management of the schools to other entities. All management of the schools and the nonprofit shall be performed by employees of OPA nonprofit.

Contracts for Leasing Employees

Under no circumstances shall OPA enter into contracts for the leasing/loaning of management or supervisory employees of the organization from other entities or organizations, including related organizations.

Sole Statutory Members

OPA shall not have, nor shall it contract with, any sole statutory member.

3. BUDGETING AND CASH FLOW MANAGEMENT

BOARD POLICY

BUDGETS: Education Code section 47604.33 requires charter schools to prepare a series of annual budget reports to be submitted to the chartering authority and the county superintendent of schools of the county in which their sponsoring district is located.

Cash flow management involves tracking actual and projected revenues, expenditures, and cash receipts and disbursements to ensure that sufficient cash is available to meet all financial needs when due, and that sufficient available reserves are maintained as a contingency in the event of unforeseen financial setbacks.

The School shall provide the following budget reports to its authorizer by the following dates:

1. On or before July 1, a preliminary budget.
2. On or before December 15, a first interim financial report reflecting changes through October 31.
3. On or before March 15, a second interim financial report reflecting changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year.

ENDING BALANCE: At each June 30, OPA shall maintain an unrestricted available ending balance at or above 3.00% of total expenditures during the fiscal year just ending. The Board's policy goal is to ultimately have the unrestricted available ending balance for each school it operates at or above 15.00% of total expenditures during the fiscal year just ending. Management is directed to develop a plan to reach this policy goal by June 30, 2030.

RUNNING CASH BALANCE: OPA's goal is to maintain a consolidated running cash balance of at least twice the most recent month's total payroll, including benefits and deductions.

Budget Structure

OPA's annual budget includes a Statement of Activities that shows projected revenues, expenditures, and changes in fund balance for the fiscal year beginning July 1 and ending June 30 of the following year. The overall budget contains balanced sub-budgets by resource for state categoricals, special education, and other restricted monies in addition to the unrestricted general account. The budget is based on the Statement of Activities but includes notations of balance sheet activities such as asset acquisitions and debt repayment that affect the school's operations.

All annual budgets, including initial, interim and monthly updates, shall include a multi-year projection for the current year and following two fiscal years, as well as a corresponding monthly cash flow statement that shows year-to-date and projected revenues and expenditures as well as other transactions affecting cash, plus a beginning and ending cash balance, broken out monthly.

Annual Budget

In May of each year, the school will begin preparing the draft annual budget under the direction and supervision of the Executive Director, using all available data including monthly actual revenues and expenditures to date as well as planned adjustments for the coming year.

Prior to June 1 of each year, the Board will hold a meeting specifically for budget review and planning, in which the draft budget, prepared by the Executive Director in conjunction with the Chief Operations Officer, is presented to the Board and each area of the budget is discussed in depth by staff and Board members.

Alternatively, the Board may instead designate members of a Finance Committee that will hold a separate Budget Planning meeting in place of a meeting of the entire Board. In the case of a separate Finance Committee meeting, the results of this meeting will be presented to the Board at their next regular or special Board meeting.

The Executive Director (with the assistance of the Chief Operations Officer) will then revise and adjust the draft budget as directed by the Board and/or the Committee to create the Final Operating Budget for the coming fiscal year. Additional Budget Planning meetings may be scheduled if necessary to discuss any further revisions prior to finalizing the budget.

Prior to July 1 of each year, the final budget will be presented to the Board for final approval. Once approved, the final budget will be submitted to the school's sponsoring entity by July 1 as required under the Education Code.

Interim Budgets

On or before December 15 and March 15, the Executive Director will develop and present an updated interim annual budget to the Board for approval at a regular or special Board meeting. The interim budget shall reflect adjustments or revisions to the original budget made in response to changing financial conditions or needs of the school. The Board may elect to hold one or more Budget Planning meetings or name a Finance Committee to hold such Budget Planning meetings, if deemed necessary prior to approval of each interim budget. Once approved, the First and Second Interim Budgets will be submitted to the school's sponsoring entity by December 15 and March 15, respectively, as required by law.

Monthly Updates

Each month, at either the regularly scheduled or a special meeting of the Board, the Chief Operations Officer or designee will provide to the Board a monthly update of year-to-date revenues and expenditures, including a comparison of budgeted vs. actual amounts and a brief explanation of significant deviations from the original budget. The Chief Operations Officer or designee will also present a cash flow report that projects cash flow through the end of the fiscal year. The Board is not required to approve these monthly updates, which are informational items only – however, the Board may elect to approve any additions, revisions, or modifications to the Annual or Interim Budgets that it deems necessary, under a separate agenda item at the same or a subsequent meeting, to allow the school to adapt to changing financial conditions. Any such Board-approved changes to

the Original or Interim Budgets will be used as the current operating budget by school staff from that point forward.

Financial Statements

The Chief Operations Officer is responsible for maintaining current financial statements. The Chief Operations Officer, Executive Director, and the Board of Directors shall review the financial statements monthly. This will help ensure understanding and the ability to answer any questions when the reports are presented to the Board of Directors. The financial statements typically comprise three main parts: the statement of financial position, the statement of activities, and the statement of cash flows. These reports show the charter school's financial health:

Statement of Financial Position, also known as the balance sheet, lists all of the charter school's assets (e.g., cash, receivables, deposits, inventory, equipment), liabilities (e.g., payables, debt/loans, lease obligations), and net assets (which are divided into unrestricted net assets, temporarily restricted net assets and permanently restricted net assets).

Statement of Activities, also known as the income statement or profit and loss statement, shows the charter school's operational sources of cash (revenue), and uses (business expenses), and is typically divided into operating periods that cover months, quarters, or years of operation. This report depicts the charter school's profitability.

Statement of Cash Flows reports on the cash generated and used during a specific time period, or even the difference between reporting periods, to help measure the health of the charter school's operations.

4. TRAVEL POLICY

BOARD POLICY

OPA recognizes that employees may be required to travel or incur other expenses from time to time. The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Personnel. Our policy is to reimburse only reasonable and necessary expenses actually incurred by Personnel.

When incurring business expenses, the school expects Personnel to:

1. Exercise discretion and good business judgment with respect to those expenses.
2. Be cost-conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
3. Report expenses, supported by required documentation, as they were actually spent.

Initial Approval

For both single trips and ongoing travel costs, written approval (which may be in the form of an e-mail) must be given by the Executive Director prior to travel costs being incurred, and a printed copy of the written approval should be provided along with the Expense Report at the time reimbursement is requested (see below). The travel approval should contain a brief description of the travel being approved, including dates, destination, and purpose for the trip. Repeat trips may be approved in a single approval (for example, approving a weekly trip).

Cost caps for various travel costs are listed later in this Policy. For reimbursement to be provided in excess of these cost caps, explicit pre-approval to exceed caps must be included in the approval document provided by the Executive Director. Without prior written explicit approval, no reimbursement for costs in excess of the cost caps will be provided after the fact.

Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report, which shall be submitted within two weeks of the completion of travel if travel expense reimbursement is requested, must include:

1. The individual's name;
2. The date, destination, and purpose of the trip (should match information on the approval document);
3. An itemized list of all expenses for which reimbursement is requested;
4. If item cost exceeds cap, explicit authorization on the approval document to exceed caps.

Receipts

Receipts are required for all expenditures, whether billed directly to the school, paid with a school credit card, or paid by the employee for later reimbursement. No expense will be reimbursed to

Personnel unless the individual requesting reimbursement submits with the Expense Report original receipts from each vendor showing the vendor's name, a description of the services provided, the date, and the total expenses, including tips (if applicable). A credit card printout showing only the total purchase cost and date is insufficient, except in the case of receipts such as parking garages, tolls, or other single charges that do not provide itemized receipts.

Organization Credit Cards

If a corporate credit card is issued to personnel for travel (and other) organization-related expenses, copies of all receipts must be retained for audit purposes, although an Expense Report need not be filed if no reimbursement is requested. The monthly credit card statement is not an acceptable substitute for individual receipts. No charges may be made for non-business expenses under any circumstances even if immediately reimbursed. Failure to meet these requirements will result in loss of the credit card and discipline or dismissal of the employee. Additional credit card requirements and restrictions are included in Appendix A.

Necessity of Travel

In determining the reasonableness and necessity of travel expenses, the employee and supervisor shall consider the ways in which the school will benefit from the travel and weigh those benefits against the anticipated costs of the travel. Less expensive alternatives, such as participation by telephone or video conferencing, or the availability of local programs or training opportunities, shall be considered. However, cost is not the sole consideration – a reasonable balance should be struck between cost and convenience, with the final goal being the best combination of cost and benefit.

Air Travel

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Economy or Premium Economy should be selected in all cases unless explicit authorization, including reason, is provided for Business/First class. Personnel may choose to upgrade school-paid fares to a higher class if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Airline lounge passes may not be paid or reimbursed by the School.

Lodging

Personnel traveling on behalf of the school may be reimbursed at the single room rate for the reasonable cost of hotel accommodations at a 2-3 star "budget business" hotel such as Embassy Suites, Comfort Inn, Fairfield Inn, Days Inn, Hampton Inn, etc. Convenience, the cost of staying in the city in which the hotel is located, safety and proximity to other venues on the individual's itinerary shall be considered in determining reasonableness. Hotels that do not clearly meet the above criteria should be pre-approved in writing when requesting overall approval for the trip. Personnel shall make use of available corporate and discount rates for hotels. Personnel may choose to upgrade school-paid room charges, add incidental charges, or otherwise increase the cost of stay

only if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Room service, minibar, use of hotel telephone, valet, laundry, or other charges are only reimbursable by the school if other options are unavailable (for example, late check-in after the restaurant has closed but 24-hour room service or minibar snacks are available, no self-parking, etc.) and reason for the incidental charge should be written on the Expense Report. Internet charges are reimbursable if business use of the Internet is required. In-room movies and spa/gym/pool charges are not reimbursable. Charging questionable incidentals may lead to revocation of any future hotel incidental charges and/or discipline/dismissal of the employee.

Meals

Personnel traveling on behalf of the school are reimbursed on a per meal basis not to exceed the following rates when they actually incur the cost of a meal. They will not be reimbursed for meals paid for or provided by others.

Breakfast: \$ 15.00 when the employee is required to leave before 6:30am
Lunch: \$ 20.00 when an employee is required to leave prior to 11:30am or return after 1:30pm
Dinner: \$ 25.00 when an employee leaves before 4:00pm or returns after 6:30pm

Meal costs in excess of the above will not be reimbursed unless explicitly pre-authorized in advance. If traveling to an expensive city or area, personnel are advised to seek pre-approval of higher caps when obtaining overall trip approval. OPA shall not reimburse for any alcohol purchases.

Meals shall not be reimbursed under any circumstances unless there is a clear business purpose for the meal, a receipt is provided to OPA, and a list of individuals present is provided.

Ground Transportation

Employees are expected to use the most economical ground transportation appropriate under the circumstances and should generally use the following, in this order of desirability:

Courtesy Shuttles. Many hotels have courtesy shuttles, which will take you to and from the airport at no charge. Employees should take advantage of this free service whenever possible.

Taxis. When courtesy cars and airport shuttles are not available, a taxi is often the next most economical and convenient form of transportation when the trip is for a limited time and minimal mileage is involved.

Rental Cars. Employees will be allowed to rent a car while out of town provided that the total cost is estimated to be less than the total cost of alternative methods of transportation. Gas charges to refill the car are reimbursable.

Carpools are strongly encouraged when two or more employees need to travel to the same destination and would otherwise do so in separate privately-owned vehicles unless other official business circumstances make such pooling impractical and more costly.

Employees who use private vehicles in the course of their official duties are required to have in their

possession a valid California driver's license and carry current automobile insurance with at least the minimum coverage for public liability and property damage as specified by the State of California. Any traffic violation shall be the responsibility of the employee. When using private vehicles, the employee should document in their expense report the dates, miles traveled, and business purpose of each trip.

Personal Cars

Personnel are compensated for use of their personal cars when used for business travel. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the currently approved IRS rate per mile.

In the case of individuals using their personal cars to take a trip over 250 miles that could be made more cheaply by air, mileage will be allowed at the currently approved rate; however, the total mileage reimbursement will not exceed the sum of the lowest available round trip coach airfare.

Parking/Tolls

Parking and toll expenses, including charges for hotel parking, incurred by Personnel traveling on organization business will be reimbursed. The costs of parking tickets, fines, car washes, parking tickets, etc., are the responsibility of the employee and will not be reimbursed. On-airport parking is permitted for short business trips. For extended trips, Personnel should use off---airport facilities. For toll roads and bridges, when a receipt is not practical and the amount is more than \$5.00, the amount and the road or bridge should be identified.

Lavish/Excessive Expenditures

The school discourages expenses in any category that could be perceived as lavish or excessive, as such expenses are inappropriate for reimbursement by a charter school. This includes situations in which these options may actually be less expensive, as charter schools face considerable scrutiny on the nature as well as the cost of business-related expenses. Personnel must be aware that as a public charter school, business travel is funded by taxpayer money and is expected to be functional but not extravagant. Some examples of excessive spending include (the following is not a comprehensive list):

1. Limousine/town car service;
2. Beach resort accommodation;
3. Sporting/golf events;
4. Music events/festivals/concerts;
5. 4-star and above hotels (unless clear reasons can be shown as to why other options were unavailable);
6. Excessive meal charges.

Cash Advances

To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track cash advances, the charter school discourages cash advances unless there are special circumstances. If an employee's cash advance is approved by administrators, a formal check

request must be made and forwarded with an expense reimbursement form in the amount of the cash advance. If cash advance exceeds the actual travel expenses, the employee must return the remaining cash with the completed expense report. Excess advance funds cannot be carried forward to future expense reports.

5. FIXED ASSETS

In order to properly track all capitalized and non-capitalized assets, an inventory must be maintained for all items with a value of \$5,000 or more. This Inventory Record shall include the asset description, location, and ID tag/serial number, and for items exceeding \$5,000, shall reference the corresponding entry in the Fixed Asset Register for capitalized assets (see below). All inventoried items shall be tagged with a unique identification tag. A textbook inventory of all textbooks shall also be maintained. The textbook inventory may be kept separate from the overall inventory.

Fixed Asset Register

Assets with a single value of \$5,000 or more (or a collection of items such as a computer lab or set of similar furniture that has a system value of over \$5,000) and a useful life of more than one year are considered “fixed assets,” meaning they are included as assets on the school’s balance sheet (rather than as expenses such as books and supplies) and the cost of these assets is spread out over the useful life of the asset. This process is called “capitalization,” and involves including the value of the asset on the school’s balance sheet at acquisition and charging a portion of the item’s value as “depreciation” each year over its useful life. In order to properly account for capitalized assets, a Fixed Asset Register must be maintained for all capitalized assets, and shall include asset description, acquisition date, cost basis, depreciation expense, accumulated depreciation, and useful life. The Chief Operations Officer or designee is responsible for maintaining the fixed asset register.

Procedure for Recording Inventory and Fixed Assets

When any item is acquired with a cost basis of \$5,000 or more, an entry shall be made in the Inventory Record showing asset description, location, and ID tag/serial number, and a numbered identification tag shall be affixed to the item.

When the item (or group of items) that is purchased has a useful life of one year or more and has a cost of \$5,000 or more (or is part of a system or collection that has a collective cost of \$5,000 or more), the item should be entered into the Inventory Record as described in the above paragraph, and three additional steps must also be taken:

- a. A notation is made in the Inventory Record that this item is a fixed asset;
- b. The Chief Operations Officer or designee is informed that a specific purchase meets the qualifications of a fixed asset;
- c. The Chief Operations Officer or designee makes an entry in the Fixed Asset Register reflecting the acquisition.

Annual Inventory

At the end of each fiscal year upon a date determined by the Executive Director, a comprehensive physical inventory shall be conducted of all inventoried assets of \$5,000 or more (including all

fixed assets), reconciling the Inventory Record, the Fixed Asset Register, and the information in the general ledger to match the results of the physical inventory.

6. DEBT MANAGEMENT POLICY

BOARD POLICY

The purpose of this policy is to enhance OPA's ability to manage its debt in a fiscally conservative and prudent manner. The effects of decisions regarding types of borrowing, covenants and terms, interest rates, and payment structure directly impact the school's continuing operation. OPA has thus established this Debt Management Policy to provide goals and guidelines for OPA borrowings.

OPA's Debt Management Policy is as follows:

1. The Executive Director is responsible for administering and maintaining the School's current obligations under direction of the Board. The Chief Operations Officer will meet with the Executive Director and Board, as appropriate, regarding the status of the School's existing debt and to make specific recommendations.
2. No new debt shall be incurred without approval of the Board.
3. All approved annual budgets shall include timely repayment of all outstanding debt or include a reasonable repayment plan for such debt if timely repayment is not possible.
4. Prior to incurring any new borrowing, the Chief Operations Officer shall prepare a financial analysis showing the effect of the borrowing on current and future operations. OPA may not borrow if a reasonable financial analysis cannot show timely repayment of all obligations including the planned borrowing.
5. OPA will seek financing options that are at the lowest interest cost and in the best interests of the School.
6. OPA will take all practical precautions and proactive measures to avoid borrowing decisions that can negatively impact current or future operations.
7. OPA will determine the term, rates, and covenants that will best fit within the overall existing debt structure at the time any new debt is incurred.
8. OPA will explore, assess risk, and implement innovative structuring ideas when they are consistent with the above goals.

7. BANKING

All bank accounts shall be established in OPA's name with prior board approval of the initial authorized signers. The Board shall annually review and approve all authorized signers, electronic signatures, and approve the continuing need for each account. Checks and/or other payments equal to or above \$15,000 shall require two (2) authorized signatures (electronic signatures will suffice). Checks and/or payments below \$15,000 shall require one (1) authorized signature (electronic signatures will suffice).

All loans or similar agreements shall be negotiated by the Executive Director to obtain such services in the most efficient and cost-effective manner, using the same procedures as described in "2. PURCHASING POLICY" above. All such agreements must clearly define all terms under which OPA will be obligated and the price for such services. All loans shall be approved by the Board.

CURRENT PROCEDURE

Reconciliations

All bank statements will be reconciled monthly by the Chief Operations Officer or a designee who does not participate in cash handling.

8. GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

Charter schools are required to meet generally accepted standards of fiscal management. Primary responsibility for the fair presentation of financial statements rests with the reporting management of an organization. Accordingly, OPA management and other personnel shall design and provide reasonable assurance regarding the achievement and maintenance of the following standards:

1. A fiscal year balanced budget that clearly defines achievable goals as defined in the school's charter and approved by the Board of Directors in the form of a budget resolution.
2. Full compliance with Uniform Education Reporting System (UERS) policies and procedures.
3. Accounting records should properly and accurately record and account for all cash equivalent transactions, including actual cash. Accounting information should be relevant, reliable, comparable, and consistent and must be available for the preparation of reliable financial statements.
4. Demonstrated compliance with Federal and state laws/regulations, State Board of Education policies and other compliance requirements.
5. Maintenance of documentation that outlines internal controls on business practices and operation.
6. Transactions are executed in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a material effect on public funds.
7. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
8. Required independent audits are performed and submitted when due in a timely manner as prescribed by the California Department of Education.
9. OPA should have documentation that supports its financial statements and that reflect its financial position/condition, results of operations or changes in net assets and where appropriate, cash flows for any fiscal period/year.
10. Any necessary corrective action plans on any audit findings must be filed in writing and proposed changes must be implemented in the subsequent fiscal year.

Filing of Governmental Returns

The Chief Operations Officer is responsible for ensuring that OPA follows all filing requirements. This includes, but is not limited to, filing the following:

- Annual information returns with the Internal Revenue Service (IRS)
- California charitable solicitation reports
- Annual reports for corporations
- Property tax returns
- Income tax returns
- Information returns for retirement plans
- Annual reporting of compensation paid
- Payroll withholding tax returns

The following list of reports and returns are the responsibility of the Chief Operations Officer to file, as applicable:

1. Form 990, Return of Organization Exempt from Income Tax
2. For 990-T, Exempt Organization Business Income Tax Return
3. Form 199 Exempt Organization Annual Information Statement or Return (California)
4. Form 5500 Annual Return/Report of Employee Benefit Plan
5. Federal and state payroll returns
6. Form RRF-1, Registration/Renewal Fee Report to the Attorney General of California.
7. SF-SAC, the data collection form for reporting audits of state, local government, and nonprofit organizations
8. Form 1099 Miscellaneous Income
9. Form 1096 Annual Summary and Transmittal of U.S. Information Returns
10. Form W-2 Wage and Tax Statement
11. Form W-3 Transmittal of Wage and Tax Statements

Reports Regarding Unrelated Business Income

The Chief Operations Officer is also responsible for tracking and filing reports and returns relating to any unrelated business activities of the nonprofit. Funds generated from these activities should be kept in separate accounts in the charter school's general ledger to facilitate tracking and accumulation of unrelated trade or business activities.

Gifts of Public Funds

The direct and primary purposes of all expenditures shall be for public education purposes. In no event shall public funds be spent on gifts for individual students, employees or community members. For example, flowers shall not be purchased if students, employees or community members are sick. Gifts shall also not be given as appreciation for work done by employees, students, or parents.

Commingling of Funds

The charter school prohibits commingling funds to such an extent that the funds become blended. Interfund, interschool, or interdepartment loans and due-to and due-from transactions are allowable only with Board approval. For purposes of this policy, blending means that the identity, origin and source of the funds are lost or unidentifiable. Financial records shall be maintained in a manner that allows auditors to trace, audit and document all funds.

Loans and Transfers to Third Parties and Organizations

OPA shall not loan or transfer its funds to any third party or organization. Examples of third parties and organizations are employees, managers, board members, foundations, sole statutory members, parent organizations, related organizations, and student body associations.

Intra-company Transactions

All intra-company transactions shall follow the procedures contained in the Fiscal Crisis Management Assistance Team's Charter School Accounting and Best Practices Manual, as it may be revised from time to time.

Although sometimes intra-company transactions may be unavoidable, the OPA Board desires to have each of its schools be able to operate only from the funding appropriated by the state and federal government to that school except under extraordinary circumstances. For this reason, management is directed to prepare budgets for each school reflecting the revenue generated by that school unless the Board expressly approves an intra-company loan. In the event management proposes to utilize an intra-company loan, it shall follow the procedures contained in Appendix B.

Nonprofit Integrity Act

If applicable, OPA shall follow the Nonprofit Integrity Act.

Scrip and Cash Cards

In the event that OPA participates in scrip or cash card programs, all such funds shall be spent on educational expenditures that benefit students and that are approved in advance by the Board. In no event shall any such scrip or cash cards be given to employees, parents, students or other individuals for their personal use.

Retention and Management of Files and Records

This policy determines what records departments and employees must preserve, and for what period of time.

Filing System, Record Class, Email, and Other Electronic Records Filing System Unless necessary, records should be kept only by their originator or sender, not by the receiver; this helps avoid duplicate filing systems. OPA also shall:

- Keep all documentation and records for each year separate from those for other years.
- Label folders and use separate folders for different types of documents (e.g., keep invoices separate from bank reconciliation worksheets, and keep income tax returns separate from cash receipts).
- Record Class: Adhere to the following record classes to optimize filing efficiency, records access, record classifications, and retention periods:
 - Class 1: Permanent Records. Permanent records should be kept indefinitely in accordance with statute or other written guidance.
 - Class 2: Optional/Temporary Records. Optional records are any records worthy of temporary preservation not classified as Class 1, Permanent records.
 - Class 3: Disposable Records. All records not classified as Class 1: Permanent, or Class 2: Optional/ Temporary, shall be classified as Class 3: Disposable.
 - Email Class Records. Retain all email records of the charter school for a maximum of one fiscal year beginning July 1 and ending June 30 of the year after the email was created. For example, if the email was created in February 2017, during fiscal year 2016-2017, the email would not be deleted until the end of the 2017-2018 fiscal year, or June 30, 2018. All emails older than one fiscal school year after the year the email was created should be automatically deleted from the charter school's email system, servers, backup servers, and any other electronic storage system as early as the first day of the subsequent fiscal school year. The subsequent fiscal school year is defined as beginning on July 1.
 - Should any email be determined to be retained longer than one fiscal year beyond the date the email was created, the email should be archived in the email system, or printed and filed.
 - Other Electronic Records: Other electronic records are electronic records saved on a hard drive, flash drive, or other electronic storage medium of the staff or individual who retains the record in its final form. Any electronic record not classified as Class 1: Permanent or Class 2: Optional/ Temporary shall be classified as Class 3: Disposable. Once an electronic record is considered Class 3: Disposable, employees will conduct a reasonable search of all electronic sources of information (computer hard drives, flash drives, servers, compact discs and other electronic media) in their possession and shall delete those electronic records permanently. Record classes 1 through 3 are described and defined in further detail later in this policy.

Records Retention

Files should be maintained for as long as necessary but only according to requirements set in the charter school's records retention policy.

Copies of critical records that are vital to the charter school's daily operations should be kept off site in case of disaster. This may include information needed to file insurance claims (asset lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contact lists to inform or restart the business (vendors, customers, investors and employees), and other data to help rebuild the business (business plans, intellectual property, or proprietary information).

Destruction of Class 3: Disposable Records

All records are to be preserved until they are deemed Class 3 records. A list of records to be destroyed shall be circulated to all affected individuals for review and comment 30 days prior to destruction. The list of records destroyed should be maintained permanently. Destruction of the files or records can be performed by an independent, outside service to prevent reconstruction of the records. Disposal of records into OPA's trash should not be allowed.

Disposal Period

All Class 3: Disposable records shall not be destroyed until after the third July 1 succeeding the completion of the charter school's annual independent audit required by Education Code or of any other legally required audit, or after the ending date of any retention period required by any agency other than the State of California, whichever date is later. For example, if the June 30, 2015 annual independent audit were completed and issued by December 15, 2015, the third July 1 after completion of the audit would be July 1, 2018. Unless otherwise specified in policy, all Class 3: Disposable records shall be destroyed during the third school year after the school year in which they originated (e.g., 2014-15 records may be destroyed after July 1, 2018). When in doubt about when a record should be disposed of or destroyed, do not destroy a nonpermanent record until seven years after the end of the fiscal year in which the record was created. For example, if a document was created in February 2016, the end of the fiscal year is June 30, 2016; therefore, the document would not be destroyed until July 1, 2023 or later.

Examples of Class 1, 2 and 3 Records

Class 1: Permanent Records — Do Not Destroy

A. Annual Reports

- Official budget.
- Financial report of all funds, including cafeteria and student body funds.
- Audit of all funds.
- Average daily attendance, including reports for the first and second interim reporting periods (P-1 and P-2).
- Other major annual reports, including:
 - Those containing information about property, activities, financial condition, or transactions.
 - Those the Board of Directors has declared permanent.

B. Official Actions

- Minutes of the Board of Directors or committees thereof, including the text of a rule, regulation, policy or resolution not set forth verbatim in the minutes but included therein by reference.
- Elections, including the call for and the result (not including detail documents such as ballots) of an election called, conducted or canvassed by the Board of Directors

for a board member, his or her recall, issuance of bonds incurring any long-term liability, change in maximum tax rates, reorganization, or any other purpose.

- Records transmitted by another agency that pertain to that agency's action with respect to the charter school's reorganization.

C. Personnel Records (Employees)

- All employee records related to employment, assignment, amounts and dates of service rendered, termination or dismissal, sick leave, rate of compensation, salaries or wages paid, and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of detailed records, a complete and accurate summary payroll record for every employee of the school district containing the same data may be classified as Class 1: Permanent, and the detailed records may then be classified as Class 3: Disposable.
- Information of a derogatory nature as defined in Education Code section 44031 shall be Class 1: Permanent only after it becomes final. This information becomes final when:
 - The time for filing a grievance has lapsed, or
 - The document was for a grievance that has been sustained by the grievance process.

D. Pupil Records

- The enrollment and scholarship records for each pupil.
- All records pertaining to any accident or injury involving a minor and for which a claim for damages has been filed as required by law, including any policy of liability insurance relating thereto, except that these records cease to be Class 1: Permanent records one year after the claim has been settled, or sooner if the statute of limitations has run out.
- Any item of information in any form (i.e., written, electronic, or other) that is directly related to a current or former pupil and is maintained by the charter school is considered a pupil record.

E. Property and Insurance Records

- All detailed records related to land, buildings and equipment. In lieu of such detailed records, a complete property ledger may be classified as Class 1: Permanent, and the detailed records may then be classified as Class 3: Disposable, if the property ledger includes the following:
 - All fixed assets.
 - An equipment inventory.
 - For each item of property, the date of acquisition or augmentation, the person from whom acquired, an accurate description or identification, and the amount paid. Comparable information is required if the unit is sold, lost, or otherwise disposed of.
 - Keep all insurance records. Insurance policies are contracts and should be retained indefinitely.

F. Historical records

- Articles of incorporation
- IRS nonprofit determination letter
- Administrative guides
- Annual reports
- School employee directories
- Employee newsletters and handbooks
- Educational objectives, charter school goals and reaffirmation of loyalty
- Racial and ethnic surveys
- Yearbooks and other school publications
- All unique or old administrative and instructional publications
- All identified or identifiable photos of charter school people, places and events
- All unique or old documents or publications about the history of the charter school

Class 2: Optional/Temporary Records

Any record worthy of temporary preservation but not classified as Class 1: Permanent may be classified as Class 2: Optional/Temporary and shall then be retained until reclassified as Class 3: Disposable.

If the Chief Operations Officer, Executive Director, or Board of Directors decide that classification should not be made for a particular record, that record of the prior year may be classified as Class 2: Optional/Temporary, pending further review and classification within one year. Optional/Temporary records may include records considered useful for administrative, legal, fiscal or other purposes, and they may remain Optional/Temporary for a period of years.

Examples of Optional/Temporary records include:

A. Gross receipts Gross receipts show the income received. The charter school should keep supporting documents that show the amounts and sources of gross receipts, such as the following:

- Cash register tapes (e.g., for student store sales)
- Bank deposit slips
- Receipt books
- Invoices
- Credit card charge slips
- Forms 1099-MISC, Miscellaneous Income

B. Inventory

Inventory is a record of any item purchased and resold to customers, even if it is for fundraising. If the charter school is the manufacturer or producer of an item, the inventory includes the cost of all raw materials or parts purchased for manufacture. Supporting documents should show the amount paid and that the amount was for inventory. Documents that report the cost of inventory include the following:

- Canceled checks
- Cash register tape receipts
- Credit card sales slips and invoices

These records help a charter school determine the value of its inventory at the end of the year.

C. Expenses

Expenses are the costs incurred (other than the cost of inventory) to carry on the charter school's business. Supporting documents should show the amount paid and that the amount was a business expense. Documents include the following:

- Canceled checks
- Cash register tapes
- Account statements
- Credit card sales slips
- Invoices
- Petty cash slips for small cash payments

D. Travel, transportation, entertainment, and gift expenses

Specific recordkeeping rules apply to these expenses. For more information, see IRS Publication 463.

E. Employment taxes

Specific employment tax records must be retained. For a list, see IRS Publication 15.

- Keep employment tax records for at least four years after the date the tax is due or is paid, whichever is later.

F. Assets

Assets are the property OPA owns and uses, such as real estate, machinery and furniture. OPA must keep records that verify certain information about its assets. These records are needed to determine annual depreciation and the gain or loss when assets are sold. Asset records should show the following information:

- When and how the asset was acquired
- Purchase price
- Cost of any improvements
- Deductions taken for depreciation
- Deductions taken for casualty losses, such as losses from fires or storms
- How the asset was used
- When and how the asset was disposed of
- Selling price
- Expenses of sale

The following documents may provide this information:

- Purchase and sales invoices
- Real estate closing statements
- Canceled checks

G. Other

- General ledger detail report
- All bank records (e.g., bank statements and bank reconciliations)
- All income tax returns
- All minutes of all charter school meetings

H. Record retention time limits – IRS nonprofit tax return standards

To help nonprofits follow its record retention requirements for documents related to filing nonprofit tax returns, the IRS provides guidance for how long records should be kept. Record retention time limits for income tax returns offer the best guidance because most recordkeeping is to comply with IRS requirements.

1. Keep records for three years if situations 4, 5, and 6 below do not apply to the nonprofit.

2. If the nonprofit files a claim for a credit or refund after having filed its return, keep records for three years from the date the original return was filed or two years from the date the tax was paid, whichever is later.

3. If the nonprofit files a claim for a loss from worthless securities or a deduction for bad debt, keep records for seven years.

4. If the nonprofit does not report income that it should have reported, and that income is more than 25% of its gross income shown on its return, keep records for six years.

5. If the nonprofit does not file a return, keep records indefinitely.

6. If the nonprofit files a fraudulent return, keep records indefinitely

Class 3: Disposable Records

All records not classified as Class 1: Permanent or Class 2: Optional/Temporary shall be classified as Class 3: Disposable (subject to the disposal period above that requires them to be maintained for a period of time following any audit), including but not limited to the following:

- Records essential to an audit, including those related to attendance, average daily attendance, or business or financial transactions (e.g., purchase orders, invoices, warrants, ledger sheets, canceled checks and stubs, and student body and cafeteria fund records), and detailed records used in the preparation of any other report.
- Teachers' registers may be classified as Class 3: Disposable only if all pupil information associated with the teachers' registers is retained in other records or if the pupil record information is removed from the teachers' register and is classified as Class 1: Permanent.
- Periodic reports including daily, weekly, and monthly reports, bulletins and instructions.

Federal Funds

United States Code, Title 20, Section 1232f (a) states:

Each recipient of federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient, of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and other records as will facilitate an effective financial or programmatic audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.

Title 20, Section 1232f (b) states:

The Secretary and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access, for the purpose of audit examination, to any records maintained by a recipient that may be related, or pertinent to, grants, subgrants, cooperative agreements, loans, or other arrangements to which reference is made in subsection (a) of this section, or which may relate to the compliance of the recipient with any requirement of any applicable program.

Electronic Records

For purposes of this policy, an electronic record is defined as a computer-generated record. This means an email, pdf, Microsoft Excel, Word, or PowerPoint file, JPEG, WAV, or other file created using computer software or hardware and stored in any electronic medium including but not limited to magnetic, tape, disc, or other type of drive device, or cloud-based storage. A paper printout of an electronic record is not considered an electronic record.

Records Not Subject to Records Retention

The following are not considered records and therefore are not covered by the records retention policy and may be destroyed at any time by any employee of the charter school:

- Preliminary drafts and informal notes that have no further value to the charter school.
- Personal notes and personal correspondence, including personal email correspondence, even if it is created or sent using a charter school computer or on the charter school's premises.
- Personal financial or tax information, or any other information of a purely personal nature, even if those records are kept on the charter school's premises or on its computers.
- Advertisements, spam or junk email of any kind received by the charter school or any charter school employee or computer.
- Library books, magazines, and pamphlets not prepared by or for the charter school.
- Textbooks, maps used for instruction, and other instructional materials.
- Any other document (paper or electronic, including email) that has nothing to do with the

charter school's business or with its students, teachers, management, other employees, or contractors.

Litigation Hold

In the event of a threatened or pending lawsuit, the charter school may be required by law to retain records, including emails, beyond the established retention period so that they remain subject to legal discovery. Consult legal counsel if such a demand is received or if litigation is anticipated regarding any issue, and do not dispose of any records until advised by counsel.

Expense Reimbursements

Reimbursements for purchases and travel should be made according to guidelines set by the charter school. Reimbursements apply to both employees and board members. Department heads are responsible for reviewing and approving all reimbursements pertaining to their department, up to \$1,000. The Chief Operations Officer is responsible for approving all reimbursements for \$1,000 to \$5,000. The Executive Director is responsible for approving all reimbursements of more than \$5,000.

Reimbursement steps are as follows:

- Submit accurate receipts and the completed and signed reimbursement or purchasing documentation such as the original invoice, purchase request, employee expense report or reimbursement request.
- Obtain authorization.
- Prepare and issue reimbursement payment and file all paperwork.

Reimbursement receipts should be submitted monthly, and any receipt older than 60 days may not be reimbursed, at the discretion of the Chief Operations Officer. An employee or board member may not request reimbursement for expenses for another individual or employee. Expense report forms must be filled out completely. Original receipts for items charged must accompany all reimbursement documentation. Any questions regarding completion of the expense report should be directed to the employee's supervisor or the accounting department. The accounting department can help determine which account code should be used for which expenditures/ reimbursements. Upon completion, the expense report and all attached documentation should be submitted to the employee's supervisor for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. To expedite reimbursement, ensure the report is completed properly, required documentation is attached, it is properly authorized, and any unusual items are explained and documented. For unusual items, detailed written notes are needed for the supervisor and accounting department to authorize reimbursement. All reimbursement requests must be approved by the proper manager before being submitted to the accounting department. Approvals for reimbursement requests must be obtained prior to any purchase or travel.

OPA will not be obligated to reimburse requests for which prior approval was not obtained. When the shopping or traveling is complete, the employee should return the receipts and can expect to be reimbursed if they spent funds on items for which they obtained prior approval. Prior approval can be obtained using an expenditure approval/purchase order form (for reimbursement of actual expenses

when purchasing items), or an approval to attend education activity form, which must be completed before any travel, including out-of-state travel.

Out-of-state travel should have prior approval from the charter school Board of Directors. No travel reimbursements will be made in excess of the amount budgeted for such travel. Directors, principals, and manager of programs and sites are responsible for reviewing travel records and for giving initial approval for claims within the budget limits. Every employee's or board member's reimbursement or purchase request should be documented with proper travel authorization, receipts, and information on the nature of business, program allocation, and funding source (if applicable) before the reimbursement is approved. Reimbursements are usually allowed for the following:

- Travel and conferences
- Mileage
- Meals
- Car rentals
- School and classroom supplies
- Allowable academic expenses
- Student awards
- Other approved expenses

The vast majority of expenses can and should be paid for in advance through the accounts payable system rather than via reimbursement directly to individuals. This helps ensure that OPA does not have a suspicious amount of payments being made to staff or board members, which in turn helps OPA to avoid even the appearance of impropriety in its financial transactions.

Gifts

Reimbursement for gifts of any kind is never allowed.

Other Expenditures

A receipt is required from the vendor detailing all goods or services purchased.

Non-Reimbursable Expenses

Some expenses are not considered valid business expenses yet may be incurred for the convenience of the traveling individual. Because these are not expenses for the charter school, they are not reimbursable. Examples of non-reimbursable expenses include the following:

- Alcohol
- Theft or loss of personal property
- Parking or traffic tickets or car towing if illegally parked
- Airline or travel insurance or lounge clubs
- Dry cleaning and laundry services
- Valet parking services
- Shoeshines
- Barbers and hairdressers

- Movies or personal entertainment
- Books, magazines or newspapers (unless specific to education or the employee's job)
- Doctor bills, prescriptions, or other medical services
- Health club membership, even if for one day or short-term use
- Babysitter, lawn care, or pet care fees
- Clothes and jewelry
- Country club or golf club memberships

Maintenance Requests

A charter school may have contracts with various maintenance and repair services, or it may choose to have charter school staff perform maintenance or repair work. Regardless of who performs the work, the Chief Operations Officer or Chief Operations Officer's designee shall preapprove and authorize maintenance and repair requests to help control costs and ensure that appropriate contractors perform the work. Only authorized maintenance and repair contractors should repair, replace or adjust equipment and physical facilities. Employees should submit all maintenance requests using a maintenance work order request form.

Electronic Backup of Accounting Data

All electronic accounting data should be backed up at least weekly, though more often is preferable, and all backups should include accounting data in accounting programs, accounting data managed or processed by back-office service providers or external bookkeepers, and all other accounting-related files. Backups should be made to both an internal computer server and external cloud-based backup service.

Prohibited Contributions, Expenditures, and Uses of Assets and Resources

Political contributions, lobbying, and expenditures that support or oppose candidates for public office include, but are not limited to, the following:

- Contributions to political parties or political action committees.
- Contributions to the campaigns of individual candidates for public office.
- Expenditures to print or assist in printing any political materials.
- Expenditures for political advertisements.
- The use of any charter school assets or resources for any political activities. This includes such use by management, employees, governing board members, or other representatives.

Charter school managers, employees, governing board members or other representatives may engage in political activities on their own time, using their personal assets and resources; however, they may not act or appear to be acting on behalf of the charter school and may not use any charter school resources to assist in political activities. A charter school must comply with all federal and state laws and regulations regarding political contributions, lobbying and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

Payroll

Employees are paid on a semi-monthly basis (15th and end of the month). Under the supervision of the Executive Director and Manager of Human Resources, payroll will be processed through a third party provider.

All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Employees who are discharged shall be paid all wages due at the time of termination. Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked.

Debit Cards

Organization debit cards are not permitted.

Annual Independent Audit

The Board of Directors will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, and, if applicable, the U.S. Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide, in order to properly conduct the audit engagement. At least every six fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel.

Petty Cash

The Executive Director's Administrative Assistant will keep a petty cash box not to exceed \$500. Petty cash shall be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (not advances, personal uses, reimbursements, etc.). The Administrative Assistant shall maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Administrative Assistant and the petty cash recipient.

Board Compensation

Board members shall serve without compensation but may be reimbursed for actual and necessary expenses. Necessary travel expenses incurred to attend board meetings and board committee meetings need not be approved in advance by the board. All other expenses shall be approved in

advance by the board. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Nepotism

Consistent with the principle that employees and prospective employees of OPA shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, gender identification, gender expression, religion, sexual orientation, or national origin, or any protected classes or other factors not involving professional qualifications and performance, the following policy, designed to avoid the possibility of improper favoritism based on family or personal relationship, shall be observed with respect to personnel:

1. All persons wishing to be considered for employment with OPA shall disclose whether they are a “Related Person” as defined in this policy to then-current employees and Board of Directors (“Board”) members of OPA as part of the application process.
2. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the Related Person.
3. With respect to the concurrent service of Related Persons within the same department, neither related person shall be permitted, either individually or as a member of the staff or as a member of a committee, to supervise, participate in the evaluation, advancement, or salary decisions of the other Related Person.
4. No member of the Board, OPA administration, or staff member shall make recommendations, engage in discussions, or otherwise participate in any decision relating to the selection, appointment, evaluation, promotion, retention, compensation, termination, or other matters that impact the employment status or interests of a Related Person.
5. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of OPA, upon the prior approval of the Executive Director and the Board (without the participation of any Board member who is a Related Person), subject to compliance with other applicable conflict of interest laws.
6. Any member of the Board with a familial or consensual personal relationship with an applicant, when that applicant’s employment agreement comes before the Board, or when a Board action would have a material financial effect on a Related Person to a Board member, the Board member with the relationship and the Board shall, prior to the action, perform the following:
 - A. The Board member discloses the relation and interest of the Board member to the full Board of Directors;
 - B. The Board member with the relation or interest recuses themselves from any discussion of the action;

- C. The remainder of the Board makes a determination whether, after reasonable investigation, OPA could not find a more qualified candidate or a candidate with skills unique to the related person and necessary for performance of the job, with reasonable effort under the circumstances; and
 - D. The remainder of the Board votes on the action in good faith, with the determination that the action is taken for the benefit of OPA and that the action is fair and reasonable to OPA at the time of the action.
- 7. When other qualified candidates have not applied, assignments of short duration (generally less than sixty [60] working days), may be approved by the Board of Directors, subject to compliance with other applicable conflict of interest laws.
- 8. In the event of any conflict between this policy and Government Code 1090 et seq. and the Political Reform Act, the statutory requirements shall prevail with regard to the charter school and its Board members and employees.
- 9. If an exception is granted pursuant to paragraph five (5) or eight (8) of this policy, a plan shall be approved by the Board at the time of hiring to ensure that all employment decisions, including but not limited to reporting relationships, evaluation, retention, promotion, wages, hours and other terms and conditions of employment will not be decided by a Related Person and that another employee (or the Board of Directors in the case that a Related Person of the Executive Director is hired) is assigned to perform these functions.
- 10. In the event that an individual already assigned to a position becomes a Related Party of a supervisor, subordinate or someone who works for the same immediate supervisor, a plan shall be approved by the Board to ensure that all employment decisions, including but not limited to reporting relationships, evaluation, retention, promotion, wages, hours and other terms and conditions of employment will not be decided by a Related Person and that another employee (or the Board of Directors in the case that a Related Person of the Executive Director is hired) is assigned to perform these functions.

Definition of “Related Persons”

The following relationships create related persons, whether by blood, adoption, marriage or domestic partnership:

- Parent and child;
- Siblings;
- Grandparent and grandchild;
- Aunt and/or uncle and niece and/or nephew;
- First cousins;
- Spouses and registered domestic partners;
- Guardian and ward;
- Step-parent and step-child;
- Brother-in-law, sister-in-law, father-in-law, other-in-law, son-in-law, daughter-in-law;
- Anyone residing on a permanent basis in the home of a current employee or Board member of OPA; and

- Persons engaged in amorous relationships, meaning a relationship in which two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees and between staff should be avoided. All such relationships shall be promptly reported to the Executive Director so that a management plan can be approved by the Executive Director (in the case that the Executive Director is not one of the Related Parties) or the Board of Directors (in the case that the Executive Director is one of the Related Parties).

9. FUNDRAISING POLICY

Oxford Preparatory Academy (“OPA”), a California Nonprofit Benefit Corporation (501(c)(3)), has an interest in ensuring that all funds raised by the school, regardless of whether they are raised directly by the school or by a supporting organization to the school, are accounted for properly and spent for the purposes that the donor and OPA Board of Directors or its designee jointly agree upon. Joint agreement between the donors and OPA Board or its designee is critical to ensuring that funds of both the school and donors are not spent in a duplicative manner, funds are spent on the highest needs first, and that the best interests of students are served. Donations will be used for the purposes for which they are given.

In order to effectuate these important goals, the Board requires the following:

1. All organizations that fundraise using the name “Oxford Preparatory Academy”, the acronym “OPA”, or the names or acronyms of any of its schools, or that raise funds on school grounds or at school functions shall be supporting organizations and shall be regulated by the policies and directives of the Oxford Preparatory Academy Board and its designees.
2. Supporting Organizations shall account for all dollars raised from any source as well as all expenses to their Board of Directors and to the OPA Board or its designees on a monthly basis.
3. No Supporting Organization shall reimburse any OPA employee for expenses incurred by an employee without prior approval of the OPA Board of Directors or its designee. Receipts from the employee shall be required before any approval of reimbursements are permitted.
4. No Supporting Organization is permitted to compensate employees of the school for any purpose. Employees are prohibited from accepting cash or donations without the approval of the OPA Board or its designee.
5. Any funds raised directly by OPA shall be spent in accordance with OPA Fiscal Policies.
6. OPA shall approve all fundraising done by Supporting Organizations to ensure that it does not conflict with fundraising plans of OPA.
7. Fundraisers for a specific school site shall be maintained in separate gift accounts.

10. SALE AND DISPOSABLE OF BOOKS, EQUIPMENT AND SUPPLIES

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district. Alternatively, such materials may be donated to

1. Another district, county free library, or other state institution
2. A United States public agency or institution
3. A nonprofit charitable organization
4. Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people

Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Governing Board that it agrees to make no charge to any persons to whom it gives or lends these materials.

At least 60 days before selling or donating surplus or undistributed obsolete instructional materials, the Executive Director or designee shall notify the public of the school's intention to do so. Members of the public also shall be notified of the opportunity to address the Board regarding the distribution of these materials.

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following:

1. Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest obtainable price
2. Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the district has given notice to all persons who have filed a request for such notice

Equipment/Supplies Acquired with Federal Funds

When the school has a need to replace equipment originally purchased with funds from a federal grant or subgrant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property.

When any original or replacement equipment or supplies acquired under a federal grant or subgrant are no longer needed for the original project or program or for other federally supported activities, the district may retain or sell such items or, if the item has a current fair market value of less than \$5,000, may otherwise dispose of the item in a manner approved by the Board.

Whenever the school sells equipment or supplies that have a current fair market value of \$5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current

market value of the equipment or the proceeds from the sale of the equipment or supplies.

In the event that the school is provided equipment that is federally owned, the school shall request disposition instructions from the federal agency when it no longer needs the equipment.

Other Personal Property

The school may sell other surplus or obsolete school-owned personal property through any of the following methods:

The Executive Director or designee may advertise for bids by posting a notice in at least three public places in the county for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the county. The school shall sell the property to the highest responsible bidder or shall reject all bids.

1. Property for which no qualified bid has been received may be sold, without further advertising, by the Executive Director or designee.
2. The property may be sold by means of a public auction conducted by school employees, employees of other public agencies, or by contract with a private auction firm.
3. The school may sell the property without advertising for bids under any of the following conditions:
 - a. The Board members in attendance at a meeting have unanimously determined that the property does not exceed \$2,500 in value.
 - b. The school sells the property to agencies of the federal, state, or local government, to any other public school or district, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling.
 - c. The school sells or leases the property to agencies of the federal, state, or local government or to any other public school or district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools.

Money received from the sale of surplus personal property shall be either deposited in the school reserve or general fund or credited to the fund from which the original purchase was made.

Appendix G: Financial Information and Budget

Oxford Prep - Middle School
Multi-year Projection

	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Assumptions
SUMMARY					
Revenue					
LCFF Entitlement		4,853,726	5,490,047	5,546,789	
Federal Revenue		47,079	120,747	120,255	
Other State Revenues		523,943	582,518	577,721	
Local Revenues	914,000	27,500	27,500	27,500	
Fundraising and Grants		-	-	-	
Total Revenue	914,000	5,452,248	6,220,812	6,272,265	
Expenses					
Compensation and Benefits	177,265	4,162,938	4,412,012	4,554,059	
Books and Supplies	-	665,413	275,361	260,621	
Services and Other Operating Expenditures	-	782,393	792,916	810,201	
Depreciation	-	-	-	-	
Other Outflows	-	-	457,000	457,000	
Total Expenses	177,265	5,610,744	5,937,289	6,081,881	
Operating Income	736,735	(158,496)	283,523	190,384	
Fund Balance					
Beginning Balance (Unaudited)		736,735	578,239	861,762	
Operating Income		(158,496)	283,523	190,384	
Ending Fund Balance	736,735	578,239	861,762	1,052,146	
Total Revenue Per ADA		10,409	10,815	11,016	
Total Expenses Per ADA		10,712	10,322	10,681	
Operating Income Per ADA		(303)	493	334	
Fund Balance as a % of Expenses		10%	15%	17%	
Key Assumptions					
Enrollment Breakdown					
TK					
K					
1					
2					
3					
4					
5					
6		168	200	200	
7		190	187	200	
8		182	206	187	
Total Enrolled		540	593	587	
ADA %					
K-3					
4-6		97.0%	97.0%	97.0%	
7-8		97.0%	97.0%	97.0%	
Average ADA %		97.0%	97.0%	97.0%	
ADA					
K-3					
4-6		163.0	194	194	
7-8		360.8	381	375	
Total ADA		524	575	569	
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)		524	593	587	

Oxford Prep - Middle School
Multi-year Projection

	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Assumptions
# Unduplicated (CALPADS)		114	121	120	
# Free & Reduced Lunch (CALPADS)		86	91	91	
# ELL (CALPADS)		28	29	29	
School Information					
FTE's		46.7	47.7	47.7	
Teachers		23.3	24.3	24.3	
Default Expense Inflation Rate			3%	3%	
REVENUE					
LCFF Entitlement					
8011 Charter Schools General Purpose Entitlement - State Aid		697,363	925,744	1,028,668	See Rates Tab
8012 Education Protection Account Entitlement		104,760	115,042	113,878	See Rates Tab
8096 Charter Schools in Lieu of Property Taxes		4,051,603	4,449,261	4,404,243	See Rates Tab
SUBTOTAL - LCFF Entitlement		4,853,726	5,490,047	5,546,789	
Federal Revenue					
8100 Federal Revenue					
8181 Special Education - Entitlement		-	71,901	71,174	See Rates Tab
8220 Child Nutrition Programs		13,514	13,919	14,337	Estimated based on exepnse reported on FY22 OPA 1st interim actuals
8291 Title I		16,133	17,061	16,920	Based on 2021
8292 Title II		7,432	7,865	7,824	Based on 2021
8294 Title IV		10,000	10,000	10,000	Based on 2021
8299 All Other Federal Revenue				-	
SUBTOTAL - Federal Revenue		47,079	120,747	120,255	
Other State Revenue					
8381 Special Education - Entitlement (State		374,517	411,275	407,114	See Rates tab
8382 Special Education Reimbursement (State		30,000	30,000	30,000	Level 2 ERMHS estimate based on matriculating OPA students
8550 Mandated Cost Reimbursements			10,095	10,786	See Rates tab
8560 State Lottery Revenue		119,426	131,148	129,821	See Rates tab
8590 All Other State Revenue			-	-	
SUBTOTAL - Other State Revenue		523,943	582,518	577,721	
Local Revenue					
8693 Field Trips		27,500	27,500	27,500	
8781 All Other transfers from Districts or Charter Schools	914,000	-	-	-	Loan from OPA unrestricted funds
SUBTOTAL - Local Revenue		27,500	27,500	27,500	
Fundraising and Grants					
8800 Donations/Fundraising					
8803 Fundraising		-	-	-	
SUBTOTAL - Fundraising and Grants		-	-	-	
TOTAL REVENUE	914,000	5,452,248	6,220,812	6,272,265	
EXPENSES					
Compensation & Benefits					
Certificated Salaries					

Oxford Prep - Middle School
Multi-year Projection

	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Assumptions
1100 Teachers Salaries		1,604,235	1,734,041	1,786,062	23.30 FTE, Add 1 teacher yr 2, 3% step increase per year
1101 Teacher - Stipends		49,875	51,371	52,912	Based on current OPA stipend schedule
1103 Teacher - Substitute Pay		19,000	19,570	20,157	Costs based on current OPA Substitute pay rates (increased by 90% during COVID) and projected usage based on historical OPA substitute usage data
1200 Certificated Pupil Support Salaries		217,775	224,308	231,035	3 FTE
1300 Certificated Supervisor & Administrator Salaries	99,000	406,935	419,143	431,717	Chancellor, Dean & split with OPA-SOC and OPA-SV: ED, CAO, Dir. Of Student Services & Accountability
SUBTOTAL - Certificated Salaries	99,000	2,297,820	2,448,434	2,521,884	
Classified Salaries					
2100 Classified Instructional Aide Salaries		138,323	142,473	146,747	5 las based on projected need in year 2
2200 Classified Support Salaries		225,333	232,093	239,056	7 Staff
2300 Classified Supervisor & Administrator Salaries		127,902	131,739	135,691	COO, Dir of Tech, & Dir. Of Fiscal Services (split with OPA-SOC and OPA-SV)
2400 Classified Clerical & Office Salaries	29,869	188,460	194,114	199,937	4 FTE (includes HR & Accounting staff split with OPA-SOC and OPA-SV)
SUBTOTAL - Classified Salaries	29,869	680,018	700,419	721,431	
Employee Benefits					
3100 STRS	18,909	438,884	467,651	481,680	See Rates tab
3200 PERS	8,094	184,285	194,016	200,558	See Rates tab
3300 OASDI-Medicare-Alternative	1,869	77,424	81,870	84,326	See Rates tab
3400 Health & Welfare Benefits	16,123	420,960	452,587	475,216	See Rates tab
3500 Unemployment Insurance	772	2,800	2,800	2,800	See Rates tab
3600 Workers Comp Insurance	2,629	60,748	64,237	66,164	See Rates tab
SUBTOTAL - Employee Benefits	48,396	1,185,100	1,263,160	1,310,744	
Books & Supplies					
4000 Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials		120,000	100,000	80,000	Based on multi-year contracts and annual renewals of current OPA middle school materials
4315 Custodial Supplies		25,000	15,450	15,914	Estimated based on historical OPA spending, 1st year increased for start-up costs
4325 Instructional Materials & Supplies		30,000	20,900	21,527	Estimated based on historical OPA spending, 1st year increased for start-up costs
4330 Office Supplies		25,000	10,927	11,255	Estimated based on historical OPA spending, 1st year increased for start-up costs
4335 PE Supplies		10,000	3,090	3,183	Estimated based on historical OPA spending, 1st year increased for start-up costs
4345 Non Instructional Student Materials & Supplies		30,000	27,318	28,138	Estimated based on historical OPA spending, 1st year increased for start-up costs
4350 Uniforms		6,500	6,695	6,896	Estimated based on historical OPA spending
4400 Noncapitalized Equipment		350,000	20,000	20,600	Estimated based on historical OPA spending, middle school students will already have 1:1 tech when matriculating, includes additional staff and classroom technology and furniture
4710 Student Food Services		58,650	60,410	62,222	Based on historical OPA costs - 3% COLA Adj annually
4720 Other Food		10,263	10,571	10,888	Based on historical needs for School Food & Wellness Group and Other Food
SUBTOTAL - Books and Supplies		665,413	275,361	260,621	
Services & Other Operating Expenses					
5200 Travel & Conferences		15,000	15,450	15,914	Estimated based on historical OPA spending
5300 Dues & Memberships		12,140	12,504	12,880	Estimated based on historical OPA spending
5400 Insurance		64,800	71,160	70,440	Based on FY22 OPA contract plus 3% COLA increase for two years
5535 Utilities - All Utilities		155,018	159,668	164,458	Estimated based on historical OPA spending
5605 Equipment Leases		14,915	15,362	15,823	Estimated based on current OPA contracts
5611 Prop 39 Related Costs		173,384	178,586	183,943	Estimated based on current FUA for similar size school in Saddleback Valley Unified School District
5615 Repairs and Maintenance - Building		60,000	42,436	43,709	Estimated based on historical OPA spending, 1st year increased based unknown condition of Prop 39 facility
5803 Accounting Fees		6,535	6,731	6,933	Estimated based on FY22 contract plus 3% COLA for 2 years
5815 Consultants - Instructional		20,000	20,600	21,218	Estimated based on historical OPA spending
5820 Consultants - Non Instructional - Custom 1		3,000	3,090	3,183	Estimated based on historical OPA spending
5824 District Oversight Fees		48,537	54,900	55,468	1% of LCFF
5830 Field Trips Expenses		32,500	32,500	32,500	\$27,500 offset by projected revenue through donations
5845 Legal Fees		60,000	61,800	63,654	Estimated based on historical OPA spending

Oxford Prep - Middle School
Multi-year Projection

	Year 0	Year 1	Year 2	Year 3	Assumptions
	2022-23	2023-24	2024-25	2025-26	
5848 Licenses and Other Fees		20,000	20,600	21,107	Estimated based on historical OPA spending for current liscences plus 3% COLA for 2 years
5851 Marketing and Student Recruiting		10,000	6,344	6,534	Estimated based on historical OPA spending, first year increased for recruitment
5857 Payroll Fees		13,345	13,745	14,157	Estimated based on historical OPA spending
5869 Special Education Contract Instructors		30,000	30,000	30,000	Estimated based on historical OPA spending
5872 Special Education Encroachment		11,236	14,495	14,349	
5899 Miscellaneous Operating Expenses		3,844	3,959	4,078	Estimated based on historical OPA spending
5900 Communications		27,882	28,718	29,580	Estimated based on historical OPA spending
5915 Postage and Delivery		258	265	273	Estimated based on historical OPA spending
SUBTOTAL - Services & Other Operating Exp.		782,393	792,916	810,201	
Depreciation Expense					
6900 Depreciation					
SUBTOTAL - Depreciation Expense		-	-	-	
Other Outflows					
7000 Other Outflows					
7281 All Other Transfers to Districts or Charter Schools		-	457,000	457,000	Repayment of Year 0 loan of \$914,000 from unrestricted OPA reserves
SUBTOTAL - Other Outflows		-	457,000	457,000	
TOTAL EXPENSES	177,265	5,610,744	5,937,289	6,081,881	

Oxford Prep - Middle School
Monthly Cash Forecast

		2023-24													
		Forecast													
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash		736,735	350,557	167,891	1,117,324	697,530	627,808	683,198	602,969	813,049	709,101	609,590	561,113		
REVENUE															
LCFF Entitlement															
8011	Charter Schools General Purpose Entitlement	-	-	258,024	40,098	40,098	118,552	40,098	40,098	40,098	40,098	40,098	40,098	697,363	-
8012	Education Protection Account Entitlement	-	-	38,761	6,024	6,024	17,809	6,024	6,024	6,024	6,024	6,024	6,024	104,760	-
8096	Charter Schools in Lieu of Property Taxes	-	243,096	1,134,449	-	324,128	324,128	324,128	567,224	283,612	283,612	283,612	283,612	4,051,603	-
	LCFF Entitlement	-	243,096	1,431,234	46,122	370,250	460,489	370,250	613,346	329,734	329,734	329,734	329,734	4,853,726	-
Federal Revenue															
8100	Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Child Nutrition Programs	-	-	-	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	13,514	-
8291	Title I	-	-	-	-	4,033	-	-	4,033	-	-	-	4,033	16,133	-
8292	Title II	-	-	-	-	1,858	-	-	1,858	-	-	-	1,858	7,432	-
8294	Title IV	-	-	-	-	2,500	-	-	2,500	-	-	-	2,500	10,000	-
	Federal Revenue	-	-	-	1,502	9,893	1,502	1,502	9,893	1,502	1,502	9,893	9,893	47,079	-
Other State Revenue															
8381	Special Education - Entitlement (State	-	-	138,571	21,535	21,535	63,668	21,535	21,535	21,535	21,535	21,535	21,535	374,517	-
8382	Special Education Reimbursement (State	-	-	-	-	-	-	-	-	-	-	-	-	30,000	-
8550	Mandated Cost Reimbursements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560	State Lottery Revenue	-	-	-	-	-	-	-	31,051	-	-	31,051	57,324	119,426	-
	Other State Revenue	-	-	138,571	21,535	21,535	63,668	21,535	52,585	21,535	21,535	52,585	108,859	523,943	-
Other Local Revenue															
8600	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693	Field Trips	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
8781	All Other transfers from Districts or Charter Schools	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Local Revenue	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
Fundraising & Grants															
8800	Donations/Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL REVENUE	-	243,096	1,569,806	69,159	401,678	527,659	393,287	675,825	352,771	352,771	417,713	448,486	5,452,248	
EXPENSES															
Certificated Salaries															
1000	Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1100	Teachers Salaries	-	145,848	145,848	145,848	145,848	145,848	145,848	145,848	145,848	145,848	145,848	145,848	1,604,325	-
1101	Teacher - Stipends	-	-	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	49,875	-
1103	Teacher - Substitute Pay	-	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	19,000	-
1200	Certificated Pupil Support Salaries	-	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	62,182	-
1201	Certificated Pupil Support Salaries - Custom	-	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	93,391	-
1202	Certificated Pupil Support Salaries - Custom	-	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	62,112	-
1300	Certificated Supervisor & Administrator Sala	33,911	33,911	33,911	33,911	33,911	33,911	33,911	33,911	33,911	33,911	33,911	33,911	406,935	-
	Certificated Salaries	33,911	201,276	206,263	206,263	206,263	206,263	206,263	206,263	206,263	206,263	206,263	206,263	2,297,820	-
Classified Salaries															
2000	Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2100	Classified Instructional Aide Salaries	-	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	138,323	-
2200	Classified Support Salaries	18,778	18,778	18,778	18,778	18,778	18,778	18,778	18,778	18,778	18,778	18,778	18,778	225,333	-
2300	Classified Supervisor & Administrator Salari	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	10,659	127,902	-
2400	Classified Clerical & Office Salaries	15,705	15,705	15,705	15,705	15,705	15,705	15,705	15,705	15,705	15,705	15,705	15,705	188,460	-
	Classified Salaries	45,141	57,716	57,716	57,716	57,716	57,716	57,716	57,716	57,716	57,716	57,716	57,716	680,018	-
Employee Benefits															

3000	Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
3101	State Teachers Retirement System, certific	8,815	39,097	39,097	39,097	39,097	39,097	39,097	39,097	39,097	39,097	39,097	39,097	438,884
3202	Public Employees Retirement System, class	3,837	16,404	16,404	16,404	16,404	16,404	16,404	16,404	16,404	16,404	16,404	16,404	184,285
3302	OASDI/Alternative, classified positions	-	334	334	334	334	334	334	334	334	334	334	334	3,677
3303	Medicare, certificated positions	2,820	5,156	5,156	5,156	5,156	5,156	5,156	5,156	5,156	5,156	5,156	5,156	59,541
3304	Medicare, classified positions	1,184	1,184	1,184	1,184	1,184	1,184	1,184	1,184	1,184	1,184	1,184	1,184	14,206
3401	Health & Welfare Benefits - Certificated Pos	26,156	26,156	26,156	26,156	26,156	26,156	26,156	26,156	26,156	26,156	26,156	26,156	313,871
3402	Health & Welfare Benefits - Classified Pos	8,924	8,924	8,924	8,924	8,924	8,924	8,924	8,924	8,924	8,924	8,924	8,924	107,089
3501	State Unemploy. Insurance - Certificated Po	125	125	125	125	125	125	125	125	125	125	125	125	1,500
3502	State Unemploy. Insurance - Classified Posi	108	108	108	108	108	108	108	108	108	108	108	108	1,300
3601	Worker's Comp Insurance - Certificated Pos	15,650	3,860	3,860	3,860	3,860	3,860	3,860	3,860	3,860	-	-	-	46,530
3602	Worker's Comp Insurance - Classified Positi	5,208	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	-	-	-	14,217
	Employee Benefits	72,827	102,476	102,476	102,476	102,476	102,476	102,476	102,476	102,476	97,489	97,489	97,489	1,185,100
Books & Supplies														
4000	Books & Supplies													
4100	Approved Textbooks & Core Curricula Mater	70,000	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	-	120,000
4315	Custodial Supplies	1,000	3,000	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	25,000
4325	Instructional Materials & Supplies	3,000	3,000	3,000	3,000	3,000	2,143	2,143	2,143	2,143	2,143	2,143	2,143	30,000
4330	Office Supplies	1,000	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	25,000
4335	PE Supplies		1,000	2,000	2,000	714	714	714	714	714	714	714	714	10,000
4345	Non Instructional Student Materials & Suppli	3,000	3,000	3,000	3,000	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	30,000
4350	Uniforms	-	-	4,000	500	500	500	500	500	500	500	-	-	6,500
4400	Noncapitalized Equipment													-
4410	Classroom Furniture, Equipment & Supplies	23,000	-	167,000	12,000	12,000	12,000	12,000	12,000	-	-	-	-	250,000
4420	Computers: individual items less than \$5k	30,000	-	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	-	80,000
4430	Non Classroom Related Furniture, Equipmen	20,000	-	-	-	-	-	-	-	-	-	-	-	20,000
4710	Student Food Services	-	2,665	5,599	5,599	5,599	5,599	5,599	5,599	5,599	5,599	5,599	5,599	58,650
4720	Other Food	-	933	933	933	933	933	933	933	933	933	933	933	10,263
	Books & Supplies	151,000	15,780	202,313	43,813	42,528	40,813	40,813	40,813	28,313	28,313	15,813	15,099	665,413
Services & Other Operating Expenses														
5200	Travel & Conferences				3,000	-	-	-	3,000	3,000	3,000	3,000	-	15,000
5300	Dues & Memberships	12,140	-	-	-	-	-	-	-	-	-	-	-	12,140
5400	Insurance	18,144	7,776	7,776	7,776	7,776	7,776	7,776	7,776	-	-	-	-	64,800
5535	Utilities - All Utilities	12,918	12,918	12,918	12,918	12,918	12,918	12,918	12,918	12,918	12,918	12,918	12,918	155,018
5605	Equipment Leases	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	14,915
5611	Prop 39 Related Costs	14,449	14,449	14,449	14,449	14,449	14,449	14,449	14,449	14,449	14,449	14,449	14,449	173,384
5615	Repairs and Maintenance - Building	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
5803	Accounting Fees	-	-	-	-	-	-	-	-	-	6,535	-	-	6,535
5815	Consultants - Instructional	-	-	-	3,000	2,000	2,000	2,000	2,000	3,000	2,000	2,000	2,000	20,000
5820	Consultants - Non Instructional - Custom 1	-	-	-	3,000	-	-	-	-	-	-	-	-	3,000
5824	District Oversight Fees	-	-	-	13,590	4,188	4,188	4,188	4,188	7,281	3,640	3,640	3,640	48,537
5830	Field Trips Expenses	-	-	-	-	-	2,500	-	-	-	-	30,000	-	32,500
5845	Legal Fees	-	2,000	2,000	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	6,222	60,000
5848	Licenses and Other Fees	15,000	455	455	455	455	455	455	455	455	455	455	455	20,000
5851	Marketing and Student Recruiting	1,000	-	-	1,000	-	1,000	5,000	-	1,000	-	1,000	-	10,000
5857	Payroll Fees	405	586	586	465	1,621	703	451	2,455	835	490	2,432	2,316	13,345
5869	Special Education Contract Instructors	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	30,000
5872	Special Education Encroachment	-	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	11,236
5899	Miscellaneous Operating Expenses	-	-	384	384	384	384	384	384	384	384	384	384	3,844
5900	Communications	3,000	340	3,000	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	27,882
5915	Postage and Delivery	-	-	46	40	20	20	21	21	21	21	21	21	254
	Services & Other Operating Expenses	83,299	48,515	51,605	78,684	62,418	65,000	66,249	58,477	61,951	62,500	88,907	54,791	782,395
Capital Outlay & Depreciation														
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows														
7000	Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
7281	All Other Transfers to Districts or Charter S	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL EXPENSES	386,178	425,762	620,373	488,953	471,400	472,268	473,517	465,745	456,719	452,283	466,190	431,359	5,610,746
Operating Cash Inflow (Outflow)		(386,178)	(182,666)	949,432	(419,794)	(69,722)	55,391	(80,230)	210,080	(103,948)	(99,511)	(48,477)	17,127	(158,498)
Ending Cash														
Days Cash on Hand		23	11	73	45	41	44	39	53	46	40	37	38	

Oxford Prep - Middle School
Monthly Cash Forecast

2024-25														
Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	578,240	384,694	261,125	447,168	486,844	537,714	618,690	665,401	799,946	893,848	1,174,026	1,222,921	-	-
REVENUE														
LCFF Entitlement														
8011 Charter Schools General Purpose Entitlement	41,658	41,658	84,243	84,243	84,243	84,243	84,243	84,243	84,243	84,243	84,243	84,243	925,744	-
8012 Education Protection Account Entitlement	-	-	28,760	-	-	28,760	-	-	28,761	-	-	28,761	115,042	-
8096 Charter Schools in Lieu of Property Taxes	-	266,956	533,911	400,433	400,433	400,433	400,433	400,433	400,433	622,897	311,448	311,448	4,449,261	-
LCFF Entitlement	41,658	308,614	646,914	484,676	484,676	513,436	484,676	484,676	513,437	707,139	395,691	424,452	5,490,047	-
Federal Revenue														
8100 Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	71,901	71,901	-
8220 Child Nutrition Programs	-	-	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	1,392	13,919	-
8291 Title I	-	-	-	-	5,687	-	-	5,687	-	-	5,687	-	17,061	-
8292 Title II	-	-	-	-	2,622	-	-	2,622	-	-	2,622	-	7,865	-
8294 Title IV	-	-	-	-	3,333	-	-	3,333	-	-	3,333	-	10,000	-
Federal Revenue	-	-	1,392	1,392	13,034	1,392	1,392	13,034	1,392	1,392	13,034	73,293	120,746	-
Other State Revenue														
8381 Special Education - Entitlement (State	20,556	32,890	32,890	32,890	32,890	37,001	37,001	37,001	37,001	37,001	37,001	37,151	411,275	-
8382 Special Education Reimbursement (State	-	-	-	-	-	-	-	-	12,900	-	-	17,100	30,000	-
8550 Mandated Cost Reimbursements	-	-	-	-	-	10,095	-	-	-	-	-	-	10,095	-
8560 State Lottery Revenue	-	-	-	-	-	-	-	65,550	-	-	65,598	-	131,148	-
Other State Revenue	20,556	32,890	32,890	32,890	32,890	47,096	37,001	102,551	49,901	37,001	102,599	54,251	582,518	-
Other Local Revenue														
8600 Other Local Revenue	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
8693 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8781 All Other transfers from Districts or Charter	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
Fundraising & Grants														
8800 Donations/Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	62,215	341,504	681,196	518,958	530,600	563,924	523,069	600,261	564,730	745,532	536,824	551,996	6,220,811	-
EXPENSES														
Certificated Salaries														
1000 Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1100 Teachers Salaries	-	157,640	157,640	157,640	157,640	157,640	157,640	157,640	157,640	157,640	157,640	157,640	1,734,041	-
1101 Teacher - Stipends	-	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	51,371	-
1103 Teacher - Substitute Pay	-	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	1,779	19,570	-
1200 Certificated Pupil Support Salaries	-	8,745	8,745	8,745	8,745	8,745	8,745	8,745	8,745	8,745	8,745	8,745	96,193	-
1201 Certificated Pupil Support Salaries - Custom	-	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	64,058	-
1202 Certificated Pupil Support Salaries - Custom 2	-	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	5,823	64,058	-
1300 Certificated Supervisor & Administrator Sala	34,929	34,929	34,929	34,929	34,929	34,929	34,929	34,929	34,929	34,929	34,929	34,929	419,143	-
Certificated Salaries	34,929	219,410	219,410	219,410	219,410	219,410	219,410	219,410	219,410	219,410	219,410	219,410	2,448,434	-
Classified Salaries														
2000 Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2100 Classified Instructional Aide Salaries	-	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	142,473	-
2200 Classified Support Salaries	19,341	19,341	19,341	19,341	19,341	19,341	19,341	19,341	19,341	19,341	19,341	19,341	232,093	-
2300 Classified Supervisor & Administrator Salari	10,978	10,978	10,978	10,978	10,978	10,978	10,978	10,978	10,978	10,978	10,978	10,978	131,739	-
2400 Classified Clerical & Office Salaries	16,176	16,176	16,176	16,176	16,176	16,176	16,176	16,176	16,176	16,176	16,176	16,176	194,114	-
Classified Salaries	46,496	59,448	59,448	59,448	59,448	59,448	59,448	59,448	59,448	59,448	59,448	59,448	700,419	-
Employee Benefits														

3000	Employee Benefits													
3101	State Teachers Retirement System, certific	4,677	42,089	42,089	42,089	42,089	42,089	42,089	42,089	42,089	42,089	42,089	42,089	467,651
3202	Public Employees Retirement System, class	9,701	13,581	17,073	17,073	17,073	17,073	17,073	17,073	17,073	17,073	17,073	17,073	194,016
3302	OASDI/Alternative, classified positions	393	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	39,298
3303	Medicare, certificated positions	377	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	3,389	37,660
3304	Medicare, classified positions	49	442	442	442	442	442	442	442	442	442	442	442	4,912
3401	Health & Welfare Benefits - Certificated Pos	28,404	28,404	28,404	28,404	28,404	28,404	28,404	28,404	28,404	28,404	28,404	28,404	340,851
3402	Health & Welfare Benefits - Classified Pos	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	111,736
3501	State Unemploy. Insurance - Certificated Po	125	125	125	125	125	125	125	125	125	125	125	125	1,500
3502	State Unemploy. Insurance - Classified Posi	108	108	108	108	108	108	108	108	108	108	108	108	1,300
3601	Worker's Comp Insurance - Certificated Pos	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	-	-	-	49,380
3602	Worker's Comp Insurance - Classified Positi	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	-	-	-	14,857
	Employee Benefits	60,282	108,124	111,617	111,617	111,617	111,617	111,617	111,617	111,617	104,479	104,479	104,479	1,263,161
Books & Supplies														
4000	Books & Supplies													
4100	Approved Textbooks & Core Curricula Mater	30,000	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	6,364	100,000
4315	Custodial Supplies	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	15,450
4325	Instructional Materials & Supplies	3,483	3,483	3,483	3,483	3,483	3,483	-	-	-	-	-	-	20,900
4330	Office Supplies	1,821	1,821	1,821	1,821	1,821	1,821	-	-	-	-	-	-	10,927
4335	PE Supplies	-	-	3,090	-	-	-	-	-	-	-	-	-	3,090
4345	Non Instructional Student Materials & Suppli	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	27,318
4350	Uniforms	-	-	5,424	212	212	212	212	212	212	-	-	-	6,695
4400	Noncapitalized Equipment	455	455	15,000	455	455	455	455	455	455	455	455	455	20,000
4410	Classroom Furniture, Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4420	Computers: individual items less than \$5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	Non Classroom Related Furniture, Equipmen	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Student Food Services	-	-	-	2,699	6,350	10,743	9,739	3,787	5,867	8,435	5,572	7,216	60,410
4720	Other Food	-	961	961	961	961	961	961	961	961	961	961	961	10,571
	Books & Supplies	39,324	16,648	39,707	19,558	23,210	27,603	21,294	15,342	17,422	19,778	16,915	18,560	275,361
Services & Other Operating Expenses														
5200	Travel & Conferences	-	-	-	3,090	-	-	-	3,090	3,090	3,090	3,090	-	15,450
5300	Dues & Memberships	12,504	-	-	-	-	-	-	-	-	-	-	-	12,504
5400	Insurance	14,232	9,488	9,488	9,488	9,488	9,488	-	-	-	-	-	-	71,160
5535	Utilities - All Utilities	13,306	13,306	13,306	13,306	13,306	13,306	13,306	13,306	13,306	13,306	13,306	13,306	159,668
5605	Equipment Leases	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	15,362
5611	Prop 39 Related Costs	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	14,882	178,586
5615	Repairs and Maintenance - Building	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	42,436
5803	Accounting Fees	-	-	-	-	-	-	-	-	-	6,731	-	-	6,731
5815	Consultants - Instructional	-	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	20,600
5820	Consultants - Non Instructional - Custom 1	-	-	-	3,090	-	-	-	-	-	-	-	-	3,090
5824	District Oversight Fees	-	3,843	7,137	4,392	4,392	4,392	4,392	4,392	8,784	4,392	4,392	4,392	54,900
5830	Field Trips Expenses	-	-	-	-	-	2,500	-	-	-	-	30,000	-	32,500
5845	Legal Fees	-	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	5,618	61,800
5848	Licenses and Other Fees	12,032	67	301	1,269	3,054	326	392	36	2,756	80	248	38	20,600
5851	Marketing and Student Recruiting	127	127	127	127	127	127	2,538	2,538	127	127	127	127	6,344
5857	Payroll Fees	417	604	603	479	1,670	724	464	2,528	860	505	2,505	2,385	13,745
5869	Special Education Contract Instructors	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	30,000
5872	Special Education Encroachment	-	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	1,318	14,495
5899	Miscellaneous Operating Expenses	-	360	360	360	360	360	360	360	360	360	360	360	3,959
5900	Communications	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	28,718
5915	Postage and Delivery	22	22	22	22	22	22	22	22	22	22	22	22	265
	Services & Other Operating Expenses	74,731	61,444	64,972	69,250	66,046	64,873	64,590	59,900	62,932	62,240	87,678	54,258	792,914
Capital Outlay & Depreciation														
6000	Capital Outlay													-
	Capital Outlay & Depreciation													-
Other Outflows														
7000	Other Outflows													-
7281	All Other Transfers to Districts or Charter Schools												457,000	457,000
	Other Outflows	-	-	-	-	-	-	-	-	-	-	-	457,000	457,000
	TOTAL EXPENSES	255,761	465,073	495,152	479,283	479,729	482,949	476,358	465,716	470,828	465,354	487,930	913,154	5,937,288
Operating Cash Inflow (Outflow)		(193,547)	(123,569)	186,043	39,676	50,871	80,975	46,711	134,545	93,902	280,178	48,894	(361,158)	283,522
Ending Cash														
Days Cash on Hand		25	17	29	32	35	40	43	52	58	76	80	56	

Oxford Prep - Middle School
Monthly Cash Forecast

2025-26														
Actuals														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	861,763	663,225	526,833	709,739	736,493	777,892	854,210	895,796	1,018,376	1,104,552	1,377,688	1,419,283		
REVENUE														
LCFF Entitlement														
8011 Charter Schools General Purpose Entitlement	46,290	46,290	93,609	93,609	93,609	93,609	93,609	93,609	93,609	93,609	93,609	93,609	1,028,668	-
8012 Education Protection Account Entitlement	-	-	28,470	-	-	28,470	-	-	28,470	-	-	-	28,470	-
8096 Charter Schools in Lieu of Property Taxes	-	264,255	528,509	396,382	396,382	396,382	396,382	396,382	396,382	616,594	308,297	308,297	4,404,243	-
LCFF Entitlement	46,290	310,545	650,587	489,991	489,991	518,460	489,991	489,991	518,460	710,203	401,906	430,375	5,546,789	-
Federal Revenue														
8100 Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	71,174	71,174	-
8220 Child Nutrition Programs	-	-	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	14,337	-
8291 Title I	-	-	-	-	5,640	-	-	5,640	-	-	5,640	-	16,920	-
8292 Title II	-	-	-	-	2,608	-	-	2,608	-	-	2,608	-	7,824	-
8294 Title IV	-	-	-	-	3,333	-	-	3,333	-	-	3,333	-	10,000	-
Federal Revenue	-	-	1,434	1,434	13,015	1,434	1,434	13,015	1,434	1,434	13,015	72,608	120,255	-
Other State Revenue														
8381 Special Education - Entitlement (State	20,356	32,569	32,569	32,569	32,569	36,640	36,640	36,640	36,640	36,640	36,640	36,640	407,114	-
8382 Special Education Reimbursement (State	-	-	-	-	-	-	-	-	12,900	-	-	-	17,100	-
8550 Mandated Cost Reimbursements	-	-	-	-	-	10,786	-	-	-	-	-	-	10,786	-
8560 State Lottery Revenue	-	-	-	-	-	-	-	64,911	-	-	64,911	-	129,821	-
Other State Revenue	20,356	32,569	32,569	32,569	32,569	47,426	36,640	101,551	49,540	36,640	101,551	53,740	577,721	-
Other Local Revenue														
8600 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693 Field Trips	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
8781 All Other transfers from Districts or Charter	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	2,000	-	-	-	-	25,500	-	27,500	-
Fundraising & Grants														
8800 Donations/Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	66,646	343,114	684,590	523,993	535,575	569,320	528,065	604,556	569,434	748,277	541,972	556,723	6,272,265	-
EXPENSES														
Certificated Salaries														
1000 Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1100 Teachers Salaries	-	162,369	162,369	162,369	162,369	162,369	162,369	162,369	162,369	162,369	162,369	162,369	1,786,062	-
1101 Teacher - Stipends	-	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	52,912	-
1103 Teacher - Substitute Pay	-	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	1,832	20,157	-
1200 Certificated Pupil Support Salaries	-	9,007	9,007	9,007	9,007	9,007	9,007	9,007	9,007	9,007	9,007	9,007	99,079	-
1201 Certificated Pupil Support Salaries - Custom	-	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	65,979	-
1202 Certificated Pupil Support Salaries - Custom 2	-	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	5,998	65,979	-
1300 Certificated Supervisor & Administrator Sala	35,976	35,976	35,976	35,976	35,976	35,976	35,976	35,976	35,976	35,976	35,976	35,976	431,717	-
Certificated Salaries	35,976	225,992	225,992	225,992	225,992	225,992	225,992	225,992	225,992	225,992	225,992	225,992	2,521,885	-
Classified Salaries														
2000 Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2100 Classified Instructional Aide Salaries	-	13,341	13,341	13,341	13,341	13,341	13,341	13,341	13,341	13,341	13,341	13,341	146,747	-
2200 Classified Support Salaries	19,921	19,921	19,921	19,921	19,921	19,921	19,921	19,921	19,921	19,921	19,921	19,921	239,056	-
2300 Classified Supervisor & Administrator Salari	11,308	11,308	11,308	11,308	11,308	11,308	11,308	11,308	11,308	11,308	11,308	11,308	135,691	-
2400 Classified Clerical & Office Salaries	16,661	16,661	16,661	16,661	16,661	16,661	16,661	16,661	16,661	16,661	16,661	16,661	199,937	-
Classified Salaries	47,890	61,231	61,231	61,231	61,231	61,231	61,231	61,231	61,231	61,231	61,231	61,231	721,431	-
Employee Benefits														

OPA - Middle School
2023-24

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Driver/ Rate Type
Revenues and related expenses				
Statewide LCFF Assumptions				
LCFF COLA	3.11%	3.54%	0.00%	
TK-3 LCFF Base	8,552	8,855	8,855	
4-6 LCFF Base	8,681	8,988	8,988	
7-8 LCFF Base	8,938	9,254	9,254	
9-12 LCFF Base	10,357	10,724	10,724	
TK-3 Gr Span Adj	889	921	921	
9-12 Gr Span Adj	269	279	279	
School LCFF Assumptions				
LCFF per ADA	9,232	9,544	9,542	
ILPT per ADA	7,735	7,735	7,735	
Supplemental & Concentration Funding	195,893	218,658	215,380	
Unduplicated Pupil %	21.11%	20.74%	20.64%	
District UPP	34.85%	34.85%	34.85%	
Other Federal and State Revenues				
EDCOE SELPA Federal Rate	0.00	125.00	125.00	Prior Year Enrollment
EDCOE SELPA State Rate	715.00	715.00	715.00	ADA
Mandated Cost Reimbursements: K-8		18.19	18.19	Prior Year Enrollment
State Lottery Unrestricted	163.00	163.00	163.00	P-A ADA
State Lottery Restricted	65.00	65.00	65.00	P-A ADA
Fees				
Authorizer Fees	1.00%	1.00%		% of LCFF
Special Education Encroachment Fees	0.03	0.03		% of Sped Revenue
Payroll				
Annual Pay Increase				
Certificated		3.00%	3.00%	
Classified		3.00%	3.00%	
Benefits				
STRS	19.10%	19.10%	19.10%	% of eligible payroll
PERS	27.10%	27.70%	27.80%	% of eligible payroll

Social Security	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits	\$10,749	\$11,286	\$11,851	Annual rate per employee
H&W average annual increase	0.00%	5.00%	5.00%	
In Lieu Medical Stipend	\$1,200	\$1,200	\$1,200	Annual stipend
School Fund %	0.05%	0.05%	0.05%	
ETT (part of SUTA)	\$7	\$7	\$7	Annual rate per employee
Workers Comp	2.04%	2.04%	2.04%	% of total payroll

Oxford Preparatory Academy - Middle School
2023-2024

Payroll				Year 1 2024-2025				
Head Count	Last Name	Position Name	Budget Category	Total Paid	FTE Count	Hrs / Wk	Days / Wk	H&W
1	MS Teacher	Multiple Subject	1100	\$ 57,867.00	1.00			\$10,749.00
1	MS Teacher	Multiple Subject	1100	\$ 58,720.00	1.00			\$10,749.00
1	MS Teacher	Multiple Subject	1100	\$ 73,954.00	1.00			\$10,749.00
1	MS Teacher	Multiple Subject	1100	\$ 79,274.00	1.00			\$10,749.00
1	MS Teacher	Multiple Subject	1100	\$ 79,274.00	1.00			\$10,749.00
1	MS Teacher	Multiple Subject	1100	\$ 89,729.00	1.00			\$10,749.00
1	SS Teacher	Science	1100	\$ 73,954.00	1.00			\$10,749.00
1	SS Teacher	Science	1100	\$ 73,954.00	1.00			\$10,749.00
1	SS Teacher	Science	1100	\$ 73,954.00	1.00			\$10,749.00
1	SS Teacher	Math	1100	\$ 65,052.00	1.00			\$10,749.00
1	SS Teacher	Math	1100	\$ 65,052.00	1.00			\$10,749.00
1	SS Teacher	Math	1100	\$ 82,430.00	1.00			\$10,749.00
1	SS Teacher	Elective	1100	\$ 58,887.00	1.00			\$10,749.00
1	SS Teacher	Elective	1100	\$ 60,087.00	1.00			\$10,749.00
1	SS Teacher	Elective	1100	\$ 70,909.00	1.00			\$10,749.00
1	SS Teacher	World Language	1100	\$ 57,570.00	1.00			\$10,749.00
1	SS Teacher	World Language	1100	\$ 58,720.00	1.00			\$10,749.00
1	SS Teacher	World Language	1100	\$ 60,087.00	1.00			\$10,749.00
1	SS Teacher	PE	1100	\$ 65,052.00	1.00			\$10,749.00
1	SS Teacher	PE	1100	\$ 65,052.00	1.00			\$10,749.00
1	Intervention Teacher	Intervention	1100	\$ 58,887.00	1.00			\$10,749.00
1	ELD TOSA	ELD	1100	\$ 28,174.00	0.30	12	2	\$3,224.70
1	Ed Specialist	Ed Specialist	1100	\$ 57,866.94	1.00			\$10,749.00
1	Ed Specialist	Ed Specialist	1100	\$ 89,729.00	1.00			\$10,749.00
1	Counseor	Counseor	1200	\$ 62,192.00	1.00			\$10,749.00
1	Psychologist	Psychologist	1201	\$ 93,391.00	1.00			\$10,749.00
1	SLP	SLP	1202	\$ 62,192.00	1.00			\$10,749.00
1	Chancellor	Chancellor	1300	\$ 130,141.58	1.00			\$10,749.00
1	CAO	CAO	1300	\$ 52,860.00	0.30	12	2	\$3,224.70
1	Executive Director	Executive Director	1300	\$ 64,860.00	0.30	12	2	\$3,224.70
1	Dir of Student Svcs & Accountability	Dir of Student Svcs & Accountability	1300	\$ 47,574.00	0.30	12	2	\$3,224.70
1	Dean	Dean	1300	\$ 111,499.61	1.00			\$10,749.00
1	Instructional Aide	Instructional Aide	2100	\$ 19,397.52	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 21,193.20	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 21,673.44	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 27,915.84	0.90	35	5	\$10,749.00
1	Instructional Aide	Instructional Aide	2100	\$ 28,745.28	0.90	35	5	\$10,749.00
1	PE Aide	PE Aide	2100	\$ 19,397.52	0.73	29	5	
1	School Nurse Assistant	School Nurse Assistant	2200	\$ 25,970.83	1.00			\$10,749.00
1	Custodian	Custodian	2200	\$ 24,586.20	0.73	29	5	
1	School Nurse	School Nurse	2200	\$ 7,694.00	0.10	4	1	\$1,749.00
1	Maintenance Technician	Maintenance Technician	2200	\$ 43,932.00	1.00			\$10,749.00
1	Tech Specialist	Tech Specialist	2200	\$ 40,242.00	1.00			\$10,749.00
1	Cafeteria Assistant	Cafeteria Assistant	2200	\$ 12,951.82	0.57	23	4	
1	Campus Supervisor	Campus Supervisor	2200	\$ 17,489.00	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 17,489.00	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 17,489.00	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 17,489.00	0.68	27	5	
1	COO	COO	2300	\$ 52,860.00	0.30	12	2	\$3,224.70
1	Director of Technology	Director of Technology	2200	\$ 36,000.00	0.30	12	2	\$3,224.70

1	Director, Fiscal Services	Director, Fiscal Services	2300	\$ 39,042.00	0.30	12	2	\$3,224.70
1	Registrar	Registrar	2400	\$ 41,688.00	1.00			\$10,749.00
1	Office Assistant	Office Assistant	2400	\$ 27,676.51	1.00			\$10,749.00
1	Executive Assistant	Executive Assistant	2400	\$ 19,708.00	0.30	12	2	\$3,224.70
1	Office - Manager	Office - Manager	2400	\$ 59,738.97	1.00			\$10,749.00
1	Accounting Technician	Accounting Technician	2400	\$ 16,693.00	0.30	12	2	\$3,224.70
1	Human Resources Manager	Human Resources Manager	2400	\$ 22,956.00	0.30	12	2	\$3,224.70
Payroll Total				2,908,963	45.81			\$420,960.00

Certificated Summary					
1100	Teachers Salaries			1,604,234.94	23.30
1101	Teacher - Stipends			49,875	-
1103	Teacher - Substitute Pay			19,000	-
1200	Certificated Pupil Support Salaries			217,775.00	3.00
1300	Certificated Supervisor & Administrator Salaries			406,935	2.90
Certificated Total				2,297,820	29.20

Classified Summary					
2100	Classified Instructional Aide Salaries			138,323	4.70
2200	Classified Support Salaries			225,333	7.11
2300	Classified Supervisor & Administrator Salaries			127,902	0.90
2400	Classified Clerical & Office Salaries			188,460	3.90
Classified Total				680,018	16.61

Total FTE					45.81
Teacher FTE					23.30
Total Headcount					57.00
Teacher Headcount					24.00

Oxford Preparatory Academy - Middle School
2024-2025

				Year 2 2024-25				
Payroll								
Head Count	Last Name	Position Name	Budget Category	Total Paid	FTE Count	Hrs / Wk	Days / Wk	H&W
1	MS Teacher	Multiple Subject	1100	\$ 59,603.01	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 60,481.60	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 76,172.62	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 81,652.22	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 81,652.22	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 81,652.22	1.00			\$11,286.45
1	MS Teacher	Multiple Subject	1100	\$ 92,420.87	1.00			\$11,286.45
1	SS Teacher	Science	1100	\$ 76,172.62	1.00			\$11,286.45
1	SS Teacher	Science	1100	\$ 76,172.62	1.00			\$11,286.45
1	SS Teacher	Science	1100	\$ 76,172.62	1.00			\$11,286.45
1	SS Teacher	Math	1100	\$ 67,003.56	1.00			\$11,286.45
1	SS Teacher	Math	1100	\$ 67,003.56	1.00			\$11,286.45
1	SS Teacher	Math	1100	\$ 84,902.90	1.00			\$11,286.45
1	SS Teacher	Elective	1100	\$ 60,653.61	1.00			\$11,286.45
1	SS Teacher	Elective	1100	\$ 61,889.61	1.00			\$11,286.45
1	SS Teacher	Elective	1100	\$ 73,036.27	1.00			\$11,286.45
1	SS Teacher	World Language	1100	\$ 59,297.10	1.00			\$11,286.45
1	SS Teacher	World Language	1100	\$ 60,481.60	1.00			\$11,286.45
1	SS Teacher	World Language	1100	\$ 61,889.61	1.00			\$11,286.45
1	SS Teacher	PE	1100	\$ 67,003.56	1.00			\$11,286.45
1	SS Teacher	PE	1100	\$ 67,003.56	1.00			\$11,286.45
1	Intervention Teacher	Intervention	1100	\$ 60,653.61	1.00			\$11,286.45
1	ELD TOSA	ELD	1100	\$ 29,019.22	0.30	12	2	\$3,385.94
1	Ed Specialist	Ed Specialist	1100	\$ 59,602.95	1.00			\$11,286.45
1	Ed Specialist	Ed Specialist	1100	\$ 92,420.87	1.00			\$11,286.45
1	Counseor	Counseor	1200	\$ 64,057.76	1.00			\$11,286.45
1	Psychologist	Psychologist	1201	\$ 96,192.73	1.00			\$11,286.45
1	SLP	SLP	1202	\$ 64,057.76	1.00			\$11,286.45
1	Chancellor	Chancellor	1300	\$ 134,045.83	1.00			\$11,286.45
1	CAO	CAO	1300	\$ 54,445.80	0.30	12	2	\$3,385.94
1	Executive Director	Executive Director	1300	\$ 66,805.80	0.30	12	2	\$3,385.94
1	Dir of Student Svcs & Accountability	Dir of Student Svcs & Accountability	1300	\$ 49,001.22	0.30	12	2	\$3,385.94
1	Dean	Dean	1300	\$ 114,844.60	1.00			\$11,286.45
1	Instructional Aide	Instructional Aide	2100	\$ 19,979.45	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 21,829.00	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 22,323.64	0.73	29	5	
1	Instructional Aide	Instructional Aide	2100	\$ 28,753.32	0.90	35	5	\$11,286.45
1	Instructional Aide	Instructional Aide	2100	\$ 29,607.64	0.90	35	5	\$11,286.45
1	PE Aide	PE Aide	2100	\$ 19,979.45	0.73	29	5	
1	School Nurse Assistant	School Nurse Assistant	2200	\$ 26,749.96	1.00			\$11,286.45
1	Custodian	Custodian	2200	\$ 25,323.79	0.73	29	5	
1	School Nurse	School Nurse	2200	\$ 7,924.82	0.10	4	1	\$1,128.65
1	Maintenance Technician	Maintenance Technician	2200	\$ 45,249.96	1.00			\$11,286.45
1	Tech Specialist	Tech Specialist	2200	\$ 41,449.26	1.00			\$11,286.45
1	Cafeteria Assistant	Cafeteria Assistant	2200	\$ 13,340.37	0.57	23	4	
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,013.68	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,013.68	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,013.68	0.68	27	5	
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,013.68	0.68	27	5	
1	COO	COO	2300	\$ 54,445.80	0.30	12	2	\$3,385.94

1	Director of Technology	Director of Technology	2200	\$ 37,080.00	0.30	12	2	\$3,385.94
1	Director, Fiscal Services	Director, Fiscal Services	2300	\$ 40,213.26	0.30	12	2	\$3,385.94
1	Registrar	Registrar	2400	\$ 42,938.64	1.00			\$11,286.45
1	Office Assistant	Office Assistant	2400	\$ 28,506.81	1.00			\$11,286.45
1	Executive Assistant	Executive Assistant	2400	\$ 20,299.24	0.30	12	2	\$3,385.94
1	Office - Manager	Office - Manager	2400	\$ 61,531.14	1.00			\$11,286.45
1	Accounting Technician	Accounting Technician	2400	\$ 17,193.79	0.30	12	2	\$3,385.94
1	Human Resources Manager	Human Resources Manager	2400	\$ 23,644.68	0.30	12	2	\$3,385.94
Payroll Total				3,077,884	46.81			\$452,586.65

Certificated Summary					
1100	Teachers Salaries			1,734,014.21	24.30
1101	Teacher - Stipends			51,371	-
1103	Teacher - Substitute Pay			25,268	-
1200	Certificated Pupil Support Salaries			224,308.25	3.00
1300	Certificated Supervisor & Administrator Salaries			419,143	2.90
Certificated Total				2,454,105	30.20

Classified Summary					
2100	Classified Instructional Aide Salaries			142,472	4.70
2200	Classified Support Salaries			232,093	7.11
2300	Classified Supervisor & Administrator Salaries			131,739	0.90
2400	Classified Clerical & Office Salaries			194,114	3.90
Classified Total				700,419	16.61

Total FTE					46.81
Teacher FTE					24.30
Total Headcount					58.00
Teacher Headcount					25.00

Oxford Preparatory Academy - Middle School
2025-2026

					Year 3 2025-26				
Payroll									
Head Count	Last Name	Position Name	Budget Category	Total Paid	FTE Count	Hrs / Wk	Days / Wk	H&W	
1	MS Teacher	Multiple Subject	1100	\$ 61,391.10	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 62,296.05	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 78,457.80	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 84,101.79	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 84,101.79	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 84,101.79	1.00			\$11,850.77	
1	MS Teacher	Multiple Subject	1100	\$ 95,193.50	1.00			\$11,850.77	
1	SS Teacher	Science	1100	\$ 78,457.80	1.00			\$11,850.77	
1	SS Teacher	Science	1100	\$ 78,457.80	1.00			\$11,850.77	
1	SS Teacher	Science	1100	\$ 78,457.80	1.00			\$11,850.77	
1	SS Teacher	Math	1100	\$ 69,013.67	1.00			\$11,850.77	
1	SS Teacher	Math	1100	\$ 69,013.67	1.00			\$11,850.77	
1	SS Teacher	Math	1100	\$ 87,449.99	1.00			\$11,850.77	
1	SS Teacher	Elective	1100	\$ 62,473.22	1.00			\$11,850.77	
1	SS Teacher	Elective	1100	\$ 63,746.30	1.00			\$11,850.77	
1	SS Teacher	Elective	1100	\$ 75,227.36	1.00			\$11,850.77	
1	SS Teacher	World Language	1100	\$ 61,076.01	1.00			\$11,850.77	
1	SS Teacher	World Language	1100	\$ 62,296.05	1.00			\$11,850.77	
1	SS Teacher	World Language	1100	\$ 63,746.30	1.00			\$11,850.77	
1	SS Teacher	PE	1100	\$ 69,013.67	1.00			\$11,850.77	
1	SS Teacher	PE	1100	\$ 69,013.67	1.00			\$11,850.77	
1	Intervention Teacher	Intervention	1100	\$ 62,473.22	1.00			\$11,850.77	
1	ELD TOSA	ELD	1100	\$ 29,889.80	0.30			\$3,555.23	
1	Ed Specialist	Ed Specialist	1100	\$ 61,391.04	1.00		12	\$11,850.77	2
1	Ed Specialist	Ed Specialist	1100	\$ 95,193.50	1.00			\$11,850.77	
1	Counseor	Counseor	1200	\$ 65,979.49	1.00			\$11,850.77	
1	Psychologist	Psychologist	1201	\$ 99,078.51	1.00			\$11,850.77	
1	SLP	SLP	1202	\$ 65,979.49	1.00			\$11,850.77	
1	Chancellor	Chancellor	1300	\$ 138,067.20	1.00			\$11,850.77	
1	CAO	CAO	1300	\$ 56,079.17	0.30		12	\$3,555.23	2
1	Executive Director	Executive Director	1300	\$ 68,809.97	0.30		12	\$3,555.23	2
1	Dir of Student Svcs & Accountability	Dir of Student Svcs & Accountability	1300	\$ 50,471.26	0.30		12	\$3,555.23	2
1	Dean	Dean	1300	\$ 118,289.94	1.00			\$11,850.77	
1	Instructional Aide	Instructional Aide	2100	\$ 20,578.83	0.73		29		5
1	Instructional Aide	Instructional Aide	2100	\$ 22,483.87	0.73		29		5
1	Instructional Aide	Instructional Aide	2100	\$ 22,993.35	0.73		29		5
1	Instructional Aide	Instructional Aide	2100	\$ 29,615.91	0.90		35	\$11,850.77	5
1	Instructional Aide	Instructional Aide	2100	\$ 30,495.87	0.90		35	\$11,850.77	5
1	PE Aide	PE Aide	2100	\$ 20,578.83	0.73		29		5
1	School Nurse Assistant	School Nurse Assistant	2200	\$ 27,552.46	1.00			\$11,850.77	
1	Custodian	Custodian	2200	\$ 26,083.50	0.73		29		5
1	School Nurse	School Nurse	2200	\$ 8,162.56	0.10		4	\$1,185.08	1
1	Maintenance Technician	Maintenance Technician	2200	\$ 46,607.46	1.00			\$11,850.77	
1	Tech Specialist	Tech Specialist	2200	\$ 42,692.74	1.00			\$11,850.77	
1	Cafeteria Assistant	Cafeteria Assistant	2200	\$ 13,740.58	0.57		23		4
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,554.10	0.68		27		5
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,554.10	0.68		27		5
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,554.10	0.68		27		5
1	Campus Supervisor	Campus Supervisor	2200	\$ 18,554.10	0.68		27		5
1	COO	COO	2300	\$ 56,079.17	0.30		12	\$3,555.23	2
1	Director of Technology	Director of Technology	2200	\$ 38,192.40	0.30		12	\$3,555.23	2
1	Director, Fiscal Services	Director, Fiscal Services	2300	\$ 41,419.66	0.30		12	\$3,555.23	2
1	Registrar	Registrar	2400	\$ 44,226.80	1.00			\$11,850.77	
1	Office Assistant	Office Assistant	2400	\$ 29,362.01	1.00			\$11,850.77	
1	Executive Assistant	Executive Assistant	2400	\$ 20,908.22	0.30		12	\$3,555.23	2
1	Office - Manager	Office - Manager	2400	\$ 63,377.07	1.00			\$3,555.23	

1	Accounting Technician	Accounting Technician	2400	\$ 17,709.60	0.30	12	2	\$3,555.23
1	Human Resources Manager	Human Resources Manager	2400	\$ 24,354.02	0.30	12	2	\$3,555.23
Payroll Total				3,170,221	46.81			\$466,920.43

Certificated Summary					
1100	Teachers Salaries			1,786,034.63	24.30
1101	Teacher - Stipends			52,868	-
1103	Teacher - Substitute Pay			26,004	-
1200	Certificated Pupil Support Salaries			231,037.50	3.00
1300	Certificated Supervisor & Administrator Salaries			431,718	2.90
Certificated Total				2,527,662	30.20

Classified Summary					
2100	Classified Instructional Aide Salaries			146,747	5
2200	Classified Support Salaries			239,056	7
2300	Classified Supervisor & Administrator Salaries			135,691	1
2400	Classified Clerical & Office Salaries			199,938	4
Classified Total				721,431	16.61

Total FTE					46.81
Teacher FTE					24.30
Total Headcount					58.00
Teacher Headcount					25.00

Start-Up Budget

Oxford Preparatory Academy – Middle School
2022-2023 (Year 0)

Revenue		
8781	4-year loan from OPA Unrestricted Reserves (to be repaid in June 2025 and June 2026)	\$914,000
Total Revenue		\$914,000
Expenses		
1300	Chancellor (8 months)	\$88,000
1300	5% Executive Director Salary	\$11,000
2400	Office Manager (6 months)	\$29,869
3100	STRS	\$18,909
3200	PERS	\$8,094
3300	OASDI-Medicare-Alternative	\$1,869
3400	Health and Welfare Benefits	\$16,123
3500	Unemployment Insurance	\$772
3600	Workers Comp Insurance	\$2,629
Total Expenses		\$177,265
Operating Income		\$736,735
Ending Fund Balance		\$736,735

A chancellor (principal) will be hired in fall 2022. Until this time, planning will be funded through 5% of the Executive Director salary. Once a chancellor has been hired, an office manager will be hired in January 2023.

Start-up revenue will be through a loan of unrestricted settlement funds from Oxford Preparatory Academy – South Orange County and Oxford Preparatory Academy – Saddleback Valley. These funds are unrestricted and not tied to LCFF. These funds will be transferred back to the respective schools in OPA-MS operating years 2 (2024-25) and 3 (2025-26).

Application will be completed for the PCSPG Start-Up Sub-Grant once petition is approved if ne grant cycle becomes available. This is projected to be \$600,000 but has not been included in budget or cashflows. Site is fiscally solvent without this or other grants for which we plan to apply.

Fundraising projects will also be conducted throughout the 2022-2023 school year to provide additional initial funding for furniture and technology, however, the start-up revenue in the budget will cover all necessary costs without the additional fundraising dollars. The fundraising will just improve the cash position of the school but is not necessary to maintain fiscal solvency. Projected fundraising revenue prior to the opening of the school is \$120,000.

Charter School Assumptions 2023-24

Input in green cells

Enrollment Assumptions

2023-24

2024-25

2025-26

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total Enrollment

Total ADA

ADA%

Free and Reduced Lunch Students (FRL)

English Language Learners (EL)

Foster Youth

Unduplicated Count (FRL, EL, Foster Youth)

Unduplicated % for LCFF Concentration Grant

District UPP

Special Education Students

	168	200	200
	372	393	387
	540	593	587
	523.80	575.21	569.39
	97.00%	97.00%	97.00%
	86	91	91
	28	29	29
	0	0	0
	114	121	120
	21.11%	20.40%	20.44%
	34.85%	34.85%	34.85%
	67	70	70

Funding Rates:

2023-24

2024-25

2025-26

LCFF Rates

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

	8,681	8,988	8,988
	8,938	9,254	9,254

Federal Revenues:

Special Education - Federal per ADA

	125	125	125
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Assumptions 2023-24

Child Nutrition - Federal per student:
Other Federal Revenue - Provide listing, including amounts

24	24	24
Title 1 - Based on 2021 funding and 2023-24 UPP; Title II based on 2021 funding; Title IV \$10,000.		

State Revenues:

Special Education - State funding per ADA
Child Nutrition - State per student:
Lottery per ADA:
Other State Revenue - Provide listing, including amounts

715	715	715
228	228	228
Mandated cost only for FY25 and FY26 at \$18.19 per enrollment.		

Local Revenue - Provide listing, including amounts

\$27.5k field trip revenue (offset mostly by expenses);
\$914,000 loan in year 0.

Expenditure Assumptions

2023-24

2024-25

2025-26

Certificated Salaries:

Number of FTEs - Teachers
Average Teacher Salaries
Number of FTEs - Pupil Support Salaries
Number of FTEs - Supervisor/Admin Salaries
Number of FTEs - Other Certificated Salaries
COLA percentage increase

23.3	24.3	24.3
68851	71360	73500
3	3	3
2.9	2.9	2.9
3%	6%	2%

Other Assumptions

Staffing and salaries in based on anticipated enrollment and staffing needs.

Assumptions 2023-24

<u>Non Certificated Salaries:</u>			
Number of FTEs - Instructional Aides' Salaries	4.7	4.7	4.7
Number of FTEs - Non-certificated Support Salaries	7.11	7.11	7.11
Number of FTEs - Supervisor/Admin Salaries	0.9	0.9	0.9
Number of FTEs - Clerical and Office Salaries	3.9	3.9	3.9
Number of FTEs - Other Non-Certificated Salaries			
Other Assumptions	Updated staffing and salaries based on anticipated enrollment and staffing needs		
<u>Benefits</u>			
CalSTRS Employer Rate	19.10%	19.10%	19.10%
Number of STRS employees	32	33	33
CalPERS Employer Rate	22.91%	26.10%	27.10%
Number of employees non-STRS retirement	20	20	20
Health and welfare (per FTE)	10,749	11,286	11,851
Number eligible employees for health benefits	47	48	48
Unemployment insurance (rate)	5.00%	0.05%	0.05%
Workers Comp Insurance (rate)	2.04%	2.04%	2.04%
Books and Supplies			
Other Assumptions	4100 - includes textbooks and online core curriculum, all core curricula have existing multiyear adoptions through at least 2025-26, also includes iReady assessment system annual license. Includes annual licenses for Second Step SEL licenses and Positive Prevention Plus licenses. 4325 includes classroom, art, and elective supplies. 4350 - PE Uniforms		
<u>Services & Other Operating Expenditures</u>			
Other Assumptions	5848 - Includes Aeries SIS, Edjoin, Paylocity, Microsoft,		

Assumptions 2023-24

	Lightspeed, and Adobe. 4400 - Will use existing furniture or excess furniture from current sites until able to buy new furniture through fundraising (all classroom furniture at existing sites getting replaced in 2022). current MS teachers have computers, but budget includes computers for new staff. 5605 - includes copier and
<u>Capital Outlay</u>	
<i>Other Assumptions</i>	
<u>Other Outgo</u>	
<u>Other Financing Sources</u>	
<u>Other Financing Uses</u>	

LCFF CALCULATOR

5 digit District code or 7 digit School code (from the CDS code)

YES

Charter

3/8/22

Is this calculation for a new charter school? (select from drop down list)

Projection Type

Projection Date

LEA: New LEA

Projection Title: Oxford Preparatory Academy - Middle School MYP

Created by: Amy Kernan

Email: akernan@opaschools.org

Phone: 343-600-9050

USER NOTES

www.cde.ca.gov/schools/directory

Oxford Preparatory Academy - Middle School - Newly Operational Charter

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

(1) UNIVERSAL ASSUMPTIONS

Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (55% population)	50.00%	50.00%	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <small>(prefilled as calculated by the Department of Finance, DOR)</small>	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Statutory COLA	2.71%	3.26%	2.31%	1.70%	2.48%	3.11%	3.54%		
Augmentation/COLA Suspension	0.99%	0.00%	-2.31%	3.37%	0.00%	0.00%	0.00%		
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	30.74345708%	16.13801139%	70.06785065%	70.07%	70.07%	70.07%	70.07%		
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	30.50770954%	16.08698870%	70.06785065%	70.07%	70.07%	70.07%	70.07%		
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local EPA Accrual - Prior Year	\$ -								

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name: Oxford Preparatory Academy - Middle School

Year that charter starts operation (select from drop down list): 2023-24

(a) TRANSFER OF IN-LIEU PROPERTY TAX

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

4 F 6 F 7 In-Lieu of Property Tax	-	-	-	-	4,051,603	4,449,261	4,404,243	4,404,243	
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(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A1.2, A.2.2, A.3.2 Enrollment (second prior year)	-	-	-						
A1.1, A.2.1, A.3.1 Enrollment (first prior year)	-	-	-						
A1.1, A.2.1, A.3.1 Enrollment	-	-	-		540	593	587	587	
A1.1, A.2.1, A.3.2 Unduplicated Pupil Count (second prior year)	-	-	-						
B1.2, B.2.2, B.3.2 Unduplicated Pupil Count (first prior year)	-	-	-						
B1.1, B.2.1, B.3.1 Unduplicated Pupil Count	-	-	-		114	121	120	120	
C1 3-yr rolling percentage	0.00%	0.00%	0.00%	0.00%	0.00%	21.11%	20.40%	20.44%	20.44%
C1 Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	21.11%	20.74%	20.64%	20.43%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D1 Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%		34.85%	34.85%	34.85%	34.85%	
Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%	0.00%	0.00%	0.00%	21.11%	20.74%	20.64%	20.43%
Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%	0.00%	0.00%	0.00%	21.11%	20.74%	20.64%	20.43%

(d) AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data- Note: Charter School ADA is always funded on Current Year

B1 Grades TK-3	-	-	-						
B2 Grades 4-6	-	-	-		163.00	194.00	194.00	194.00	
B3 Grades 7-8	-	-	-		360.80	381.21	375.39	375.39	
B4 Grades 9-12	-	-	-						
SUBTOTAL ADA	-	-	-	-	523.80	575.21	569.39	569.39	
RATIO: ADA to Enrollment	-	-	-	-	-	0.97	0.97	0.97	0.97

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

Minimum State Aid Adjustments (line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H2 Miscellaneous Adjustments	\$ -	\$ -	\$ -						
J5 Minimum State Aid Adjustments	\$ -	\$ -	\$ -						

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NO

Is your district required to transfer in-lieu taxes to a charter school?

NO

Does your district have a necessary small school?

(a) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

Did your district meet the requirements of funding?

YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
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LCFF-Calculator - MS Projection.xlsx
Data Entry - page 1 of 1

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP										Y-22-2b
LOCAL CONTROL FUNDING FORMULA										Y-22-2b
2023-24										2024-25
LCFF ENTITLEMENT CALCULATION										2025-26
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					
	3.11%		0.00%		21.11%	21.11%				
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Total
Grades TK-3	-	\$ 8,552	\$ 889	\$ 399	\$ -	\$ -	-	\$ 8,555	\$ 921	\$ -
Grades 4-6	163.00	8,681		367	-	1,474,744	194.00	8,988		1,816,000
Grades 7-8	360.80	8,938		377	-	3,360,982	381.21	9,254		3,674,047
Grades 9-12	-	10,357	269	449	-	-	-	10,724	279	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant	-	\$ 4,639,833	\$ -	\$ 195,893	\$ -	\$ 4,835,726	-	\$ 5,217,531	\$ -	\$ 5,432,911
NSS Allowance	-	-	-	-	-	-	-	-	-	-
TOTAL BASE	523.80	\$ 4,639,833	\$ -	\$ 195,893	\$ -	\$ 4,835,726	575.21	\$ 5,271,389	\$ -	\$ 5,490,047
ADD-ONS:										
Targeted Instructional Improvement Block Grant						\$ -				\$ -
Home-to-School Transportation						-				-
Small School District Bus Replacement Program						-				-
ECONOMIC RECOVERY TARGET PAYMENT						-				-
LCFF ENTITLEMENT						\$ 4,835,726				\$ 5,490,047
STATE AID CALCULATION										
Miscellaneous Adjustments						-				-
Adjusted LCFF Entitlement						4,835,726				5,490,047
Local Revenue (including RDA)						(4,051,603)				(4,404,261)
Gross State Aid						\$ 784,123				\$ 1,040,786
MINIMUM STATE AID CALCULATION										
2012-13 RL/Charter Gen BG adjusted for ADA			12-13 Rate	2023-24 ADA		N/A			12-13 Rate	2025-26 ADA
2012-13 NSS Allowance (deficit)			\$ -	523.80		\$ -			\$ -	569.39
Minimum State Aid Adjustments						-				-
Less Current Year Property Taxes/In-Lieu						(4,051,603)				(4,404,261)
Subtotal State Aid for Historical RL/Charter General BG						-				-
Categorical funding from 2012-13 net of fair share reduction						-				-
Charter School Categorical Block Grant adjusted for ADA						-				-
Minimum State Aid Guarantee Before Proration Factor						-				-
Proration Factor						0.00%				0.00%
Minimum State Aid Guarantee						\$ -				\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET										
LCFF Entitlement						4,835,726				5,490,047
Minimum State Aid plus Property Taxes including RDA						4,051,603				4,404,261
Offset						-				-
Minimum State Aid Prior to Offset						-				-
Total Minimum State Aid with Offset						-				-
TOTAL STATE AID						\$ 784,123				\$ 1,040,786
ADDITIONAL STATE AID (Additional SA)						\$ -				\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						\$ 4,835,726				\$ 5,490,047
Change Over Prior Year										
LCFF Entitlement Per ADA			0.00%	4,835,726		9,232			13.53%	654,321
Per-ADA Change Over Prior Year			0.00%	9,232		-			3.38%	312
Basic Aid Status (school districts only)						-			-0.02%	(2)
LCFF SOURCES INCLUDING EXCESS TAXES										
State Aid			Increase	2023-24					Increase	2025-26
Education Protection Account			0.00%	679,363		\$ 679,363			11.12%	102,924
Property Taxes Net of In-Lieu Transfers			0.00%	-		104,760				-
Charter In-Lieu Taxes			0.00%	4,051,603		4,051,603			0.00%	-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			0.00%	4,730,366		\$ 4,835,726			-1.01%	(45,018)
									1.05%	57,906

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academ					3/8/22		
EDUCATION PROTECTION ACCOUNT							
	Certification Period:	Est. Annual					
		2019-20	2022-23	2023-24	2024-25	2025-26	2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT							
A-1	Total ADA for EPA Minimum	-	-	523.80	575.21	-	-
A-2	Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	\$ -	\$ -	\$ 104,760	\$ 115,042	\$ -	\$ -
EPA PROPORTIONATE SHARE CAP							
	Adjusted Total Revenue Limit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Current Year Adjusted NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-12	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-13	Local Revenue/In-Lieu of Property Taxes	\$ -	\$ -	\$ 4,051,603	\$ 4,449,261	\$ 4,404,243	\$ 4,404,243
B-14	EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA PROPORTIONATE SHARE							
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-	\$-	\$-	\$-	\$-	\$-
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)	N/A	70.06785065%	70.06785065%	70.06785065%	0.00000000%	0.00000000%
C-3	EPA Proportionate Share (C-1 * C-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA ENTITLEMENT							
D-1	EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$ -	\$ -	\$ 104,760	\$ 115,042	\$ -	\$ -
D-2	Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)	-	-	104,760	115,042	-	-
D-4	Prior Year Annual Adjustment	N/A	-	-	-	-	-
D-5	P2 Entitlement Net of PY Adjustment	N/A	-	104,760	115,042	-	-
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	16.13801139%	70.06785065%	70.06785065%	70.06785065%	0.00000000%	0.00000000%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	N/A	-	104,760	115,042	-	-

Summary Tab

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP									
		2019-20	2023-24	2024-25	2025-26	2026-27			
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation		3.26%	3.11%	3.54%	0.00%	0.00%			
Base Grant Proration Factor		-	0.00%	0.00%	0.00%	0.00%			
Add-on, ERT & MSA Proration Factor		-	0.00%	0.00%	0.00%	0.00%			
LCFF Entitlement									
Base Grant		\$-	\$4,639,833	\$5,271,389	\$5,217,531	\$5,217,531			
Grade Span Adjustment		-	-	-	-	-			
Supplemental Grant		-	195,893	218,658	215,380	213,188			
Concentration Grant		-	-	-	-	-			
Add-ons: Targeted Instructional Improvement Block Grant		-	-	-	-	-			
Add-ons: Home-to-School Transportation		-	-	-	-	-			
Add-ons: Small School District Bus Replacement Program		-	-	-	-	-			
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid		\$-	\$4,835,726	\$5,490,047	\$5,432,911	\$5,430,719			
Miscellaneous Adjustments		-	-	-	-	-			
Economic Recovery Target		-	-	-	-	-			
Additional State Aid		-	-	-	-	-			
Total LCFF Entitlement		-	4,835,726	5,490,047	5,432,911	5,430,719			
LCFF Entitlement Per ADA	\$	-	\$ 9,232	\$ 9,544	\$ 9,542	\$ 9,538			
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$	-	\$ 679,363	\$ 925,744	\$ 1,028,668	\$ 1,026,476			
EPA (for LCFF Calculation purposes)	\$	-	\$ 104,760	\$ 115,042	\$ -	\$ -			
Local Revenue Sources:									
Property Taxes (Object 8021 to 8089)	\$	-	\$ -	\$ -	\$ -	\$ -			
In-Lieu of Property Taxes (Object Code 8096)		-	4,051,603	4,449,261	4,404,243	4,404,243			
Property Taxes net of In-Lieu	\$	-	\$ -	\$ -	\$ -	\$ -			
TOTAL FUNDING		-	4,835,726	5,490,047	5,432,911	5,430,719			
Basic Aid Status	\$	-	\$ -	\$ -	\$ -	\$ -			
Excess Taxes	\$	-	\$ -	\$ -	\$ -	\$ -			
EPA in Excess to LCFF Funding	\$	-	\$ -	\$ -	\$ -	\$ -			
Total LCFF Entitlement		-	4,835,726	5,490,047	5,432,911	5,430,719			

SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual		16.13801139%	70.06785065%	70.06785065%	0.00000000%	0.00000000%			
% of Adjusted Revenue Limit - P-2		16.08698870%	70.06785065%	70.06785065%	0.00000000%	0.00000000%			
EPA (for LCFF Calculation purposes)	\$	-	\$ 104,760	\$ 115,042	\$ -	\$ -			
EPA, Current Year (Object Code 8012)	\$	-	\$ 104,760	\$ 115,042	\$ -	\$ -			
(P-2 plus Current Year Accrual)									

Summary Tab

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP										
	2019-20		2023-24		2024-25		2025-26		2026-27	
EPA, Prior Year Adjustment (Object Code 8019)	\$	-	\$	-	\$	-	\$	-	\$	-
(P A less Prior Year Accrual)										
Accrual (from Data Entry tab)		-		-		-		-		-

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES										
Base Grant (Excludes add-ons for TIIG and Transportation)	\$	-	\$	4,639,833	\$	5,271,389	\$	5,217,531	\$	5,217,531
Supplemental and Concentration Grant funding in the LCAP year	\$	-	\$	195,893	\$	218,658	\$	215,380	\$	213,188
Percentage to Increase or Improve Services		0.00%		4.22%		4.15%		4.13%		4.09%

SUMMARY OF STUDENT POPULATION					
Unduplicated Pupil Population					
Enrollment	-	540	593	587	587
COE Enrollment	-	-	-	-	-
Total Enrollment	0	540	593	587	587
Unduplicated Pupil Count	-	114	121	120	120
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated Pupil Count	0	114	121	120	120
Rolling %, Supplemental Grant	0.0000%	21.1100%	20.7400%	20.6400%	20.4300%
Rolling %, Concentration Grant	0.0000%	21.1100%	20.7400%	20.6400%	20.4300%

SUMMARY OF LCFF ADA					
Prior Year ADA for the Hold Harmless - (net of current year charter shift)					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-
NSS	-	-	-	-	-
Combined Subtotal	-	-	-	-	-
Current Year ADA					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	163.00	194.00	194.00	194.00
Grades 7-8	-	360.80	381.21	375.39	375.39
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	523.80	575.21	569.39	569.39
NSS	-	-	-	-	-
Combined Subtotal	-	523.80	575.21	569.39	569.39
Change in LCFF ADA (excludes NSS ADA)	-	523.80	575.21	569.39	569.39
	No Change	Increase	Increase	LCFF-Calculator - MS Projection	Increase

Summary Tab

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP					
	2019-20	2023-24	2024-25	2025-26	2026-27
Funded LCFF ADA for the Hold Harmless					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	163.00	194.00	194.00	194.00
Grades 7-8	-	360.80	381.21	375.39	375.39
Grades 9-12	-	-	-	-	-
Subtotal	-	523.80	575.21	569.39	569.39
	Current	Current	Current	Current	Current
Funded NSS ADA					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Subtotal	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Subtotal	-	-	-	-	-
ACTUAL ADA (Current Year Only)					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	163.00	194.00	194.00	194.00
Grades 7-8	-	360.80	381.21	375.39	375.39
Grades 9-12	-	-	-	-	-
Total Actual ADA	-	523.80	575.21	569.39	569.39
TOTAL FUNDED ADA					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	163.00	194.00	194.00	194.00
Grades 7-8	-	360.80	381.21	375.39	375.39
Grades 9-12	-	-	-	-	-
Total	-	523.80	575.21	569.39	569.39
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-

PER-ADA FUNDING LEVELS										
Base, Supplemental and Concentration Rate per ADA										
Grades TK-3	\$	8,503	\$	9,840	\$	10,182	\$	10,180	\$	10,175
Grades 4-6	\$	7,818	\$	9,048	\$	9,361	\$	9,359	\$	9,355
Grades 7-8	\$	8,050	\$	9,315	\$	9,638	\$	9,636	\$ 335	9,632

Summary Tab

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP									
	2019-20		2023-24		2024-25		2025-26		2026-27
Grades 9-12	\$	9,572	\$	11,075	\$	11,459	\$	11,457	\$ 11,453
Base Grants									
Grades TK-3	\$	7,702	\$	8,552	\$	8,855	\$	8,855	\$ 8,855
Grades 4-6	\$	7,818	\$	8,681	\$	8,988	\$	8,988	\$ 8,988
Grades 7-8	\$	8,050	\$	8,938	\$	9,254	\$	9,254	\$ 9,254
Grades 9-12	\$	9,329	\$	10,357	\$	10,724	\$	10,724	\$ 10,724
Grade Span Adjustment									
Grades TK-3	\$	801	\$	889	\$	921	\$	921	\$ 921
Grades 9-12	\$	243	\$	269	\$	279	\$	279	\$ 279
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	8,503	\$	9,441	\$	9,776	\$	9,776	\$ 9,776
Grades 4-6	\$	7,818	\$	8,681	\$	8,988	\$	8,988	\$ 8,988
Grades 7-8	\$	8,050	\$	8,938	\$	9,254	\$	9,254	\$ 9,254
Grades 9-12	\$	9,572	\$	10,626	\$	11,003	\$	11,003	\$ 11,003
Prorated Base Grants									
Grades TK-3	\$	7,702	\$	8,552	\$	8,855	\$	8,855	\$ 8,855
Grades 4-6	\$	7,818	\$	8,681	\$	8,988	\$	8,988	\$ 8,988
Grades 7-8	\$	8,050	\$	8,938	\$	9,254	\$	9,254	\$ 9,254
Grades 9-12	\$	9,329	\$	10,357	\$	10,724	\$	10,724	\$ 10,724
Prorated Grade Span Adjustment									
Grades TK-3	\$	801	\$	889	\$	921	\$	921	\$ 921
Grades 9-12	\$	243	\$	269	\$	279	\$	279	\$ 279
Supplemental Grant									
		20%		20%		20%		20%	20%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	1,701	\$	1,888	\$	1,955	\$	1,955	\$ 1,955
Grades 4-6	\$	1,564	\$	1,736	\$	1,798	\$	1,798	\$ 1,798
Grades 7-8	\$	1,610	\$	1,788	\$	1,851	\$	1,851	\$ 1,851
Grades 9-12	\$	1,914	\$	2,125	\$	2,201	\$	2,201	\$ 2,201
Actual - 1.00 ADA, Local UPP as follows:									
		0.00%		21.11%		20.74%		20.64%	20.43%
Grades TK-3	\$	-	\$	399	\$	406	\$	404	\$ 399
Grades 4-6	\$	-	\$	367	\$	373	\$	371	\$ 367
Grades 7-8	\$	-	\$	377	\$	384	\$	382	\$ 378
Grades 9-12	\$	-	\$	449	\$	456	\$	454	\$ 450
Concentration Grant (>55% population)									
		50%		65%		65%		65%	65%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$	4,252	\$	6,137	\$	6,354	\$	6,354	\$ 6,354
Grades 4-6	\$	3,909	\$	5,643	\$	5,842	\$	5,842	\$ 5,842
Grades 7-8	\$	4,025	\$	5,810	\$	6,015	\$	6,015	\$ 6,015
Grades 9-12	\$	4,786	\$	6,907	\$	7,152	\$	7,152	\$ 7,152

Summary Tab

Oxford Preparatory Academy - Middle School - Oxford Preparatory Academy - Middle School MYP										
			2019-20	2023-24	2024-25	2025-26	2026-27			
Actual - 1.00 ADA, Local UPP >55% as follows:			0.0000%		0.0000%		0.0000%		0.0000%	
Grades TK-3	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 4-6	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 7-8	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 9-12	\$	-	\$	-	\$	-	\$	-	\$	-