A 9-12 public charter school for the San Mateo County Office of Education

Charter Renewal Term: 2020-2025

To engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world.

Respectfully submitted by Co-Founder & CEO, Dr. Mallory A. Dwinal
[September 18, 2019]
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Affirmations & Assurances

As the Co-Founder & CEO, I, Mallory Dwinal, hereby certify that the information submitted in this petition for a charter for a California public charter school to be named Oxford Day Academy ("ODA" or the "Charter School"), and to be located within the boundaries of the Sequoia Union High School District ("SUHSD" or "District") and authorized by the San Mateo County Office of Education ("SMCOE" or "Authorizer") 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, ODA will follow any and all federal, state, and local laws and regulations that apply to ODA, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School shall/shall not be deemed the exclusive public school employer of the employees of Oxford Day Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall 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 each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

14. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

17. The Charter School shall comply with all applicable portions of the Every Student Succeeds Act.


21. The Charter School shall comply with the Political Reform Act.


23. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

___________________________________________________________________________  ______________________
Mallory Dwinal                                        Date
Co-Founder & CEO of Oxford Day Academy
## Executive Summary & Accomplishments

<table>
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<tr>
<th>Item</th>
<th>Revision</th>
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<tr>
<td>Educational Program</td>
<td>Updated enrollment growth plan to accommodate a maximum of 200 students across four grades.</td>
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<tr>
<td>Educational Program</td>
<td>Implementation of four-tier Response-to-Intervention system in 2018-19 school year.</td>
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<tr>
<td>Educational Program</td>
<td>Addition of detail on Strategic Partnerships within the community to provide students with ancillary educational opportunities and/or support.</td>
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<td>Measurable Pupil Outcomes and Methods to Measure Progress</td>
<td>Adjustment to Charter School’s outcomes that align with the Eight State Priorities as required by Education Code Section 47605.6(b)(5)(B). Updates to reflect new outcome goals and state-mandated English Language proficiency testing system.</td>
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<tr>
<td>Governance</td>
<td>Replacement of Parent, Youth, Community Advisory Board with Student, Teacher, Parent Community. The advisory body was created organically by students and serves a similar intent as the PYCAB.</td>
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<tr>
<td>Governance</td>
<td>Updated organizational chart to reflect adjustments in administrator needs (removal of Assistant Head of School position).</td>
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<tr>
<td>Governance</td>
<td>Addition of language regarding LCFF: “Oxford Day Academy will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent’s template.”</td>
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<td>Health and Safety Procedures</td>
<td>Addition of language regarding anti-discrimination: “Anti-Discrimination and Harassment Policies And Procedures Oxford Day Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion,</td>
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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, immigration status, 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. Oxford Day Academy shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Oxford Day Academy’s anti-discrimination and harassment policies.

Oxford Day Academy will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.”

| Throughout               | Updated language to reflect current (rather than future) practices. |
Mission

Oxford Day Academy (ODA) will engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world.

Vision

ODA operates on two central guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21st century society.

The best schools produce exceptional academic results while managing students’ social development, stress levels, and cultural awareness; to do so, they must balance academic rigor with enriching holistic supports. ODA achieves this same balance for all members of its diverse student population, which reflects the many cultures and traditions in East Palo Alto. Although we continue to focus recruitment efforts on East Palo Alto and, to a lesser extent, neighboring communities reaching as far west as Redwood City, families from anywhere in the district are strongly encouraged to apply.¹

Pillars of the Instructional Model

ODA is a 21st century multicultural service leadership academy. Here, students spend their days thinking and working the same way they would as a high-skill Silicon Valley employee—collaborating with one another to explore and tackle authentic challenges; however, instead of figuring out ways to sell more iPads or build a better search engine, they are charged with solving their community’s most pressing problems and needs, and doing so in a way that honors and celebrates the many rich cultures represented therein. This approach transforms high school by

¹ ODA sees itself as an East Palo Alto community school, but also plans to be flexible and accommodating to population fluxes of SUHSD. For this reason, we may recruit families around the northeast corner of SUHSD (outside of East Palo Alto) to accommodate geographic distribution shifts of SUHSD families. This shift will not alter our commitment to serving students with diverse learning needs.
unleashing our youth as social change agents, and treating them as mature professionals along the way.

At the core of our model, students are responsible for identifying and addressing the social issues they care most about. Teachers help students connect this service focus with academic content, bringing student agency and personalization to new levels through five key design elements:

1. **Learning studios:** Instead of classrooms, students collaborate in multi-grade, interdisciplinary learning studios each day; these blocks of time are comprised of independent learning time (ILT), small group intervention (SGI) / direct instruction, Harkness Tables, and Tutorials. Students spend different ratios of time in each of these types of learning activities depending on their independence level. The more students are able to demonstrate that they are organized, responsible, professionals, the more freedom they have to structure this time as they please. The remainder of their days are spent out in the world bringing those ideas to life through field research, internships, and service project implementation; for students who need more structured supports, this time outside of learning studios also provides opportunities for targeted Response to Intervention (RtI). Students use learning studio time to complete content playlists, attend small-group instruction and Socratic discussions, conduct tutorials (see below), conference with SELCs (see below), and design think their way through social challenges.

2. **Design thinking service projects:** Students work on a local issue they care about (e.g., litter or affordable housing). Over the course of the project, they move through the four phases of the design thinking process: feel, imagine, do, share. Each phase requires students to split their time between community work (making observations, interviewing stakeholders, prototyping solutions, etc.) and learning studios (described above).

3. **Tutorials with academic teachers:** Oxford and Cambridge have used tutorials for nearly a millennium as a way to drive critical thinking and open-ended problem solving. At their

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2 This framework is from the Design for Change curriculum—a program that coaches K-12 students through the design thinking process for social justice issues.
core, tutorials are miniature oral defenses of student work; ODA has adapted this methodology to help students connect academic content with the aforementioned service work. We ensure fidelity to this model through regular interactions with Oxford University faculty; to date, that has included annual stakeholder trips to Oxford, remote and on-site trainings from Oxford faculty to ODA stakeholders, as well as recent Oxford graduates spending terms ‘in residence’ to provide daily feedback and support to students and staff as they seek to implement tutorials with fidelity. We will continue to use these types of interactions as a means of ensuring the spirit and intent of tutorials are maintained as they are put into practice in our school.

4. **Socio-emotional learning coaches (SELCs):** Students spend their entire high school careers matched with a SELC who can provide them the necessary mentorship and coaching. This creates the opportunity for students to develop a deep, meaningful relationship with an adult mentor. SELCs help students to set goals, monitor their progress towards those goals, and reflect on their non-cognitive skill development. SELCS work closely with families, academic teachers and other student stakeholders (sports coaches, church leaders, etc.) to identify and address the entire spectrum of student needs.

5. **Professional workplace management:** As students progress in their independence, school feels less like a traditional K12 environment and more like a professional workplace. With increasing independence and maturity, the experiences above are coordinated as if they took place in the 21st century workplace. Students use professional workplace tools like email, Asana, and office calendar tools to coordinate their work with teachers, community partners, and one another. This allows them the flexibility they need to be creative and autonomous; it also equips them for future work in collegiate and professional settings. Teachers train students to use these tools, and SELCs provide ongoing daily support for students who need additional time and resources to master this system.

Our approach expands the definition of success by prioritizing students’ civic growth and service capacity, and by emphasizing and celebrating the many cultures students encounter at home and
in their service work; our use of SELCs and personalized academics ensure that all students are equipped to achieve our rigorous academic and non-academic expectations.

**Accomplishments Since Charter Opening**

**Student Achievement**

Oxford Day Academy’s educational program and model of instructional delivery has shown its strength in helping our students reach achievement benchmarks. Since Oxford Day Academy has only been open for two years, with mostly 9th and 10th graders and no graduating seniors yet, we are unable to compare them to local schools on key high school performance measures, such as Smarter Balanced testing and graduation rate. In order to monitor student growth, ODA has implemented NWEA Measures of Academic Progress (MAP) testing three times a year for all students in Math, Reading, and Language Usage.

The MAP assessments are adaptive and nationally normed, with growth targets based on each student’s starting level. Since many of ODA’s ninth graders enter the school performing below the 50th percentile, as shown below, it is important to focus on exceeding the annual growth targets in order to make gains towards grade level performance.

<table>
<thead>
<tr>
<th>NWEA MAP: FALL PERCENTILE RANK FOR ENTERING 9TH GRADERS</th>
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<tbody>
<tr>
<td>Below 50th</td>
</tr>
<tr>
<td>% OF STUDENTS</td>
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<tr>
<td>30%</td>
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ODA students have shown considerable growth on NWEA MAP in the first two years of our opening. The percentage of students meeting or exceeding annual growth targets has increased in both Math and Language Usage. Math growth is particularly striking, with 73% of students meeting their growth target in 2018-19, compared to 27% in 2017-18.

Our goal is to continue to increase the percentage of students exceeding their annual growth targets, so they make gains towards grade level performance. NWEA MAP calculates a Conditional Growth Index (CGI) to indicate if student growth is above or below the norm for growth. A CGI of zero indicates a student showed the same amount of growth as the norm, and positive scores indicate that growth exceeded the growth norms. In all three subjects tested, the CGI average for 2018-19 was above the norm, a significant improvement over 2017-18.
Over the course of the three test administrations in 2018-19 – Fall, Winter, and Spring – the students progressed in all subjects tested; the percentage of students in the top two quartiles grew. The students scoring at or above the 50th percentile increased in all subjects from Fall to Spring – 13 percentage points in Math, 12 percentage points in Reading, and 4 percentage points in Language Usage.

What is important to note here is that ODA does not identify as a ‘test prep’ school. We push students to learn independently, and to engage in open-ended Socratic dialogue as a means of rich, sustained learning. The trends above suggest a pattern: when students first enter our school, they struggle with the lack of direct instruction and rigid guidance they are accustomed to receiving in a traditional setting. Over time, these students not only recover from this transition, but beginning learning and growing at faster rates than peers nationwide who remain in traditional settings.
ODA’s focus on growth is critical because many of our entering students are not meeting the standard on the Smarter Balanced (SBAC) tests. ODA’s feeder district, Ravenswood City Elementary District, has fewer than a quarter of its students meeting or exceeding the standard on the SBAC in ELA and less than 15% of its students meeting or exceeding the standard in Math.
The neighboring high school (of similar size and demographics to ODA) faces similar outcomes: in the most recent round of SBAC results (2018), 31% of students met or exceeded ELA standards for 11th grade, and only 7% met or exceeded math standards for 11th grade. At the neighboring comprehensive high school, only 26% of students sharing our students’ demographics met or exceeded 11th grade ELA standards, and only 9% met or exceeded math standards.

Given these challenging trends within our community, we are encouraged by the incredible progress our students have shown in just one year and are confident that our unique educational program is the driver of these accomplishments. However, even as we are proud of these accomplishments, we know there is room for continued growth, especially as it relates to bringing our incoming students up to grade-level proficiency in order to meet our rigorous achievement standards.

For example: the data stating that students achieving a passing grade (c or better) in all core (A - G) classes are below 30% in years 2017 - 18 and 2019 -20 gives us opportunity for reflection and explanation. Over 80% of our students are coming to ODA three-to-four grade levels behind in math and English. The majority of our students struggle with competitive high school course work. This is compounded by the fact that at Oxford Day Academy students must have a 71% or above to receive a passing grade. Additionally, students must demonstrate levels of proficiency via multiple types of assessments, including Harkness Tables and Tutorials, both of which are integral components of our instructional method and model. The ODA instructional model is competency based. As such, students do not receive a passing grade simply because they have attempted some of the work, come to school every day, and/or are not a disruption to the learning process. Rather, they must demonstrate their progress in order to earn a passing grade.

Given this on-the-ground reality, we have adjusted our expectations to take into consideration the need for teaching students how to be students and engage the learning process. As a result, students’ semester grades in their core classes reflect these challenges. Even given these challenges, we are confident that 75% of students, by senior year, will earn a passing grade of C or above in all core classes.
Response to Intervention

We implemented a four-tier RTI system in 2018-19 to support all students. We have been strong initial results following the implementation of this tailored system. All students are assigned digital playlists through IXL for English and math that are tailored to their individual goals and needs. Student in need of extra support achieving their playlist goals receive three hours of dedicated RTI time each week.

Response to Intervention (RtI) is an early detection, prevention, and support system that identifies struggling students and assists them before they fall behind. RtI promotes a well-integrated system that address the specific needs of general, gifted, and special education students by providing high quality, Common Core standards-based instruction/intervention that is matched to their academic needs. Response to Intervention is a multi-tiered, problem solving approach that addresses academic challenges of ALL students. It is a whole-school improvement model that is data informed, standards-driven, proactive, and incorporates both prevention and intervention. Oxford Day Academy is in year 2 of Response to Intervention.

Within an RTI framework, resources are allocated in direct proportion to student needs.

- **Tier I** – Universal or General education, research-based core instructional practices designed for all students in the general curriculum

- **Tier II** – Targeted and supplemental instruction, curriculum and interventions are provided in addition to Common Core standards-based instruction to those students for whom data suggest additional instructional support is warranted.

- **Tier III** – Targeted and intensive, includes more explicit instruction that is focused on a specific skill and/or concept needs, whether that is an accelerated need or a remedial need.
• **Tier IV** – Special Education designation, students may continue to receive services in any tier according to learning needs as well as district/county special education services according to their IEP

RTI goals and objectives are designed based on sound educational plans (WASC Criterion & Program Improvement Plans). Teachers systematically collect achievement data to support ongoing assessment of RTI progress. Progress monitoring assessments are given periodically to determine whether students are making adequate progress.

**Progress Monitoring:**
Oxford Day Academy will continue to maintain various progress monitoring indicators in reporting student progress. These include:
- MAP data
- IXL data for Math and English
- MESH data
- Mid-/End- Quarter Assessments (for 1st and 2nd Qtr.)
- Progress Logs
- Weekly Class Reports (classroom dojo, PowerSchool)
- Student Work/Student RTI Folders
- Teacher Gradebook

*Social-Emotional Learning & School Climate*
Our students are showing growth in social-emotional learning and independence in learning, with 90% of our students scoring high on measures of self-awareness, growth mindset, self-efficacy and social awareness/social competence on the MESH school culture survey.

School culture continues to be strong, as evidenced by our 0% expulsion rate, and average daily attendance of 96%. We also maintained 100% teacher retention for the 2018-19 school year, ensuring consistency and stability for our student body.

*Strategic Partnerships*
In just two short years our school has become an integral part of the East Palo Alto community through strong partnerships with local community organizations.
- **Boys & Girls Club of East Palo Alto**: The Club provides afterschool care for many of our students, ensuring they are engaged in productive activities. The Club also provides space for our Physical Education classes.
  - **Summer Institute**: For four weeks during the summer, ODA partners with the Club to provide enriching and creative activities for our students. Students choose “Core Tracks” to follow for the duration of the Institute, which include: culinary, music production, photography, cosmetology, dance, Makerspace, Hustle 101, graffiti art, drama, and sports. Students also take field trips to local attractions and businesses. The Summer Institute helps keep students engaged in creative activities and critical social interactions.

- **Silicon Valley Urban Debate League**: ODA partners with the League to help elevate outcomes for low-income high school students in Silicon Valley through the academically rigorous sport of debate.

- **Able Works**: ODA partners with Able Works to equip students with financial literacy and life skills to help break the cycle of poverty and oppression.

- **Girls to Women**: ODA partners with Girls to Women to provide photojournalism training.

- **Cañada College**: Through dual-enrollment agreements, ODA students, beginning in 9th grade, can enroll college courses to get a head start on their general education requirements. The courses are free to our students, thereby reducing the overall cost of college, a critical consideration for ODA families. In the 2018-19 school year, three ODA students scored at the top of their courses at Cañada College.

- **Adolescent Counseling Services**: ODA contracts two on-site counselors to administer mental health support to our student body.

**Looking to the Future**

As we start our first class of 11th graders in the 2019-2020 school year, we are training our focus on college preparedness and college transition success. We are exploring ideas on how to support our first cohort of graduating seniors as they prepare for and transition to college. Some of the ideas we will be exploring include:

- Offsetting the costs of college applications for students whose families meet certain income qualifications.
- Covering the cost for our students to participate in the Advanced Placement Exams.
- Planning local and national college tours.

Additionally, our teaching staff and administrators are brainstorming the development of a “To-and-Through College” system of support to ensure our students are transitioning successfully into college life and staying successful while in college. This is especially important for our first-
generation college students and will address college life beyond academics. This effort might take the form of a college transition counselor. We will engage stakeholders as we explore ways to support our future graduates.

**Grades Served and Enrollment Plan**

ODA is a public charter high school (grades 9-12) for the San Mateo County Office of Education (SMCOE). In 2019-2020 we will begin serving our first class of 11th graders. In the 2020-2021 school year, we will serve our first senior class and intend to eventually reach capacity at 200 students across all four grade levels:

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<td>45</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>180</strong></td>
<td><strong>190</strong></td>
<td><strong>200</strong></td>
<td><strong>200</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**2019-20 is from the initial charter term, all others are for the proposed renewal charter term**
Element A. The Educational Program

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

California Education Code Section 47605(b)(5)(A)(i)

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

California Education Code Section 47605(b)(5)(A)(ii)

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

California Education Code Section 47605(b)(5)(A)(iii)

Mission

Oxford Day Academy (ODA) will engage and develop intelligent, compassionate young leaders with the character, ability, and passion to create positive change in the world.

General Information

- The contact person for Oxford Day Academy is Mallory Dwinal.
- The school site address for Oxford Day Academy is 1001 Beech St., East Palo Alto, CA 94303.
- The contact phone number for Oxford Day Academy is (650) 260-3152.
- The term of this charter shall be from July 1, 2020 to June 30, 2025.
- The grade configuration of the Charter School is 9-12.
- Oxford Day Academy shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code Section 47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Oxford Day Academy affirms that
the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Oxford Day Academy shall not charge tuition. Oxford Day Academy shall not discriminate against any student on the basis of 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. (See Element H: Admission Requirements.)

- The enrollment capacity is **200**. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- If space is available, traveling students will have the option to attend.

**Community Need for Proposed Charter School**

Sequoia Union High School District (SUHSD) has worked diligently to meet all students’ needs, both academically and holistically; this effort is made apparent by improved performance data in student discipline,\(^3\) high school completion,\(^4\) and college readiness\(^5\) in recent years. These efforts are truly commendable, and we hope to support and further the work of the district by creating a uniquely different model of education for those students still struggling in the traditional system of instruction. We intend to develop and share the curriculum, pedagogy, and organizational processes that celebrate multiculturalism through real-world social justice research and field work. We are confident that this approach will offer a different way for students to receive a high quality education, especially for those students who struggle in a traditional school model.

Quite simply, we hope to continue to complement and further the district’s laudable efforts by providing a new type of learning environment focused on multiculturalism and social justice. This new environment is based on empirical adolescent development research as well as extensive pilot work. Our approach fills a community need for a school that combines I) rigorous college-preparatory academics, II) 21\(^{st}\) century skill development, and III) whole-child growth.

**I. Need for College Preparatory Academics.** ODA is located in East Palo Alto, the northeastern corner of SUHSD’s 100 square-mile reach. This community faces acute need for alternative

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educational models, as much of its population historically has been locked out of traditional opportunities for college and career. For example, while SUHSD boasts an 88% graduation achievement rate, only a quarter of East Palo Alto residents hold a high school diploma, and only one in ten hold a Bachelor’s Degree.\textsuperscript{6} Similarly, at the time of the 2010 census, median family income within SUHSD stood at $115,000, and only 25% of families lived on less than $50,000 per year. At that same point in time, East Palo Alto’s median family income was only $42,000. Reflecting these differences, 20% of East Palo Alto’s K-12 students live below the poverty line, compared to 9% of SUHSD as a whole.

We want college to be a real option for all students regardless of their previous academic experiences; in the case that a young person chooses not to seek a four-year degree, they must have a clear pathway to achieving the qualifications for a high-skilled profession. We set this rigorous aim because it has become increasingly difficult for Silicon Valley inhabitants to access local resources without a college degree or some other profession-specific skill training. Average income for San Mateo County residents without a high school degree is $21,000; without a college degree, county residents can expect to earn $38,000.\textsuperscript{7} When compared to average county rent rates—which reached $2,796 in June 2019 for a one bedroom apartment—it becomes clear that few will be able to achieve even basic financial independence without a college degree or higher (with exception to those working in a highly skilled trade).\textsuperscript{8} Any school that aims to prepare Silicon Valley students to lead fruitful adult lives must commit to college and/or skilled professional career preparation for all students.

Unfortunately, many students do not graduate prepared for the challenges of post-secondary education. The California Legislative Analyst’s Office found in 2008 that one in eight California high school graduates was eligible for admission to the University of California (UC) system. A

The 2015 report by ACT Inc. (the organization which administers the ACT college entrance exam) found that one in three California high school graduates was prepared for college.\(^9\)

**Figure 1. Student performance data by subgroup, 2014-15**

<table>
<thead>
<tr>
<th></th>
<th>% Taking at Least one AP/IB Class(^{10})</th>
<th>% Receiving One or More Suspensions(^{11})</th>
<th>% Receiving Diploma, GED, Certificate at Comprehensive School(^{12})</th>
<th>% Graduates Completing A-G(^{13})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District-wide</strong></td>
<td>66.8%</td>
<td>6.6%</td>
<td>88.7%</td>
<td>63.7%</td>
</tr>
<tr>
<td><strong>By Race</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>39.3%</td>
<td>12.3%</td>
<td>90.7%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>86.7%</td>
<td>1.9%</td>
<td>96.5%</td>
<td>91.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>50.5%</td>
<td>10.1%</td>
<td>80.1%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>22.8%</td>
<td>15.0%</td>
<td>80.6%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Two or More</td>
<td>79.1%</td>
<td>3.4%</td>
<td>97.1%</td>
<td>76.1%</td>
</tr>
<tr>
<td>White</td>
<td>83.1%</td>
<td>3.0%</td>
<td>96.4%</td>
<td>85.9%</td>
</tr>
</tbody>
</table>

\(^{a}\) Data not updated, as this data could no longer be found on the SUHSD website.

As shown in **Figure 1**, only 61% of Class of 2018 graduates completed all UC/CSU A-G requirements; given the district’s 70% graduation rate that year, nearly 70% of students left high school without full college readiness.

Lack of college-readiness is also straining California’s Community College System. A 2011 report by the California Community Colleges Student Success Task Force found that “only 53.6% of our degree-seeking students ever achieved a certificate, degree, or transfer preparation.”\(^{14}\) This low rate of college success and retention is due in part to a

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preparedness gap. In 2008, the California Community College system provided basic skills instruction – pre-collegiate level reading and composition, as well as basic arithmetic – to over 23% of its 2.6 million students.\textsuperscript{15}

\textbf{Figure 2. SUHSD academic proficiency (SBAC) by sub-group, 2018\textsuperscript{a}}

<table>
<thead>
<tr>
<th>% Meeting or Exceeding Standards 2017-18 English Language Arts</th>
<th>% Meeting or Exceeding Standards 2017-18 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State average</td>
<td>50%</td>
</tr>
<tr>
<td>District-wide</td>
<td>63%</td>
</tr>
<tr>
<td>By Race</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>33%</td>
</tr>
<tr>
<td>Asian</td>
<td>91%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>37%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>22%</td>
</tr>
<tr>
<td>Two or More</td>
<td>76%</td>
</tr>
<tr>
<td>White</td>
<td>86%</td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>20%</td>
</tr>
<tr>
<td>SocioEc Disadvantaged</td>
<td>36%</td>
</tr>
<tr>
<td>EL</td>
<td>7%</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Data updated August 2019 to reflect SUHSD results in the most recent school year.

\textbf{Figure 2} illustrates that SUHSD has outpaced other California districts in preparing students for academic success, but there is still meaningful work to be done. In the 2018 Smarter Balanced Assessment Consortium (SBAC) results, SUHSD outperformed the state average in both English Language Arts and math, but struggled to serve all students to the same level. For instance, 91% of the 11\textsuperscript{th} grade Asian population met or exceeded SBAC standards for English Language Arts, compared to 22% of the 10\textsuperscript{th} grade Pacific Islander population, and only 7% of English Learners. With equally disparate outcomes for math, there is clear need for a school model that can provide an excellent, college-ready education to all students living within this heterogeneous place.

\textsuperscript{15} Hill, Elizabeth G. “Back to Basics: Improving College Readiness of Community College Students.”

II. Need for 21st Century Skill Development. The social and economic diversity within SUHSD boundaries represent an exciting opportunity for students’ 21st century skill development. In a 2006 employer survey, the Bureau of Labor Statistics found that five ‘applied’ skills—critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and the ability to productively navigate diversity—were ranked consistently higher than content knowledge or expertise. Similar work since then has produced similar findings; in September 2015, for example, a public-private consortium found that the “4C’s”—creativity, critical thinking, communication, and collaboration—are the most important priorities for student readiness in the modern workplace. Clearly, a new model of instruction—one empowering students of different cultures, heritages, and academic identities to learn from and alongside one another in the same work space—will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

As shown in Figure 3, a new model for celebrating diverse student populations would be a benefit to all schools of the SUHSD district. Compared to state averages, students in all four of SUHSD’s comprehensive high schools are more likely to receive special education services, in three schools are more likely to need English Learner interventions, and in two schools are more likely to be economically disadvantaged. When compared to district statistics as a whole (and not just the four comprehensive schools within the district), these gaps only increase relative to the state average. Clearly, SUHSD serves a diverse array of students, many of whom require additional support.

Figure 3. Student performance data by subgroup, 2014

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18 Comparing the ‘% Special Education’ column in Figure 3 to the state average for 11th grade, which according to the CAASPP website, was 7.5% in 2014. State average taken from <http://caaspp.cde.ca.gov/sb2015> on 28 Sept 2015.
19 Comparing the ‘% EL’ column in Figure 3 to the state average for 11th grade, which according to the CAASPP website, was 8.6% in 2014. State average taken from <http://caaspp.cde.ca.gov/sb2015> on 28 Sept 2015.
20 Comparing the ‘% Socio-Ec. Disadvantaged’ column in Figure 3 to the state average for 11th grade, which according to the CAASPP website, was 50.4% in 2014. State average taken from <http://caaspp.cde.ca.gov/sb2015> on 28 Sept 2015.
III. Need for Holistic Youth Development. Socio-emotional and multicultural awareness development marks the third area of need for SUHSD students, especially given the considerable academic, social, and familial pressures teenagers face today. A recent survey from the American Psychological Association found that, nationwide, “Teens routinely say that their school-year stress levels are far higher than they think is healthy”; the survey also found that teenagers reported greater stress levels than adults.21 Such trends are particularly acute in Silicon Valley, where pressure to perform has resulted in waves of unhealthy student stress. In 2015, *The New York Times* reported on the evident link between academic, social performance stress and declining mental wellness amongst local high school students of Silicon Valley.22 A month later, NPR reported that Silicon Valley schools have had to adopt a more holistic approach to student

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development as a means of combatting the emotional distress that can arise in such a competitive regional environment. Stress management and mental support services are equally necessary for students who have experienced some form of physical and/or psychological trauma, including the psychological hardships associated with immigrating to a foreign country, communicating in a non-native language, and/or living in poverty.

Beyond stress management, students must develop socio-emotional competencies as well as an understanding of the many cultures surrounding them to live healthy, happy, and fulfilled lives. As noted by the Center for Academic, Social, and Emotional Learning (CASEL), five competency areas are at the foundation of holistic child development: self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. We believe these skills are so closely linked with other types of student success that they must be woven throughout a student’s daily experience.

The traditional school model leaves teachers and staff few opportunities to provide this integrated experience, thus suggesting the need for a new approach. We provide one alternative by assigning each student to a socio-emotional learning coach (SELC); this person stays with his or her students for their entire ODA experience, working with students in and outside of their learning studio to identify key areas for emotional wellness. SELCs then work with their students to develop emotional growth plans and to monitor development and progress. This person also serves as the liaison to families, as they have a long-term and holistic view of their students. The role of SELCs, as well as their place within ODA’s larger socio-emotional learning model, are all documented later in this Element. As mentioned, above, we have developed numerous partnerships with organizations like Adolescent Counseling Services (ACS) to provide resources and structures around multicultural training and enrichment for SELCS, as well as all other ODA staff and students. We plan to continue this community partnerships in the years to come.

Student Population to Be Served

ODA is open to all students living within SUHSD—including those from Atherton, Belmont, East Palo Alto, Ladera, San Carlos, Menlo Park, Portola Valley, Redwood City, and Woodside—but for ease of transportation, we target primarily students located in the northeastern portion of the district. In keeping with Education Code section 47601(b) and 47605(h), as well as San Mateo County Board of Education Board Regulation – BR 6590, we have designed our academic model to provide comprehensive learning experiences for academically low-achieving students; to this end, we have taken special consideration of the histories of the following local communities:

- **East Palo Alto**: At the time of the 2010 Census, 28,155 people lived within this neighborhood, with a population density of approximately 11,000 people/sq mi.; the Peery Foundation estimates that there are roughly 9,000 K-12 aged children living in this area (and, therefore, roughly 3,000 high school-aged students). The community is defined by vibrant diversity, and a large proportion of non-native English speakers. According to the 2010 Census, only 21% of residents speak English as their first language, and 65% of people speak Spanish as their native tongue. We have focused our outreach efforts primarily to this community. As a result, the overwhelming majority of our students hail from East Palo Alto, and over 15% are designated newcomer English Learners.

- **Redwood City**: At the time of the 2010 Census, 76,815 people lived within this neighborhood, with a population density of approximately 3,955.5 people/sq mi. Redwood City has a median family income of $79,000; within the context of the local consumer price index, this income allows for disposable income similar to the national average. As mentioned in the Executive Summary, ODA sees itself as an East Palo Alto community school, but will continue to be flexible and accommodating to population fluxes of SUHSD. Given the performance data discussed below, we know that a considerable segment of Redwood City is interested in attending ODA; for this reason, we have taken into consideration the specific histories and needs of their community when designing our school model.
Figure 4. Demographic data of partner districts

<table>
<thead>
<tr>
<th>All Partner Districts</th>
<th>Number of Schools</th>
<th>Number of students</th>
<th>% Socio-Ec. Disadvantaged</th>
<th>% EL</th>
<th>% Special Education</th>
<th>% 8th grade Meet / Exceed Standards 2014-15 ELA</th>
<th>% 8th grade Meet / Exceed Standards 2014-15 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont-Redwood Shores</td>
<td>8</td>
<td>2,492</td>
<td>7.6%</td>
<td>3.5%</td>
<td>9.9%</td>
<td>76%</td>
<td>65%</td>
</tr>
<tr>
<td>Las Lomitas</td>
<td>2</td>
<td>952</td>
<td>5.3%</td>
<td>3.8%</td>
<td>8.0%</td>
<td>85%</td>
<td>79%</td>
</tr>
<tr>
<td>Menlo Park</td>
<td>5</td>
<td>1,892</td>
<td>5.8%</td>
<td>5.7%</td>
<td>6.4%</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>Portola Valley</td>
<td>3</td>
<td>434</td>
<td>9.0%</td>
<td>5.5%</td>
<td>8.5%</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Ravenswood</td>
<td>9</td>
<td>2,200</td>
<td>92.6%</td>
<td>52.1%</td>
<td>9.3%</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>Redwood City</td>
<td>20</td>
<td>5,808</td>
<td>60.2%</td>
<td>31.7%</td>
<td>12.6%</td>
<td>44%</td>
<td>29%</td>
</tr>
<tr>
<td>San Carlos</td>
<td>8</td>
<td>2,035</td>
<td>6.1%</td>
<td>7.9%</td>
<td>9.1%</td>
<td>80%</td>
<td>72%</td>
</tr>
<tr>
<td>Woodside Elementary</td>
<td>1</td>
<td>268</td>
<td>11.2%</td>
<td>3.4%</td>
<td>12.7%</td>
<td>84%</td>
<td>74%</td>
</tr>
</tbody>
</table>

aData provided from http://caaspp.cde.ca.gov/sb2015/

aData is still from the 2014-15 school year, as general trends have not significantly changed. Data for the most recent school year is available upon request.

Shown in Figure 4, the K-8 partner school districts in these areas reflect the diverse economic and social demographics that characterize each community. For example, in the Menlo Park Elementary School District, less than 6% of students qualify as socio-economically disadvantaged, and equally few require English Learner (EL) services. By contrast, over 90% of Ravenswood students qualify as socio-economically disadvantaged, and half are in need of EL supports. Falling somewhere in between these two extremes, approximately 60% of Redwood City students hold a socio-economically disadvantaged status, and nearly 1 in 3 need EL interventions.

Given the well-documented link between poverty, English language status, and academic performance, it is unsurprising that students from these districts have also experienced vastly different academic outcomes. Also illustrated in Figure 4, 85% of 8th grade students from Menlo Park met or exceeded English Language Arts standards on the 2014-15 SBAC exam, and 80% met or exceeded Math standards; by comparison, only 19% of 8th grade Ravenswood students met

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24 Because the Menlo Park Elementary District serves the students between Redwood City and East Palo Alto, their statistics have also been highlighted in Figure 4; this makes it easy to see the wide diversity of students served across the contiguous band of K-8 districts stretching from Redwood City to East Palo Alto. As mentioned before, while ODA plans to be an East Palo Alto community school, we plan to be flexible in accommodating SUHSD population fluxes. For this reason, we have carefully explored and documented these additional communities.
or exceeded English Language Arts standards and only 9% met or exceeded Math standards. Once again, Redwood City fell between these two extremes, with 44% and 29% of students meeting or exceeding English Language Arts and Math standards, respectively. ODA hopes to serve a diverse population as we continue to grow and, so, plans to target students matriculating from these partner districts; as mentioned above, however, all students will be welcomed. We believe that this approach will allow us to create a local neighborhood school option for a wide array of students.

An Innovative School Model

Oxford Day Academy (ODA) is a 9-12 charter school for the San Mateo County Office of Education. ODA opened in August 2017 with 48 ninth graders, and is growing by one grade per year to graduate its first class at the end of the 2020-21 school year. At full capacity, we will serve 200 students in grades nine through twelve. We plan to grow one grade level at a time so that we can ramp up the services we will provide gradually, thus ensuring a high level of quality. National research from Stanford University’s Center for Research on Education Outcomes (CREDO) has found that the slow-growth model is correlated with higher performances at most ages and grade spans, including high school, summarizing “the Slow-Grow approach consistently and impressively outperforms [full-scale start].”25 In alignment with numerous other high-performing charter networks, ODA will also rely on the Slow-grow model.26 If we hope to continue to translate the impressive efforts of district staff into commensurate outcomes for those students still struggling in the traditional system, we must reinvent the school experience rather than building on or modifying the factory model for education. This new approach ought to draw from those frameworks designed with academic excellence and social leadership in mind.

Unlike the traditional K-12 system, the Universities of Oxford and Cambridge were built with just such intentions. As a result, their tutorial method of instruction has been honed for nearly a thousand years to create the thoughtful, creative leaders needed to solve society’s most

26 Any backfilling of vacant seats will be conducted in compliance with the legal statutes required for charter school admissions lotteries and wait lists. See Element H for details on these policies.
challenging problems. Oxford Day Academy draws first and foremost from these traditions; at their core, tutorials allow instructors to work with students as they identify the questions and issues most meaningful to them; students are then responsible for researching a solution to their personalized learning challenge and, ultimately, for defending their conclusions. In this space, teachers are responsible for providing the resources and guidance students need to achieve content mastery as they direct their own learning individually and in small groups.

In his seminal work, *The 2-Sigma Problem*, American education psychologist Benjamin Bloom demonstrated this form of personalized, mastery-based learning to be a far more effective form of instruction than the standard classroom approach; indeed, he found that students trained through a tutorial approach performed two standard deviations better than students taught in the traditional classroom—that is to say, the average tutorial-led student outperformed 98% of peers in the control classroom. Additionally, he found that 90% of tutored students achieved academic levels that were only reached by the highest-performing students in traditional classrooms.27 These findings fit well with Carol Dweck’s work on growth mindsets, as they demonstrate that all students are capable of growing their academic capacity so long as they are provided the appropriate mentorship and academic supports.28

Oxford Day Academy modifies the tutorial system—originally designed for college students already performing at high academic levels—to offer exactly those supports to students of all academic backgrounds. In this vein, it first modifies the relatively unstructured tutorial experience into a clear, five-step process:

1. **Learn:** Students use class discussions, a self-guided curriculum, small-group staff interventions, and other resources to learn about Common Core State Standards- and Next Generation Science Standards-aligned concepts underlying a given topic.

2. **Build:** Students synthesize the information they’ve learned to produce a meaningful, inter-disciplinary solution for a real-world social challenge they find meaningful.

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3. **Reason:** Students write a paper (usually 500-1,000 words) to explain the logic behind their solution.

4. **Defend:** Students present their solution and paper to a small group of peers (usually 2-3 other students), ODA staff, and relevant community stakeholders, and then defend their findings.

5. **Reflect:** Students work independently, in small groups and with their teacher to reflect on how well they achieved their learning goals, and to set new goals for the next tutorial-based challenge.

These tutorials support and are supported by the four other main pillars of the ODA experience (learning studios, design thinking for social projects, SELCs, and professional workplace management). Students spend their daily studio time preparing for tutorials that connect semester-long, interdisciplinary service projects with academic content from all four core subject areas (math, science, English, social studies). This core content is delivered during studio time via teacher-curated playlists, small-group teaching sessions, and Harkness Tables (ie, student-centered, teacher-guided Socratic seminars). Outside of this daily studio time, students complete electives coursework and conduct field work for their design thinking service projects; this field work includes students conducting ethnographic observations, qualitative interviews, quantitative data collection efforts (eg, surveys), and/or professional internships with relevant experts.\(^{29}\)

From there, Oxford-style tutorials are further modified based on the best practices at high-performing public and private schools with similar educational philosophies. Based in Austin, Texas, Acton Academy requires high school students to work at their own pace as they come up with creative solutions to real-world problems; many of these best practices have been adopted more locally at Khan Lab School in Mountain View, CA, where our school founder conducted two years of model-related pilot work. In many ways, the Acton ‘quests’ (known as ‘learning

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\(^{29}\) We recognize the considerable time and complexity around coordinating meaningful fieldwork, particularly as it relates to accessing local leaders and organizations; this is especially difficult if field work includes related internships. Two experts in this type of coordination with Silicon Valley businesses have offered their time and talent to coordinating such fieldwork for students, and to training ODA staff to do this coordination long term.

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arcs’ at Khan Lab School) parallel the real-world service challenges students will tackle in ODA’s tutorial setting. As such, ODA draws from many of the processes and systems used in Acton and Khan Lab School to facilitate a similar student-led learning environment. These protocols dictate norms for on-task behavior, appropriate use of shared space, as well as student-monitored expectations for academic rigor.\(^30\)

Complementing these protocols for individual problem solving, ODA uses the protocols of Philips Exeter Academy to guide its Socratic group discussions. Located in Exeter, New Hampshire, Philips Exeter is an elite private college preparatory program with a long and esteemed tradition of using ‘Harkness Tables’\(^31\) to create a discursive learning environment; this method is closely aligned with tutorial instruction, and designed to prepare students for a collaborative work environment. In 2014, the Exeter team partnered with the Noble Network of Charter Schools in Chicago, Illinois, to adapt the Harkness method to an underserved public school setting.\(^32\) The protocols developed in this successful partnership provide a robust foundation for managing Socratic and collaborative work in ODA’s diverse learning environment.

Subsequent portions of Element A will more thoroughly articulate the fundamentals of how we combine tutorials, independent learning, and collaborative problem solving methodologies.

**Goals, Philosophy & Core Values**

Given our mission statement – to engage and develop intelligent, compassionate young leaders with the character, ability and passion to create positive change in the world – ODA has developed an ambitious vision for our 21\(^{st}\) century learning model. As summarized in the Executive Summary, this vision centers around two guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21\(^{st}\)

\(^{30}\) For more information on Acton’s high school systems, see [http://www.actonaudition.org/](http://www.actonaudition.org/)

\(^{31}\) Harkness Tables are a Socratic group discussion of 10-13 students, led predominantly by those students. Under this approach, teachers observe and offer guidance as needed.

\(^{32}\) For more information on the Exeter-Noble partnership, see [http://thenobleacademy.noblenetwork.org/about/exeter%20collaboration](http://thenobleacademy.noblenetwork.org/about/exeter%20collaboration)
century society. The specifics of our school vision are articulated below, particularly in the five core pillars of our model introduced in the sub-section, “How Learning Best Occurs.”

Underlying the realization of this mission and vision are our six core values, which begin with the theme of constant growth; constant growth of the adults, constant growth of the students, constant growth of the curriculum, constant growth of our virtues, constant growth in our joy of learning.\(^{33}\) To achieve this growth mindset, we push students and staff to constantly model these values, and to become their best selves as human beings. As outlined in Figure 6, our six core values are drawn from a growing recognition among educators that academic and college success is built upon a number of non-cognitive factors such as academic perseverance, academic mindsets, learning strategies, and social skills.\(^{34}\) Paul Tough’s *How Children Succeed: Grit, Curiosity and the Hidden Power of Character* draws upon extensive research demonstrating that characteristics like resilience, conscientiousness, and self-confidence are key determinants of success in life.\(^{35}\) Reflecting our commitment to multiculturalism, three of our core values are in languages other than English and represent in their own ways the most prominent heritages of East Palo Alto.

**An Educated Person in the 21st Century**

It is estimated that 65% of school-aged children will be employed in jobs that do not yet exist.\(^{36}\) For this and other similar reasons, “one of the greatest challenges for teachers is preparing students to live in—ideally, to succeed in—a world that does not yet exist.”\(^{37}\) And yet, while we do not yet

\[^{33}\text{Dweck, Carol. (2006). *Mindset: The New Psychology of Success.* NY : Random House. (Discussing the importance of having a mindset of constant personal growth to obtain progress: “When we teach people the growth mindset, with its focus on development, these ideas about challenge and effort follow.”)}\]


### Figure 6. ODA School Values

<table>
<thead>
<tr>
<th>Value</th>
<th>Definition</th>
<th>Associated Actions</th>
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</table>
| Growth          | Constant *Growth* and the growth mindset are essential to achieving excellence. | • We constantly self-reflect on how we can improve.  
• We celebrate the growth we have and set goals for the growth we want, especially academic and behavior growth.  
• We have the courage to make mistakes and learn from them, and the commitment to continually improve in all dimensions of life. |
| Ganas (Resilience) | *Ganas* is a Spanish word reflecting the urge to persevere and achieve, it gives us the strength to overcome obstacles. | • We show a deep level of determination and resilience to achieve academic and personal success.  
• We must develop the discipline to persevere—to try again and again until we are successful. Failure is not permanent; it is a step on our path toward personal growth and success.  
• We must work hard, and not shy away even when things become difficult, because that is when we grow the most. |
| Kujichagulia (Self-Determination) | *Kujichagulia* (translated to English as self-determination) is the ownership to define ourselves, name ourselves, create for ourselves, and speak for ourselves. It is one of the seven principles of Kwanzaa. | • We take responsibility for our actions, our efforts, our words.  
• We own our own learning—it is no one else’s fault if we make choices that prevent us from attaining our best.  
• Every adult in the school accepts responsibility for the academic success of every student.  
• Every student works towards self-responsibility of his or her personal success as a scholar. |
| Feveitokai’aki (Unity) | *Feveitokai’aki* (translated to English as unity) is the commitment to sharing, cooperating, and fulfilling mutual obligation. It represents one of the four pillars of the Kingdom of Tonga. | • We support others in their personal growth and acknowledge that though our paths may look different at times, we work towards a common goal.  
• We support one another, and hold one another to the high expectations because this is the highest form of respect.  
• We celebrate multiculturalism through an appreciation and knowledge of their own heritage and those of others.  
• We show curiosity and respect for the interdependent web of existence that envelops us all. |
| Equity          | *Equity* is the recognition of injustice in its many forms, and the active pursuit of fairer outcomes. | • We believe in the inherent worth and dignity of every person  
• We engage with one another in good faith in the restorative justice process.  
• We show courage and initiative to defend what we believe is right. |
| Compassion      | *Compassion* is the genuine concern for the wellbeing others, and the willingness to act in promotion of that wellbeing. | • We value and respect the feelings of others, and we seek to understand those feelings without judgment.  
• We wish the best for all life, and are called to act to realize that wellbeing.  
• We assume good intentions from others and have good intentions towards others. |
know what these jobs will be exactly, we can safely assume what they will require. Future high-skill workers will need to use technology as they integrate information to tackle challenging problems. Information and data can be easily found online; the job of the employee will be to make sense of this material. Students, therefore, need to be trained as flexible and creative problem solvers.

Equally important, they must do this problem solving in a world that is increasingly interconnected. This will require students seeking meaningful job prospects to develop the necessary social skills; as evidence of this, “Occupations that require strong social skills have grown much more than others since 1980, according to new research. And the only occupations that have shown consistent wage growth since 2000 require both cognitive and social skills.” As the world grows smaller, students must develop the particular social capacity to work with people of different backgrounds and beliefs in a way that is culturally appropriate.

All told, an educated person in the 21st century must have a foundation in basic knowledge, as well as the ability to analyze this information, ask meaningful questions, creatively explore potential answers, and communicate and collaborate around solutions with other people. This will require students to develop strong academic as well as intra- and inter-personal habits, including self-regulation, intellectual curiosity, creative problem solving, moral reasoning, and the capacity of empathic action.

As mentioned in the sub-section above, entitled “Community Need for the Proposed Charter School,” ODA has developed educated, 21st century citizens through I) College Preparatory Academics, II) 21st century skill development, and III) holistic youth development. These three foci endow students with the content knowledge, academic skills, habits, and character necessary to lead full and productive lives as 21st century scholars, professionals and citizens. The ODA graduate will demonstrate preparedness through:

• Achieving college-ready mastery of literacy and mathematical knowledge and skill, as well as knowledge and skill in science and social studies

• Developing the socio-emotional capacities required for self-regulation, self-reflection, and perseverance in the face of creative problem solving

• Demonstrating the ability to collaborate in diverse team settings and in cultures markedly different from their own

• Acting on a personal code for civic and ethical obligations

Self-Motivated, Competent, Life-long Learners
An educated person in the 21st Century must possess the essential skills and knowledge needed to succeed in higher education and workplace; in turn, these capacities will allow our next generation to participate in a global society and to solve complex problems. ODA believes that the best way to enable students to become lifelong learners is to challenge and support them as learners today; as such we employ the “5C’s of 21st Century learning”— critical thinking, communication, collaboration, creativity, and competency – when shaping the school experience for students. Our academic program develops these mindsets, habits, and skills by providing them with the following:

• **Strong academic foundations:** Graduates will possess the content knowledge and skills in reading and mathematics that will enable them to access texts, apply logic, and think strategically in a wide variety of settings—including novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, scientific articles, ethnographic research and in-person interviews. Possession of these skills—developed through the guidance of CCSS and NGSS standards—will be a vital precondition to sustaining interest in academics over a learner’s lifetime.

• **Culturally-informed intellectual ambitions:** Graduates will understand the value of a rigorous multicultural education, and will be able to express these goals, beliefs, and
ambitions through a wide number of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals. They are provided with role models of learning and leadership in their teachers and school staff, and will have the opportunity to cultivate individual academic interests and identities through ODA programs.

- **Creative problem solving:** Because we expect our students to be leaders in a 21st Century world, we must equip them with the principles of design thinking. Students must be able to identify a problem; brainstorm, prototype and implement solutions to that problem; and evaluate and take feedback as they iterate through this learning cycle. Rather than passively consume information in the traditional classroom lecture, they will be given space in learning studios to actively find and employ the information they need.

- **Ethical drive:** Students will utilize and build upon their academic skills to explore and participate in contemporary moral, civic, and political issues throughout their lifetimes; they use their knowledge to think critically about justice in the world around them; and they have the capacity to act with moral courage as citizens, voters, and lifelong agents of positive social change. We develop these capacities by requiring students to apply their design thinking work to a social problem in their local community.

- **Socio-emotional competence:** Collaborative for Academic, Social, and Emotional Learning (CASEL) identified five non-academic skills (social emotional skills) necessary for an educated person in the 21st century. 39 These include: self-awareness, self-management, social awareness, relational (interpersonal) skills, and responsible decision making. 40 SELCs work with students to evaluate themselves in these five competencies, identify areas for improvement as well as strategies for doing so, and to monitor and

40 See Appendices for a definition of these five competencies.
celebrate growth. Feedback from teachers, families, and community partners is solicited as appropriate.

The education program of ODA, as explained in detail throughout the remainder of this section, is designed to provide all students with the aforementioned skills, knowledge, and character foundation, thus preparing them to be productive, responsible, well-educated members of 21st century society. The following section, “How Learning Best Occurs,” articulates our core theories on how 21st century knowledge and skills are imparted upon young adults; from there, the next section titled “Instructional Design” articulates the specific educational practices that will translate our philosophy into practical learning experiences for students.

**How Learning Best Occurs**

ODA believes that learning best occurs in a small, safe, student-centered environment where diverse thinking is valued and where risk-taking is supported. Our beliefs on how learning best occurs are based on cognitive development research as well as research on current best practices for teaching and learning developed from highly effective experiential learning schools across the country. A real-world approach builds students’ character and encourages them to be literate, critical thinkers; moreover, we believe that interdisciplinary study in the humanities is critical in guiding students to make connections between different subject areas and be active learners. Five core principles guide our work in achieving this vision; the specific strategies employed to bring these principles to life inside and outside of learning studios are summarized in Appendix 13.

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41 See, for example:

42 Among others, we found the guiding principles of Acton Academy (Austin, TX), High Tech High (Los Angeles, CA), Bricolage Academy (New Orleans, LA), Pritzker College Preparatory (Chicago, IL), Big Picture Learning (nationwide), and Valor Collegiate Academy (Nashville, TN) to be especially useful in our own design process.
• **Core Principle 1: Rigorous, Standards-driven, Personalized Coursework**

Students receive personalized reading and math learning time; these supports are grown and adjusted for students with significant gaps in their knowledge base. During parts of daily studio time, programs such as Khan Academy and IXL supplement instruction in ways that allow us to meet students wherever they are in their numeracy and literacy abilities; analytics from these programs are integrated into a data dashboard we’ve built to provide teachers, students, and families the data required to make appropriate interventions for each child in real time. This personalized skill development complements collaborative pieces of learning studio time each day (including small-group teacher-led instruction, Harkness Tables, and tutorials), thus allowing students to develop a solid foundation in core content skills while also growing their teamwork as well as inter-disciplinary problem-solving abilities.

As shown in **Figure 7**, most courses at ODA are structured to be AP eligible, though students wishing for a more introductory experience may choose to complete only basic mastery standards; students will only receive AP designation on their transcripts if they complete all of the AP-required standards. For example, two students working for biology credit will collaborate on the same daily challenges; one may complete only the basic biology content to receive credit for a standard Biology course on her transcript while the other may complete additional, AP-level supplementary content to receive Advanced Placement (AP) credit on her transcripts.

Students have the option of taking credit-bearing college courses at Cañada College as early as 9th grade, and we allow students to begin AP coursework in upper grade levels. As of 2019-20, we offer one AP course (Statistics), but will expand these offerings as we grow to include a senior class. Through this combination of community college and AP courses, we build robust, diverse options for rigorous student learning.

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43 See ‘Curriculum’ later in Element A for an overview of the curricular features of our core subject areas: ELA, math, science, and social studies.

44 For additional information on how technology will be blended into collaborative instructional models during studio time, see the next sub-section, “Instructional Design.” For additional information on how instructional strategies will be tailored for various student groups, please see the sub-sections later in Element A on supports for diverse student populations, including those for academically under-performing students, students with special needs and disabilities, as well as English learners.
Figure 7

<table>
<thead>
<tr>
<th>Offering A</th>
<th>Offering B</th>
<th>Offering C</th>
<th>Offering D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English &amp; Language Arts</strong></td>
<td><strong>Offering A</strong></td>
<td><strong>Offering B</strong></td>
<td><strong>Offering D</strong></td>
</tr>
<tr>
<td>Ancient World Literature &amp; Composition</td>
<td>Modern World Literature &amp; Composition</td>
<td>(AP)² English Language</td>
<td>(AP) English Literature</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>(AP) Economics</td>
<td>(AP) World History</td>
<td>(AP) US History</td>
<td>(AP) Government</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>(AP) Calculus</td>
<td>(AP) Statistics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>(AP) Biology</td>
<td>(AP) Physics</td>
<td>(AP) Chemistry</td>
<td>(AP) Environmental Science</td>
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<tr>
<td><strong>Foreign Language³</strong></td>
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</tr>
<tr>
<td>Foreign Lang I</td>
<td>Foreign Lang II</td>
<td>Foreign Lang III</td>
<td>(AP) Foreign Language</td>
</tr>
<tr>
<td><strong>Non-core coursework⁴</strong></td>
<td><strong>Non-core coursework⁴</strong></td>
<td><strong>Non-core coursework⁴</strong></td>
<td><strong>Non-core coursework⁴</strong></td>
</tr>
<tr>
<td>Visual/Perform. Arts</td>
<td>Team Athletics</td>
<td>Individual Athletics</td>
<td>Personal Wellness</td>
</tr>
<tr>
<td>(AP) Art History</td>
<td>Basketball</td>
<td>Running</td>
<td>Nutrition</td>
</tr>
<tr>
<td>(AP) Music Theory</td>
<td>Dance</td>
<td>Yoga/Meditation</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>(AP) Studio Art</td>
<td>Soccer</td>
<td>Weightlifting</td>
<td>(AP) Psychology</td>
</tr>
</tbody>
</table>

¹ These course offerings represent availability for students once ODA has reached full scale. In the first years of operations, the number of offerings per subject area may be limited, though students will always have new coursework.

² All classes are untracked, and students are allowed to choose the level of rigor they want to achieve in each course. As such, two students of different academic levels can (and will) collaborate, with one student completing only the standard level of the work and another completing the additional, AP-level supplements in addition to completing the standard level. The course showing up on each student’s transcript will be competency based: students passing all AP level modules by the end of the course will receive AP designation.

³ ODA will provide a certified teacher to instruct Spanish at all levels. So as to reflect some of the other prominent cultures and languages of our community, we will also consider once at scale contracting with local universities, online providers, and certified community organizations to offer other world languages, including French, Mandarin, and German (culminating in AP-level opportunities—see Offering 4), as well as Tongan, Samoan, and other languages not eligible for AP designation.

⁴ The specific examples in each of the non-core coursework offerings (eg, AP Art History, Basketball, Running, and Nutrition) are subject to change. Different offerings will be made available each semester based on student input and availability of certified community providers.
Equally important, this flexibility in AP distinction allows students to tailor their learning progressions to their unique strengths and interests. Of note in Figure 7, there is no ‘9th grade math’ or ‘11th grade social studies’ designation. Instead, there are four offerings for each subject area. During their freshman orientation, students will work with family members and a designated ODA staff member to build a four-year course plan; this plan will be reviewed periodically—and at each parent conference—and updated as necessary.

- **Core Principle 2: Meaningful Interactions between Staff and Students**

Researchers have found that small schools (450 or fewer students) and low student-teacher ratios allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. At full capacity, the average ODA teacher will see 100 students each semester, with 50 students in each learning studio; each 50-student learning studio will have 2-4 ODA staff in it at any given time, with core teachers rotating between studios over the course of the day and 1-2 SELCs permanently staffed in a given studio. The roles of SELCs and certified instructors are designed to promote meaningful relationships and modes of interactions with students.

**Socio-Emotional Learning Coaches (SELCs).** Once enrolled, every ODA student is assigned to a SELC who will work with him or her all the way through graduation from ODA. SELCs will work with students during studio time to establish socio-emotional learning goals, and will then monitor, support, and coach students towards these goals as appropriate during studio time. SELCs will also serve as the primary liaison between students’ families and ODA. Because they work in learning studios with the same group of students all four years of the students’ time at ODA, SELCs have the chance to deeply know and understand each student’s background and family. These long-term relationships allow SELCs to provide personalized support and guidance in a culturally responsive way. Given the diverse needs of students from the many communities

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45 These offerings may be limited to students during our first three years of operation, when we have limited staffing and, by extension, limited course offerings.

of Sequoia Union High School District, we believe this personalization will be critical to keeping all students on track for high school graduation and collegiate success.

**Certified Instructors.** With increasing frequency, we use digital content playlists in a way that frees teachers from their traditional lecturing duties, so that they can spend more time engaging students in one-on-one and small group settings that prioritize problem solving and higher order thinking. These systems are most prevalent during independent learning time (ILT) and response to intervention (RtI) blocks, though teachers also use digital content in lectures and classroom experiences as appropriate. The benefits of this type of instruction are well documented, but practitioners have long believed that such a labor-intensive approach “is too costly for most societies to bear on a large scale.”

We overcome this cost barrier by using blended-learning technology to free teachers from the time constraints of traditional classroom models. In place of the conventional approach, students use online content to direct their own progress through a given set of subject-specific standards and objectives (to achieve Level One mastery in Webb’s Depth of Knowledge framework); SELCs monitor student work on these playlists to troubleshoot logistical challenges and ensure students are on task. This frees teachers to spend their time conducting small-group interventions and Harkness Tables to help students achieve Level Two and Level Three Webb’s mastery; teachers spend the remainder of their time in tutorials, which they use to push students towards Level Four Webb’s mastery.

- **Core Principle 3: Data-Informed Planning and Analysis**

If provided up-to-date and comprehensive student data, teachers and SELCs can make informed decisions on when and how to support each child. As a blended learning school, we use multiple platforms to develop basic literacy and numeracy (namely IXL), test academic growth (namely NWEA MAP), monitor progress on collaborative challenges (through our dashboard), track

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48 Webb’s Depth of Knowledge taxonomy aligns closely with Bloom’s taxonomy, and is used to evaluate the depth of student learning. For more information, see (for example), [http://fuelgreatminds.com/webbs-depth-knowledge-vs-blooms-taxonomy/](http://fuelgreatminds.com/webbs-depth-knowledge-vs-blooms-taxonomy/).
behavior and socio-emotional learning growth (also through our dashboard), and record basic data on student attendance (through our SIS, currently PowerSchool). Teachers are trained to analyze and interpret this data in a way that informs who they work with, for how long, and in what ways (see Core Principle 4). Teachers, SELCs and students all are required to use this data in regular cycles of goal setting, assessment, and reflection to ensure that every member of our community is growing into his or her full potential. These cycles align with our intersessions, for which our team has spent the last two years building student capacity.

To manage these integrated data needs, we use PowerSchool to manage our data systems. Tyler Bosmeny, the Co-Founder and CEO of Clever, serves ODA as a technical adviser and founding board member, and John Couch, the first-ever Vice-President of Education at Apple, serves as a technical adviser and current board member to our sister program, the Oxford Teachers Academy. Their expertise provides the foundation required to successfully build out our data management platforms.

- **Core Principle 4: Targeted Professional Development for All Staff**

ODA recognizes that exceptional student achievement is predicated upon exceptional human capital in the learning space. As evidence of this, research indicates that children in poverty “who [have] a good teacher for five years in a row have learning gains large enough, on average, to close completely the achievement gap with higher-income students.”

To ensure quality instruction takes place throughout the school, ODA conducts continuous, year-round searches for high-caliber teaching candidates. We search through venues including teacher job fairs, online databases, and education networking events such as conferences and speeches to recruit. Recruiting resources also include the Stanford Teacher Education Program (STEP), the National Board for Professional Teaching Standards, New Leaders for New Schools, Peace Corps and SummerBridge Alumni, Teach For America corps members and alumni, notices to career services at colleges and graduate schools, advertisements in local publications, web site postings

and advertisements on sites including the California Charter Schools Association, Facebook, Google AdWords, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American, and our school website.

Once teachers and SELCs join the school, substantial resources are dedicated each year to their continual development, including two weeks of full-time Professional Development (PD) each summer, eight full days during the school-year, two hours each week of targeted professional development based upon individual, content- and grade-specific needs, and a minimum of one bi-weekly observation and feedback meeting with a professional mentor or coach. We believe this development plays a critical role in supporting teachers and SELCs for success, a key piece of teacher retention.\(^5\)

Beginning with the first of these PD opportunities, all new staff and staff members engage in an intensive orientation prior to the start of each school year as a means of aligning the team vision and ensuring consistency. PD includes orientation for all new teachers in our standards-aligned tutorial curriculum, where they are also introduced to our data analysis methods; the remainder of this orientation time is devoted to the creation and maintenance of an achievement-oriented school culture that infuses joy and college-level rigor into each learning studio.

Over the course of the year, teachers receive ongoing PD to help them successfully use the dashboard as well as the tutorial model; additionally, they receive yearlong training on cultural awareness as well as the restorative justice practices we use to handle challenging student actions and behaviors. Our comprehensive professional development takes place every Wednesday from 1-4 pm and focuses on a range of topics, including curricular content, best practices for English

\(^5\) Retention of high quality staff is critical to students’ growth. See, for example, evidence from the following: Darling-Hammond, Linda. "Teacher quality and student achievement." *Education policy analysis archives* 8 (2000): 1.
Learner instruction, data-informed practices, and social-emotional learning, among others. While we reserve this weekly time for professional development, we also encourage our teaching staff to find and lead any additional opportunities.

For a more personalized strand of PD, employees identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an ODA educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher’s present level of performance in each strand using a standard rubric, indicates the employee’s annual goals for growth in one or more strands, articulates how the goals will be measured, and what will define success. Additionally, a strategy for achieving each goal is included, and subsequently supported by ODA and its professional development activities throughout the year.

Inside of the learning studio, we draw from Kim Marshall’s *Rethinking Teacher Supervision and Evaluation* to develop constructive observations that can support these individual PD goals. Marshall quotes education researcher Dr. Jon Saphier to summarize the value of frequent short (10-15 minute) observations and feedback meetings: “Frequent high-quality conversations with a skillful observer who has evidence about what went on and how it is impacting students can be immensely valuable to teachers. We should focus on that.” In addition to receiving feedback from a mentor or coach, teachers also have the chance to observe one another and to subsequently collaborate around areas for improving the instructional team’s collective execution of blended learning and/or tutorial instruction in the learning studio.

- **Core Principle 5: Authentic Leadership and Character Development**

True to our mission statement, ODA prepares students for college and for lives of socially-minded leadership by partnering them with meaningful, skills-based extracurricular partnerships within their communities. Success in this arena requires students to have an authentic sense of who they

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51 Professional development resources will be aligned to the specific needs of blended-learning environment. See, for example: Staker, Heather, and Michael B. Horn. "Classifying K-12 Blended Learning."Innosight Institute (2012).
are, what they stand for, and how they most effectively serve and lead others. To develop such self-awareness, we instill the six core values articulated previously in Figure 6 through group discussions, community meetings, and other community building activities discussed below.

Our focus on authentic leadership development, built through our emphasis on our core values prepares students to adapt to and thrive in high-performing four-year colleges and beyond. Recent research shows students are much less likely to drop out of high school when they are taught non-academic, resiliency-based skills such as these. A comprehensive study on factors determining successful transitions into ninth grade by the University of Chicago Urban Education Institute shows that “in addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”53 ODA ensures students are prepared for the rigors of a successful high school career and beyond by equipping them not only with content knowledge and academic skills, but also with the leadership and character traits required to for them to succeed within the self-directed environments that will define ODA, college, and the professional workplace.

Our core values and their definitions are regularly integrated into class and schoolwide discussions. Lawrence Kohlberg’s seminal research on child development demonstrates that youths’ moral development is predicated upon developing intellectual capacity for moral reasoning54 and establishes six stages of human moral development, grouped into three levels. In the lowest level, individuals react only to concrete consequences and rewards. At the middle level, individuals behave in accordance with rules, norms, and customs. At the highest level, individuals make decisions based on abiding personal beliefs, particularly as these beliefs feed into their personal identity and/or greater sense of self.

Kohlberg’s research further indicates that development through these stages occurs as an individual’s ability to think critically about decisions is developed through practice. Character and leadership development at ODA is designed to provide this practice by challenging students to read, analyze, and interpret texts with complex themes around the questions of character and leadership, and to apply those themes to their own world and the larger world beyond their family and community. These texts are integrated into Harkness Tables, tutorials and other parts of our social justice-focused approach.

**Instructional Design**

The discussion above defined what it means to be an educated person in the 21st century, and then explored theories of how the learning required to produce these educated persons best occurs. In so doing, the text above represents an ‘end line’ for how our school should operate and the types of 21st century citizens it should produce. Creating the space to foster this kind of learning and to develop these kinds of educated people requires careful design of the instructional model.

The ODA model starts with students out in the community, receiving A-G-aligned electives and foreign language credit for relevant work they do with certified teachers. For example, a student may earn Spanish credit by writing and reading short Spanish stories to children in a bilingual pre-school, or by writing an op-ed in the local Spanish newspaper. That same student may receive PE credit for participating in an intramural soccer league at the YMCA, or by taking a dance class at the local multicultural center.

As appropriate, foreign language and electives teachers may choose to split student time between traditional lessons (in which students are taught standards-based content on ODA’s campus or in a classroom space on the community site) and site-based field work (where students can apply standards-based content to demonstrate mastery in a real-world setting); this flexibility allows teachers to provide the appropriate amount of direct instruction required for students to attain a strong foundation in these non-core courses, especially foreign language courses. As mentioned

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55 Students interested in a language other than Spanish will be allowed to compete coursework through an accredited online or community-based provider. They will be expected to complete similar service projects to supplement these experiences.
earlier, these credits are all A-G compliant through our petitions to the UC Office of the President (UCOP) and the Board of Admissions and Relations with Schools (BOARS).\textsuperscript{56} We also allow students to take similar credit-bearing courses for foreign language and elective credit at Cañada College (and other community college partners as appropriate).

Once in their learning studios, students unpack the real-world experiences described above, and then identify a related social issue they would like to address. This process is guided by the lessons and resources developed at Design For Change.\textsuperscript{57} Over the course of a project, students move through the 4 phases of the design thinking process:

- **Feel:** “This step asks young to observe and list the issues in their community that bother them. Young people then choose one issue that they would like to change. They explore why this situation bothers them, why it is the way it is, who is part of the problem and who is affected by the problem.”\textsuperscript{58} At ODA, this stage is used to cultivate reading, writing, and oral communication skills in all students; it occurs in the community (in the form of interviews, focus groups, observation, and other research).

- **Imagine:** “This step encourages young people to interact with the people of their community to identify points of intervention and possible solutions. Young people create their best-case scenario and re-design the situation to make it better.”\textsuperscript{59} This step is used to cultivate students’ empathy and creative thinking capacities; brainstorming and first-round prototypes occur mostly during independent learning from studio time or designated field experience blocks.

\textsuperscript{56} As with core classes, all electives coursework will be aligned with UC/CSU A-G requirements. We will be working closely with Arlene LePlante to make sure these real-world electives are developed in ways that are academically rigorous and aligned with A-G requirements. Ms. LePlante specializes in aligning real-world, experiential and expeditionary coursework with WASC accreditation and A-G requirements, and has used this expertise to guide organizations including Big Picture Learning and San Diego Unified School District.

\textsuperscript{57} For access to these materials, see www.designforchange.us


\textsuperscript{59} Ibid.
• **Do:** “Young people develop a plan of action, keeping in mind the resources, budget, time and human resources they have available and those they need to acquire. They then implement this plan, iterating on it at every stage.”

In this execution phase, students develop project management skills; this work occurs both in the community and during studio time.

• **Share:** “The final step is to share the story of change and inspire others to get involved or start their own project. We encourage teams to host celebration events and to invite members of the school/community!”

This occurs in the form of showcases at the end of each semester, in which students present their work to local business, government, and media officials.

In this way, design thinking projects bridge students’ real-world experiences with the core academic content completed during daily learning studios.

In addition to design thinking their way through service projects, students meet with teachers in groups of 2-4 to complete tutorials like the samples described above, and with groups of 10-13 to complete Harkness Tables. This combination of self-directed work, small-group tutorials and larger-group Harkness Tables requires more coordination than the standard classroom experience. As such, teachers coordinate tutorials and Harkness Tables with students in higher independence levels via tools like Google Calendar, Asana and workplace email protocols. In so doing, ODA instructors not only have the flexibility they need to tailor students’ learning experiences, but also have the invaluable opportunity to teach students about the 21st century office tools they will need to thrive in their internships, at college, and throughout their professional careers.

The many pieces of this instructional model (described above) are mapped into one summary diagram, shown in **Figure 8**.

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60 Ibid.
61 Ibid.
### Figure 8. Summary of learning model elements

<table>
<thead>
<tr>
<th>Model component</th>
<th>Location</th>
<th>Adult supervision</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Real-world electives and foreign       | On and off campus            | Electives teachers                 | • Students work with electives teachers at content-related off-campus locations  
• Electives teachers help students to identify social issues for design thinking service projects |
| language courses                       |                              |                                    |                                                                                                                                              |
| Design-thinking service project        | On and off campus            | Internship partners, Core content  | • Students reflect on real-world electives experience to identify an issue that interests them (teachers, SELC support student)  
• Students may complete an off-campus field research and/or internships for the project, or may be required to stay an on-campus project depending on student behaviors  
• Core teachers use tutorials to coach students through the design thinking process, connect projects to core academic content  
• Students share final results with families, business leaders, and community stakeholders at semi-annual community exhibitions |
| Learning studios                       | On campus                    | Core content teachers, SELCs       | • Students master core academic content through playlists, Harkness Tables, book clubs, daily STEM challenges, and small-group interventions with core content teachers  
• Students working independently may work in learning café  
• Students synthesis academic content with design-thinking service project field work to prepare for tutorials  
• Core content teachers conduct tutorials to push students’ higher order thinking around connections between service projects and academic content  
• SELCs support students with organizational, socio-emotional, and other non-cognitive skill development |
**Figure 9. Comparing experiences: Entering students vs. matured students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Entering experience</th>
<th>Matured experience</th>
</tr>
</thead>
</table>
| **Real-world electives: location** | • 1st semester all electives done on school campus  
  • 2nd semester some electives occur off campus, but as a whole class at a teacher-designed activity | • Electives completed on- or off-campus depending on student interest  
  • Site locations personalized to student interest |
| **Real-world electives: content** | • Electives designed by teacher, students rotate through in groups  
  • No student choice on electives | • Students propose topics to electives teachers, work with teachers to design standards-aligned curriculum |
| **Design thinking project: location** | • 1st semester project identifies an issue to be improved on campus  
  • All ‘field work’ conducted on campus, no off-site work | • Student works with teachers to identify potential internships, field work locations, and transportation based on project |
| **Design thinking project: content** | • 1st semester project topic selected by teachers, the same for all students  
  • Tutorials draw from similar sets of guiding questions for students | • Students identify topic and manage phases / work flow of the design thinking process  
  • Tutorials tailored to student’s specific project topic |
| **Learning studio schedule** | • Set, school-wide schedule for all students determining which items are completed when | • Students have control over their schedule and when they work on different objective each day |
| **Standards/content pacing** | • Teachers are responsible for setting pace for students  
  • More frequent check-ins to monitor pace and growth | • Students determine their pace (with teacher approval)  
  • Check-ins on progress less frequent, usually at the beginning of tutorials |

It is also important to note that the description above represents an ‘aspirational’ state, in which students already possess the autonomy, self-control, and personal agency required to successfully navigate a student-driven learning model. We do not expect students to arrive with these skills; as shown in **Figure 9**, entering students begin with a much more teacher-driven school experience. In many ways, this starting point looks very similar to a high quality project-based learning model in a traditional school. Teachers offer a gradual release of control as students demonstrate the mindsets, behaviors, and skills required to take more ownership. As this occurs, students advance
in their independence levels and receive corresponding additional freedoms. After at least one semester under the entering conditions, students are granted different levels of autonomy as they are individually ready. Students transferring into ODA after 9th grade will begin at the ‘entering’ independence level, and will work under those parameters for at least one semester.

**Curriculum**

ODA uses a combination of proven curriculum and elements developed in-house to build proficient skills, higher-order thinking skills, and life-skills. The curriculum is deeply rooted in the CCSS, AP, and California State Standards, and is intended to be simultaneously rigorous and relevant to students. Even though we only serve students grades 9-12, the curriculum is planned on a 6-12 continuum, and includes language arts, mathematics, science, social science, and Spanish. We include middle school content so that students entering ODA below grade level have access to skill-appropriate self-directed content, which students are expected to move through at an accelerated rate to reach grade level; teachers assign this content as necessary to fill gaps in expected student knowledge. ODA has secured WASC accreditation and UC course approval for courses required by the A-G, and plans to participate in the AP Audit as we develop our AP track more robustly.

ODA choses core curriculum materials that combine traditional classroom curriculum with online, self-directed and adaptive learning programs. Additionally, individual classroom educators are encouraged to use their flexibility and professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students. *Appendix 16* outlines some of the curricular materials that we use.

**English Language Arts.** To help students develop strong literacy skills, ODA uses a comprehensive language arts curriculum based on meeting students’ personal reading and writing needs through individual and small group instruction using a variety of texts. ODA English teachers may consider separating out reading and writing in order to teach key literacy skills.
So as to comprehensively develop students as college-ready readers and writers, we have a three-tiered approach to instruction: conceptual foundation building, discrete skill development, and blended tutorial instruction. Mentioned above, the conceptual foundation for literacy comes through extensive reading and writing in the form of daily ‘Book Clubs.’ Adopted from Khan Lab School, these clubs consist of 4-5 students grouped by level and interest, each club then works with their ELA teacher to find a book that matches this skill and subject area (downloaded via LightSail). Teachers float from book club to book club, with struggling groups receiving additional teacher support. As a new school, we have started out with schoolwide readings (for example, *March* by John Lewis and *A Dream Too Big* by Caylin Moore. As we develop the culture and capacity to do so, we will provide students the latitude to execute more tailored ‘book clubs.’

For the second tier, discrete skill development, we use Newsela, IXL and other CCSS-aligned adaptive software programs to provide instruction to students each day during learning studio time and for homework. Teachers collect data from these platforms to determine when and how to provide targeted instructional interventions for students. Such teacher interventions focus support on students struggling to reach grade level.

Third, for the blended tutorial instruction, students use standards-based, self-directed playlist to learn ELA content (thesis statements, essay conventions, principles of persuasive, expository, and creative writing, etc.). Teachers use Oxford-style tutorials to connect this content with Book Club and skill building, as well as with the real-world service project students are completing.

**Mathematics.** As with ELA, we use a three-tier approach for math instruction. For the first tier, conceptual foundation building, students complete weekly CCSS-aligned challenges designed by their instructors. These challenges draw from dossier content (as described in previous sections), and develop students’ intuition for mathematical reasoning by connecting and synthesizing related standards; in so doing, challenges also provide a ‘spiral review’ of content for students.

Second, this application-based instruction is supplemented with discrete skill building; for math, this occurs through Khan Academy and IXL, teacher-developed playlists and other adaptive
software programs. Similar to ELA, math teachers use this data to create targeted interventions for students below grade level.

Third, students apply the content from these math lessons to whatever real-world issue they are trying to address during math tutorials. A student who is in algebra might graph data on student enrollment in preschool as a function of family wealth in order to determine which types of students lack preschool access; another student (also working on expanded preschool access) who is working on geometry standards might use population density statistics as well as formulas for calculating the area of geometric shapes to estimate the potential number of preschool students living in their community (ie, to estimate the total potential demand).

**Science.** As with ELA and math, our science and social studies programs use a multi-tiered approach for instruction; in the case of these latter two content areas, however, we push to make the experience even more discursive and experience based.

First, and as mentioned in the math portion, we have students complete Quantum Camp’s STEM-integrated challenges each day; these exercises help students build conceptual foundations for the Next Generation Science Standards (NGSS).

Second, we use digital playlists to help students self-direct through science content, and supplement these playlists with regularly scheduled Harkness Tables to explore the social and political implications of related scientific discoveries. For example, students learning about the structures of atoms may discuss the implications of the atom bomb in shaping our current international geo-political environment.

Third, and as with all subjects, science teachers use tutorials to help students connect the content from daily challenges and digital content playlists with their real-world service project. Returning to the preschool example, students in biology learning about human anatomy may research the impact of preschool instruction on the human brain; students in physics may try to develop a curriculum that allows parents to teach their children basic physics concepts using only children’s blocks.
Social Studies. Given our focus on multiculturalism and social justice, social studies are integrated into all parts of our instructional experience in addition to being taught as a stand alone subject. During studio time, social studies teachers use playlists to cover their academic content (just like the ELA, math and science teachers). As with science, social studies teachers use this content as the foundation for Harkness Tables as well as tutorials that connect academic content to each student’s real world service project.

In addition to these three instructional strategies (ie, content playlists, Harkness Tables, and tutorials), we use Design for Change (a design thinking curriculum that focuses on identifying and resolving social issues) to structure students’ real-world service projects. This curriculum ensures that students are constantly thinking about the societal purpose and implications of their leadership efforts—a perennial theme in social studies. All students are required to document their design thinking social justice projects in a portfolio for holistic assessments of student progress. This showcases student growth across disciplines, as well as the overarching growth in students’ civic-mindedness and social awareness.

Visual and Performing Arts. Appreciation and participation in the arts are essential to each student’s development. To inspire students, to help ideas come to life, and to ensure cultural literacy, the arts are taught as real-world electives aligned with A-G requirements; additional opportunities to develop individual interests and performance opportunities may also be provided through intersessions.

Physical Education. Students are expected to develop their physical abilities and fitness. Physical education is offered in partnership with the Boys and Girls Club of the Peninsula. ODA makes use of their facilities; all activities are conducted under the supervision of a credentialed Physical Education teacher and Boys and Girls Club coach. All students have fitness goals in their personalized learning plans. ODA will administer the mandated physical fitness tests.

Technology. Students expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their
core academic subjects and elective courses. Students are expected to utilize technology in ways that prepare them for post-secondary work and college life. ODA also integrates technology skill development in core academic classes. We also provide programming like the Google Hour of Code and offer a computer science elective to develop a next level of awareness for students.

**Health Instruction.** Health is treated like an elective, with students learning key health standards through real-world experiences and intensive intersession opportunities. ODA recognizes that an education is not comprehensive, and students cannot be successful, unless they are making healthy and responsible choices. ODA may also partner with an external agency or outside organizations, such as Peer Health Exchange or the Ravenswood Health Foundation, to provide health education.

**Social and Emotional Skills.** To be 21st century leaders, students need to be able to work effectively together, listen to each other, make responsible decisions, have self and social awareness, and lead respectfully. ODA incorporates these “life skills” throughout the curriculum, and explicitly teach them through SELC mentorship sessions. We use the new Six Seconds SES curriculum to guide instruction. Teachers both model good behavior and explicitly guide students in learning how to cooperate and collaborate.

**Academic Literacy.** Students are expected to learn how to be effective learners, including accessing information, self-evaluation, taking notes, conducting research, taking tests, participating in discussions, and evaluating what they know and need to learn. These skills are explicitly taught through tutorials with instructors and mentorship touch points with SELCs.

As stated earlier, all curriculum is based on innovative and best practices, backwards planned and standards based, and include formative, benchmark and summative (exhibitions and capstone) assessments. This approach ensures that students feel grounded and set up for success as they move through the self-directed content playlists. Significant time in intersession and August professional development days are also dedicated to curriculum planning, including vertical (within subjects), grade level, and interdisciplinary planning. Teachers also collaboratively discuss students’ progress through interdisciplinary service projects during the designated professional development time.
Promotion and Graduation Requirements

As shown above, the ODA curriculum is rigorous and prepares students for success in college. We have included a wide range of supports throughout the model to ensure that all students have an opportunity to access the rigorous curriculum. It is not automatically assumed that students will pass from one grade to the next: each student must earn promotion by demonstrating mastery of essential grade-level knowledge and skills, including social and emotional skills. Because learning studios contain all four grade levels in one space, retention is neither stigmatized nor permanent—a student will hold 10th grade standing, for example, as soon as he or she completes all of the 9th grade promotion requirements; this shift in designation would not require the student to join a new design thinking group or to change learning studios. In this way, we combine high standards with flexibility, support, and student dignity. We intend to build a culture where mastery of concepts is paramount: being prepared for success in college, career, and personal life is our highest goal.

Students who are not passing a subject in the week leading up to intersession are required to spend a portion of their intersession catching up on the self-directed curriculum for that content. Students have extra opportunities to demonstrate mastery of both content and skills for each course. If a student has not passed a course at this time with a C or higher, they will be given an F for the course. (There are no D grades at ODA, as colleges do not accept D grades.) At the end of the second and third Intersession sessions, a grade for each course is determined by the teacher of the course.

The ODA Board has written a promotion policy that is in line with ODA values and complies with California educational code. See Appendix 22 for details.

Oftentimes, high school students get discouraged and may wonder if they have the ability and/or willpower to persist in a challenging program. When these situations develop, ODA staff build a team including parents, teachers, SELCs and school leadership in order to make decisions about how to best support the struggling student. Response to Intervention (RtI) strategies may be employed, or other supports unique to each particular situation may be used. A few examples may be:
• Intervention meeting with parents, SELC and ODA leadership
• Dropping down from the AP-level designation for a course
• Dropping a course that is not required for graduation
• Using Intersession time to get caught up on academic courses
• Taking a course online or in a summer program to stay on track
• Working on a course until they finish it (i.e., continuing through intersessions and/or summer school as opposed to stopping at the term’s end)

**Grading Policy.** ODA expects all students to master Common Core State Standards, AP standards and/or California State Standards. Grades include student work and assessments from independent learning, tutorials, small group work, whole group work, and relevant fieldwork. Students are expected to demonstrate mastery of both content and skills for all of their courses. Using a competency based learning model, students may not move forward in their course until they have mastered skills at a proficient level. There are school-wide standards and systems for grading. Teachers are trained on ODA’s grading policy and methodology, and work collaboratively to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of skills and content standards. **Figure 10** outlines the letter grade, percentage and description of grades; **Figure 11** summarizes ODA’s graduation requirements.62

**Figure 10. ODA Grade Summary**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
<td>Student is consistently demonstrating advanced mastery of skills and content.</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Student is consistently demonstrating proficient mastery of skills and content.</td>
</tr>
<tr>
<td>C</td>
<td>71-79%</td>
<td>Student is consistently demonstrating a basic mastery of skills and content.</td>
</tr>
<tr>
<td>F</td>
<td>70% or below</td>
<td>Student does not demonstrate a basic mastery of skills and/or content. Mastery</td>
</tr>
</tbody>
</table>

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62 For explanation of how courses from these graduation requirements will align with accreditation from the Western Association of Schools and Colleges (WASC), see Element C.
of the standards needs to occur before credit can be earned.

Figure 11. ODA Graduation Requirements

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the following number of approved year-long courses with a C grade or better:</td>
<td>3 History / Social Science</td>
</tr>
<tr>
<td></td>
<td>4 English</td>
</tr>
<tr>
<td></td>
<td>4 Mathematics</td>
</tr>
<tr>
<td></td>
<td>2 Science (1 Life Science, 1 Physical Science)</td>
</tr>
<tr>
<td></td>
<td>2 Language other than English</td>
</tr>
<tr>
<td></td>
<td>1 Visual and Performing Art</td>
</tr>
<tr>
<td>Received credit for the following number of year-long courses or equivalent experiences:</td>
<td>Elective requirement satisfied by 3rd year of History/Social Science</td>
</tr>
<tr>
<td></td>
<td>2 Physical Activity</td>
</tr>
</tbody>
</table>

Students and parents are informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that is provided each school year, upon new student enrollment, and posted ODA’s website. Additionally, these expectations are reviewed in monthly parent meetings, and via written mailed notification.

Attendance and the Standard School Day

ODA operates with an extended year, offering the needed supports to ensure all students are ready for success in college and career. The school year consists of at least 180 calendar days (the 2017-18 year, for example had 197 calendar days). For new students, we have an additional orientation in June in order to acculturate them to ODA. ODA’s schedule of annual instructional days and minutes exceeds California State requirements for high school students (64,800 minutes/year required vs 68,820 minutes/year attended in our years of operation thus far).

Absences. Students cannot miss more than 15 days (unless due to medical illness) and they must demonstrate mastery of grade level skills and curricular standards, or they may be candidates for retention. (Please reference our Promotion Standards.) We track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child’s academic progress.
Strategies to Support Academically Low-Achieving Students

In keeping with Local Control Funding Formula compliance, ODA will continue to comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). ODA will also continue comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. Goals for serving student subgroups are detailed here.

Academic acceleration for underperforming students is addressed at ODA through the following primary strategies:

I. In the Learning Studio. ODA teachers have a unique opportunity to review data regularly during and in between semesters. Out of these analysis opportunities teachers design action plans for all students, especially for struggling students. Please see the assessment section in Element C for more detail on data analysis. The most common interventions for struggling students include:

- Re-teaching key concepts in small groups during class time
- Office hour assignment with student to re-teach key concepts
- Saturday school assignment with student to re-teach key concepts
- Peer or adult tutoring assignment for student to re-learn key concepts

II. Intersession. Students who need additional support are assigned to receive academic acceleration support during intersessions. Students who have not learned all concepts from a cycle are required to attend certain learning hours during these breaks from the typical schedule, as assigned by a teacher as a function of the level of support students require. For students who are only slightly behind in subject area, this may be as little as a daily check-in with the subject teacher each day of intersession, with assigned independent work in between sessions. Students who need considerable extra time to learn key concepts from math and English are assigned an acceleration course that focuses on the key skills and concepts in math and English that a student is struggling with. These courses are taught in teams by ODA staff as part of their Professional Development process.
III. Summer School. Some students who need additional support beyond office hours and remedial intersession in order to pass their courses may be assigned to summer school at year’s end. Budget permitting, these courses will be three weeks in length and will be taught in June and/or July each year. Additionally, new students entering 9th grade who, after being given a placement test, need additional support in math and literacy may be placed in summer school. At present, we refer students to partner programs for this type of support, but reserve the right to develop our own programming should we deem it necessary in future years.

IV. Grade Level Retention. Students are promoted to the next grade level until requirements for their current grade level are met; because students remain in the same inter-grade learning studio for their entire tenure at ODA, this will not come with the same stigma or hardship associated with retention in most schools. Retained students will continue to work as usual in their learning studio, and will be promoted to the next grade level standing as soon as they achieve all of the requirements. In some cases, this impacts students looking to transfer to another school, and/or may result in some students spending more than four years in their learning studio.

Additional programmatic supports already mentioned include:

- **A personalized learning approach:** All students have personal goals created in conjunction with their families and advisors. This includes supports for struggling students outlined in Figure 12 below.

- **Differentiated instruction:** Via blended learning, tutorials, and Socratic instruction. During studio time, teachers have the ability to create personalized learning experiences through playlists, tutorials and Harkness Tables, as well as small-group instruction; they use these methods to give each student what s/he needs as appropriate to their readiness.

- **Competency-based learning:** Students do not move ahead in independent learning until they have mastered the concepts necessary.
- **Office hours:** Office hours are provided by teachers to help support students. Teachers are able to review key concepts and skills, answer questions and offer tutoring.

- **Data-informed instruction and a data cycle:** Using the adaptive learning and assessments from independent learning time, teachers know each child’s level, including what content they have mastered and what supports they need. Additionally, teachers administer benchmark assessments to determine mastery and readiness levels. After each benchmark assessment, teachers identify gaps in skills and content mastery and develop instructional plans to address these gaps.

- **Professional development and high quality teachers:** Our professional development program trains and supports teachers in teaching EL students, students with special needs and struggling students. Additionally, teachers have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle. The most important systems for best supporting special populations are identification, and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy.

- **After-school tutoring (peer or professional):** Twice per week after school, students have the opportunity to receive tutoring in their classes either from the assigned tutor for that class, or a peer.

- **Study hall:** Quiet area for homework completion.

- **Saturday school:** Students who need additional help meeting mastery may be required to attend Saturday school as determined by the teacher. These sessions provide extra support and tutoring for these students, and may also provide support in preparing for end of year tests such as SBAC or AP. Additionally, Saturday school may be used for disciplinary reasons in order to teach SEL skills.

**Special Supports for Struggling English Learners.** Given the large number of newcomer students enrolled at ODA, we have also embedded robust English Learner (EL) supports within
the structures provided above. These supports begin with robust professional development for teachers, to ensure that they are able to make the most of this additional time with students. As per our EL Master Plan (found in Tab 6 of this renewal petition), this training includes but is not limited to the following subjects:

- Instructional Strategies for English Learners with IEPs
- Using data to plan instruction for English Learners
- Accountable Talk Structures and sentence starters for English Learners
- Intervention strategies for English Learner students
- The Reclassification process
- Specially Designed Academic Instruction in English

SMCOE has been a phenomenal support in this training over the past two years, and we look forward to continuing that collaboration moving forward.

With this training, teachers are developed to implement the tiered interventions for EL students, also articulated in our master plan:

**Catch-up Plan for Students Not Making Progress**

ODA has established a plan for monitoring and overcoming any academic deficits English learners have incurred while acquiring English. The plan is designed to ensure that actions to overcome academic deficits are taken before these deficits become irreparable.

The catch-up plan encompasses within its scope English language development instruction, core reading instruction, and academic instruction in the content areas. The plan provides a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions through the general education program.

At **Tier 1**, all English learners must be provided with high-quality English language development instruction and access to the core curriculum in ways that reflect the view that each child’s language and culture are assets, not liabilities. Each student must receive developmentally-appropriate instruction that has been adjusted to meet individual needs. The progress of each student in ELD, reading, and academic subject areas must be assessed to determine whether the student is meeting predetermined benchmarks. If after receiving specified
instructional modifications, the student is still not making progress at a rate that is comparable to “true peers” (that is, ELs with similar characteristics) then the student may move on to Tier 2.

At **Tier 2**, specific interventions (as opposed to differentiation) are provided, typically in a small group setting by the classroom teacher or by a specialist. Services are supplemental, reflecting both increased times focusing on the area(s) of weakness and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, s/he may move on to Tier 3. A student who meets those targets will typically fall back to Tier 1.

At **Tier 3**, interventions are more intensive and more individualized. Services are typically provided in small-group and one-to-one settings.

**Monitoring the Progress of Students on a Catch-Up Plan**

ODA will monitor the progress of students on a catch-up plan and include these students within the scope of the annual evaluation of EL programs and services.

See Tab 6 for the full details of our EL master plan as well as sample supporting resources.

**Tiered-Service Model and At-Risk Identification.** In order to serve struggling students well, ODA must be able to identify them quickly and reliably. **Figure 12** details the Response to Intervention process used to identify struggling students with the correct targeted interventions of each tier of the model. Each learning studio has a team of educators which meet every week for one hour. During this weekly meeting, the first agenda item is to collect data from teachers on students who are struggling academically or behaviorally. Students are identified who are a) failing or are in danger of failing multiple subjects, or b) are having consistent behavior issues in the learning studio. The team then moves students from Level 1 to Level 2 as needed (i.e., assigning students to mandatory Office Hours, After School Study Hall, and Peer Tutoring).
### Figure 12: Tiered-Service Model for At-Risk Intervention

<table>
<thead>
<tr>
<th><strong>Student Experience</strong> (Column A)</th>
<th><strong>Faculty Expectations</strong> (Column B)</th>
<th><strong>Resources</strong> (Column C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: General Education Program for All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily classroom experience</td>
<td>Standards based</td>
<td>Professional development and collaborative planning.</td>
</tr>
<tr>
<td>SIS posts data and tracking</td>
<td>Gradual release</td>
<td>Daily common planning time for vertical teams and interdisciplinary support</td>
</tr>
<tr>
<td>Homework completion</td>
<td>Vertically and interdisciplinary planning curriculum for skill development and spiraling, and differentiated homework</td>
<td>1 hour team planning weekly</td>
</tr>
<tr>
<td>Regular check-ins with SELC</td>
<td>Differentiated instruction</td>
<td>Online content resources to minimize planning burden</td>
</tr>
<tr>
<td>Personalized content playlists</td>
<td>Personalized topics to engage students</td>
<td>SELC support in all classes</td>
</tr>
<tr>
<td>Final exam review sessions</td>
<td>Differentiated homework</td>
<td>Looping and/or teaching the same subject two or more years in a row</td>
</tr>
<tr>
<td>Independent learning time during learning studios</td>
<td>Homework is meaningful, differentiated and extends learning</td>
<td>Uninterrupted teaching time, “learning comes first” (no assemblies, announcements, pulling students out of class etc.)</td>
</tr>
<tr>
<td>Tutorials with teachers</td>
<td>Longer assignments are chunked with frequent checks</td>
<td>Induction mentors</td>
</tr>
<tr>
<td></td>
<td>Tutorials teach academic literacy skills</td>
<td>Existing developed curriculum for each course (available to all)</td>
</tr>
<tr>
<td></td>
<td>Teachers help with independent learning and key skills</td>
<td>Existing developed curriculum for SEL</td>
</tr>
<tr>
<td></td>
<td>Extensive scaffolding is used to support skill development</td>
<td>Personalized educator plans connected to PD and school goals</td>
</tr>
<tr>
<td></td>
<td>Assignments are designed to allow students to demonstrate mastery of</td>
<td>Shared decision making authority in school policy and procedures</td>
</tr>
<tr>
<td>Course standards and key skills</td>
<td>Students are assessed using multiple modalities</td>
<td>Designated grading days to ensure teachers are up to date on student data</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SDAIE/SIOP methodology for ELs</td>
<td>Non-tracked courses and multi-grade learning studios</td>
<td></td>
</tr>
<tr>
<td>Common behavior norms and expectations with consistent follow-through</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2: General Education + Targeted and Supplemental Instruction, Curriculum and Interventions**

<table>
<thead>
<tr>
<th>Office hours</th>
<th>Two hours of office hours per week</th>
<th>A clear system for supporting assignment completion, resulting in ability to plan classes accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study hall</td>
<td>After school HW support system</td>
<td>Culture of revision and redemption</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>Consistent expectations for delivery of work on time</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 3: General Education + Targeted and Intensive, Explicit Instruction on Specific Skills/Concept Needs, whether Accelerated Need or Remedial Need**

<table>
<thead>
<tr>
<th>Academic acceleration during intersession</th>
<th>Small group academic acceleration support in English and Math during intersession.</th>
<th>Scheduled, coordinated time with students who need additional support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended semester</td>
<td>Extended semester sessions via intersession</td>
<td></td>
</tr>
</tbody>
</table>

**Saturday school**

**Additional support from SELCs and teachers**

**Tier 4: Special Education Designation**

<table>
<thead>
<tr>
<th>504 plan</th>
<th>10% of administrators’ time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive personal advisor support</td>
<td>Intervention documentation template</td>
</tr>
<tr>
<td>Multi-subject interventions and plans</td>
<td>504 plan template</td>
</tr>
<tr>
<td>IEP with services</td>
<td>Write ‘Present Levels of Performance’ statement when needed</td>
</tr>
<tr>
<td>Resource support</td>
<td>Contracted resources as required</td>
</tr>
<tr>
<td>Attend IEP meetings when needed</td>
<td>Contracted school psychologist as required</td>
</tr>
</tbody>
</table>
Speech and language therapy  | Implement modifications / accommodations  | Contract therapists as required  
--- | --- | ---  
Occupational therapy  |  | 10-15% of administrators’ time  
Hearing  |  |  
County mental health  |  |  
Modifications to program/curriculum  |  |  

This process is done on a regular basis. Progress monitoring assessment are given periodically to determine whether students are making adequate progress. Learning studio teams discuss student progress weekly. As students move levels, their SELC, teachers and family are notified of the move. If a student is still not responsive in Tier 2, student’s team may then opt to move the student to Tier 3 of the RtI tiered Service model. When a student is moved from Tier 2 to Tier 3, an Intervention Meeting is scheduled.

In this case, the student’s SELC is notified, and the SELC arranges a meeting with the student’s learning studio teachers, the student, and the student’s family. This process continues as described above until the student is either successful, or they move to have more supports put in place until they eventually are successful in the model. The process is overseen by an ODA staff member who works closely with the student, and is supported by the student’s SELC as well as core and elective teachers (one of these individuals may be the case lead).

As noted above, ODA provides extensive support to all students in Tier 1, 2, and 3. It is a philosophical belief that all students benefit most from being part of general education classrooms with their peers whenever possible.²³ It is ODA’s belief that high quality teaching incorporates most supports that are generally considered “additional supports” for struggling/at-risk student. For example, the independent learning time in ODA courses is all highly personalized through use of data and 1-to-1 devices, as well as differentiated instruction. Or, Specifically Designed Academic Instruction in English (SDAIE) “sheltered” strategies used for EL students in the classroom, can help almost all students. In addition, the intersession sessions provide extended time for students who need it, and also allow for intensive small group academic acceleration

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support and extension. All of these supports would generally be considered part of a program to assist special populations in a traditional school; however, these are supports that are available to all students at ODA that could benefit from them.

This approach allows students from special populations the opportunity and challenge to be considered part of the typical system at ODA. We believe this is appropriate and healthy for their self-confidence, and ultimately allows them to be able to reach higher academic and non-academic goals. It is important to note that this philosophy is not being used as a means for not providing great services to special populations. Rather, we believe that the strongest services for special populations must first begin with high quality supports for all students in general education classes, and that these supports, when executed well, provide a high level of support for the most at-risk student.

**Student Success Team and Response to Intervention**

In the cases where the supports above have not lead to sufficient progress in the student’s achievement level for academic, behavioral or social emotional concerns, we form a Student Success Team (SST) to consider additional or alternative supports to meet the child’s specific needs. This team is comprised of the key people responsible for the child’s learning and success, including the student’s teachers, parents, SELC, the Special Education Teacher (if appropriate), and the administration. The team will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student’s needs. The team evaluates the student every eight weeks (or another agreed upon regular interval) to monitor progress, and meets at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student’s achievement has not improved sufficiently, we then request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

It is important to note here that a student failing classes—particularly in the case that they are failing because of significant missing assignments— is not unto itself a reason for initiating a full-blown SST process. In this case, we move students to a lower independence level, wherein they have more structured supports around organizational skills and social-emotional skills like good
decision making. We also conference with parents and students about the potential consequences of their actions. In our experience, students need to realize that failure is a real option in the face of incomplete work; we regularly communicate to students that they will have to face the consequences of their (in)action, and we give them the opportunity to recover failed credits and make up lost time once they decide to take their studies seriously, but this can only occur in earnest when students have had to own the consequences of their actions. This is the hallmark of many competency based learning systems, and critical to ODA’s development of self-directed learners.

Serving Students with Special Needs & Disabilities

ODA complies with all applicable state and federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), and all other California laws pertaining to special education students. Disability is not used as a criterion for non-eligibility for enrollment; rather, ODA welcomes the chance to educate any student, regardless of disability. ODA’s recruitment practices are careful not to reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law, pursuant to California Education Code Section 60044.

ODA works to ensure that a free and appropriate public education (FAPE) is provided to all students with special educational needs. Pursuant to California Education Code Section 47641 (b), ODA intends to initially function as a “public school of the LEA that granted the charter” for the formal administration and implementation of our special education program. As discussed in more detail below, ODA reserves the right to modify this option each year in order to best meet the needs of our students with special needs.

ODA and the authorizing agency have negotiated a memorandum of understanding (MOU) governing the roles and responsibilities of each party with respect to Special Education and related areas to ensure that the needs of all students with disabilities are met. We are open to modifying

64 http://law.onecle.com/california/education/47641.html.
this MOU as needed, including upon charter renewal should the authorizer deem it appropriate. The intent of the MOU shall be to treat ODA the same as other public schools of the charter authorizer for the purposes of special education. ODA is currently part of the El Dorado SELPA, but is open to joining the authorizer SELPA in the case the authorizer finds this amenable. Should ODA join the authorizer SELPA, ODA will act as own LEA, taking on all rights and responsibilities of an LEA with regards to finances as well as the provision of services.

Under the terms of the MOU, the staff of ODA will continue to work closely with the SELPA leadership to make sure our special needs students have well-written Individualized Education Programs (IEPs) that address their specific individual needs, and then collaborate to help the students meet the goals of their IEPs, achieve mastery of grade level standards, make adequate yearly progress on standardized tests as a disaggregated subgroup, and develop the academic foundation and character that will prepare them for life after high school graduation.

Pursuant to California Education Code Section 47641(a) and 56207, ODA also retains the right to be a member of a SELPA to become an independent Local Educational Agency (“LEA”) for special education purposes, or to participate in charter school consortia, Joint Power Authorities (“JPA’s”), SELPA’s or sub-SELPA’s created to serve special education students, as long as such arrangements meet all state and federal legal requirements pertaining to special education. ODA has established membership to the El Dorado County SELPA. ODA partners with the SELPA to bear full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to provide services through a combination of internal staff, third-party service providers, or other arrangements.

**Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.
A 504 team will be assembled by the Head of School and shall 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate 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 which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. If the student is found eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to
ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have 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 shall be maintained in the student’s 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.

The Charter School has developed appropriate forms/504 guidelines as available in Tab 6 of this renewal charter petition.

**Services for Students under the “IDEIA”**

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the authorizer. The specific manner in which special education and related services are provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. Such an MOU is currently in place between SMCOE and ODA; ODA is willing to extend, renew, or re-draft this document per the wishes of the authorizer.
The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all authorizer or SELPA inquiries, and to comply with reasonable authorizer or SELPA directives.

Staffing
All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

ODA will continue to act as its own LEA, and will provide special education services for students enrolled in the Charter School to the extent required by law. The Charter School reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

Notification and Coordination
The Charter School shall follow SELPA procedures as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.
Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Furthermore, it is the Charter School’s plan to seek out information from parents regarding identified students or students who may need services. ODA plans to use the various tools to gather this information, including enrollment paperwork, brochures, school newsletters, website, annual school mailings, reviewing school records, teacher conference and checking CALPADS. Child find activities examine what pre-referral options have been tried, or may apply, including Response to Intervention, classroom accommodations, alternative programs and other agency referrals. Please refer to Figure 12 for specific details on ODA’s Response to Intervention process used to identify struggling students with the correct targeted interventions of each tier of the model.

Parents are invited to a student success team meeting to discuss their child's strengths, needs and program options or possibly a referral to special education for evaluation. Once a referral is initiated by a parent (in writing) or the team, referral timelines start and shall be honored. All referrals shall be responded to in writing by ODA within 15 days. ODA shall notify the District and/or SELPA of the assessment request within 5 days of receipt. Parent receive a written Assessment Plan within 15 days. The parent are given at least 15 days to provide written consent. The assessment shall be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.
Search and Serve
No assessment or evaluation shall be used for admission purposes. Parents shall be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students
If a student enrolls with an existing IEP, the Charter School shall notify the district authorizer and/or SELPA within 5 days. An IEP meeting shall be convened within 30 days.

Assessments
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain written parent/guardian consent to assess Charter School students.

IEP Meetings
The Charter School shall arrange and provide notice of the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.
The charter school shall arrange and provide notice of the necessary IEP meetings. Meeting notices shall be sent to the parent (in their native language) with enough time to allow them to plan to attend. Meetings shall be held in a mutually agreed upon time and place. Parents shall be provided with a copy of their procedural safeguards. Parents are mandatory, essential members of an IEP team. The timeline for IEP meetings shall be as follows: Yearly to review the student’s progress; Every three years to review the results of a mandatory comprehensive reevaluation; After the student has received a formal assessment or reassessment; Within 30 days of a parent’s request; When an Individual Transition Plan is (ITP) required at the appropriate age; If manifestation hearing is required.

IEP Development
The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

IEP Implementation
The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School’s non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

It is the intent of ODA to offer special education services in the least restrictive environment whenever possible. In addition, students shall have access to services provided by an Education Specialist during independent learning time in learning studios.
As stated in IDEIA, ODA intends to implement IEPs as soon as possible following the development of the plan. Special Education and related services shall be made available to the child in accordance with their IEP. ODA shall ensure that each general education teacher, special education teacher, appropriate related service provider and other identified providers shall have access to the student's IEP, that each staff member shall be informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for the students and that progress is monitored.

Staff use proven, scientifically-based researched curriculum with fidelity and intensity to ensure that the student has the opportunity to access the core curriculum and that programs are reasonably calculated to result in educational benefit.

Professional development is provided on a regular basis to staff in the following areas: Special Education compliance and responsibilities, positive school-wide behavior interventions and supports, child find, referral, identification, and interventions. To date, this has included but is not limited to:

- Scaffolding and classroom interventions for students with IEPs (e.g., use of graphic organizers, note-taking techniques, etc.)
- Positive behavior intervention systems for independent learning time, Harkness Tables, and tutorials
- Guides for completion of teacher input forms for IEP evaluations

Moving forward, ODA would appreciate the chance to deepen collaboration with the authorizer to provide specialized professional developments on these topics.

**Interim and Initial Placements of New Charter School Students**

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education,
including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall 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 the Charter School from a District-operated program under the same special education local plan area of the District within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School 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 the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

**Non-Public Placements/Non-Public Agencies**
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

**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.
**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. Parents have the right to file a complaint with the charter authorizer and/or California State Department of Education.

The Charter School’s designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

**Due Process Hearings**

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. Any concerns or disagreements raised by parents shall be acknowledged by the school within five days, followed by a resolution meeting.

**SELPA Representation**

It is the Charter School’s understanding that it shall represent itself at all SELPA meetings.

**Funding**

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

**Reporting**

The school will continue to collaborate with the authorizer to collect/maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will remain the responsibility of the ODA Head of School.
Serving English Learners

The Charter School shall meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

ODA upholds the same rigorous academic and behavioral expectations for every student, regardless of native language, and has implemented research-based instructional programs and strategies to meet the specific needs of our EL students. ODA is committed to the success of its EL population and supports are offered both within academic classes and in supplemental settings for students who need additional support for English language learning. ODA meets all applicable legal requirements for EL students, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

ODA serves English Language Learners based on the U.S. Department of Education’s six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully. In implementing our EL program, ODA complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974.

Supporting our EL students requires that we implement an instructional approach designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of success in college. It also requires that we respect and value the culture and home language of our students. We are careful to ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction,
and that EL students are not assigned to special education because of their lack of English proficiency.

In order to reach the dual goals of English acquisition and respect for the mother tongue of our speakers of other languages, we provide a developmentally appropriate and highly structured approach to teaching English in our core learning studio. We value students’ bilingual capacity as a true asset, an admirable and important skill for the present and for their future educational and leadership goals. ODA teachers and leaders communicate with parents in their native language as appropriate to ensure all have access to the same quality and content of information, though English is the language of classroom instruction in all core academic subjects. All school materials are available in English in Spanish, and other languages as needed.

**Home Language Survey**

The Charter School shall administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

**ELPAC Testing**

All students who indicate that their home language is other than English shall be given the English Language Proficiency Assessments for California (“ELPAC”) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School shall notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

**Implementation of Structured English Immersion**

Instruction in the four core academic subjects of English language arts, mathematics, science, and social studies are delivered by teachers who hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. We actively recruit and
hire teachers and staff who are bilingual in English and Spanish to ensure accurate assessment of students’ language and literacy skills, appropriate academic support, and effective communication with parents.

**Strategies for English Learner Instruction and Intervention**

The Charter School serves EL students, either through self-identification or ELPAC testing, through a sheltered English immersion program. Under this program, the EL student is enrolled in regular academic coursework in the learning studio and receives differentiated instruction in order to learn English. For these students we employ the Specially Designed Academic Instruction in English (SDAIE) teaching approach, which our teachers receive regular professional development to practice. ODA’s personalized learning process allows the Charter School to address additional needs of individual students in unique, targeted ways.

In addition, we employ the strategies below specifically to support EL students. Please note that strategies to support EL students most often also support ALL learners.

1. **Sheltered Instruction Observation Protocol (SIOP).** This is the main strategy within general education learning studios. Per the SIOP model, all instruction at ODA is in English. However, the level of English used for instruction—both oral and written—is modified appropriately for each EL. This does not mean that the content is “watered down.” Instead, teachers incorporate a variety of strategies to make the content more comprehensible. General education teachers of English language learners adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program.

2. **Differentiated Instruction.** During daily learning studios, teachers are able to differentiate tasks, readings, and assignments for ELs. This is to ensure that although all students have access to the same content and skills, modifications are made to assist ELs with language acquisition.

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65 Our tutorial-based pedagogy will be adapted to the specific needs of EL learners under the guidance of Professor Sara Smith at CSU-Hayward. Professor Smith focuses her research on the cognitive and linguistic development of EL youth; she also completed her PhD at the University of Oxford and, so, is intimately familiar with the tutorial system.
3. **Provide Reading Support.** As part of our differentiated individual learning time, we provide reading, writing and speaking support to EL students. EL students also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction.

The Department of Education recommends that the intervention “utilize fast-paced, engaging instruction,” which aligns with our core instructional strategies as described previously in this section.

4. **Direct Vocabulary Instruction.** One of the most critical components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction as well as through authentic use in language-rich settings in and out of the classroom. ODA classrooms provide formal vocabulary instruction using essential word lists and words in context. All content playlists include vocabulary and language objectives. Our structured vocabulary program features simple definitions and cumulative spiraling assessments to ensure students maintain and are able to utilize all words they have learned.

5. **Develop Academic English.** For EL students to achieve academic success, it is imperative for them to develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. As these critical thinking skills are core to our program it is essential that our students be able to communicate in ways that support these critical thinking skills. At ODA, explicit vocabulary development is integrated into all subjects and includes application to higher-order academic tasks.

6. **Schedule Peer Learning and Increase Production.** Students are given ample opportunities to practice speaking and writing in English, as well as supported opportunities such as the use of sentence starters. This includes planned opportunities for interaction between all individuals in learning studios such as cooperative learning, collaborative groups and student-generated writing
based on personal experience. Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. One way we concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups during book clubs, STEM challenges, Harkness Tables, and tutorials, which provide a significant cumulative increase in authentic language practice.

7. Other Specific Strategies to Support Language Acquisition. Making what is spoken, visual and vice-versa. This includes: visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents), and graphic organizers. Furthermore, ODA provides students with the opportunity to interact with the content in ways that do not necessarily require reading and writing English such as visuals, storyboards, and manipulatives.

8. Academic Acceleration. Students who need support in literacy, including EL students, may attend summer school programming and/or enroll in an academic acceleration intersession course.

Assessment and Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English. Per our EL Master Plan (see Tab 6), this process moves as follows:

Oxford Day Academy considers the reclassification of students in accordance with rules and mandates prescribed by the California Department of Education E.C. Section 313 (f) as well as those approved by the San Mateo County Board of Education as outlined in the Local Control Accountability Plan (LCAP) and LCAP Addendum. Reclassification will be considered for students who satisfy the following steps:

Step 1: Assess student’s language proficiency using the ELPAC pursuant to E.C. Section 60810.
Step 2: *Use teacher input on the OPTEL (Observation Protocol for Teachers of English Learners) regarding student academic performance and content mastery as a portion of the decision-making process. This protocol:

- Provides unbiased evidence that aids in determining reclassification of English Learners
- Evaluates the degree and quality of interactive language use between English Learners and non-English Learner peers
- Allows teachers to evaluate various ranges of student English Language proficiency
- Can be used with all English Learners, including those with Individualized Educational Plans (IEPs)
- Can be used in all content areas
- Is aligned with the California English Language Development Content Standards and the performance bands associated with the ELPAC
- Allows teachers to have more in-depth, data-based conversations with parents regarding student progress towards English Language proficiency
- Allows for ease of progress monitoring of English Learner students for new teachers
- Can be used as a formative assessment tool in support of teaching and learning of English Language Learners.

Until the official release of the OPTEL in 2020, Oxford Day Academy will use the National Clearinghouse for English Language Acquisition’s Content Monitoring Form for English Learners or Former English Learners created by Kathy Zantal-Wiener and Todd Bell, and recommended by the U.S. Department of Education’s Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services guide to record teacher input and student progress needed for reclassification consideration.

Step 3: Parental input.

Step 4: Meets or Exceeds Grade Level “Mean” score on the Mid-Year NWEA/MAP Growth assessment for students in grades 9 - 12. Achievement of Level 3 or 4 on the California Assessment of Academic Student Performance and Progress (CAASPP) exam.

Final recommendations for reclassification will be made by the ELD administrator or designee.
Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs at ODA follows the mandate of our EL Master Plan, excerpted here:

The purposes of program evaluation are to determine the effectiveness of programs and services for English learners; to determine the extent to which language-minority students have equitable access to district programs and services, including paths to higher education; and to provide a basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students, including English learners.

The evaluation of instructional programs and services for English learners will be organized around evaluation questions posed by stakeholders. Areas of inquiry(description) will include student demographics; instructional services and staffing; student outcomes for English language development; student outcomes for academic achievement; indicators that language-minority students have equitable access to district programs and services; and the capacity of ODA and schools to provide English learners with high-quality instruction.

Inputs: Do English learners receive effective programs and services?

- Are English learners accurately assessed and appropriately placed? Is their progress monitored?
- Are students provided with high-quality English language development instruction?
- Do students have access to a challenging core curriculum?
- Are teachers of English learners well-qualified and effective in the classroom? Are students who are not making expected progress provided with effective instructional interventions?
- Overall, are all language-minority students held to high academic expectations?

Student Outcomes: Are language-minority students experiencing success in school?

- Are English learners making effective progress toward full proficiency in English?
- Are English learners making expected progress toward mastery of content standards in academic areas?
- Do English learners have access to all district programs and services? Are English learners making expected progress toward reclassification?
- Once reclassified, do students sustain high levels of academic achievement? Are
English learners making expected progress through high school? Are they prepared to succeed in college and the workplace?

School Improvement Planning and Evaluation Processes

Oxford Day Academy is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision making. ODA respects the difficulty involved in changing schools and schooling in ways that have a meaningful impact on students. To ensure that students are the central focus of ongoing school improvement efforts, ODA will implement school improvement processes that:

- establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities;
- provide for high levels of coordination among district-level departments and between ODA and the schools;
- ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities.

Per our EL Master Plan, evaluations of student progress unfolds as follows:

After students have been reclassified, performance is monitored for those students annually through classroom performance observation as measured by academic grade marks, performance on the NWEW/MAP Growth exams, as well as performance on the CAASPP exam. Other data collected and analyzed will be performance on weekly classroom assessments, as well as grade level benchmark exams. Students must continue to maintain proficient performance in these areas in the area of English Language Arts. The Language Appraisal Team will meet after each trimester to identify Reclassified English Learners who fall below minimum performance expectation and recommend them for intervention. Student progress will continue to be monitored in the intervention program until students show mastery of grade level content standards.
Teachers are to monitor on an ongoing basis each student’s progress in developing proficiency in English and in making academic progress. Classroom-based assessments may include traditional teacher-made tests, writing assessments, and the assessment materials that are part of adopted programs. Teachers are also encouraged to use an array of authentic procedures to help them assess both student work and student progress over time. Such procedures may include use of anecdotal records, observation procedures, developmental checklists, student interviews, and the evaluation of student work products and performances.

**Professional Development for EL Supports**

ODA has an unwavering commitment to the academic achievement of all students and provides the instructional support and professional development required to ensure we meet the specific needs of our English Language Learners. Professional development needs are determined by internal assessments during data cycles and external assessments via the ELPAC, as well as student work. We support teachers by providing: professional development on structured immersion instruction; specially designed academic instruction in English (SDAIE) teaching strategies; language acquisition and development; and monitoring and assessment of ELs. We commit to monthly professional development specifically addressing instructional effectiveness in promoting language development, reviewing assessment data, and revising instructional strategies to meet our EL students’ needs.

**Parent Notification**

Parents are notified regarding their child’s English Language Development progress and ELPAC scores at every report card period. We have also established a English Learner Advisory Committee (ELAC).

**Supporting Socio-Economically Disadvantaged Students**

ODA is geared to meet the needs of socioeconomically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. We provide the structural, programmatic, and curricular elements outlined in this application to enable teachers to bridge their students’ academic gaps and reach our academic achievement goals at all grade levels, regardless of socio-economic status.
Our key focus on literacy, as well as on math skills, is geared to assist students who may enter ODA from lower performing schools in high poverty areas of SUHSD, who may not have been provided with the resources or opportunities to learn these skills. Our summer and academic acceleration intersession programs also support these students who may enter ODA below grade level.

ODA’s advisory program and social emotional development program is also designed with socioeconomically disadvantaged students in mind. SELCs focus with students on academic literacy, making healthy and responsible decisions, and providing “social capital” skills for students to be successful in college and beyond.

ODA analyzes assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we create and implement a plan for specialized supports. Over time, we have revised our curriculum, instructional methods, and student support services as necessary to address our students’ needs.

**Supporting Academically High-Achieving Students**

ODA’s graduation requirements exceed UC A-G requirements and were designed with admission to competitive colleges in mind. Students achieving above grade level are, first and foremost, served by our rigorous course requirements.

Additionally, in our instructional model above, students rotate between independent learning (through playlists), small group instruction (through book clubs, STEM challenges, and data-informed small group lessons), as well as tutorials and Harkness Tables. All independent learning and tutorial time is differentiated for students at each level, and students achieving above grade level are provided “extension” activities, usually in the form of AP-level challenge content, and/or access to community college equivalent courses. Via small group instruction and individual learning time, students can also be assigned to appropriate flexible ability groupings to accelerate the pace and level of instruction the student receives. In addition, we differentiate student homework with assignments and materials that accelerate their learning and address their needs.
Students achieving above grade level as determined by external (e.g., AP) assessments or internal assessments (such as interim assessments), or those who chose to have an additional challenge in later years (11th and 12th grade) have the opportunity to take additional online and college courses (both during the school year and during the summer) as school funding allows. Parents are notified of any findings by the student’s SELC, one of the student’s teachers, and/or another member of the ODA staff. The field work portions of our design thinking social justice projects provide access to internship opportunities commensurate with their skills and abilities, as can our real-world elective courses.

While we believe that most students’ needs are met by the wide variety of school-wide supports already in place, ODA is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them. As an example of this, we recently secured a partnership with an elite private boarding school in the United Kingdom, where one of our intellectually gifted students is completing her last two years of high school. Examples like these serve as evidence of our willingness to think deeply and creatively about meeting the needs of all students.
Element B. Student Outcomes and Other Uses of Data

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

California Education Code Section 47605(b)(5)(B)

Measurable Student Outcomes

The ODA’s target student outcomes are designed to align with our mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, Next Generation Science Standards and the California State Standards for courses offered at ODA. The charter school has also established clearly defined school-wide outcome goals in compliance with California Education Code Sections 47605(b)(5)(B) and 52060(d).

ODA has created the following goals and measures of student achievement to ensure that we meet our mission and that we meet federal and state goals for all subgroups attending our school. ODA will continue to examine and refine its student and school outcomes over time to reflect the Charter School’s mission and any changes to state or local standards that support such mission.

Goals 1-5 detail student outcomes and include all subgroups that are based on California and national content and performance standards in core academic subjects. Goals 5 and 6 ensure that we meet our mission to prepare a diverse group of students for success in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world, and to deliver a personalized learning experience that provides all students the opportunity to achieve their academic goals regardless of their previous preparation and background. Goals 7-9 further ensure that we meet our mission, and that we are in compliance with local, state and national regulations.
Goal 1: All students will become proficient readers and writers of the English Language.

To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics, in:

- 70% or more of all students will demonstrate significant growth as measured by the English portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the English portion of CAASPP assessments.
- 75% or more of all students will earn a passing grade of C or above in their English course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English portion of CAASPP assessments.

Goal 2: All students will become proficient in mathematical skills and content.

To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics:

- 70% or more of all students will demonstrate significant growth as measured by the math portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the math portion of CAASPP assessments.
- 75% or more of all students will earn a passing grade of C or above in their math course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the math portion of CAASPP assessments.

Goal 3: All students will become proficient in science concepts and scientific thinking.

To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics:

- 70% or more of all students will demonstrate significant growth as measured by the science portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the science portion of CAASPP assessments.
- 75% or more of all students will earn a passing grade of C or above in their science course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the science portion of CAASPP assessments.

Goal 4: All students will become proficient in social science practice and content.
To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics:

- 85% of students will complete the full requirements of the design thinking social justice projects portfolio.
- 75% or more of students will earn a passing grade of C or above in their social science course.

Goal 5: Parents and students will demonstrate high satisfaction with the academic program.

To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics:

- The school will complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents.
- 75% of parents will complete the annual survey.
- At least 95% of parents will complete at least 5 hours of volunteering each year.

Goal 6: All ODA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills). Students will be thoughtful, engaged citizens of a 21st century world.

To demonstrate meaningful progress towards this goal, ODA students will meet a combination of the following metrics:

- 75% of students will be rated proficient or above on the SEL rubric.
- 80% of students say other students consistently embody our six core values on the annual community survey.
- 70% of students will pass an AP exam with a score of 3 or higher.
- 75% of students complete UC A-G requirements.
- 85% of students demonstrate college preparedness via EAP or equivalent.

Goal 7: ODA will demonstrate fiduciary and financial responsibility.

- ODA will run a balanced budget
- Faculty will have input into budget.
Goal 8: The Board of Directors will provide effective and sound oversight of the Charter School. Charter School governance and leadership will effectively support the essential work of the Charter School to promote teaching and learning in schools.

- The school will complete an analysis and action plan of the annual community survey to be completed by staff, students and parents.
- The school will meet Goals 1-9.

Goal 9: ODA will be fully enrolled; students will attend school regularly and on time.

- The school will meet its yearly enrollment goals.
- The school will have an Average Daily Attendance rate of 95%.

Outcomes Aligned to State Priorities

ODA outcomes are pursued so as to be in alignment with state priorities and goals. This alignment is outlined in Figure 13, which organizes the measures of the 9 goals described above and regroups them around the state goals they support; additional measurable outcomes are included as appropriate.

**Figure 13. Outcomes Aligned to State Priorities**

<table>
<thead>
<tr>
<th>CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #1</strong></td>
</tr>
<tr>
<td>ODA will hire and maintain a highly qualified staff.</td>
</tr>
<tr>
<td>ODA will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</td>
</tr>
<tr>
<td>School facilities are maintained and in good repair.</td>
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</tbody>
</table>
School leaders and staff will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. Annual community survey. Faculty participates in shared decision making process. Regular walkthroughs of school facilities by school leadership.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #2</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ODA curriculum will be aligned to CCSS. All ODA curriculum will be designed to support ELs and other struggling subgroups.</td>
<td>Curriculum maps for each course and revisited yearly. All curriculum maps will have goals and strategies to support ELs. Professional development includes dedicated days each year for training on implementing CCSS, and on supporting ELs and other struggling students.</td>
<td>90% of ELs make progress towards EL proficiency as measured by the ELPAC. School leadership / department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS have supports for ELs and struggling students.</td>
</tr>
</tbody>
</table>

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #3</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents view themselves as a key component of the schools’ and student success. Parents demonstrate high satisfaction with the school’s program.</td>
<td>Published list of differentiated opportunities for parental involvement. Regular, designated times for parents to give feedback to school leadership. Annual community survey.</td>
<td>95% of parents complete 5+ hours of volunteering. 75% of parents complete community survey. Parental attendance at community meetings is significant according to school leader.</td>
</tr>
</tbody>
</table>
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**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (SBAC, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. Section 99300 *et seq.*) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will become proficient in English, math, science and social science.</td>
<td>Standards based and aligned curriculum.</td>
<td>Increase EL reclassification rate by 5% over the baseline year-over-year.</td>
</tr>
<tr>
<td>Students perform well on all external tests.</td>
<td>Regular benchmark assessments aligned to standards.</td>
<td>70% or more of all students will demonstrate significant growth on CAASPP exams and/or internal benchmark exams.</td>
</tr>
<tr>
<td>Students show growth on benchmark assessments.</td>
<td>Extensive student support structures (summer school, intersession, office hours, tutoring, differentiated instruction)</td>
<td>75% of students earn a passing grade of C or above in their courses; increase passing rates year-over-year</td>
</tr>
<tr>
<td>All students show growth on external measures.</td>
<td>Rigorous graduation requirements (beyond UC A-G)</td>
<td>75% of students are proficient or above on CCSS exams.</td>
</tr>
<tr>
<td></td>
<td>Curriculum maps designed to support ELs and struggling students</td>
<td>75% of all subgroups score a proficient or above on CCSS.</td>
</tr>
<tr>
<td></td>
<td>Curriculum maps aligned with EAP assessments</td>
<td>75% of students complete UC A-G requirements by graduation.</td>
</tr>
<tr>
<td></td>
<td>Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups each year.</td>
<td>Establish baseline in 2019-20; increase year-over-year as measured by the ELPAC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of students passing an AP exam with a score of 3 or higher by graduation; increase passing rate year-over-year</td>
</tr>
</tbody>
</table>
State Priority #5. Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC Section 52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • Students attend school regularly, consistently and on time. | • SELC support for all students.  
• Social-emotional learning in learning studios.  
• Extensive support structures, including early intervention plans.  
• Extensive community building via orientation and learning studios | • 95% Average Daily Attendance.  
• Less than 3% per day (average) tardy.  
• Less than <10% annual Chronic Absentee Rate.  
• Less than <5% Dropout Rate (cohort).  
• 95% High School Graduation Rate (cohort). |

State Priority #6. School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • Students will be thoughtful, engaged citizens of a 21st century world.  
• All students consistently demonstrate strong SEL skills and core values.  
• Students will show growth on all SEL skills and core values. | • Extensive community building via advisory, orientation and morning meeting as well as other school events.  
• SELC support for all students.  
• Social-emotional learning in learning studios.  
• Personalized tutorials.  
• Analysis of and action plans from community surveys. | • Less than 5% suspensions.  
• Less than 1% expulsions.  
• All students will reach a score of 4 or higher on the SEL rubric.  
• 75% of students rated proficient or above on SEL rubric.  
• 80% of students say other students consistently demonstrate core values on annual community survey.  
• All students indicate a score of 4 or higher ODA on community survey. |
### State Priority #7

The extent to which pupils 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. Section 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. Section 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. Section 51220(a)-(i))

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #7</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G. | • Rigorous graduation requirements that exceed A-G.  
• Extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).  
• Comprehensive college admission process and program. | • 95% of students graduate on time.  
• 95% of students are accepted to a 4-year college. |

### State Priority #8

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #8</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • Goal 1: All students will become proficient readers and writers of the English Language.  
• Goal 2: All students will become proficient in mathematical skills and content.  
• Goal 3: All students will become proficient in science concepts and scientific thinking. | • Standards based and aligned curriculum maps.  
• Regular benchmark assessments aligned to standards.  
• Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction). | • 70% or more of all students will demonstrate significant growth as measured by the English, math, and/or portions of CAASPP assessments and/or internal benchmark assessments.  
• 75% or more of all students will be proficient or above as measured by the English, math, and/or science |
- Goal 4: All students will become proficient in social science practice and content.
- Rigorous graduation requirements (beyond UC A-G).
- Curriculum maps designed to support ELs and struggling students.
- Curriculum maps aligned with EAP assessments.
- Extensive professional development each year to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
- Portions of CAASPP assessments.
- 75% or more of all students will earn a passing grade of C or above in their English, math, science, and social studies course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English, math, and/or science portion of CAASPP assessments.
- 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CCSS test.
- School leadership/department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS and have supports for ELs and struggling students.
Element C. Methods of Measurement

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

*California Education Code Section 47605(b)(5)(C)*

Assessment

ODA believes that true data informed instruction includes an assessment cycle that is one of the most important features of outstanding teaching and learning. In order to be a great learning organization, everyone within the organization must be clear on what the expected outcomes are and must be given regular, meaningful data on progress towards those outcomes. Additionally, to prepare our students for the 21st century careers in which industries are constantly “iterating” and improving outcomes, students must be familiar with a regular cycle of testing and improvement. Training is provided so that students, staff and parents can develop the capacity to analyze data in order to make wise decisions about how to best proceed towards agreed upon outcomes. This cycle should ultimately include the most important person in the organization: the student. By the end of the ODA experience, each ODA student will be able to self-manage his or her own learning data in order to achieve academic and non-academic goals. Students should eventually be able to set learning goals at the start of the day, and then review their results to see if they have met their goals. This section will detail the overall ODA data assessment system. Our data informed instruction cycle is based on methodologies and systems used at other high performing charter schools.

Technology-Based Content Delivery, Data Gathering and Assessment

ODA has used technology strategically throughout the last two years, and will continue to deepen this practice as a means of augmenting the reach of our great teachers. We have hired a program evaluator to develop a data dashboard that integrates standardized MAP assessments with nationally normed data on socio-emotional growth; over time, we will continue to expand this dashboard to pull data from our student information system on students’ grades and attendance, and to support qualitative feedback from staff as well as students themselves on student performance. This dashboard makes it possible for teachers to provide holistic coaching to students during tutorials and 1:1 check-ins. It also makes it easier for teachers to visualize and
group student needs, such that they can more quickly assign personalized skill development for RtI programming. We use IXL for our regular RtI blocks; this platform is standards-based, and allows teachers to use the data they collect on our dashboard to make dynamic choices about what skills students practice each week. Teachers have the option of using other technology systems as well, as needed by their course. For example, English and History currently use Newsela, and we have use Rosetta Stone and Middlebury Interactive for foreign language. In all cases, the technology must be standards-driven, integrated into a broader course vision, and used as a means of facilitating rich, rigorous personalization.

Beyond RtI, technology is integrated thoughtfully into our instructional model. ODA does not see itself as a ‘tech’ school, and so does not use technology as an end unto itself. At the same time, however, we ensure 1:1 device availability for all students so that technology can be used when appropriate for driving deep and thoughtful learning. Our system begins with Independent Learning Time (ILT), during which time students have the opportunity to research online, reason independently, and/or collaborate with peers to figure out the challenges posed in Dossiers. (Dossiers organize articles, data, and other media around a given topic, which teachers use to anchor interdisciplinary challenges for students.) Students receive training on how to manage their time and technology effectively during ILT, and receive more or less freedom here based on how well they respond to expectations. In this way, we not only use technology to effectively teach our students, but we also teach our students how to effectively use technology.

With strict adherence to FERPA guidelines and protocols, we use data in order to personalize the learning experience for all students. The ODA instructional leads continually research and update our software and hardware choices to ensure we have the best technology for data informed instruction and assessment. During this analysis process, we evaluate vendors’ alignment to our instructional program as well as each vendor’s business solvency, customer service, training, FERPA and other security measures and user feedback.

At this time, ODA uses PowerSchool as the Charter School’s student information system, and as the data system of record for all student achievement data. We plan to use them or another similar provider for such support in the future.
External Assessments

ODA uses a combination of external and internal assessments in order to measure progress towards the ODA mission and goals. The assessments used include all those assessments listed under the nine goals articulated in Element B. In keeping with the California Assessment of Student Performance and Progress (CAASPP) and other state requirements, ODA’s suite of external assessments include:

- **CCSS/SBAC assessment** (or the California Alternative Assessment for qualifying students) for math and literacy (11th grade)
- **California Standards Test** (or the California Alternative Performance Assessment, CAPA, or the California Modified Assessment, CMA, for students who qualify) for science (10th grade)
- **ELPAC** testing for English Learners (9th-12th grade)
- **FITNESSGRAM** testing for physical fitness (9th grade)

As appropriate, additional external data is (or will be in future years as appropriate) collected through AP, PSAT/SAT, and ACT exams. ODA will work to have enough external assessments each year so that the ODA community is well informed about the progress of our students as compared to other students in CA, the nation, and the world. However, we are aware that high stakes external tests, while important, also take time to administer and can take an emotional toll on student; therefore, they can be a liability to the overall learning process and ultimate goals of our mission and must be used judiciously.

Internal Assessments

To ensure that all students are on track, the ODA Head of School will determine a data and assessment schedule. The internal assessments are mostly internally developed, although we occasionally use externally developed assessments to ensure that we have an accurate representations of the external assessments that our student will take (i.e., the CCSS assessments, CST assessments, ACT, and AP). The development of internal assessments is considered one of the key components of the teacher development cycle; therefore, internal assessments are always at least partially developed within the ODA organization. The ODA data assessment cycle is shown below.
As shown, a large amount of time is spent analyzing internal and external data. Teachers at ODA have a number of weeks during the school year devoted to professional development and preparation, so that data can be analyzed and action plans built and updated to ensure solid personalized instruction for each student.

Finally, students must create portfolios of their work prior to graduation on design thinking social justice projects while at ODA. Faculty determine whether or not students met grade level and subject level outcomes via assessment of these portfolios.

Data Assessment Cycle

The data assessment cycle at ODA is shown below. In order to capitalize on the large amounts of time for analysis and teacher development that are created by the use of the Intersession schedule, the data analysis sessions must be very well organized, and differentiated for each teacher.

These sessions are at the end of a 4-week cycle, which coincides with each phases of the school’s design thinking process. Teachers have the following objectives for the sessions:

- Grade any short answer, open-ended responses with rubrics and upload data
- Analyze student data and identify each student’s strengths and challenges with standards of their corresponding unit(s)
- Identify trends across student/classes with respect to standards, and particularly amongst subgroups.
- Reflect on tutorial and Harkness Table execution; draw conclusions about how each affected student outcomes
- Decide upon and document changes to executing on content playlists
- Review data with SELCs so that they can call/email each student and his or her parent for discussion of current academic standing
- Modify / create lesson plans for unit based on data and review of upcoming assessment.

Alternatively, these data sessions are sometimes spent in teams, with steps as follows:

- Grade any short answer, open-ended responses with rubrics and upload data
- Work in teams to analyze data
- Work in teams to create action plans
- Work in teams to design playlists and plans for next unit

During longer data sessions in intersession, the same steps occur. The biggest difference is that there is:
- More in-depth collaboration and sharing of teachers around successes and challenges
- More in-depth work with school leadership on reflection and action plans
- Time for visits to great schools/teachers outside of the ODA organization.
- School-wide sharing of key learnings, successes, and challenges – staff will commit to being a powerful learning community that shares successes and struggles

The final Intersession data analysis session is during the final intersession. It will feel very similar to the other sessions, but will have less focus on planning for the next session. Rather, there will be increased focus on detailed reflection and sharing of what worked and what we need to improve for the following year. The steps are, again, similar, but heavy emphasis is placed on analyzing the data from the entire year in teams of teachers, and then documenting what to change for the following year, especially in terms of assessments.

In our first two years of operations, we did not prioritize intersessions. As we build the core foundation of our instructional program, we now have the bandwidth to begin implementing intersessions at fidelity to the description here.

**Professional Development for Data Analysis**

In order to ensure that staff members are highly skilled in data analysis, ODA utilizes the following approach for training all staff in effective data analysis:
1. Leadership Data Analysis Training

School leaders must be experts in data analysis, classroom instruction, and coaching in order for the data analysis cycle to be effective.

2. Technology Training

Many data analysis processes are not effective because either a) the data is too complicated and therefore overwhelming, or b) the data is too difficult to access/process because the leaders and teachers are not experts in the technology tools. In order to avoid these pitfalls, ODA has invested significant resources into the development of a dashboard system that pulls data from multiple technology systems into a single, easy-to-interpret interface. In addition, a significant part of each data analysis session is spent on training all educators on how to use the technology tools to analyze data.

3. Guided Practice with Data

The main strategy for developing strong data analysis skills among the staff at ODA is to have teachers receive considerable amounts of guided practice with a data expert, especially for our SELCs and emerging instructors. Charter School leadership and more experienced teachers work closely with less experienced teachers (ie, with 1-3 years experience) during the data analysis sessions in order to guide them with daily, consistent feedback on collecting, uploading, analyzing, reflecting, and creating action plans based on their data. Additionally, school leadership and more experienced teachers have regular “data chats” and mentoring checkins with newer teachers in conjunction with their PD plans.

4. Collaborative Sharing and Feedback

Philosophically, we believe in a public, collaborative growth process. One of the key strategies ODA uses to build capacity and trust among the staff is to have regular collaboration around strengths and challenges in each other’s teaching and learning. As part of each professional development session, staff regularly share successes and failures with each other as a way to build trust and communal knowledge around what is working (and not working) in our model. Faculty also regularly practice giving and receiving feedback with each other, with the cultural belief
being that compassionate feedback is a gift that helps everyone grow. We believe we have been successful in establishing this culture, as evidenced by high retention rates amongst veteran educators, as well as the collaborative practices they have established during our staff meetings and professional development sessions.

5. School-Wide and Sub-Group Assessment
As we have now developed the bandwidth to do so, ODA will utilize the Intersession periods to also analyze data at a school-wide level. Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with staff, students, parents, and the general public. ODA aims to have high transparency with all of our data, and will be forthcoming in our areas of strengths and also our weaknesses. In addition, sub-group assessment will be part of every level of data analysis at ODA. Because we aim to have a richly diverse set of students, we anticipate having multiple sub-groups large enough for data sets, and we will use those sets at all levels of data analysis.

Use and Reporting of Data

ODA currently uses PowerSchool and our internally developed dashboard as the primary tools for collecting student data. In addition, when ODA students apply for college, ODA will likely use the Naviance data base system to capture all college application and acceptance data. Taken together, our data collection, analysis, and reporting systems come together as follows:

Data Collection:

- Standardized assessment results are available electronically and are uploaded by the Charter School leader, or his/her designee.
- Results from assessments given at school are input by staff members.
- Information pertaining to student goals is input by advisors or teachers.
- Seniors, advisors and parents enter all relevant college data into the Naviance system.

Data Analysis:

- Individual students, their parents, and advisor, analyze each student’s individual performance on all of the measures listed for semester-long goals.
• ODA staff regularly analyze data from all of the tools listed for individual students, as well as school-wide.
• At least twice annually, ODA’s Board of Directors review the data and related data analysis prepared by ODA staff.

Reporting:
• Results from formative and summative assessments are available for each individual student and his/her parents to view at all times via PowerSchools’s secure web-based platform. This platform can be accessed from any internet connection or on specifically designated computers at ODA during regular operating hours.
• Annually, ODA publishes a School Accountability Report Card (“SARC”) that is posted on the Charter School’s website and made available in the school lobby.
• On an as-needed basis, ODA publishes bulletins reporting general student or school performance data.
• ODA complies with the new Local Control Accountability Plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control Accountability Plan shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions described in the plan and submitted to, but not approved by, its authorizer. Via our shared decision making process, we will engage staff, students, parents and the Board, in the plan development and review process. In the past, we have developed an LCAP from this information internally, but are now working with a professional service provider to ensure this information is accurately collected and appropriately conveyed.

Continuous Improvement:
ODA is committed to using student performance data to refine and improve the educational program. Specifically, the staff dedicates time at staff meetings during each semester, and substantial time during intersession periods to analyze the data, and to propose research-based changes to the educational program based upon it. The data cycle outline above details this process. Changes are adopted based on staff feedback, and planning for implementation occurs
during the intersession periods. Additionally, ODA has been granted a 3-year WASC accreditation.
Element D. Governance Structure

The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement.

California Education Code Section 47605(b)(5)(D).

General Provisions

As an independent charter school, Oxford Day Academy (the “Charter School”), operated by its nonprofit, public benefit tax exempt 501(c)(3) corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of the Charter School.

The Charter School shall comply with the Ralph M. Brown Act, the Political Reform Act, the California Public Records Act and Cal. Govt. Code section 1090. Notwithstanding the foregoing, the Charter School will comply with all the requirements of Senate Bill 126 (2019) effective January 1, 2020.

All employees and representatives of the Charter School, including members of the Charter School’s Board of Directors, members of school or Board of Directors committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and the Charter School’s policies, regarding ethics and conflicts of interest.

The Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Board of Directors and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the Board of Directors and/or nonprofit corporation operating the Charter School amends the bylaws, the Charter School shall provide a copy of the amended bylaws to the San Mateo County Office of Education (“SMCOE”) within 30 days of adoption.

The Charter School shall send to SMCOE copies of all Board of Directors meeting agendas at the same time that they are posted in accordance with the Brown Act. The Charter School shall also send to SMCOE copies of all board meeting minutes within one week of Board of Directors
approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School Board of Directors pursuant to Ed. Code section 47604(b).

**Title IX, Section 504, and Uniform Complaint Procedures**

The Charter School shall 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), including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

The Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment that the Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

The Charter School shall establish and provide a uniform complaint procedure, in conformity including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq., as required by state law.
The Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

The Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code Section 52075.

The Charter School shall extend its uniform complaint procedure to complaints regarding any allegation of discrimination based upon the characteristics listed in Ed. Code section 220 or an alleged violation of Title IX or any allegation of sexual abuse or harassment.

**Legal and Policy Compliance**

The Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

The Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**Responding to Inquiries**

The Charter School shall promptly respond to all reasonable requests for information, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. The Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to the Charter School’s operations, or breach of charter, is received or discovered by the District, the Charter School shall cooperate with any resulting investigation undertaken by the District.
**Notification of the District**

The Charter School shall notify the District in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of tax exempt status), or other formal complaints or notices, within one week of receipt of such notices by the Charter School. The Charter School shall notify the District in writing of any internal investigations within one week of commencing investigation.

**Governance Structure**

Oxford Day Academy has an organizational structure that is geared towards instructional excellence (see **Figure 14**). We encourage a hybrid-leadership model in which Department Chairs remain teachers in the classroom with reduced non-instructional responsibilities to allow them more opportunities for responsibilities like analyzing grade level behavior trends, classroom observations or feedback on lesson plans.
Figure 14. ODA Organizational Structure

At full capacity, there will be a Department Chair for each content area: English Language Arts, Math, Science and History / Social Studies.

The Head of School is responsible for hiring, supporting and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Oxford Day Academy, the Head of School is responsible for communicating frequently with the CEO and, by extension, the Board of Directors who govern the school. This will include communication through written management reports, financial dashboards, and academic dashboards provided at all meetings.
which will be publicly announced and held in full compliance with state and local law. To enable the Board of Directors to carry out its duties, the following is provided:

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget (developed by the CEO with Head of School collaboration)

The Board of Directors will be responsible for hiring, supporting and evaluating the CEO. The CEO, in turn, manages all financial and budgetary concerns, as well as major capital initiatives (such as financing for our long-term facility). To ensure the CEO is effectively implementing the mission of Oxford Day Academy, the Board evaluates the CEO on a yearly basis and administer sone written evaluation of the CEO before the end of each fiscal year. The CEO, by extension, peforms similar oversight and evaluation of the Head of School.

Oxford Day Academy is governed by a Board of Directors that engages in active oversight of the school. The Board holds the mission of the school and ensures the school carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board has designted a Treasurer and collaborates closely with the CEO on all major capital campaigns and initiatives.

The Treasurer collaborates with our back office provider (currently EdTec) to sneure that the Board monitors the school’s finances as well as ensure that the school has robust financial and accounting systems and procedures in place. They work with the School Leadership team to develop an annual budget (by May of the previous year) and present it to the full Board of Directors for review and approval. Financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board of Directors along with an income statement and balance sheet. At the end of the fiscal year, the Board of Directors contracts with a CPA firm to conduct an audit – as required by the charter statute.
The Board of Directors consists of 3 to 15 voting members, and functions in accordance with its adopted Bylaws (see the Bylaws Tab). The Board of Directors has three positions to meet specific organizational needs, chosen through board elections:

- **Board President.** The Board President presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to Oxford Day Academy, sets Board agendas, and performs all other duties normally incumbent upon such an officer.

- **Board Secretary.** The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to Board Members appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board members, files approved minutes, and maintains the official list of Board Members in accordance with procedure.

- **Board Treasurer.** The Board Treasurer manages the Board’s review of and action related to the Board’s financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties. The Board Treasurer works with the CEO and financial back office vendor as hired to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Head of School in preparing the annual budget to the Board for approval.\(^6\) Annually, the board conducts a formal evaluation of all vendor contracts. The board determines throughout the school year if they anticipate renewing a contract for the following year and then again at the end of the contract term, at the recommendation of the CEO.

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\(^6\) We contract with EdTec, a non-profit provider of charter school business management services. EdTec will work closely with the Head of School and the Board Treasurer in preparing the annual budget.
Board Committees

The Oxford Day Academy Board of Directors serve in four capacities, as defined by the following committees:

- The **Governance Committee** is responsible for ensuring the Board’s compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.

- The **Finance Committee** is responsible for providing financial oversight of Oxford Day Academy and ensuring that the school can provide for its educational and support programs in a fiscally responsible way.

- The **Development Committee** is responsible for building community support and ensuring that Oxford Day Academy attracts any necessary supplemental financial resources.

- The **Academic Achievement Committee** is responsible for working with Oxford Day Academy’s Head of School to analyze academic progress and ensure that the school is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the board and school leadership establish and deem appropriate.

In addition to these standing committees, task forces may be assembled from time to time to address current issues. For example, the Board may form a Facilities task force to develop a thoughtful plan for facilities usage, or a Recruitment task force to fill a vacant CEO or Head of School position. These task forces are not permanent; they will be created and disbanded as appropriate, and any such changes do not constitute a material change to board structure.

School Founder Biography

**Mallory Dwinal, Co-Founder & CEO, Oxford Day Academy (not a board member)**

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67 We currently have a non-binding letter of intent to use facilities at the St. Francis of Assisi church.
Mallory Dwinal is the Lead Founder and CEO of Oxford Day Academy. She has long been committed to public school leadership, as she owes much of her own success to our nation's public school system. Her family lost everything in the Mississippi River floods of the early 1990s, and again 10 years later when their house burned down--two months into Mallory's freshman year of high school. As a result of these events, Mallory's parents had neither the time nor the resources to guide her through the college application process. A few exceptional teachers helped her to overcome such obstacles, and Oxford Day Academy is designed to provide similar supports for all students.

Mallory has spent the last ten years developing ODA’s instructional, operational, and financial systems required to bring a tutorial-based high school to life. Her experience with the Oxford tutorial system as a graduate student, as well as her instructional design background as a high school Spanish teacher and Department Chair provide her foundation for this work. Mallory graduated summa cum laude from Northwestern University with a B.A. in Economics, Spanish, and International Studies (triple major); additionally, she holds a Ph.D. in Education from Oxford University, which she attended as a U.S. Rhodes Scholar, and an M.B.A. from Harvard Business School.

Irene St. Roseman, Co-Founder & Head of School
Originally from the island of St. Lucia in the West Indies, Dr. Irene St. Roseman immigrated to New York City as a child. She has spent the last thirty years in K-12 education, first as a high school teacher at the Head-Royce School in Oakland. She then served as Academic Director and, later, as Executive Director of Realizing Intellect through Self-Empowerment (RISE), a youth development and college preparatory program for socio-economically disadvantaged students of color. After 15 years of academic leadership in education non-profits, Irene entered into school leadership. She joined the Making Waves Community in 2008, first as Dean of Students and then as the Middle School Head. Under her direction, API scores rose from 640 in 2009 to 822 in 2013. She is now the co-founder and Head of School of Oxford Day Academy, a public charter high school in East Palo Alto.

Irene holds a B.A. in English from State University of New York at Buffalo, as well as an M.A.
and an Ed.D. in Educational Leadership from Mills College. She resides in Oakland with Paul, her husband of more than 20 years.

**Governing Board Composition and Member Selection**

Oxford Day Academy is governed by a Board of Directors that will engage in active oversight of the school. The Board will hold the mission of the school and will ensure the school carries out the terms of the charter. Their biographies can be found in Appendix 2.

**Board Selection Criteria and Process**

Given the rigorous expectations of participation in governance, recruitment of the highest caliber Board members is essential. Potential candidates are recruited through referrals from current board members and selected according to the Board’s strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates’ alignment with Oxford Day Academy’s mission, and a minimum commitment to two years of service.

We currently have 3 (of 7) voting board members who are parents of ODA students, selected by parents at our monthly parent meetings. At full capacity, we hope to have 4 of 7 voting board members be parents from diverse backgrounds and skills—one representing each grade level. This is consistent with our community-based practice, and allows us to make informed, nuanced decisions in the face of local complexity. Bylaws governing such processes can be found in the **Bylaws Tab** of this petition binder.

Our legal counsel and back office vendor provide initial training to new board members. The board also engages in yearly retreats, 1:1 CEO check-ins, and ongoing training to ensure that all members have the necessary information and capacity to be effective.

**Stakeholder Involvement**

Parents provide critical input to the Board and to the school’s management; as such, it is essential that parents and families are involved and invested in the success and growth of the school, and that their input is noted by the Head of School, CEO, and the Board of Directors from the broadest family involvement possible. Board meetings are held at the school so as to be accessible to families.
Strategies for gathering familial input include:

- Election of parents to the ODA board
- Creation of an Oxford Day Academy Student, Teacher, Parent Community (STPC) to supply input to the Board of Directors and Head of School
- Invitations to parents and families to attend regular Board meetings
- Posting of Board agendas in a standardized location within the school and on Oxford Day Academy’s website
- Posting of Board minutes in a standardized location within the school and on website
- Oxford Day Academy solicits parent input and feedback on the school’s policies and practices regarding EL students and students with IEPs
- End-of-Year School Climate Survey

The Head of School, along with a designated parent liaison from the STPC, lead parent orientation to clearly outline hopes for parental involvement. The Head of School works closely with the STPC parent representative to organize regular meetings with families. During those meetings, parents are invited to attend and participate in conversations with the school leader about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

Oxford Day Academy shall comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent’s template.

68 The members of the Student, Teacher, Parent Community will elect a parent representative to lead the parent orientation. During the Founding Year prior to the first year of operation, the Head of School will select a parent volunteer to help with the Parent and Family Association orientation. The Parent and Family Association will then elect their representative in November.
Element E. Employee Qualifications

The qualifications to be met by individuals to be employed by the school.
California Education Code Section 47605(b)(5)(E).

Equal Employment Opportunity

The Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESSA and Credentialing Requirements

The Charter School shall adhere to all requirements of the Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. The Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. The Charter School shall maintain current copies of all teacher credentials inspection.

Oxford Day Academy recruits professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees must demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees at the Charter School are employees of Oxford Day Academy.
In accordance with Education Code 47605(d)(1), Oxford Day Academy shall be nonsectarian in its employment practices and all other operations. Oxford Day Academy shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Oxford Day Academy employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening).

**Employee Positions and Qualifications**

Oxford Day Academy shall comply with the California Charter Schools Act with respect to teacher certification.

Due to the “slow growth” model of the proposed charter school, job summaries, position descriptions, and job responsibilities are subject to change at any time and are subject to District approval pursuant to material revision/amendment procedures. A single individual may assume the responsibilities of more than one position for which he or she may be qualified as determined by their resume, job performance, interview and cover letter, especially during the school’s early years. We recognize that as Oxford Day Academy grows, the organizational chart and job descriptions may vary based upon the needs of our students and the continued growth of our educational program.

To ensure quality instruction takes place throughout the school, Oxford Day Academy conducts continuous, year-round searches for high-caliber candidates for teaching positions, using teacher job fairs, online databases, and education networking events such as conferences and speeches. Example resources include the National Board for Professional Teaching Standards, New Leaders for New Schools, Peace Corps and SummerBridge Alumni, Teach For America corps members...
and alumni, notices to career services at colleges and graduate schools, advertisements in local publications, web site postings and advertisements on sites including the California Charter Schools Association, Facebook, Google AdWords, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American, and, upon our charter approval, our school website.

General Qualifications

Administrators
Management at Oxford Day Academy should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological facility, and management experience. The minimum criteria for administration candidates include:

- Bachelor’s degree (M.A. or Doctorate preferred)
- A track record of strong educational leadership
- Positive references and good reputation
- Administrative credentials preferred

Staff
The Oxford Day Academy staff ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the local community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school’s core values
- Ability to successfully work with target population
Teachers
Pursuant to Education Code section 47605(l) all teachers at Oxford Day Academy are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses. A teacher of core academic subjects must have:

- Bachelor’s degree
- CA teaching credential or have an Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to ESSA, and demonstrated expertise
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

Job Descriptions
The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

- CEO and Head of School
- Socio-Emotional Learning Coaches (SELCs)
- Teachers and Enrichment
- Director of Operations and Office Manager

CEO and Head of School
The CEO’s and Head of School’s responsibilities collectively include management of all areas of the school including academic achievement, personnel management, as well as operational and financial oversight.

Leadership Skills and Characteristics
• Embody, advocate, and operationalize the mission, vision, and strategic direction of Oxford Day Academy
• Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, staff, and leadership team
• Demonstrate a strong passion for education by developing mission-driven programs and policies
• Advocate on behalf of the students, families, and staff in a way that is consistent with the mission of the school
• Achieve dramatic and consistent improvement in student academic performance
• Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner
• Knowledge of budgetary planning and accounting principles
• Proven understanding of statistical data and analysis
• Proven effectiveness in community relationships and acquiring sponsorship from private sectors
• Knowledge of educational and regulatory compliance at all governmental levels
• Support the professional development and growth of staff and administrative staff
• Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
• Comply with the charter, accountability requirements, and all relevant law

Administrative Duties
• Provide day–to-day leadership of the school
• Recruit, hire, evaluate, and terminate all staff members
• Manage leadership team
• Recruit and enroll students, including facilitation of public lottery
• Lead community meetings, staff meetings, and school leadership meetings
• Administer, teach, and lead professional development when appropriate
• Use data informed analysis to evaluate teacher performance and student academic achievement
• Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
• Sets goals and objectives, evaluate performance, and develop growth/skill strengthening plans for the Director of Curriculum and Instruction and staff
• Recommend staffing levels and budgetary priorities to the Board of Directors
• Provide leadership and empower Director of Curriculum and Instruction and staff to achieve both measurable and intangible academic deliverables
• Document and disseminate the school’s academic and operational processes
• Develop and implement fundraising initiatives that contribute to student and staff development and meet school’s financial commitments
• Mediate and manage school-related conflicts
• Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training
• Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community
• Lead and resource the application process for governmental funding, including grants
• Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
• Work to ensure the school’s commitment to diversity and visibility within the urban community
• Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
• Work with the Board and its Committees to marshal resources for capital improvements, for extracurricular curricular opportunities, and supplemental academic programs
• Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
• Perform and execute any other tasks as assigned by the Board of Directors

Qualifications and Experience
• Strong commitment to the mission and vision of the school
• Experience in education, strategic planning, staff development, board relations, financial management, and operations
• Motivational and energetic leader who is committed to excellence
• Solutions-oriented strategic thinker who has overcome complex organizational challenges
• Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
• Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
• Teaching experience in urban areas with marked and measurable success
• Experienced public speaker
• Well-developed technical and persuasive writer

**Socio-Emotional Learning Coaches (SELCs)**
SELCs cultivate a safe and secure learning environment for all students. One SELC is responsible for 50 students across grades 9-12, and spends the entire day in the studio with those students (half of whom are enrolled in the morning learning studio, and the other half of whom are enrolled in the afternoon learning studio). As such (s)he is deeply aware of how the student is behaving across classes, and how that student is performing academically and socially.

**Leadership Skills and Characteristics**
• Cultivate a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently
• Comply with the charter, accountability requirements, and all relevant laws
• Work collaboratively with teachers and the Head of School

**Administrative Responsibilities**
• Supervise the consistent and fair administration and tracking of student conduct and discipline data
• Create, implement, and evaluate programs that increase student motivation and reduce disciplinary referrals
• Provide all relevant data, reports, and information to the administrative team
• Advise and assist the Head of School regarding monthly reports to the Academic Accountability Committee relating to student discipline
• Investigate and resolve student disciplinary matters, referring more serious cases to the Head of School
• Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school’s policies and practices for student discipline, dress code, homework, and events
• Assist in making formal reports to the Board of Directors on student conduct, school safety and related matters
• Implement policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement
• Organize events including home visits and parent conferences

Qualifications and Experience
• Strong commitment to the mission and vision of the school
• Savvy and solutions-oriented communicator who overcomes difficult organizational challenges
• Experienced in education, strategic planning, and staff development is preferred
• Motivational and energetic leader who is committed to excellence
• Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
• Proven ability to work collaboratively with a diverse team of teachers
• Spanish-language fluency is preferred
• Willingness to complete all ODA trainings and PDs for SELCs

Teachers and Enrichment
Oxford Day Academy teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

Leadership Skills and Characteristics
• Embody and advocate the mission, vision, and strategic direction of the school
• Work closely with the Head of School to develop and implement strategies for all students to reach success
• Reinforce school-wide rules and expectations in the classroom and lesson plans
• Communicate effectively and maintain strong relationships with students, families and colleagues
• Assist in the design and implementation of research-based curriculum
• Maintain the school culture of high academic and behavioral expectations through continuous reflection
• Use the detailed data analysis of student performance to inform best practices
• Be able to work cooperatively with colleagues
• Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

Responsibilities:
• Assist in student arrival and departure, transitions between class periods, and lunch periods
• Complete lesson plans and submit to Head of School in a timely manner
• Providing supervision before- and after-school and/or lunch as assigned in order to maintain student safety
• Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
• Assessing students daily through informal measures and at least one formal test or quiz each week
• Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
• Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
• Reflecting continually in order to ensure a culture of high academic and behavioral standards
• Communicating effectively with students, parents, and colleagues
• Using detailed data analysis of student performance to inform best practices
• Identifying students who are academically at risk and initiating effective intervention strategies
• Complete any other tasks assigned by the Head of School
Qualifications and Experience

- California Teaching Credential (with CLAD certification)
- Successful completion of tutorial and project-based learning professional development
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Two or more years of teaching preferred

**Director of Operations and Office Manager**

The administrative assistant is responsible for the daily operations of the front office, and supports the Head of School with operations as well as all compliance documentation.

Leadership Skills and Characteristics

- Believe in the school mission that all students should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Strong organizational skills
- Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership)

Administrative Duties

- Collect and enter data into administrative databases
• Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
• Take notes in meetings and conferences and prepare accurate summaries
• Coordinate special events
• Collect and enter student attendance and make follow-up calls with families
• Coordinate school mailings
• Coordinate daily distribution of homework and detentions
• Develop and edit school newsletters
• Serve and coordinate breakfast, lunch, and snack
• Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction, and punctuation
• Maintain school calendar
• Contact parents and emergency assistance agencies in the case of serious illness or injury
• Create systems to file all important school documents
• Complete other responsibilities as the Head of School may request

Qualifications and Experience
• Bilingual in Spanish and English Oral and Written Proficiency strongly preferred
• Previous experience as an administrative assistant preferred
• Proficiency in all Microsoft applications

Employment Policies and Procedures

Hiring Protocol
The Board of Directors hires the CEO. The CEO hires the Head of School. All other staffing decisions are jointly made by the CEO and Head of School.

Staff Recruitment and Selection Process
To ensure selection of the highest quality staff, we have implemented the following staff selection process:
1. Posting of job openings (online, newspaper, through referrals, and email)
2. Use of teacher recruitment programs and career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief with Head of School
6. Extensive interview with multiple members of the school’s existing staff and students
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. The Head of School makes the offer of employment to the strongest candidates

**Teacher Credential Assurance**

Oxford Day Academy agrees to comply with all applicable laws as they pertain to certificated and paraprofessional employees of charter schools. We conform to the legal requirement that all Oxford Day Academy teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Oxford Day Academy shall not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Oxford Day Academy shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish and up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

**Recordkeeping and Minimization of Use of Emergency Credentialed Teachers**

Oxford Day Academy shall maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Oxford Day Academy shall take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter School Association, the Charter
School Development Center, and local newspapers. Oxford Day Academy shall seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Oxford Day Academy Head of School or designee shall ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with Every Student Succeeds. Credentials shall be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials shall be kept at the school.

**Staff Compensation and Benefits**

The CEO and Head of School in consultation with the Board of Directors shall maintain a salary schedule for the school. This salary schedule is based on, but not be limited to, the salary scale of the Sequoia Union High School District, the salaries of leading private and charter schools in East Palo Alto and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries are set at the discretion of the CEO and Head of School, based on the candidate’s experience and responsibilities. The salary of the CEO is set by the Board of Directors.

A comprehensive benefits package (medical and retirement) is included as part of each full-time employee’s compensation.

**Performance Evaluation**

All Oxford Day Academy staff are evaluated by the Head of School once a year. The Head of School is evaluated by the CEO; the CEO is evaluated by the board of directors. Annual goals and objectives are developed jointly by each staff member and Head of School in accordance with the mission and vision of Oxford Day Academy. Staff evaluations are based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the Leadership Team provides appropriate support and training.
**Procedures for Background Checks**

Employees and contractors of Oxford Day Academy are required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School or designee shall monitor compliance with this policy and report to the Oxford Day Academy Board of Directors on a quarterly basis. The Oxford Day Academy Board President shall monitor the fingerprinting and background clearance of the Custodian of Records. Volunteers who 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.

**Services Provided Via Contractors**

Oxford Day Academy will receive service from employees of organizations with which Oxford Day Academy contracts. Oxford Day Academy will ensure that the qualification of the employees of contractors are consistent with the expectations for Oxford Day Academy employees.
Element F. Health and Safety Procedures

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

(i) That each employee of the school furnish the 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 (H), 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

California Education Code Section 47605(b)(5)(F).

Health, Safety, and Emergency Plan

The Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. The Charter School shall ensure that all staff members receive annual training on the Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon the District’s request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code Section 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

The Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of the Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. The Charter School shall maintain on file and available for inspection evidence that (1) the Charter School has performed criminal
background checks and cleared for employment all employees prior to employment, and (2) the Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Records of student immunizations shall be maintained to the extent of enrollment in public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school. Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

No person shall initially be employed by the charter school unless that person has submitted to an examination within the past 60 days to determine that he or she is free of active tuberculosis. Any employees who test negative by a tuberculin skin test or any other test recommended by the CDC shall be required to undergo follow-up tuberculin examinations at least once each four years or more often if the board deems it necessary. If an employee has a documented positive test and has been followed by an x-ray, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care. Any applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having the school district that last employed him/her verify that is has on file a certificate which contains that evidence.
The Head of School and Office Manager will monitor compliance with Ed. Code 49406.

**Safe Place to Learn Act**
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

**Facilities**

**Facility Assurances and School Safety Plan Assurance**
Oxford Day Academy is currently located in a temporary facility at 1001 Beech Street in East Palo Alto. This site is too small for long-term use, particularly as we grow in fidelity to our model and need more space for breakout rooms, independent work spaces, and so on. Our hope is to find a long-term facility that is close to our current site, and we will continue to diligently pursue potential options. We currently work with EdTec as our financial back office vendor to ensure that all financial requirements, including all reporting elements, are managed efficiently and fully, including those involved with facility leasing, renovation, and/or purchase. We will continue to use this or another similar provider for such support in the future. ODA will prioritize finding this type of space, and covering associated rent costs through Senate Bill 740 or through the Charter Schools Facilities Innovation Grant (CSFIG), as we have done thus far. While we will prioritize these types of facilities arrangement, ODA reserves the right to submit an application for Proposition 39 space to the appropriate public school division.

**Facility Safety**
Oxford Day Academy shall test all sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they remain in an operable condition.

**Fire, Earthquake, and Evacuation Drills**
Oxford Day Academy students and staff participate in monthly earthquake drills, fire drills, and at least one lock-down drill annually.
Staff members are trained by the Head of School during summer orientation on the school safety plan and before the first day of school each year. The school safety plan outlines all procedures to be followed in case of an emergency. Staff members are responsible for ensuring the safety of their students and as such are trained to the highest degree possible regarding fire, earthquake and evacuation procedures.

Certificate of Occupancy Assurance
Oxford Day Academy assures that a site shall always be secured with an appropriate Certificate of Occupancy prior to school opening.

Health and Safety Procedures
Oxford Day Academy has developed and implemented health, safety and risk management policies and procedures in consultation with our legal counsel, insurance carriers and risk management experts.

The health and safety policy is reviewed, updated, and approved annually by the Board and disseminated annually to staff, students, and parents in the School Handbook. The handbook includes, but is not limited to the following responses: fire, flood, earthquake, earthquake, terrorist threats, and hostage situations.

Food Service and Other Auxiliary Services Safety
Oxford Day Academy currently contracts with Revolution Foods, and plans to continue to contract with an outside agency for its food service needs. Oxford Day Academy will remain responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Oxford Day Academy will continue to ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.
Background Checks
All documentations of completed background check and associated reports shall be maintained in secure files by the Head of School and available for inspection by appropriate authorities as required.

Mandated Reporters
All staff members, certificated and non-certificated, are mandated reporters and are expected to report any suspicions, knowledge, or observation of abuse of a child. All staff members, new and returning, undergo Mandated Reporter training each summer prior to the start of the school year. The Head of School conducts the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The Head of School may choose to bring in outside trainers from the Department of Children and Family Safety to provide additional resources for all staff members. The Charter School shall adhere to and abide by all applicable reporting laws, as well as the same policies and procedures used by the District.

Medication in School
Oxford Day Academy shall adhere to Education Code Section 49423 regarding administration of medication in school.

CPR Training
All instructional, certificated and credentialed, staff and school leadership at Oxford Day Academy are CPR and first aid certified during summer professional development each year.

Drug Free/Alcohol Free/Smoke Free Environment
Oxford Day Academy is a drug, alcohol, and tobacco free workplace.

Blood borne Pathogens
Oxford Day Academy shall meet state and federal standards related to blood borne pathogens. The Board shall establish a written infectious control plan (including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”)). Staff and students shall follow the latest medical protocol for disinfecting procedures.
Comprehensive Sexual Harassment Policies and Procedures
Oxford Day Academy feels a commitment to providing a harassment-free environment and will not discriminate against any party on the basis race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. A comprehensive policy will be articulated in the ODA school handbook. Annual sexual harassment training for supervisors will include gender identity, gender expression and sexual orientation among the topics required by law. The Charter school will provide sexual harassment prevention training to all employees, including any seasonal and temporary hires as well as independent contractors. The training will meet the minimum time requirement per State law and will take place within 6 months of hire or promotion and every 2 years thereafter.

Anti-Discrimination and Harassment Policies And Procedures
Oxford Day Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, 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. Oxford Day Academy shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Oxford Day Academy’s anti-discrimination and harassment policies.

Oxford Day Academy will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.
**Human Trafficking**

The Charter School will identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12, inclusive, of human trafficking prevention resources and will implement the identified methods in those schools by January 1, 2020. The information provided will inform students about how social media and mobile device applications are used for human trafficking.

**Student ID Cards**

If the Charter School provides pupil identification cards, it will ensure that the cards have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline, the Crisis Text Line and a local suicide prevention hotline telephone number.

**Pregnant and Parenting Students**

The Charter School will provide up to eight weeks of leave for a pregnant or parenting pupil and will allow a student to file a uniform complaint for allegations of noncompliance with these rights. The Charter Schools will notify pregnant and parenting pupils and parents and guardians of pupils of the rights and options available to pregnant and parenting pupils under the law annually as required by law. Complaints regarding compliance with these laws will be handled by the school's Uniform Complaint Procedures.

**Cardiac Arrest and Automated External Defibrillator**

In compliance with the Eric Paredes Sudden Cardiac Arrest Prevention Act, if the Charter School elects to conduct athletic activities, it shall have the participating student’s parent or guardian, sign and return an acknowledgment of receipt for an information sheet on sudden cardiac arrest each school year before the student participates in an athletic activity. The Charter School shall also require an athletic director, coach, athletic trainer or authorized person, as defined under the law, to remove from participation a student who passes out or faints while participating in or immediately following an athletic activity, and will require a coach of an athletic activity to complete a sudden cardiac arrest training course every other school year. If the Charter School offers any interscholastic athletic program, it shall purchase at least one Automated External Defibrillator. The Charter School will ensure that any such AED is maintained and regularly tested and that there is a written emergency plan in place and posted relating to sudden cardiac arrest.
and other medical emergencies related to the athletic program’s activities or events. The Charter School recognizes that the law provides certain limitations on liability for charter schools related to use or nonuse of the AED as long as the school complies with the law.

**Vision/Hearing/Scoliosis Screening**
The Charter School will conduct vision, hearing, and scoliosis screening in accordance with California state requirements. Students will be screened for vision, hearing and scoliosis as applicable to EC Section 49450, et seq., as applicable to the grade levels served by the school.

**Immigration Status Policy and Procedures**
The Charter School will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General with regard to a student’s immigration status.

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

**Feminine Hygiene Products**
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

**California Healthy Youth Act**
Assurance that the school will comply with the California Healthy Youth Act, which requires charter schools to teach “age appropriate” comprehensive sexual health and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school. Parents/guardians may opt out via a passive consent process.
**Employee Code of Conduct**

The Charter School will develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians starting July 1, 2018 and every year thereafter. The Charter School shall post the code on the school’s web site.

**Tribal Regalia/Items of Religious, Cultural and Tribal Significance**

The Charter School shall allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies, as long as the items do not create a substantial disruption of, or material interference with, the school ceremony. The Charter School shall develop appropriate policies and procedures governing the implementation of these provisions.

**School Safety Plan**

The Charter School shall create a comprehensive school safety plan pursuant to the requirements of Ed. Code and shall review and update the plan annually by March 1 of each year.

**School Meals**

Commencing with 2019–20 school year, requires a charter school to provide each “needy pupil” with one nutritionally adequate free or reduced-price meal during each school day.

**Debt Collection**

The Charter School shall abide by the requirements of the Public School Fair Debt Collection Act, which mandates that a pupil can never owe or be billed for a debt owed to a charter school. The law also prohibits a charter school from taking any negative actions against a pupil because of a debt, prohibits a debt collector from making a negative credit report for such a debt and prohibits a charter school from selling debt to debt collector. The law also requires a charter school to provide an itemized invoice and a receipt for any such debt. Finally, the law prohibits waiver of any of the bill’s provisions.
**FAFSA**

Commencing with the 2020-21 academic year, the Charter School shall provide pupils with information on how to complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act financial aid application at least once before the student enters grade 12. A paper copy of the application must be provided to pupils/parents/guardians upon request.

**Mental Health Services**

The Charter School shall notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both. The Charter School shall notify both parents and pupils in at least two ways and in accordance with any statutory or regulatory requirements regarding the notices for parents versus students. The Charter School reserves the right to apply to its respective county for a grant to implement these provisions.

**Bullying and Cyberbullying**

The Charter School shall adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. The Charter School shall make available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

**Suicide Prevention**

The Charter School shall maintain a regularly scheduled meeting a policy on pupil suicide prevention in grades 7 to 12, inclusive. The policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

**CROWN Act**

The Charter School shall comply with the CROWN (Creating a Respectful and Open Workplace for Natural Hair) Act, including the amendments to California’s Fair Employment and Housing Act that now include in the definition of race “traits historically associated with race, including,
but not limited to, hair texture and protective hairstyles,” the latter including “hairstyles [such] as braids, locks, and twists.”
Element G. Means to Achieve Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.

California Education Code Section 47605(b)(5)(G).

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, the Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. The Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. The Charter School agrees that it will keep and make available to the authorizer any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School-wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
• Participate in any applicable federal program monitoring conducted by the California Department of Education
• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

The Charter School also acknowledges that, as part of its oversight of the Charter School, the authorizer may conduct program review for federal as well as state compliance.

Oxford Day Academy strives to recruit a student population that reflects the general population of the District. Oxford Day Academy engages in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies include:

• Enrollment timeline and process that allow for a broad-based recruiting and application process
• Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations
• Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
• Each year the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.
Student Recruitment

In anticipation of charter authorization, Oxford Day Academy has created a recruitment plan, meant to inform families in the area of the enrollment process at Oxford Day Academy.

Planned outreach includes, but is not limited to:

- Development of marketing materials (including flyers, posters, and websites) in English and Spanish, and in Tongan and Samoan as needed
- Mailers to families within the school district
- Information sessions and flyer distribution at local community meetings and events
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, such as:
  - San Mateo County Human Services Agency in East Palo Alto
  - Free at Last
  - Youth United for Community Action (YUCA)
  - El Concilio of San Mateo County
  - Ravenswood Family Health Center
  - Ecumenical Hunger Program
  - One East Palo Alto
  - YESS Collaborative
  - Community churches
  - Public libraries
  - Girls to Women
  - Street Code Academy
  - Live in Peace
- Information booths and flyer distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes
- Advertisements in local media, including:
  - Newspapers, such as:
    - EPA Today
- El Ravenswood
- CA Patch
- San Mateo Daily Journal

- Radio stations, including Spanish-language outlets such as:
  - KZSU Stanford radio
  - KGO
  - KMEL
  - KBLX
  - KOIT

In addition to informational materials in necessary languages other than English, Oxford Day Academy provides in-person translation services at information sessions and events.

As described in our community description in **Element A**, and in our recruitment plan described above, Oxford Day Academy seeks to serve all families of the Sequoia Union High School District. Given this, our outreach efforts will target a diverse mix of families across the district.

**Targeted Outreach for District and Community Partner Referrals**

Oxford Day Academy is committed to serving students of all backgrounds, including hard-to-reach students who would benefit from our alternative model but may not think to apply to a charter school lottery. Indeed, we think many of these students (who are often times the most at-risk) would benefit significantly from a non-traditional school model. We hope to work with SUHSD and the Ravenswood City School District (as well as other K-8 districts feeding into SUHSD) as well as local community providers to identify at-risk students; ODA plans to heavily recruit these students to enter our public lottery.

Through district referrals, as well as referrals from community organizations serving at-risk youth (for example, the SWAG program operated through Live in Peace), ODA has worked to build a list of hard-to-reach at-risk students and families it can engage through targeted outreach—phone calls, home visits, etc. Through this targeted approach, we try to reach and serve all students, and not just those coming from families already thinking proactively about charter school options. We
believe this approach allows us to be a better partner to SUHSD, and to create a landscape that better meets the needs of all students of the district.
Element H. Admissions Requirements

(H) Admission policies and procedures, consistent with [Ed. Code 47605] subdivision (d).

California Education Code Section 47605(b)(5)(H)

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

The Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

The Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

The Charter School shall notify all prospective parents that parental involvement is not a requirement for acceptance to or, continued enrollment at, the charter school. This notice shall be
included in all enrollment materials provided to all prospective parents, whether online or in printed form.

The Board of Directors, with the advice of the leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at ODA. All students attending ODA must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to ODA shall include information that allows students and parents to be informed about the Charter School’s operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet shall include:

- A brief description of what a charter school is and how it differs from traditional public schools.
- ODA’s Mission Statement and a summary of the Charter School’s educational philosophy.
- A description of ODA’s educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards (exit outcomes).
- A description of ODA’s governance structure (particularly the role of the STPC) and how the Charter School encourages parental involvement.
- A listing of the rights and responsibilities of ODA parents and teachers.
- Descriptions of admission criteria, public random drawing preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information (as described in the following sections).
- School Capacity.
The Board of Directors shall have the sole authority to determine the size and grade-level breakdown of the student body at ODA. The determination of school capacity shall be based on, among other things, the Charter School’s academic program, the Charter School’s fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

**Admission Criteria**

ODA shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. ODA shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If the number of students who wish to attend ODA exceeds the Charter School’s capacity, admission to ODA, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend ODA must follow the Charter School’s admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. The open application deadline, which is in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for admission and enrollment preferences as listed below, but reserved in the case that the waiting list is completely exhausted. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below. Students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. ODA shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. ODA will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School’s required educational activities.
ODA shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

**Public Random Drawing and Preferences**

In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Ed. Code section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state. The Charter School shall admit all pupils who wish to attend the charter school.

If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.
(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or
reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend ODA exceeds the Charter School’s capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(d)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Pupils currently attending the charter school
2. Pupils who reside in the school district except as provided for in Ed. Code section 47614.5
3. Children of ODA staff (not to exceed 10% of total enrollment)
4. Siblings of currently enrolled students
5. All other students who wish to attend the Charter School

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

Should the preferences require modification in order to meet requirements of charter law, such modifications may be made at the Charter School’s discretion without any need to materially revise the charter as long as such notifications are consistent with the laws and written notice is provided by the Charter School to the District. Note that ODA hopes to reach all students—including at-risk students not typically reached by standard recruitment processes. ODA hopes to work closely with SUHSD, the Ravenswood City School District, and local service providers for at-risk youth to identify such students. ODA uses these referrals and recommendations to create
targeted outreach for these at-risk youth; this strategy ensures that more at-risk students from hard-to-reach backgrounds are entered into ODA’s public lottery. For more information, see the subsection titled “Targeted Outreach for District and Community Partner Referrals” in Element G.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. ODA shall maintain a list of students interested in enrolling in the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School’s website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School shall also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date. An uninterested party is charged with conducting the process; parents do not have to be present to participate.

**Conditions of Enrollment**

ODA shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
• Provide records documenting immunizations required by public schools (as described above)

Families are strongly encouraged to attend an orientation session to receive the Student and Parent Handbook, though this will not be required. Research shows the importance of parental involvement in students’ achievement; ODA strongly encourages and supports parents’ involvement in their children’s education. Parents are strongly encouraged to volunteer a minimum of 30 hours per year to support the Charter School as will be outlined in the Parent/Student Handbook. In no circumstance will a parent’s inability to meet the volunteer expectation result in an educational detriment to the student.

Admission tests are not required; however, assessments are administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students’ reading, writing and math skills.
Element I. Annual Financial Audit Processes

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.

California Education Code Section 47605(b)(5)(I).

Audit Compliance

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

Records will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The Charter School’s Board of Directors will only select independent auditors that 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.

The following reports are submitted to SMCOE, in the required format and within timelines to be specified by SMCOE, each year:

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – December 15 following the end of the fiscal year
7. Classification Report – monthly according to school’s Calendar
8. Statistical Report – monthly according to school’s Calendar of Reports. In addition:
   - P1, first week of January
   - P2, first week of April
9. Instructional Calendar – annually five weeks prior to first day of instruction
10. Other reports as requested by the District
ODA shall be a fiscally independent, directly funded charter school.

**Budgets**

Each spring, ODA establishes an annual budget, monthly cash flow projections, and a five-year financial projection. The CEO prepares the budget with the support of the school’s financial back-office vendor, currently EdTec. EdTec provides sound assistance and guidance in a variety of areas critical to school management for over 100 charter schools in California.

The CEO, with the support of EdTec or an equivalent back-office provider, works with the Treasurer of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year, and also includes ample reserves to accommodate cash flow challenges. A number of contingency budgets are also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar). Under this organizational process, ODA has produced positive operating incomes each year of operations thus far and built a robust financial reserve. We are confident this process will produce similar results in years to come.

The budget development process begins in March of the preceding fiscal year, and continues through the Governor’s May revisions of the California state budget. The budget and three-year projections are then be presented to the ODA Board of Directors for discussion and approval.

The CEO and Head of School, with the support of financial back-office provider EdTec, review monthly cash flow statements and present comprehensive budget updates to the Board monthly. An EdTec representative, assigned to the charter school, is present at all monthly board meetings to answer questions and provide further clarifications as needed. The CEO, Head of School and Board of Directors also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. ODA places great value in being fiscally responsible. The five-year
budget summary included in the Financials Tab details the expenditures and revenue for the next five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

The ODA Board creates formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

**On-Site Financial Management**

The CEO assumes the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The CEO, with support from a Director of Operations, manages the day-to-day financial management needs of the school. EdTec also supports this on-site financial planning.

The CEO and Head of School work with the back office business support provider to manage the school’s financial operations. Services include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. EdTec is also growing its support for ODA to include LCAP preparation, as a means of ensuring that the LCAP is aligned with best practices and comprehensively developed.

ODA and our contracted back office business support provider employ all Generally Accepted Accounting Principles (GAAP), as required by law.

**Annual Audit**

ODA shall develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The CEO and Treasurer of the Board of Directors shall be knowledgeable about the California Department of Education’s audit guide ("Standards and Procedures for Audits of California K-12 Local Education Agency") and, as required under California Education Code Section 47605 (b)(5)(I), the school shall hire an independent auditor to complete a comprehensive, annual fiscal audit of the books and records of ODA. The CEO in concert with the Board Treasurer and Head of School shall make all documents
available for the auditor. The CEO and Board Treasurer oversee the independent audit and share out findings to the rest of the board.

An ad hoc Audit Task Force will select an appropriate auditor through a Request for Proposal format. The auditor shall have, at minimum, a CPA and experience working with educational institutions, preferably charter schools. The auditor shall be approved by the State Controller on its published list as an educational audit provider.

EdTec and the CEO work in concert to ensure the auditor has full access to the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit.

The audit, expected to be completed within four months of the close of the fiscal year, will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the independent auditor plan and perform the audit to obtain reasonable assurance about whether
the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit shall also include assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. The independent auditor and ODA shall prepare a financial report to be submitted to the district, the county office of education, the State Controller’s Office, and CDE.

At the conclusion of the annual audit, the auditor shall report directly to the Board of Directors who will review the audit. The CEO and back office provider shall review any audit exceptions or deficiencies, and resolve them in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor's final report. Audit findings and exceptions are reported to the ODA board with any relevant explanations and the Head of School’s plan to resolve these issues. The Board then approves the plan, and at the next regular Board meeting, the Head of School shall present each of the issues or findings and if or how it was resolved. Audit exceptions and deficiencies will be resolved to the satisfaction of SMCOE within four weeks of notice from the auditor unless otherwise agreed upon with SMCOE.

The annual audit should be completed within four months of the close of the fiscal year, and a copy of the auditor’s findings shall be forwarded to the District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the 15th of December.

The independent fiscal audit of ODA is public record, and a copy of each year’s audit will be maintained in the school’s office and provided to the public upon request.
Element J. Suspension and Expulsion Policies

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

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

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

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

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

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

California Education Code Section 47605(b)(5)(J).

General Provisions

The Charter School uses a restorative justice model for discipline, and provide due process for all students under consideration for suspension or expulsion, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.
The Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law. We also note that our restorative practices are true to the original spirit of restorative justice, but exist at conflict with current misperceptions about the restorative process. For example:

- **Restorative Myth #1:** Restorative Justice is just about talking.
- **Restorative Myth #2:** There are no suspensions or consequences in the restorative process.

Restorative Justice is not the absence of consequences, but rather the absence of consequences for consequences’ sake. This philosophy requires students to learn from their mistakes, and to make right the damages their actions have caused to school and community. Our school leadership has decades of collective experience in this space, and has spent the last two years implementing thoughtful restorative practices, including but not limited to:

- Restorative conversations between the person whose actions caused harm and the people who were harmed
- Whole-school discussion of the broader impact of the offending actions at school Harambee meetings
- Creation of consequences that are unique to the situation at hand, and seek to instruct and restore rather than simply punish

Our team will continue to provide regular professional development and stakeholder training on this process, so as to ensure that we develop a deep commitment to this practice, rather than a surface-level awareness.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

The Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.
Students with Disabilities

The Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the partnering SELPA.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the authorizer and the Charter School, an IEP team shall meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

a. Was the misconduct caused by, or directly and substantially related to the student’s disability?

b. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Additional details on the suspension and expulsion process for students with disabilities can be found later in this element, under the subsection, “Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.”

Notification of the District

Upon expelling any student, the Charter School shall notify the District by submitting an expulsion packet to the District immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion,” including attachments as required on forms
• Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
• Copy of parental notice of expulsion hearing
• Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  a) Was the misconduct caused by, or directly and substantially related to the student’s disability?
  b) Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the District as indicated above, if the student is a resident of a school district other than SUHSD, the Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, the Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

Outcome Data

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District and authorizer upon request.
Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s Board of Directors 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to the Charter School for readmission. The Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmissions

The Charter School’s Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s Board of Directors shall readmit the pupil, unless the Charter School’s Board of Directors makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the Board of Directors, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement

The Charter School’s Board of Directors shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Prior to opening in 2017, our board approved an ‘Expulsion Appeals’ policy, which is reviewed and updated by staff each year. Per the MOU between SMCOE and ODA in 2016, this policy states that, “The San Mateo County Board of Education shall serve as the appellant body for a pupil and pupil’s parent/guardian or representative in the matter of expulsions.” ODA appreciates
this level of support and is open to maintaining this arrangement so long as it is appropriate to do so (ie, assuming no changes in who authorizes the school). We also note that there has not yet been any cases requiring expulsion or, by extension expulsion reinstatement. In the cases where suspensions have been necessary, our school follows (and will continue to follow) the re-entry policies in place.

Gun-Free Schools Act

The Charter School shall comply with the federal Gun-Free Schools Act.

Policies for Suspension and Expulsion

These Pupil Suspension and Expulsion Procedures have been established to promote learning and protect the safety and well-being of all students at the Charter School. When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction. Compliance with the procedures set forth in this Charter shall be the only processes for the Charter School to remove or otherwise exclude a student who attends the Charter School from attendance at the Charter School.

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

These procedures may be amended without the materially revise the charter so long as the amendments comport with legal requirements.

These Procedures will be printed and distributed as part of the Charter School’s Parent-Student Handbook and will clearly describe discipline expectations. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student may be suspended or expelled for prohibited misconduct if the act is:

A. related to school activity;
B. related to school attendance occurring at the Charter School or any other school;
or
C. related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
   1) while on school grounds;
   2) while going to or coming from school;
   3) during the lunch period, whether on or off the school campus;
   4) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

A. Enumerated Offenses
   1. Discretionary Suspension and Recommendation for Expulsion Offenses

   Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Either:
      1) Caused, attempted to cause, or threatened to cause physical injury to another person.
      2) Willfully used force or violence upon the person of another, except in self-defense.
   b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
   c) Caused or attempted to cause damage to school property or private property.
   d) Stole or attempted to steal school property or private property.
   e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
   f) Committed an obscene act or engaged in habitual profanity or vulgarity.
   g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
   h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these act constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
   i) Knowingly received stolen school property or private property.
   j) Possessed an imitation firearm. “Imitation firearm” means 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.
k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

m) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

n) 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 schoolsite, 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

   c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) An act of cyber sexual bullying.
(1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(2) 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.

iv) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.

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

p) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. 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 enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

q) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.

r) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Principal or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

s) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

1) “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the
specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

1) “[S]chool property” includes, but is not limited to, electronic files and databases.

u) For a pupil subject to discipline, the Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior.

2. Shall Recommend for Expulsion Offenses

The Principal or Designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1) Causing serious physical injury to another person, except in self-defense.
2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
4) Robbery or extortion.
5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

3. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

1) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2) Brandishing a knife, at another person. E.C. 48915(c)(2)
3) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)

69 “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
4) Commmitting or attempting to commit a sexual assault or committing a sexual battery, as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. E.C. 48915(c)(4)
5) Possession of an explosive. E.C. 48915(c)(5)

B. Teachers

1. Teacher Recommendations for Suspension and Teacher Suspensions

A teacher may also refer a pupil, for any of the acts enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” to the principal or the designee of the principal for consideration of a suspension from the school.

The Charter School Governing Board may adopt a policy authorizing a teacher to suspend any pupil from class, for any of the acts enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses,” for the day of the suspension and the day following. The policy shall specify that:

   a) The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the schoolsite, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

   b) A pupil suspended from a class pursuant to this policy shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

2. Parent/Guardian Classroom Attendance

70 The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.
The Charter School Governing Board may adopt a board policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher for committing an obscene act or engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, subject to the grade limitations specified above, to attend a portion of a school-day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to the policy uniformly to all pupils within the classroom.

The adopted policy shall include the procedures that the Charter School will follow to accomplish the following:

1. Ensure that parents or guardians who attend school meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the schoolsite.

2. Contact parents or guardians who do not respond to the request to attend school.

If a teacher imposes the procedure, the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to board policy. This notice shall apply only to a parent or guardian who is actually living with the pupil.

The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board.

C. Alternatives to Suspension or Expulsion
Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil’s record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the principal or principal’s designee determines that the pupil’s presence causes a danger to persons or that the pupil committed any of the following acts:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

1) A conference between school personnel, the pupil’s parent or guardian, and the pupil.
2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5) Enrollment in a program for teaching prosocial behavior or anger management.
6) Participation in a restorative justice program.
7) A positive behavior support approach with tiered interventions that occur during the school-day on campus.
8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil’s nonschool hours. “Community service” may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher,
peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the “Shall Recommend for Expulsion Offenses” or the “Immediate Suspension and Mandatory Recommendation for Expulsion Offenses.” However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

D. In-Class Suspensions

A pupil suspended from a school for any of the reasons enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” may be assigned, by the Principal or Designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school-site for the period of suspension in a separate classroom, building, or site for pupils under suspension.

The Charter School may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- (1) The supervised suspension classroom is staffed as otherwise provided by law.
- (2) Each pupil has access to appropriate counseling services.
- (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil’s parent or guardian. Whenever a pupil is assigned to
a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil’s parent or guardian.

E. Suspension Procedure

The following suspension procedures shall be followed:

1. Suspensions for violations of the offenses listed in the “Discretionary Suspension and Recommendation for Expulsion Offenses” stated herein shall be for no more than five consecutive days.

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

3. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:

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

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

4. The notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the pupil
shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).

5. The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Designee.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or Designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Expulsion Procedures

Students will be recommended for expulsion after the Head of School or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.

2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal’s or Designee’s recommendation to expel the student will satisfy all the procedural requirements stated herein.

E. Expulsion Hearing – Rules and Regulations

The family of a student who has been expelled will be notified of the student’s right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original
expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Principal. A document will be prepared by the Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School’s governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing’s conclusion, unless the pupil requests in writing that the decision be postponed.

2. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal’s designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted.

Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

2.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

2.2. The date and place of the hearing.

2.3. A statement of the specific facts and charges upon which the proposed expulsion is based.

2.4. A copy of the disciplinary rules of the school that relate to the alleged violation.

2.5. A notice of the parent, guardian, or pupil’s obligations pursuant to Ed. Code section 48915.1(b).

2.6. Notice of the opportunity for the pupil or the pupil’s parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days’ notice before being called to testify, and shall be entitled to
have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil’s parent or guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing.

“Legal counsel” means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

“Non-attorney adviser” means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil’s parent or guardian to provide assistance at the hearing.

3. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

3.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

3.2. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

4. If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.

5. If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.

6. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.

10. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness’s prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness’s prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal’s designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the Principal or Designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

11.1. Any objection raised by the Principal or Designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.

11.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
11.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

12. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil’s parent or guardian and shall be accompanied by all of the following:

12.1. Notice of the right to appeal the expulsion to the County School Board.

12.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.

12.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil’s enrollment in a new school district, to inform that school district of the pupil’s expulsion.

13. The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

13.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil’s mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil’s school records.

F. Decision of the Panel

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1. Uphold the expulsion.

2. Determine the expulsion was not within the Charter School’s guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student’s record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

1. The outcome of the hearing and the decision of the administrative panel

2. The specific offenses committed by the student for any of the acts listed in the above “Reasons for Suspension and/or Expulsion” section (if expulsion is decided)

3. Notification of the family’s responsibility to inform any new district in which the student seeks to enroll of the student’s status with the Charter School (if expulsion is decided)

4. Reinstatement eligibility review date (if expulsion is decided)

5. A copy of the rehabilitation plan (if expulsion is decided)

6. The type of educational placement during the period of expulsion (if expulsion is decided)
7. Pupils who are expelled shall be responsible for seeking alternative education programs

G. Alternative Education

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

H. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

I. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the Principal or Designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or Designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

J. Notice of Expulsion to Last Known District of Residence

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil’s last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student’s cumulative record, including a transcript of grades or report card and health information.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’s use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’s presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’s prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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.

11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

L. Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil’s parent or guardian in his or her child’s education in ways that are specified in the rehabilitation program. A parent or guardian’s refusal to participate in the rehabilitation program shall not be considered in the administrative panel’s determination as to whether the pupil has satisfactorily completed the rehabilitation program. The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school’s rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

M. Expulsion Appeals

If a pupil is expelled from the Charter School, the pupil or the pupil’s parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the County, which shall hold a hearing thereon and render its decision.

The County School Board shall hold the hearing within 20 schooldays following the filing of a formal request.
The County School Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the County School Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the County School Board may meet in closed session for the purpose of deliberations. If the County School Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The County School Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

N. Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the County School Board. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil’s written request.

The County School Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the County School Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

1. Where the pupil’s parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

2. In a case in which the County School Board reverses the decision of the administrative panel, the County School Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

O. Standard of Review

The review by the County School Board of the decision of the administrative panel shall be limited to the following questions:
(1) Whether the administrative panel acted without or in excess of its jurisdiction.

(2) Whether there was a fair hearing before the administrative panel.

(3) Whether there was a prejudicial abuse of discretion in the hearing.

(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding “without or in excess of jurisdiction” includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an “abuse of discretion” is established in any of the following situations:

(1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The County School Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the County School Board also determines that the abuse of discretion was prejudicial.

P. Decision on Appeal

The decision of the County School Board shall be limited as follows:

1. If the County School Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:

   A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.

   B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

2. If the County School Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the County School Board shall remand the
matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:

A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil’s parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the County School Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil’s enrollment in a new school district, to inform that school district of the pupil’s expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

3. In all other cases, the County School Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the County School Board enters a decision reversing the administrative panel, the County School Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the County School Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the County School Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student’s last known residence, within thirty (30) days.

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

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive
days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted. An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

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

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

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

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504, 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.

3. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

4. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

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

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than
ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

a. Notice
b. Manifestation determination
c. Continued receipt of special education services

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under these procedures only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. 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 the 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; or

2. The parent has requested an evaluation of the child; or

3. The child’s teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. the Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
Element K. Employee Benefits

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

California Education Code Section 47605(b)(5)(K).

The financial compensation for Charter School employees includes a base salary that is competitive with like jobs in other local public high schools. The CEO works with our payroll provider (Paylocity) and back office provider (EdTec) to oversee the arrangements, including required contributions and deductions, for retirement coverage for all ODA employees.

To attract and retain teachers and staff of the highest quality, ODA offers competitive retirement programs to its employees. In compliance with Ed. Code Section 47611, we inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate.

ODA reserves the right to change the retirement program for full time employees if the school administration becomes aware of a more efficient retirement program for which they qualify.

The Board of Directors has selected Option B for the staff retirement system:

Option A
Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the California State Teachers Retirement system (STRS). ODA will implement all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Certificated personnel who participate in STRS are exempted from participating in federal social security. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account. For non-certificated, full-time employees, ODA will contribute to Social Security and match up to 3% of an employee’s salary contributions to a 403(b) account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.
Option B

All full-time salaried employees have the option to participate in a 401k plan with an up to 3% employer match. ODA contributes to Social Security for all full-time, salaried employees.

ODA shall make all legally required contributions required of employers in California such as workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.
Element L. Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code Section 47605(b)(5)(L)

No student will be required to attend the Charter School. Students who opt not to attend ODA may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in ODA shall be informed that the pupil(s) 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 ODA, except to the extent that such a right is extended by the local education agency.
Element M. Return Rights of Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

California Education Code Section 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element N. Dispute Resolution Procedures

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board Members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Head of School and/or CEO of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Head of School and/or CEO and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board Members/Trustees from their respective boards who shall jointly meet with the Superintendent and the Head of School and/or CEO of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.
If this joint meeting fails to resolve the dispute, the Superintendent and the Head of School and/or CEO shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Head of School and/or CEO. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. Both parties will not make public comment during this process. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.
Element O. Employee Representation

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

California Education Code Section 47605(b)(5)(O)

The Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from SUHSD and SMCOE for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element P. Procedures for Closing

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Directors of Oxford Day Academy. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Mateo County Office 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), and the California Department of Education of the closure as well as the effective date of the closure. 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; the pupils’ school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)’s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the “responsibility entity” designated by the Board. ODA shall otherwise assist students in
transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the “responsibility entity” designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As soon as reasonably practical, the Charter School shall prepare final financial records, including the audit by December 15th. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the District promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ODA.

ODA will complete and file any annual reports and academic reporting required pursuant to Education Code section 47604.33.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain the sole property of ODA and shall be distributed in accordance with the corporation’s Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly
returned upon Charter School closure to the District. 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.

On closure, ODA shall remain responsible for satisfaction of all liabilities arising from the
operation of the school.

As ODA is organized by a nonprofit public benefit corporation under California law, if ODA will
dissolve along with the Charter School, the Board shall follow the provisions set forth in the
California Corporations Code for the dissolution of a nonprofit public benefit corporation, and
shall file all necessary filings with the appropriate state and federal agencies.