# Appendices Tab
## Table of Contents

<table>
<thead>
<tr>
<th>Item</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local Control and Accountability Plan</td>
<td>pp. 1</td>
</tr>
<tr>
<td>2. Corporate documents: Articles of Incorporation, Bylaws, Board member rosters and bios, Board member skills matrix</td>
<td>pp. 89</td>
</tr>
<tr>
<td>3. Organization chart</td>
<td>pp. 124</td>
</tr>
<tr>
<td>4. Conflict of Interest policy</td>
<td>pp. 126</td>
</tr>
<tr>
<td>5. Complaint Policy</td>
<td>pp. 131</td>
</tr>
<tr>
<td>6. Personnel policy and/or employee handbook</td>
<td>pp. 139</td>
</tr>
<tr>
<td>7. Parent handbook</td>
<td>pp. 193</td>
</tr>
<tr>
<td>8. Description and forms for evaluation of senior management, school leaders and teachers</td>
<td>pp. 240</td>
</tr>
<tr>
<td>9. Site safety plans</td>
<td>pp. 262</td>
</tr>
<tr>
<td>10. Health, wellness or similar plans and/or policies</td>
<td>pp. 356</td>
</tr>
<tr>
<td>11. Recruitment or outreach plan for student enrollment</td>
<td>pp. 366</td>
</tr>
<tr>
<td>12. Math and ELA sample pacing guide (1 of each for any grade)</td>
<td>pp. 369</td>
</tr>
<tr>
<td>13. Instructional Framework/Plan for Instruction, multiple if varies by grade</td>
<td>pp. 380</td>
</tr>
<tr>
<td>14. Academic Calendar</td>
<td>pp. 382</td>
</tr>
<tr>
<td>15. Bell Schedule (by grade, if it varies)</td>
<td>pp. 387</td>
</tr>
<tr>
<td>16. Key Instructional Materials (e.g., textbooks, digital curriculums and materials)</td>
<td>pp. 389</td>
</tr>
<tr>
<td>17. Professional Development Plan and Calendar</td>
<td>pp. 393</td>
</tr>
<tr>
<td>18. Assessment Plan and Calendar</td>
<td>pp. 398</td>
</tr>
<tr>
<td>19. SST process description and/or flowchart, plus sample forms/notices</td>
<td>pp. 400</td>
</tr>
<tr>
<td>20. English Learner Policy including reclassification policy and sample forms/notices</td>
<td>pp. 403</td>
</tr>
<tr>
<td>21. Bibliography of research references made in petition</td>
<td>pp. 425</td>
</tr>
<tr>
<td>22. Graduation and promotion policies</td>
<td>pp. 430</td>
</tr>
</tbody>
</table>
Appendix 1: Local Control and Accountability Plan
## Local Control Accountability Plan and Annual Update (LCAP) Template

**LEA Name**
- Oxford Day Academy

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  - CEO/Founder

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## 2017-20 Plan Summary

### The Story
Describe the students and community and how the LEA serves them.

Oxford Day Academy (ODA) is a new charter high school in Sequoia Union High School District (SUHSD) that opened in the Fall of 2017. ODA started with only 9th grade students in 2017-18 and added grade 10 in 2018-19. We will continue to add a grade each year, until the school serves grades 9 through 12 in 2020-21. The class of 2021 will be our first graduating class.

The school is open to all high school 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. Currently, we have 98 students: 85% are Latinx, 9% are African-American, 82% qualify for free and reduced lunch, 10% are Special Education, and 32% are English Language Learners. 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**: 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 plan to focus our outreach efforts primarily to this community.

- **Redwood City**: ODA sees itself as an East Palo Alto community school, but it is also flexible and accommodating to population fluxes of SUHSD. Given the achievement gap in the local school district, we believe that a considerable segment of Redwood City may be interested in attending ODA.

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 Elementary (the school in East Palo Alto) 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. 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 or exceeded English Language Arts standards and only 9% met or exceeded Math standards. Redwood City fell between these two extremes, with 44% and 29% of students meeting or exceeding English Language Arts and Math standards, respectively. The East Palo Alto community faces acute need for alternative educational models, as much of its population historically has been locked out of traditional opportunities for college and career.

How the LEA plans to serve this student body:

Our approach will fill the community need for a school that combines I) rigorous college-preparatory academics, II) 21st century skill development, and III) whole-child growth.

I. College Preparatory Academics. 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. It has become increasingly difficult for Silicon Valley inhabitants to access local resources and to afford to live in the area without a college degree or some other profession-specific skill training.

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. 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 workspace—will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

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. Stress management and mental support services will be 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. 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.

We will meet our goals and support all students through the following academic and social-emotional strategies:
• **UC A-G coursework:** all students are enrolled in a rigorous course of study that meets or exceeds the UC A-G requirements.

• **Interdisciplinary Learning Studios:** students collaborate in multi-grade, interdisciplinary learning studios for four hours each day; the remainder of their days are spent out in the world bringing those ideas to life through field research, internships, and service project implementation. These will be implemented in SY 2019-20.

• **Design Thinking Service Projects:** Each semester, students work on a local issue they care about (e.g., litter or affordable housing). Over the course of the term, they move through the four phases of the design thinking process: feel, imagine, do, share. These projects prepare students for a 21st century, global economy, as well as make learning meaningful and relevant.

• **Tutorials with Academic Teachers:** similar to the proven methods used at Oxford and Cambridge Universities, tutorials are miniature oral defenses of student work; ODA will adapt this methodology to help students connect academic content with their service work. These will be implemented in SY 2019-20.

• **Social Emotional Learning Coaches:** students to develop a deep, meaningful relationship with an adult mentor who supervises their learning studio. 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. We have begun an initial rollout of coaches and will continue to add coaches in years 2 and 3.

• **Culturally Responsive Pedagogy:** the school will embrace students’ culture, heritage and identity through service-learning projects, and culturally relevant curriculum and teaching.

• **Multi-age settings:** unlike traditional schools, students are placed in multi-age settings based on interest and/or skill level. This will be implemented in SY 2019-20, when the school has grades 9-11.

• **Harkness Tables and Socratic Seminars:** these allow students to practice the key literacy skill of academic discourse and deep text analysis, as well as leadership skills.

• **Differentiated Instruction:** during studio time, tutorials and class time, students will receive differentiated instruction from teachers in order to meet their individual academic and social-emotional needs

• **Personalized Learning:** during studio time, students work on class discussion topics as well as adaptive online learning. They work through these at their own pace.

• **Small Group Instruction:** during studio time, tutorials, and class time, students will be placed into small group with the teacher based on academic skills or interest, for teachers to teach or re-teach content and skills.

• **Electives:** students will be able to take elective courses on and off campus, which meet their college and career goals. Students are currently taking classes at Canada College.

• **Competency Based Instruction:** coursework and assessments are aligned to key competencies based on AP, CCSS, and ACT standards. Students will not be allowed to progress until they have mastered the competencies.

• **Data Driven Instruction:** teachers will design lessons based on data from assessments in order to focus on the skills and content that students need to master or have not yet mastered.
• **Response to Intervention:** we will have a tiered service model for struggling students that includes academic, behavioral, and social-emotional support.

• **Explicit supports for EL students:** we will use SIOP and Sheltered instruction methods, provide reading support, pre-teach vocabulary, and use other specific methods to support ELs.

• **Professional Workplace Management:** Students use 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.

• **Professional Development and High-Quality Teachers:** we plan to hire credentialed teachers who have experience teaching special education, EL, low income, and other struggling students. We will also provide at least three weeks of PD per year.

• **Intersessions:** every 4 weeks for students to catch-up on course work or to have remediation. Will be implemented in SY 2020-21.

• **Office Hours:** similar to college, students will have time to work with teachers, ask questions, and get extra help before and after school.

• **Early Intervention Plans:** struggling students will be identified early, and we will create plans to support them.

• **After School Tutoring:** twice a week student can receive tutoring from a teacher or a peer.

• **Summer School:** students needing remediation or credit recovery can attend.

Please note that the above support structures, or Tier 1 and Tier 2 services, are given to ALL students, not just identified students. Additionally, due to our high population of ELs and low-income students, most of our supports are increased or improved services for our high needs students.

**LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

We are excited about enrichment opportunities to promote global learning and our partnerships with the community to increase parent and student engagement. We are also proud of the work we have done to strengthen school culture through our school culture plan and social emotional education.

**Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**
Since ODA only served 9th graders in 2017-18, its first year of operation, with a total enrollment of fewer than 50, it does not have any state indicators on the Dashboard. However, here are our highlights based on local data:

Initial NWEA MAP scores show strong Fall to Winter growth. Our students are exceeded the expected growth targets, scoring in the 55th – 66th percentile for growth in Math (10th and 9th grades, respectively) and the 56th – 71st percentile for growth in Reading (9th and 10th grades, respectively). Of the students pre- and post-tested, over 60% are meeting their growth targets. We are still awaiting the Spring results, but we are confident our students are on target to exceed their growth targets for the year.

We implemented a four-tier RTI system this year to support all students. We have seen 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. Students in need of extra support achieving their playlist goals receive 3 hours of dedicated RTI time each week.

Our students are showing growth in social emotional learning and independence in learning, with 90% of 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% suspension rate, 0% expulsion rate, and average daily attendance of 96%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

We continue to develop our Response to Intervention (RIT) program and are working towards integrating it into our cycle of data-driven instruction.

Next year, we plan to make our RTI program even stronger by creating clear linkages between tiers and by better developing student profiles that allow us to create consistent (though still tailored) learning plans for different types of learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

No performance gaps are visible yet.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
### Schools Identified
Identify the schools within the LEA that have been identified for CSI.

ODA not identified for CSI

### Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

ODA not identified for CSI

### Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

ODA not identified for CSI
### Annual Update

**LCAP Year Reviewed: 2018–19**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

#### Goal 1

Students will become proficient readers and writers of the English language, mathematical skills and content, science concepts and scientific thinking and social science practice and content. ODA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills).

State and/or Local Priorities addressed by this goal:

**State Priorities:** 2 – State Standards, 4 – Pupil Achievement, 7 – Course Access, 8 – Other Pupil Outcomes

**Local Priorities:**

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>55% of students will show growth on the NWEA MAP Assessment from baseline to the end of the year.</td>
<td>Spring data not available until June 7</td>
</tr>
<tr>
<td>Fall to Winter Scores:</td>
<td></td>
</tr>
<tr>
<td>• Math: 69% met growth target</td>
<td></td>
</tr>
<tr>
<td>• Reading: 64% met growth target</td>
<td></td>
</tr>
<tr>
<td>• Language Usage: 60% met growth target</td>
<td></td>
</tr>
<tr>
<td>75% or more of all students will earn a passing grade of C or above in their math, ELA, history and science, world language, PE and health, and art courses.</td>
<td>EOY course data not available until June 20</td>
</tr>
<tr>
<td>90% of students will complete the full requirements of the design thinking social justice projects portfolio</td>
<td>All students on track to complete by Senior year</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of Special Education students will meet 75% of their IEP goals</td>
<td>90% of students met 75% of IEP goals</td>
</tr>
<tr>
<td>100% of students are enrolled in A-G Coursework</td>
<td>All students on track to complete by Senior year</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic 21st Century Instructional Program that includes:</td>
<td>All elements of the Basic 21st Century Instruction Program were implemented as planned.</td>
<td>$13,000 LCFF / general purpose entitlement (5878 Student Assessment)</td>
<td></td>
</tr>
<tr>
<td>- All students take regular benchmark assessments aligned to standards in all subject areas.</td>
<td></td>
<td>$2,387 LCFF Base (4100 Approved Textbooks &amp; Core Curricula Materials)</td>
<td></td>
</tr>
<tr>
<td>- Differentiated and personalized instruction during studio time and class time—adaptive blended learning, small group instruction, etc.</td>
<td></td>
<td>$15,361 LCFF Base (4320 Educational Software)</td>
<td></td>
</tr>
<tr>
<td>- Service learning with Design Thinking</td>
<td></td>
<td>$2,342 LCFF Base (4325 Instructional Materials &amp; Supplies)</td>
<td></td>
</tr>
<tr>
<td>- Personalized Learning</td>
<td></td>
<td>$66,352 LCFF Base (4420 Computers)</td>
<td></td>
</tr>
<tr>
<td>- Competency Based Instruction</td>
<td></td>
<td>$1,288</td>
<td></td>
</tr>
<tr>
<td>- Harkness tables and Socratic Seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional Workplace Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social-Emotional Learning Coaches for each student: who stays with them all 4 years and that forms a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals.</td>
<td></td>
<td></td>
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</tbody>
</table>
### Planned Actions/Services

Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum

### Actual Actions/Services

Teachers created curriculum maps for each course which are revisited yearly, aligned to the EAP, ELD standards, AP, ACT, CCSS, NGSS and other standards, which also include strategies and supports for low income, special education students, ELs, and other struggling students.

### Budgeted Expenditures

$100,000
LCFF Base
(1100 Certificated Staff, 1148 Certificated Staff)

### Estimated Actual Expenditures

$62,793
LCFF, PCSGP
(1100 Certificated Staff)

## Action 1B

### Planned Actions/Services

Teachers create curriculum maps for each course which are revisited yearly, aligned to the EAP, ELD standards, AP, ACT, CCSS, NGSS and other standards, which also include strategies and supports for low income, special education students, ELs, and other struggling students.

### Actual Actions/Services

Teachers created and revisited curriculum maps for each course, ensuring alignment to key standards. They will continue to build these as we expand our course offerings.

### Budgeted Expenditures

$100,000
LCFF Base
(1100 Certificated Staff, 1148 Certificated Staff)

### Estimated Actual Expenditures

$100,000
LCFF Base
(1100 Certificated Staff, 1148 Certificated Staff)

## Action 1C

### Planned Actions/Services

Teachers will receive extensive professional development, specifically on:
- implementing CCSS and NGSS
- analyzing results of and creating action plans for benchmark assessments
- supporting struggling students, low income students, foster youth, special education students, and ELs each year.

### Actual Actions/Services

Teachers received professional development in:
- Social Emotional Learning
- Psychological Services
- Response to Intervention
- Adolescent Counseling Services
- NWEA MAP data analysis
- EL support
- Critical Thinking Program Solving

### Budgeted Expenditures

$98,000
LCFF, PCSGP
(1100 Certificated Staff, 5863 Professional Development)

### Estimated Actual Expenditures

$62,793
LCFF, PCSGP
(1100 Certificated Staff)

$35,207
LCFF
(5863 Professional Development)
### Action 1D

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Extensive student support structures, including:  
- summer school  
- weekly office hours  
- bi-weekly tutoring  
- academic tutorials once weekly in each subject  
- enrichment and remediation class | The following student support structures were offered this year:  
- Summer Growth Institute for new students. Returning students help run the program  
- Teacher open-door policy for supports: As part of our school culture, teachers are available to students before and after school, during lunch, and during independent learning time (ILT) to provide support  
- CRAM: Mandatory bi-weekly peer tutoring program developed by students in response to low homework completion rates; it’s available for any students who failed to submit recent assignments  
- Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer  
- Remediation classes in core subject areas for students who failed subjects in previous years; capped at 10 students  
- Enrichment classes for students who are not sufficiently challenged in core classes. Students delve deeper into academic | $166,651  
LCFF / general purpose entitlement  
(1100 Certificated Staff, 1148 Certificated Staff, 5829 Enrichment Program) |  
$154,013  
LCFF Base  
(1100 / 1148 Certificated Staff) |
| | | $12,638  
LCFF Base  
(5829 Field Work Program) |  |
<table>
<thead>
<tr>
<th>Action 1E</th>
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</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
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<tr>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
</tr>
<tr>
<td><strong>Estimated Actual Expenditures</strong></td>
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<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
</tr>
<tr>
<td><strong>Estimated Actual Expenditures</strong></td>
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</tbody>
</table>
### Action 1G

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement comprehensive special education program to meet the needs of students with IEPs, including push-in and pull out services.</td>
<td>All special education programs were implemented as planned.</td>
<td>$160,800 LCFF / general purpose entitlement Special Education entitlement (1100 Certificated Staff, 5100 Subagreements for Services, 5800 Student Services)</td>
<td>$84,252 LCFF Base &amp; Special Education entitlement (1148 Teacher – Special Ed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$6,850 LCFF Base &amp; Special Education entitlement (5869 Special Education Contract Instructors)</td>
<td></td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented a four-tier RTI system to help us achieve this goal. In addition to the individualized digital playlists for each student, students in need of extra support receive dedicated RTI time each week. We also successfully implemented numerous student supports such as the Summer Growth Institute, CRAM – our peer tutoring program to increase homework completion, remediation and enrichment courses. Our teachers are available to students before and after school and during lunch and independent learning time to support students as well.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students are exceeded the expected annual growth in NWEA MAP and feeling more confident in their independent learning skills. Of the students pre- and post-tested in NWEA MAP this year, 69% met their growth target in math, 64% in reading and 60% in language
usage. On average, they are exceeding the expected growth from fall to spring and scoring between the 55th and 71st percentile, on average, for growth in math and reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we’ve adjusted our approach to financial tracking for the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

We’ve chosen to remove the following metric and replace it with required metrics of high school performance (SBAC, EAP, AP and student survey data) to ensure our students are on track to meet state measures of progress: (Note: The SBAC, EAP, AP will be applicable to ODA for the first time in 2019-20 because we have only had 9th and 10th graders)

- % completing full requirements of design thinking social justice projects portfolio

**Goal 2**

English Language Learners will become proficient readers, writers and speakers of the English Language, including academic English.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 – State Standards, 4 – Pupil Achievement
Local Priorities:
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of ELs are re-classified yearly.</td>
<td>Current year data not yet available.</td>
<td>0% reclassification rate in prior year</td>
</tr>
<tr>
<td>90% of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC</td>
<td>Current year data not yet available.</td>
<td></td>
</tr>
<tr>
<td>85% of teachers meet their PD plan goals as related to ELs</td>
<td></td>
<td>75% (3 of 4 teachers met their PD plan goals)</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 2A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Instructional Program includes personalized and differentiated learning, with regular benchmark assessments aligned to the ELD standards.</td>
<td>All aspects of the basic instructional program for English learners were implemented.</td>
<td>N/A – Included in Goal 1 LCFF Base (1100 Certificated Staff, 1148 Certificated Staff)</td>
<td>N/A – Included in Goal 1</td>
</tr>
<tr>
<td>Added ELD Course.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Action 2B

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will design curriculum maps for each course and will be revisited yearly, aligned to the EAP, ELD standards, AP, ACT, CCSS and other standards, and also include strategies and supports for ELs and other struggling students.</td>
<td>Teachers created and revisited curriculum maps for each course, ensuring alignment to ELD standards.</td>
<td>$46,099 LCFF / concentration &amp; supplemental (1100 Certificated Staff, 1148 Certificated Staff)</td>
<td>$46,099 LCFF / concentration &amp; supplemental (1100 Certificated Staff, 1148 Certificated Staff)</td>
</tr>
</tbody>
</table>
### Action 2C

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Teachers will receive extensive professional development, specifically on:
- ELD Strategies and Instruction
- Supporting Academic English
- Implementing CCSS, NGSS with ELs
- Cultural competency/culturally responsive teaching

Teachers received professional development in:
- Social Emotional Learning
- Psychological Services
- Response to Intervention
- Adolescent Counseling Services
- NWEA MAP data analysis
- EL support
- Critical Thinking Program Solving
- Developing Inquiry Based Questions

$70,700 LCFF / Concentration & Supplemental (1100 Certificated Staff, 5863 Professional Development)

Represented in 1-C (5863 Professional Development)

### Action 2D

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Extensive student support structures:
- small group instruction
- summer school
- weekly office hours
- bi-weekly tutoring
- academic tutorials once weekly in each subject
- enrichment and remediation class

The following student supports were offered this year:
- Summer Growth Institute for new students.
- Teacher open-door policy for supports
- CRAM: Mandatory bi-weekly peer tutoring program

$160,000 LCFF / Concentration & Supplemental (1100 Certificated Staff, 1148 Certified Staff, 5829 Enrichment Program)

Represented in 1-D (5829 Field Work Program)
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| - Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer  
- Remediation classes in core subject areas  
- Enrichment classes for students who are not sufficiently challenged in core classes | | | |

**Action 2E**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Explicit EL strategies in all classrooms including:  
  - SIOP  
  - Sheltered instruction  
  - Pre-teaching vocabulary  
  - Specifically teaching Academic English  
  - Reading support groups  
  - Increasing production  
  - Small group support | Explicit EL strategies implemented in all classrooms with English learners. | $68,000 LCFF / general purpose entitlement  
 (1100 Certificated Staff, 1148 Certificated Staff, 5829 Enrichment Program) | $68,000 LCFF S+C  
(1100 / 1148 Certificated Staff)  
Represented in 1-D  
(5829 Field Work Program) |

**Analysis**
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our student supports allow us to target the needs of English learners on an individual basis. Teacher professional development in ELD techniques has also helped our teachers better support the needs of our English learners.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All students report feeling engaged, challenged and supported on the MESH student survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

We’ve chosen to remove the following metrics and replace them with teacher survey response data and required EL performance metrics (reclassification rate, ELPAC performance), since the ultimate goal to these actions was to meet state standards for EL growth:

- % of teachers meet their PD plan goals as related to ELs
- % of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC

Goal 3

Parents and students will demonstrate high satisfaction with the school and will be engaged in decision-making processes

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parental Involvement
Local Priorities:
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of parents will complete the annual survey.</td>
<td>Parent survey results not available until June 19.</td>
</tr>
<tr>
<td>80% of parents will rate the school as satisfactory or highly satisfactory.</td>
<td>Parent survey results not available until June 19.</td>
</tr>
<tr>
<td>At least 90% of parents will complete at least 5 hours of volunteering each year.</td>
<td>Not measured in 2018-19. Alternate metric will be implemented in 2019-20</td>
</tr>
<tr>
<td>100% of parents will attend annual meetings with the Social-Emotional Learning Coaches</td>
<td>87% of parents attended SEL meetings (presented 3x this year)</td>
</tr>
<tr>
<td>6% of parents will be members of the Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB)</td>
<td>Met: STCP has tiered level of involvement equivalent to 6%</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 3A**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Comprehensive family engagement program including community building and creation of Parent Youth Community Advisory Board (PYCAB), family involvement in Personalized Learning Plans for students with the SELC coaches, and designated times for parents to give feedback to school leadership. | Our advisory board has been actively involved in soliciting feedback from students, parents and teachers and sharing their knowledge with the Board. It was renamed the Student Teacher Parent Community (STPC) this year. We’ve had to manage expectations with SELC coaches. Parents are able to meet with tier SELC coaches similar to meeting with other school staff, but they have to follow school protocol. | $40,000 Private unrestricted grant  
  2200 Classified Support,  
  4300 Books and Supplies,  
  5800 Student Services | $5,018  
  (4330 Office Supplies)  
  Remainder represented in Goals 1 & 2 |
### Action 3B

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents.</td>
<td>Administered the MESH survey to teachers and students.</td>
<td>$0 N/A N/A</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 3C

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain family liaison to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- plan and facilitate extensive community building with parents and families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- respond to the needs of the families, including parent education classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- create and maintain a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- create of Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Family Liaison, Michelle Channel, worked to expand our relationship with the community by working with the STPC, EPA ACE, and parent volunteers to meet the needs of our families.</td>
<td></td>
<td>$30,000 LCFF &amp; Private Unrestricted grants (2200 Classified Support)</td>
<td>$52,308 LCFF &amp; private unrestricted grants (2200 Classified Support)</td>
</tr>
</tbody>
</table>

### Action 3D

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain partnerships with EPA ACE in order to provide parenting courses, ELD, GED preparation, job skills, financial literacy, and mental and physical health services, as well as college counseling and cultural celebrations.</td>
<td>We continued our partnership with EPA ACE to provide courses, services, and celebrations to parents and students.</td>
<td>$155,000 Private unrestricted grant</td>
<td>Represented in Goals 1 &amp; 2</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4300 Books and Supplies</td>
<td>5800 Student Services</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our advisory board (STPC) has been actively involved in seeking feedback from students, parents and teachers throughout the year, at monthly parent meetings, and weekly student and teacher meetings. Our Family Liaison has continued to expand opportunities for parents to volunteer and be involved at the school, and our partnership with EPA ACE has been effective in engaging the community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All spots on our STPC are filled and attendance at parent and student meetings has been strong throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we’ve adjusted our approach to financial tracking for the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
We plan to combine Goals 3, 4 and 5 into a single goal (19-20 Goal 2) next year that combines all services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

We’ve chosen to remove the following metrics and replace them with measures based on the survey we expect to give in 2019-20 (satisfaction with ODA and engagement in decision-making):
- % of parents completing annual survey
- % of parents attending annual meetings with the Social Emotional Learning Coaches
- % of parents are members of the Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB)

Goal 4

The school will have a positive, supportive, and inclusive school culture.
ODA will be fully enrolled; students will attend school regularly and on time.
Students will be thoughtful, engaged citizens of a 21st century world, consistently demonstrate strong SEL skills and core values.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 – Pupil Engagement, 6 – School Climate
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5% suspensions per year.</td>
<td>Met: 0% (18-19 estimate)</td>
</tr>
<tr>
<td>Less than 1% expulsions per year.</td>
<td>Met: 0% (18-19 estimate)</td>
</tr>
<tr>
<td>95% Average Daily Attendance.</td>
<td>Met: 96%</td>
</tr>
<tr>
<td>Less than 3% per day (average) tardy.</td>
<td>Not Met: 7%</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Less than 10% transfer rate</td>
<td>Met: 5%</td>
</tr>
<tr>
<td>Less than 5% dropout rate (cohort)</td>
<td>Met: 0%</td>
</tr>
<tr>
<td>Less than 2% annual Chronic Absentee Rate.</td>
<td>Met: 1% (18-19 estimate)</td>
</tr>
<tr>
<td>75% of all students will reach goals on the SEL rubric.</td>
<td>Adapted measure for 18-19:</td>
</tr>
<tr>
<td></td>
<td>3.73 aggregate score (out of 5) on Growth Mindset on MESH survey</td>
</tr>
<tr>
<td></td>
<td>3.10 aggregate score (out of 5) on Social Awareness/Social Competence on MESH survey</td>
</tr>
<tr>
<td>70% of students rated proficient or above on SEL rubric.</td>
<td>Met: (see above measures on MESH survey)</td>
</tr>
<tr>
<td>80% of students say other students consistently demonstrate core values on annual community survey.</td>
<td>Results not available yet</td>
</tr>
<tr>
<td>90% of students are satisfied with ODA on community survey.</td>
<td>“Satisfaction with ODA” not measured in survey this year.</td>
</tr>
<tr>
<td></td>
<td>Adapted measure for 18-19:</td>
</tr>
<tr>
<td></td>
<td>School safety rated 4 out of 5.</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 4A

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement comprehensive school culture plan, which includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation.</td>
<td>We implemented the following aspects of the school culture plan:</td>
<td>$60,000 Title I &amp; Private unrestricted grants</td>
<td>$60,000 Title I &amp; Private unrestricted grants (2101 Classified staff, 2200 Classified support)</td>
</tr>
<tr>
<td></td>
<td>- SELCS: We have SELCS and a dedicated SEL coordinator who teaches a SEL support class</td>
<td>$20,000 2101 Classified staff</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| experience, classes at Cañada College or an online program  - Restorative justice model where students reflect on their behaviors at weekly Harambee meetings and in school meetings with their families to determine the appropriate restorative actions  - Community building aligned to the school values: we implemented processes to combat inconsistencies across staff members | 2200 Classified support – $30,000 | $25,000  
LCFF / general purpose entitlement  
2200 Classified Support  
5800 Student Services | $25,00  
LCFF Base  
(2200 Classified Support) |

**Action 4B**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents. | Administered the MESH survey to teachers and students. | $0  
N/A | $0 |

**Action 4C**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Continue comprehensive student recruitment plan, which engages all members of the school and local community. Create partnerships within the community for social, health, and educational services for students and families. | We have chosen to recruit entirely through grassroots outreach – family referrals and having students and staff present at local middle schools. We found a grassroots campaign is the most successful and cost-effective method to recruit. | $25,000  
LCFF / general purpose entitlement  
2200 Classified Support  
5800 Student Services | $25,00  
LCFF Base  
(2200 Classified Support) |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnered with EPA ACE to provide services to the community, parents and students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 4D**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track attendance and tardy data. Identify students early who are in need of attendance interventions and create action plans with families.</td>
<td>Our office staff diligently monitors attendance and tardies daily and contacts the families of any students who is absent. They also notify parents of repeated patterns of tardiness and/or absences and warn them of the consequences for reaching a truancy threshold.</td>
<td>$85,000 LCFF / general purpose entitlement, PCSGP 2400 Clerical Staff 5800 Student Services</td>
<td>$105,053 LCFF Base, PCSGP (2400 Clerical Staff)</td>
</tr>
</tbody>
</table>

**Action 4E**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive support structures, including early intervention plans.</td>
<td>We provided extensive support structures this year including:  - Summer induction program for new students.  - Teacher open-door policy for supports  - Mandatory bi-weekly peer tutoring program  - Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer</td>
<td>$85,000 LCFF / general purpose entitlement 1100 Certificated Staff 1148 Certificated Staff 5829 Enrichment Program</td>
<td>$85,000 LCFF Base (1100, 1148 Certificated Staff)</td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our social emotional learning coaches (SELCs) are building relationships with students and parents. The parents are still learning the process to communicate with SELCs and we will continue to strengthen that process. We implemented a dedicated SEL coordinator who teaches an SEL support class. Personalized student schedules have helped to engage our students and make them feel they are in charge of their learning. Weekly Harambee meetings as part of our restorative justice model have been going smoothly.

We originally planned to create an SEL rubric to measure student progress, but we administered the MESH survey this year as part of a requirement for funding. Since the MESH survey is norm-referenced and covers the same SEL content we intended to measure, we decided to replace our SEL rubric measure with measures from the MESH survey.

We’ve focused on grassroots student recruiting, allowing our families and students to express what they appreciate about ODA to others. We’re still working on processes to combat inconsistencies across staff members in community building aligned to school values. Our office staff continues to monitor tardies and absences and follow up with families to ensure consistent attendance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our restorative justice model helps to keep our incident rate low and the office staff efforts have resulted in a high attendance rate. Students report positive results on perseverance, self-awareness and a sense of belonging on the MESH student culture survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Remediation classes in core subject areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to combine Goals 3, 4 and 5 into a single goal (19-20 Goal 2) next year that combines all services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

We've chosen to remove the following metrics and replace them survey measures from the survey we expect to give in 2019-20 (SEL MESH Survey aggregate score, school connectedness, and safety) and required measures of attendance and chronic absenteeism:
- % per day (average) tardy
- % of all students will reach goals on the SEL rubric
- % of students rated proficient or above on SEL rubric.
- % of students say other students consistently demonstrate core values on annual community survey
- % of students are satisfied with ODA on community survey.

Goal 5

Students will have access to the most up-to-date standards-aligned instructional materials that will prepare students for college and career.

School facilities are maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 - Basic
Local Priorities:
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of community members agree that the school is clean and orderly on community survey.</td>
<td>94% of community members surveyed in June 2019 agreed that the school was clean and orderly.</td>
</tr>
<tr>
<td>School leaders rate the school condition as “adequate” on monthly walkthroughs.</td>
<td>10 out of 10 months of the school year, ODA school leaders have fixed any issues within a week of their walkthroughs.</td>
</tr>
<tr>
<td>80% of teachers rate curriculum materials as adequate, aligned to school goals and state/national standards and up-to-date on the annual survey.</td>
<td>100% of teachers rated curriculum materials as adequate, aligned and up-to-date in staff meetings (Survey deemed unnecessary due to the small size of the group.)</td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 5A**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty does yearly assessment of materials in department teams during PD time. If necessary, faculty orders new and updated materials.</td>
<td>ODA is still small, so 2019-20 will be the first year where the departments have more than one person. The staff did review the efficacy of their materials and make changes as appropriate.</td>
<td>$21,000 LCFF / General purpose funds</td>
<td></td>
</tr>
<tr>
<td>1100 Certificated Staff</td>
<td>1300 Administrative Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100 Classified Staff</td>
<td>2200 Classified Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2400 Clerical Staff</td>
<td></td>
<td>$21,000 LCFF Base (1100 Certificated Staff, 1300 Administrative Staff, 2100 Classified Staff, 2200 Classified Support, 2400 Clerical Staff)</td>
<td></td>
</tr>
</tbody>
</table>
### Action 5B

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents, specifically regarding materials and the facility.</td>
<td>Administered the MESH survey to teachers and students.</td>
<td>$0 N/A N/A</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 5C

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create monthly facilities walk-through tools and implement monthly walk-throughs. Ensure facility is clean and safe.</td>
<td>Since we share space with Bayshore Christian Ministries, their dedicated facilities director conducted these walkthroughs on the behalf of ODA each month. Additionally, we had an annual external inspection from our authorizer and were found to be up to standard on all areas for evaluation.</td>
<td>$4,500 LCFF/ general purpose funding 1100 Certificated Staff 5615 Building Repairs &amp; Maintenance</td>
<td>$5,947 LCFF Base (5615 Repairs and Maintenance – Building)</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our teachers do an annual review of materials and make changes as appropriate. This process will likely become more formal as the school and our departments grow. Bayshore Christian Ministries makes sure the facilities are in good repair.

We delayed the administration of our community survey this year due to more pressing community issues that required attention in June.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All materials and facilities meet the necessary standards for learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we’ve adjusted our approach to financial tracking for the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. The actions and services related to school facilities will be merged with Goals 3 and 4 to create a new goal (19-20 Goal 2) that includes services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

We’ve chosen to remove the following metric and replace it with measures of school safety from the MESH survey and staff walkthroughs that monitor that the school is orderly and in good repair:

- 90% of community members agree that the school is clean and orderly on community survey.

**Goal 6**

ODA will hire and retain a highly qualified faculty and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 - Basic, 4 – Pupil Achievement
Local Priorities:
## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% satisfaction rating on annual community (teacher) survey results</td>
<td>Assessment tool pending development</td>
</tr>
<tr>
<td>80% of staff reach personalized professional development goals.</td>
<td>92% of teachers met personalized PD goals</td>
</tr>
<tr>
<td>Number of high-quality applicants per yearly staff job opening is greater than 5.</td>
<td>9 applicants met high quality criteria (for the one job opening this year)</td>
</tr>
<tr>
<td>Less than 10% of staff leaving ODA after two or fewer years that are a cultural, philosophical and skills fit.</td>
<td>0% of teachers left who were a cultural, philosophical and skills fit</td>
</tr>
<tr>
<td>80% of staff agree leadership meetings are productive on community survey</td>
<td>Assessment tool pending development</td>
</tr>
<tr>
<td>100% of core teachers are highly qualified as measured by ESSA Act and an audit of teacher assignments.</td>
<td>Met: 100%</td>
</tr>
</tbody>
</table>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 6A**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Ensure all teachers meet ESSE legislation.</td>
<td>We implemented a rigorous hiring process that included paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.</td>
<td>$27,000 LCFF / General purpose funds&lt;br&gt;1300 Administrative Staff&lt;br&gt;5875 Staff Recruiting</td>
<td>$758 LCFF Base&lt;br&gt;(5875 Staff Recruiting)&lt;br&gt;$26,242 LCFF Base&lt;br&gt;1300 Administrative Staff</td>
</tr>
</tbody>
</table>
### Action 6B

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Extensive Professional Development for staff, including:  
  - Community building  
  - Classroom management  
  - Personalized Educator Plans (goals), and therefore targeted and personalized PD  
  - Working with struggling/at risk students: Special Education, ELs, low income students, foster youth  
  - Social-Emotional Learning  
  - Culturally Competent Teaching  
  - Data driven instruction and benchmark assessments  
  Collaborative teams, such as grade level teams, department teams, or other Professional Learning Communities | Teachers received professional development in:  
  - Social Emotional Learning  
  - Psychological Services  
  - Response to Intervention  
  - Adolescent Counseling Services  
  - NWEA MAP data analysis  
  - EL support  
  - Critical Thinking Program Solving  
  - Developing Inquiry Based Questions | $110,000  
  LCFF & PCSGP | $110,000  
  LCFF & PCSGP |

### Action 6C

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Faculty participates in shared decision-making process | The Student Teacher Parent Community (STPC) has been actively involved in soliciting feedback from teachers to ensure their voice is included in the decision-making process. Staff also have the opportunity to provide feedback at weekly staff meetings. | $0  
 N/A | $0 |


### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>We provided profession development to our staff to cover all aspects of student learning: data-driven instruction, social emotional needs, counseling and psychological support, supports for English learners, and critical thinking. Our hiring process is thorough to make sure we meet all ESSA requirements, and it’s important to us that teachers have opportunities to provide feedback in decision-making through the STPC.</td>
<td></td>
</tr>
</tbody>
</table>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our teachers completed multiple types of professional development throughout the year and 100% of core teachers were highly qualified.</td>
<td></td>
</tr>
</tbody>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we’ve adjusted our approach to financial tracking for the 2019-20 LCAP.</td>
<td></td>
</tr>
</tbody>
</table>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals. We’ve chosen to remove the following metrics and replace them with staff survey measures based on the survey that will be administered in 2019-20 and staff retention rates:</td>
<td></td>
</tr>
<tr>
<td>- % of staff agree leadership meetings are productive on community survey</td>
<td></td>
</tr>
</tbody>
</table>
- Number of high-quality applicants per yearly staff job opening is greater than 5
- % of staff reach personalized professional development goals.
Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Weekly staff meetings: Every Wednesday afternoon

Weekly student meetings: Every Wednesday morning

Monthly parent meetings: Parent meetings are all held on Saturdays to better suit the schedules of working parents.
8/25/2018 – Introductions to student programs and supports
9/12/2018 – Back to school night presentations in Math, Science, English, History, SEL, College Counseling and electives
10/13/2018 – MAP assessment data review, forming on STPC, and LCAP review
11/17/2018 – Review of enrichment programs, schoolwide goals, performance data review, and parent volunteer opportunities
12/15/2018 – Update on enrichment programs, STPC plans
1/19/2019 – Discussion of student and teacher recruitment plans, course progress, STPC plans, and attendance/tardies
2/9/2019 – Summer and foreign exchange programs, recovery classes, MAP progress, and STPC plans (conducted in Spanish)
3/9/2019 – Review of summer programs, MAP progress
4/13/2019 – STPC updates and partnership with Boys and Girls Club of East Palo Alto Summer Program
5/11/2019 – Community Response to Academic Management, enrichment opportunities, school culture policies

Monthly public board meetings:
9/10/2018 – Discussion of Baseline Student Data, the Oxford Partnership, and reflected on the first 30 days of school
Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations provided feedback on our existing programs and services, helping us to further develop our plans for EL support, SEL coaching, personalized instruction and workplace development. They helped inform what is working and what is not within our independent learning model and how our SEL instructors can best support struggling students. Our students presented their experiences with our academic culture model to help us understand areas of frustration and how to create structure without being controlling to guide the students towards independence. We also learned of the impact of increasing consequences for low homework completion and worked with students to resolve the situation.

Our monthly parent meetings also informed our plans for community engagement and support services. Parents attendance is stronger at parent meetings than Board meetings, so they are a good opportunity to receive feedback from parents on school programs and policies. All parent meetings are conducted in English and in Spanish to make sure all populations are engaged.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 1

ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 (Student Achievement), 7 (Course Access)
Local Priorities: 1 (Basic Services), 2 (Implementation of Academic Standards), 8 (Other Student Outcomes)

Identified Need:

Many of our students enter ODA reading below grade level and unprepared for high school. Our English learner population has also increased to 32% with our expanding enrollment, 82% receive free and reduced-price meals, and 10% are students with disabilities. All student groups will need extensive supports with targeted strategies, including small group instruction and pull out services.

Our program needs to accelerate student growth so students graduate with the skills necessary for college and career. This will require a rigorous academic program, highly qualified and experienced staff, and a focus on engaging student interest in learning.
# Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP: % showing growth from Fall to Spring</td>
<td>2017-18 is Baseline Year</td>
<td>158% growth in ELA</td>
<td>% of students meeting Fall to Winter Growth Targets: Math: 69% Reading: 64% Language Usage: 60% Spring scores not yet available</td>
<td>Target: &gt;70% meeting growth target</td>
</tr>
<tr>
<td>% earning passing grade of C or above in math, ELA, history, science, world language, PE/health, and art courses</td>
<td>Data not collected</td>
<td>Final grades not available until June 20</td>
<td>Target: waiting for baseline data</td>
<td></td>
</tr>
<tr>
<td>% of students in Special Education meeting 75% of IEP goals</td>
<td>2017-18 is Baseline Year</td>
<td>Data not collected</td>
<td>90% of students met more than 75% of their IEP goals</td>
<td>Target: &gt;80%</td>
</tr>
<tr>
<td>% enrolled in A-G coursework (A-G completion rate not available until 2020-21)</td>
<td>2017-18 is Baseline Year</td>
<td>100%</td>
<td>100% on track to complete A-G requirements by senior year</td>
<td>Target: 100%</td>
</tr>
<tr>
<td>SBAC: % of 11th graders meeting</td>
<td>2019-20 will be Baseline Year</td>
<td>N/A</td>
<td>N/A</td>
<td>Baseline Year</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>or exceeding the standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAP: % prepared for college</td>
<td>2019-20 will be Baseline Year</td>
<td>N/A</td>
<td>N/A</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>AP pass rate (score 3 or higher)</td>
<td>2019-20 will be Baseline Year</td>
<td>N/A</td>
<td>N/A</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>EL reclassification rate</td>
<td>2017-18 is Baseline Year</td>
<td>0%</td>
<td>Data not available yet</td>
<td>Target: &gt;5%</td>
</tr>
<tr>
<td>ELPAC: % scoring 3 or 4</td>
<td>2018-19 will be Baseline Year</td>
<td>Only 11 students tested</td>
<td>Data not available yet</td>
<td>Based on baseline data</td>
</tr>
<tr>
<td>100% of core teachers who are highly qualified as measured by ESSA Act and audit of teacher assignments</td>
<td>2017-18 is Baseline Year</td>
<td>80%</td>
<td>100%</td>
<td>Target: 100%</td>
</tr>
<tr>
<td>Teacher survey: 100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date</td>
<td>2017-18 is Baseline Year</td>
<td>Met</td>
<td>Met</td>
<td>Target: 100%</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

#### 1-A Core Curriculum:

- Standards-aligned benchmark assessments in all subject areas
- Personalized instruction during studio time and class time—adaptive online programs, small group instruction, etc.
- Curriculum maps for each course aligned to EAP, ELD standards, AP, ACT, CCSS, NGSS
and other standards; include strategies and supports for low income, special education students, ELs, and other struggling students.
- Rigorous graduation requirements, including UC A-G
- Competency-Based Instruction
- Harkness tables and Socratic Seminars
- Tutorials with Academic Teachers: Miniature oral defenses of student work
- Up-to-date standards-aligned instructional materials, evaluated annually by faculty
- Off-campus college coursework

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$96,722</td>
<td>$115,432</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

1-B Enrichment:

- Professional Workplace Management: Opportunities for students to spend a portion of the school day working in the field (i.e. internships) and training on professional workplace skills to manage workflow on professional projects (i.e. Google Suite & Asana)
- Multicultural Social Leadership Trips: To help students understand their place in a global world, ODA offers student exchanges with schools around the world as well as trips to develop field experience as part of the cultural
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

anthropology program. For 2019-20, this includes:
- Boston
- Puerto Rico
- England
- Ghana
- South Africa
- Uganda
- Rwanda
- China
- Qatar

- Service Learning with Design Thinking: Students create a social justice project portfolio
- Interdisciplinary Learning Studios: multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and service project implementation
- Camp Lead: Organized with our authorizer, San Mateo County, this weeklong camp is intended to build community relationships and trust between youth and local law enforcement

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
</tbody>
</table>
| **Budget Reference** | | (combined from multiple actions/services of 2018-19) | **5829-Field Work Program**
| | | **5220-Travel and Lodging**
<p>| | | <strong>4335-PE Supplies</strong> |</p>
<table>
<thead>
<tr>
<th>Action 3</th>
</tr>
</thead>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**All Schools**

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

**1-C Student Support Structures:**

a) Summer Growth Institute
b) Intersession (new in 19-20) – week-long RIT or enrichment every 6 weeks
c) Teacher open-door policy
d) Community Response to Academic Management (CRAM) – bi-weekly peer tutoring program
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>e) Academic tutorials – remove tutorial training with Oxford University &amp; dedicated tutorial tutors for on-site training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Remediation class for credit recovery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g) Enrichment class for deeper dive into academic content in pure tutorial setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h) Small group instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i) Early intervention plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j) RTI program and Student Support Team: Identification and support for struggling students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k) Use of Newsella and ILT online learning programs for specialized supports</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$263,250</td>
<td>$105,000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF S+C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td></td>
<td>• 5815-Consultants-Instructional (includes targeted counseling and PD for staff) – 50/50 split with Title I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
</tbody>
</table>
### Budget Reference

<table>
<thead>
<tr>
<th>Year</th>
<th>Reference</th>
<th>Year</th>
<th>Reference</th>
<th>Year</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td>2018-19</td>
<td></td>
<td>2019-20</td>
<td>5815-Consultants-Instructional (includes targeted counseling and PD for staff) – 50/50 split with S+C</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$12,360</td>
<td>Title I &amp; Title IV</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$12,360</td>
<td>5887-Technology Services</td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- Student with Disabilities

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All Schools

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

- **Select from New, Modified, or Unchanged for 2017-18**: N/A
- **Select from New, Modified, or Unchanged for 2018-19**: N/A
- **Select from New, Modified, or Unchanged for 2019-20**: New

### 1-D Comprehensive Special Education Program:
Includes push-in and pull-out services to meet the needs of students with IEPs

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>95,482</td>
<td>$127,327</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>CA Special Education entitlement &amp; Federal IDEA</td>
</tr>
</tbody>
</table>
| Budget Reference | | (combined from multiple actions/services of 2018-19) | • 1148-Teacher – Special Ed  
• 5869-Special Education Contract Instructors |
**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>English Learners</td>
<td>Limited to English Learners</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

**1-E Targeted ELD Supports:**

a) Instructional program that includes personalize and differentiated learning, with regular benchmark assessments aligned to the ELD standards

b) ELD course
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
<td>Teacher PD for ELD strategies and instruction, supporting academic English, and cultural competency/culturally responsive teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Explicit EL strategies in all classrooms including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. SIOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Sheltered instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Pre-teaching vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Specifically teaching Academic English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Reading support groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Increasing production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Small group support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>Funds shared with 1-A (Core Curriculum) &amp; 1-C (Student Support Structures)</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF S+C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>See 1-A &amp; 1-C</td>
</tr>
</tbody>
</table>

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
</table>

### OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

### 1-F Teacher Professional Development:

a) Professional Development sessions on:
   1. Implementing CCSS and NGSS
   2. Data-driven instruction: analyzing results of and creating action plans informed by benchmark assessments
   3. Community building
   4. Classroom management
   5. Working with struggling/at risk students: Special Education, ELs, low income, foster youth
   6. Social-emotional learning
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$45,004</td>
<td>$38,000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Title II</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td>• 5863-Professional Development</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year** 2017-18

**Amount** N/A

**Source**

**Budget Reference**

- **7. Culturally competent teaching**
  - b) Collaborative teamwork: grade level teams, department teams and other PLCs
  - c) Teachers develop Personalized Educator Plans with individual goals to provide targeted and personalized PD
### Action 7

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

- **Select from New, Modified, or Unchanged for 2017-18**
  - N/A

- **Select from New, Modified, or Unchanged for 2018-19**
  - N/A

- **Select from New, Modified, or Unchanged for 2019-20**
  - New

- **2017-18 Actions/Services**
  - N/A

- **2018-19 Actions/Services**
  - N/A

- **2019-20 Actions/Services**
  - **1-G Hiring and retaining highly qualified faculty and staff:**
    - All candidates undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching
2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services
--- | --- | ---
| | | demonstration, and reference checks. All teachers will meet ESSA legislation.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$1,292</td>
<td>$2,993</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Title II</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td>5875-Staff Recruiting</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)

**New Goal**

**Goal 2**

ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 5 (Student Engagement), 6 (School Climate)
Local Priorities: 1 (Basic Services), 3 (Parent Engagement), 6 (School Climate)
**Identified Need:**

ODA understands that parents and families are key to student success, so we have implemented several actions to ensure family involvement. This includes trainings and meetings that grow the capacity of our parents for family engagement.

ODA is also focused on building a safe, positive, supportive, and consistent school culture so students want to attend school and faculty are committed and take ownership of the school.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Survey:</strong> 80% of parents express satisfaction with ODA</td>
<td>2018-19 will be baseline year</td>
<td>N/A</td>
<td>Parent survey results not available until June 19</td>
<td>Based on baseline results</td>
</tr>
<tr>
<td><strong>Parent Survey:</strong> % of parents who feel engaged in school decision-making</td>
<td>2018-19 will be baseline year</td>
<td>N/A</td>
<td>Parent survey results not available until June 19</td>
<td>Based on baseline results</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>2020-21 will be baseline year</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension rate: &lt;5%</td>
<td>2017-18 is baseline year</td>
<td>Met: 0%</td>
<td>Met: 0% (estimate)</td>
<td>Target: &lt;5%</td>
</tr>
<tr>
<td>Expulsion rate: 0%</td>
<td>2017-18 is baseline year</td>
<td>Met: 0%</td>
<td>Met: 0% (estimate)</td>
<td>Target: 0%</td>
</tr>
<tr>
<td>ADA (attendance rate): 95%</td>
<td>2017-18 is baseline year</td>
<td>Met: 95.5%</td>
<td>Met: 96%</td>
<td>Target: 95%</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>2018-19 is baseline year</td>
<td>N/A</td>
<td>Met: 0%</td>
<td>Target: &lt;5%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Chronic absence rate: &lt;10%</td>
<td>2017-18 is baseline year</td>
<td>All</td>
<td>13.5%</td>
<td>Met: 1% (estimate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Af Am</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Latinx</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer rate: &lt;10%</td>
<td>2017-18 is baseline year</td>
<td>Met:</td>
<td>4%</td>
<td>Met: 5%</td>
</tr>
<tr>
<td>SEL rubric: Aggregate score of 4 (out of 5) across SEL categories (curiosity, growth mindset, perseverance, self-awareness, self-efficacy, self-regulation, social awareness/social competence) on MESH survey</td>
<td>2018-19 is baseline year</td>
<td>N/A</td>
<td>Not Met: 3.45</td>
<td>Target: 4 or higher</td>
</tr>
<tr>
<td>School safety: Aggregate score of 4 (out of 5) on School Safety - MESH student survey</td>
<td>2018-19 is baseline year</td>
<td>N/A</td>
<td>Met: 4.14</td>
<td>Target: 4 or higher</td>
</tr>
<tr>
<td>School connectedness: Aggregate score of 4 (out of 5) across engagement</td>
<td>2018-19 is baseline year</td>
<td>N/A</td>
<td>Not Met: 3.29</td>
<td>Target: 4 or higher</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>categories (engagement, learning strategies, rigorous expectations, sense of belonging, teacher-student relationships) on MESH student survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher survey: 80% of teachers expressing satisfaction with ODA</td>
<td>2017-18 is baseline year</td>
<td>Met</td>
<td>Assessment tool pending development</td>
<td>Target: &gt;80%</td>
</tr>
<tr>
<td>Less than 10% of staff leave ODA after 2 or fewer years that are a cultural, philosophical, and skills fit</td>
<td>2017-18 is baseline year</td>
<td>Met</td>
<td>Met</td>
<td>Target: &lt;10%</td>
</tr>
<tr>
<td>School leaders rate the school condition as “adequate” on monthly walkthroughs.</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Target: Met</td>
</tr>
</tbody>
</table>
**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

**2-A Family Liaison:**

a) Plans and facilitates extensive community building with parents and families
### 2017-18 Actions/Services

- 

### 2018-19 Actions/Services

- b) Responds to the needs of the families, including parent education classes
- c) Creates and maintains a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours
- d) Oversees the Oxford Day Academy Student Teacher Parent Community (STPC)

### 2019-20 Actions/Services

- 

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$62,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S+C</td>
<td>2200-Classified Support Salaries (Channel (Tarigo), Michelle)</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

**2-B Comprehensive Family Engagement Program:**

a) Board representation: Two parents are elected to the Board to provide feedback from family Saturday meetings and students share feedback from student meetings.

b) Student Teacher Parent Community (STPC, formerly PYCAB): A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership.

c) Community Support Fund management, which provides financial support to special student populations in need.
2017-18 Actions/Services

2018-19 Actions/Services

d) Informal survey development throughout year, as needed, to address issues and inform discussions

e) Regular review of attendance and planning of attendance Initiatives: Identifying students who are in need of attendance interventions and creating action plans with families

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$170,680</td>
<td>$142,180</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>LCFF S+C</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td></td>
<td>5820-Consultants – Non Instructional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2400-Clerical Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800 Student Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5814-Community Support Fund</td>
</tr>
</tbody>
</table>

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

2-C Partnership with East Palo Alto Association for Continuing Education (EPA ACE) Parent Center:

a) Monthly parent meetings to go over student data, specialist speakers, Saturday programming
b) Provides parenting courses, ELD or GED preparation, job skills, financial literacy, mental or physical health services, and college counseling
c) Cultural celebrations

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>11,850</td>
<td>$1,318</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S+C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Budget Reference | (combined from multiple actions/services of 2018-19) | | ▪ 5880-Student Health Services  
▪ 5877-Student Activities (City of EPA) |

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)
- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
- **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>
### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

#### 2-E Student Recruitment Plan:

a) Engage all members of the school and local community
### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

b) Create partnerships within the community for social, health, and educational services for students and families

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$11,845</td>
<td>$12,200</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>(combined from multiple actions/services of 2018-19)</td>
<td>▪ 5851-Marketing and Student Recruiting</td>
<td></td>
</tr>
</tbody>
</table>

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:


### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
</table>

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>New</td>
</tr>
</tbody>
</table>

### 2-F Well-Maintained School Facilities:
a) School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$38,000</td>
<td>LCFF Base</td>
<td>4410-Classroom Furniture, Equipment &amp; Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>$44,750</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(combined from multiple actions/services of 2018-19)
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 5515-Janitorial, Gardening Services &amp; Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 5615-Repairs and Maintenance - Building</td>
</tr>
</tbody>
</table>
**Demonstration of Increased or Improved Services for Unduplicated Pupils**

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$419,237</td>
<td>31%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The most significant ways that ODA improves services for our unduplicated pupils are through our enrichment, student support structures, specialized teacher professional development, community engagement programs and partnerships, school culture plan and our Family Liaison.

Our student support structures and enrichment programs are about providing students with all the supports they need, during or after school or over the summer, and developing individualized plans that target student needs and inspire them to go beyond and develop a sense of their place in a global world. Many of our students enter ODA performing below grade level and they lack the enrichment students in the neighboring, more affluent school districts experience, so these services are critical for our high needs students.

Our teachers lead the learning process for all students in both whole group instruction and differentiated small group instruction. We invest in specialized professional development to support our teachers in working with struggling or at-risk students, using data to target instruction, promoting social emotional learning and culturally competent teaching.

Community supports are an important part of ODA because family support is critical to student success. We employ a Family Liaison to coordinate community building projects and respond to the needs of families, including parent education classes. Our Comprehensive Family Engagement Program ensures there is always student and parent representation in school decision-making and our partnership with EPA ACE encourages continued community engagement.

The following are the specific Actions and Services contributing to meeting the Increased or Improved Services requirement:
1-B: Goal 1 Action 2 (EL, Foster, Low Income):
Enrichment
1-C: Goal 1 Action 3 (EL, Foster, Low Income):
Student Support Structures
1-D: Goal 1 Action 4 (EL):
Targeted ELD Support
1-E: Goal 1 Action 5 (EL, Foster, Low Income):
Teacher Professional Development
2-A: Goal 2 Action 1 (EL, Foster, Low Income):
Family Liaison
2-B: Goal 2 Action 2 (EL, Foster, Low Income):
Comprehensive Family Engagement Program
2-C: Goal 2 Action 3 (EL, Foster, Low Income):
Partnership with EPA ACE Parent Center:
2-D: Goal 2 Action 4 (EL, Foster, Low Income):
School Culture Plan

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 60,881</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

While most of our model remains unchanged, we have identified the following areas for increased services:
- ELD course added to target newcomer students
- Increased Professional Development provided by Nabila Massoumi from SMCOE
- Improved Response to Intervention Program for all students
- Increased data driven instruction in SY 19-20
- Improved Curriculum Maps to provide greater scaffolding and differentiation for different learners
- Social Emotional Learning explicitly taught in studio time
- Full implementation of Social Emotional learning Coaching and plans, including family engagement.
- Creation of PYCAB in SY 18-19 for family engagement.

These increased services are based on our high population of low income, Special Education and EL students. And based on the following data:
- MAP Scores
- MESH Survey Data
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow
the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year**: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP**: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year**: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

**Annual Measurable Outcomes**

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

**Actions/Services**

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

**Analysis**

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
• Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

• Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

• Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

• Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. **EC** identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. **EC** requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, **EC** Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services
LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities
List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes
For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

**Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

**Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement**

**Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

**Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:
• If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”

• If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.

• If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services
For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

• Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

• Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

• Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the
action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address
how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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;
   D. High school dropout rates; and
E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, October 2016
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxford Day Academy
CDS Code: 41 10413 0135269
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Mallory Dwinal, (650) 260-3152

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Oxford Day Academy expects to receive in the coming year from all sources.

The total revenue projected for Oxford Day Academy is $2,514,028.86, of which $1,764,151.00 is Local Control Funding Formula (LCFF), $268,155.79 is other state funds, $330,190.47 is local funds, and $151,531.60 is federal funds. Of the $1,764,151.00 in LCFF Funds, $419,237.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Oxford Day Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Oxford Day Academy plans to spend $2,458,530.40 for the 2019-20 school year. Of that amount, $928,005.00 is tied to actions/services in the LCAP and $1,530,525.40 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Facility lease, general operating services, administrative costs, food service, and base compensation (teacher and school leader)

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Oxford Day Academy is projecting it will receive $419,237.00 based on the enrollment of foster youth, English learner, and low-income students. Oxford Day Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Oxford Day Academy plans to spend $469,942.00 on actions to meet this requirement.
This chart compares what Oxford Day Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oxford Day Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Oxford Day Academy's LCAP budgeted $344,799.00 for planned actions to increase or improve services for high needs students. Oxford Day Academy estimates that it will actually spend $626,371.00 for actions to increase or improve services for high needs students in 2018-19.
Appendix 2: Corporate Documents (Articles of Incorporation, Bylaws, Board Member Rosters and Bios, Board Member Skills Matrix)
ARTICLES OF INCORPORATION
OF
OXFORD DAY ACADEMY, INC.
(A California Nonprofit Public Benefit Corporation)

Article I.
The name of the Corporation shall be Oxford Day Academy, Inc.

Article II.
The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law.

The specific purpose of this Corporation is to oversee, manage, operate, advise, guide, direct, promote, support, and hold charters for one or more public charter schools.

Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article III.
The name and address in the State of California of this Corporation’s initial agent for service of process is:

Richard J. Hansberger
524 Rainier Road
Lake Arrowhead, CA 92352

Article IV.
All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.
No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

Article V.

This corporation shall have no members.

Article VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Article VII: Address of Corporation

The initial street and mailing address of this corporation is:

1085 Santa Cruz Ave, #3, Menlo Park, CA 94025

Date

Richard J. Hansberger, Incorporator
BYLAWS

OF

OXFORD DAY ACADEMY

A CALIFORNIA PUBLIC CHARTER SCHOOL
OPERATING AS A NONPROFIT PUBLIC BENEFIT CORPORATION
# BYLAWS OF OXFORD DAY ACADEMY

## Contents

ARTICLE I ......................................................................................................................... 4
Name, Offices and Purposes .............................................................................................. 4
  Section 1.01. Name........................................................................................................ 4
  Section 1.02. Principal Office....................................................................................... 4
  Section 1.03. Purposes ................................................................................................. 4

ARTICLE II ....................................................................................................................... 4
Membership ..................................................................................................................... 4
  Section 2.01. No Members .......................................................................................... 4

ARTICLE III ..................................................................................................................... 5
Board Of Directors ......................................................................................................... 5
  Section 3.01. Duties and Powers of the Board............................................................. 5
  Section 3.02. Number of Directors.............................................................................. 5
  Section 3.03. Members of the Board ......................................................................... 5
  Section 3.04. Election and Term of Office .................................................................. 6
  Section 3.05. Interested Persons ............................................................................... 6
  Section 3.06. Resignation, Removal, and Vacancies .................................................. 7
  Section 3.07. Place of Meetings .............................................................................. 8
  Section 3.08. Annual Meetings .................................................................................. 8
  Section 3.09. Regular Meetings ................................................................................ 8
  Section 3.10. Special Meetings ................................................................................. 8
  Section 3.11. Notice ................................................................................................... 8
  Section 3.12. Quorum and Action of the Board .......................................................... 10
  Section 3.13. Participation in Meetings by Conference Telephone ................................ 10
  Section 3.14. Waiver of Notice ................................................................................ 11
  Section 3.15. Adjournment ....................................................................................... 11
  Section 3.16. No Action Without Meeting ................................................................. 12
  Section 3.17. Committees of the Board .................................................................... 12
  Section 3.18. Meetings and Actions of Board Committees ........................................ 13
  Section 3.19. Advisory Council ............................................................................... 13
  Section 3.20. Fees and Compensation ..................................................................... 14
  Section 3.21. The Ralph M. Brown Act .................................................................... 14

ARTICLE IV ..................................................................................................................... 14
Officers ........................................................................................................................... 14
  Section 4.01. Officers ............................................................................................... 14
  Section 4.02. Election ............................................................................................... 15
  Section 4.03. Removal and Resignation ................................................................... 15
  Section 4.04. Vacancies ............................................................................................ 15
  Section 4.05. Chair of the Board ............................................................................ 15
  Section 4.06. President ............................................................................................. 15
  Section 4.07. Secretary ............................................................................................. 16
  Section 4.08. Treasurer ............................................................................................. 16
ARTICLE V ........................................................................................................................................... 17
Indemnification And Insurance ........................................................................................................... 17
Section 5.01. Definitions ....................................................................................................................... 17
Section 5.02. Indemnification of Agents ............................................................................................... 17
Section 5.03. Purchase of Liability Insurance ....................................................................................... 21
Section 5.04. Nonapplicability to Fiduciaries of Employee Benefit Plans ........................................ 21
ARTICLE VI ......................................................................................................................................... 22
Miscellaneous ....................................................................................................................................... 22
Section 6.01. Fiscal Year ....................................................................................................................... 22
Section 6.02. Corporate Seal ................................................................................................................ 22
Section 6.03. Checks, Notes, and Contracts ......................................................................................... 22
Section 6.04. Endorsement of Documents; Contracts ....................................................................... 22
Section 6.05. Construction and Definitions ......................................................................................... 23
Section 6.06. Amendment of Articles and Bylaws ............................................................................. 23
Section 6.07. Maintenance of Certain Records .................................................................................... 23
Section 6.08. Annual Report ................................................................................................................ 23
Section 6.09. Annual Statement of Certain Transactions and Indemnifications .............................. 24
Section 6.10. Loans to Directors and Officers ..................................................................................... 24
Section 6.11. Conflict of Interest .......................................................................................................... 24
Section 6.12. Political Reform Act ...................................................................................................... 25
Section 6.13. Interpretation of Charter ................................................................................................ 25
CERTIFICATE OF ADOPTION OF BYLAWS ............................................................................... 26
ARTICLE I

Name, Offices and Purposes

Section 1.01. Name. The name of the corporation is Oxford Day Academy.

Section 1.02. Principal Office. The Board of Directors of the corporation ("Board") shall determine where to locate the principal office of the corporation. By resolutions, the Board may change the principal office from one location to another and may establish additional offices.

Section 1.03. Purposes. The corporation is a nonprofit public benefit corporation as described in Title 1, Division 2, Part 2 of the California Corporations Code (the "Law"). The property of the corporation is irrevocably dedicated to educational and charitable purposes in a manner which meets the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Internal Revenue Code"), and Sections 23701d and 214 of the California Revenue and Taxation Code.

ARTICLE II

Membership

Section 2.01. No Members. The corporation shall have no members within the meaning of Section 5310 of the Law. Any action which otherwise would require approval of the members shall require approval only of the Board.
ARTICLE III

Board Of Directors

Section 3.01. Duties and Powers of the Board.
Subject to any limitations in the corporation’s Articles of Incorporation (the “Articles”) or these Bylaws, the Board shall manage the activities of the corporation and shall exercise or oversee the exercise of all corporate powers. The Board may delegate its duties and powers as it sees fit to the extent permitted by law, provided however, that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board shall have all powers permitted to or conferred on a board of directors of a nonprofit public benefit corporation by Law, except as limited by the Articles or these Bylaws.

Section 3.02. Number of Directors.
The number of directors of the corporation shall be a minimum of three (3) and a maximum of thirteen (13). The authorized number of directors of the corporation may be changed by resolution of the Board and shall be consistent with the school Charter.

Section 3.03. Members of the Board.
The Board shall elect a President, Secretary and Treasurer at the Annual Meeting. The President, Secretary and Treasurer shall hold office for a term of one (1) year. No person may hold both the office of President and Secretary or President and Treasurer concurrently.

Board members shall be serve either two (2) year terms or three (3) year terms. At least half of the members plus one member will serve three (3) year terms to ensure that all Board
member terms are staggered. The remaining members shall serve two (2) year terms. Board member terms shall be determined initially by the President. In any event after the initial terms have been set and all Board members resign or are replaced at the same time, the Board President shall again appoint Board member terms according to this Section 3.03.

Board members may serve two (2) consecutive terms before a member must leave the Board for one (1) year. Each Board member shall be elected by an affirmative vote of a majority of directors then in office.

Section 3.04. Election and Term of Office.
Directors shall be elected per Section 3.03. Each director, including a director elected to fill a vacancy, shall hold office until the earlier of the expiration of the term for which he or she was elected or until the election and qualification of a successor. Any person who is a Director by virtue of holding another position, as described herein, shall automatically be deemed to have resigned from and be removed from the Board upon ceasing to hold that other position. Each person who was elected as a Director by virtue of being a parent with one or more children attending Oxford Day Academy shall automatically be deemed to have resigned from and be removed from the Board at any time at which such person no longer has at least one child enrolled at Oxford Day Academy.

Section 3.05. Interested Persons.
No more than forty-nine percent (49%) of the directors serving at any one time may be “interested persons.” For purposes of the Section 3.04, an “interested person” is:

(a) Any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time
employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any person listed in Section 3.04(a) above.

Any violation of the provisions of this Section 3.05 shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3.06. Resignation, Removal, and Vacancies.

(a) A director may resign effective upon giving written notice to the Chair of the Board (the “Chair”) if any, the President, the Secretary, or the Board, unless the notice specifies that the resignation shall be effective at a later time; provided, however, that a director may not resign without permission of the Attorney General in a case where the corporation would be left without a duly elected director in charge of its affairs.

(b) The Board may remove any director regardless of title who fails to fulfill his or her duties, including failing to attend meetings of the Board, failing to fulfill tasks designated by the Board, failing to objectively represent the interests of the corporation or who has a conflict of interest with the corporation that a majority of Directors then in office determine cannot be reconciled by recusal or any other means; such removal must be authorized by an affirmative vote of a majority of directors then in office.

(c) The Board may fill vacancies as and when it sees fit. If the number of directors would fall below three (3), the Board shall fill vacancies as promptly as possible to avoid such a result. A director elected to fill a vacancy shall hold office until the expiration of the term of the replaced director or until his or her successor has been elected and qualified, unless the Board otherwise determines.

(d) A vacancy in the Board shall be deemed to exist upon the occurrence of the death, resignation, or removal of any director, or if the authorized number of directors is increased.
(e) The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or is convicted of a felony, or has been found by a final order or judgment of any court to have breached a duty to the corporation.

Section 3.07. Place of Meetings. The Board may meet at any place designated in the notice of the meeting.

Section 3.08. Annual Meetings. The Board shall hold an annual meeting to elect directors and officers then up for election, and to conduct all other business as may properly come before the Board. The annual meeting shall take place at such time and place as determined by resolution of the Board.

Section 3.09. Regular Meetings. Regular meetings of the Board shall be held at such time and place as may be fixed by the Board.

Section 3.10. Special Meetings. Special meetings of the Board for any purpose may be called at any time by the President or by a vote of a majority of the Directors then in office.

Section 3.11. Notice. Annual, regular, special and emergency meetings of the Board shall be subject to the notice and open meeting requirements of the Ralph M. Brown Act (Govt. Code section 54950 et seq.)

At least 72 hours prior to a regular meeting, the Clerk of the Board shall post an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session. (Govt. Code § 54954.2(a)). The agenda shall be posted in location that is publicly accessible for the entire 72 hour period prior to the meeting; in addition, the agenda shall be posted in electronic form on the corporation’s web site.
BYLAWS OF OXFORD DAY ACADEMY

Special meetings may be called at any time, subject to the requirements of these Bylaws and the Ralph M. Brown Act, but notice must be posted or received at least twenty-four (24) hours prior to the meeting by all members of the body and by all media outlets that have requested notice in writing.

When a majority of the legislative body determines that an emergency situation exists, it may call an emergency meeting. (§ 54956.5.) The Ralph M. Brown Act defines an emergency as a crippling activity, work stoppage or other activity which severely impairs public health, safety or both. (§ 54956.5(a)(1)) Absent a dire emergency, telephonic notice must be provided to all media outlets that have requested that they receive notice of any special meetings called pursuant to section 54956 at least one hour prior to the meeting. (§ 54956.5(b).) In the case of a dire emergency, notice need only be provided at or near the time that notice is provided to the members of the body. (§ 54956.5(b)) A dire emergency is a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a legislative body to provide one-hour notice before holding an emergency meeting may endanger the public health, safety, or both, as determined by a majority of the members of the legislative body. (§ 54956.5(a)(2))

Notice shall be addressed or delivered to each director at his or her home physical address, telephone contact number electronic mail address as it is shown upon the records of the corporation. Notice may also be given when the Clerk of the Board or his or her designee personally delivers the notice to a board member.

Notice by mail shall be deemed to have been given at the time that the notice is deposited in the United States mails, postage prepaid. Notice by electronic mail shall be
deemed to have been given when it is actually transmitted by the person sending the notice by electronic means to the recipient. Telephonic notice shall be deemed to have been given at the time it is communicated, in person or by telephone, to the recipient or to a person at the office of the recipient who, the person giving the notice has reason to believe, will promptly communicate it to the recipient. Personal notice shall be deemed to have been given at the time and place where the Clerk of the Board or his or her designee personally delivers notice to the Board member.

Section 3.12. Quorum and Action of the Board.

(a) A majority of directors currently in office (but no fewer than two) constitutes a quorum of the Board for the transaction of business, except for purposes of adjournment as provided in Section 3.15 of these Bylaws. Unless a greater number is expressly required by law, the Articles or these Bylaws, every action taken or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board; provided, however, that a meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

(b) The following actions shall require a vote by a majority of all directors then in office in order to be effective:

a. The amendment of the Articles or these Bylaws;

b. Creation or dissolution of a committee of the Board (as provided in Section 3.17) or an advisory committee (as provided in Section 3.19);

c. The election of new directors or a vote to change the number of directors (as provided in Section 3.02); and

d. The dissolution of the corporation and winding up of business.

Section 3.13. Participation in Meetings by Conference Telephone.

Directors may participate in meetings of the Board through the use of conference telephone or
equivalent communications equipment, so long as directors participating in the meeting can hear one another, at least a quorum of the board participates from teleconferencing locations within the jurisdiction of the corporation, each teleconference location is identified in the notice and agenda of the meeting, the agenda is posted at each teleconference location, each teleconference location is accessible to the public, and there is an opportunity for the public to address the Board at each teleconference location. All votes taken must be by roll-call.

Participation in a meeting pursuant to this Section 3.13 constitutes presence in person at the meeting.

**Section 3.14. Waiver of Notice.** Notice of a meeting need not be given to any director who signed a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, before or at its commencement, the lack of notice to such director. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

**Section 3.15. Adjournment.** Regular and special meetings may be adjourned to a future date by a majority vote of the Directors in attendance at the meeting, assuming that a quorum of the Directors is present. (§ 54955.) If the subsequent meeting is conducted within five (5) days of the original meeting, matters properly placed on the agenda for the original meeting may be considered at the subsequent meeting. (§ 54954.2(b)(3).) If the subsequent meeting is more than five (5) days from the original meeting, a new agenda must be prepared and posted pursuant to section 54954.2. Hearings continued pursuant to section 54955.1 are subject to the same procedures.
When a meeting is adjourned to a subsequent date, notice of the adjournment must be conspicuously posted on or near the door of the place where the meeting was held within 24 hours after the time of the adjournment. When less than a quorum of a body appears at a noticed meeting, the body may either meet as a committee of the parent body or adjourn to a future date pursuant to the provisions of sections 54955 or 54954.2(b)(3). If no members of the legislative body appear at a noticed meeting, the clerk may adjourn the meeting to a future date and provide notice to members of the legislative body and to the media in accordance with the special meeting notice provisions set forth in section 54956.

Section 3.16. No Action Without Meeting.  
(a) No action required or permitted to be taken by the Board may be taken without a properly noticed and agendized meeting, pursuant to the requirements of the Ralph M. Brown Act and these Bylaws.

Section 3.17. Committees of the Board. The Board may, by resolution adopted a majority of the number of directors then in office, create one or more committees of the Board (“Board Committee”), each consisting of at least two directors, to serve at the pleasure of the Board. Board Committees may be standing (no set term) or special (set term). Appointments of directors to Board Committees shall be made by the Board. Any such Board Committee, to the extent provided in a resolution of the Board, may be given the authority of the Board except with respect to:

(a) The approval of any action for which the Law requires approval of the Board or of a majority of the Board;
(b) The filling of vacancies on the Board or in any Board Committee;
(c) The amendment or repeal of its Bylaws or the adoption of new Bylaws;
BYLAWS OF OXFORD DAY ACADEMY

(d) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
(e) The appointment of Board Committees of the members thereof;
(f) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
(g) The approval of any self-dealing transaction, as defined in §5233(a) of the Law of any successor provision thereto.

Section 3.18. Meetings and Actions of Board Committees. Regular and special meetings and actions of Board Committees created pursuant to Section 3.17 herein shall be governed by the provisions of this Article III applicable to meetings and actions of the Board and the requirements of the Ralph M. Brown Act.

Section 3.19. Advisory Council. In addition to any parents or community leaders who may serve on the Board, the Board and school administration will ensure active parental and teacher involvement by establishing an Advisory Council composed of six parents whose children attend the School (two per track), and six employees of the school including teachers, a classified employee, and a member of the school administration. The Advisory Council shall have no powers or authority to govern the School or the affairs of the Board or the Administration of the School and shall be an advisory body only.

The purpose of the Advisory Council is to create and propose policies for adoption by the Board which encourage the active involvement of parents and guardians, not the least of which will be an agreement signed by a parent or guardian of each student that clarifies the mutual expectations of the school, parents, and the students. The Advisory Council will also accept as one of its responsibilities the promotion of parental involvement in the daily affairs of students and school. The Advisory Council will also aid in the development of the Charter
School budget by reviewing proposed budgets and making recommendations to the Board as to the allocation of school resources.

The responsibilities of the Advisory Council may be amended and/or modified from time to time at the sole discretion of the Board, subject to the limitations and requirements of the School’s charter. The chairperson of the Advisory Council will be invited to regularly attend the open session meetings of the School Board.

**Section 3.20. Fees and Compensation.** The corporation shall not pay any compensation to directors for services rendered to the corporation as directors, except that directors may be reimbursed for expenses incurred in the performance of their duties to the corporation, in reasonable amounts as approved by the Board.

**Section 3.21. The Ralph M. Brown Act.** Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the California Ralph M. Brown Act.

**ARTICLE IV**

**Officers**

**Section 4.01. Officers.** The officers of the corporation shall be a President, a Secretary, and a Treasurer. The current President of the Board shall chair regular, special and emergency meetings of the Board. The Board shall have the power to designate additional officers of the corporation, who need not be directors, with such duties, powers, titles, and privileges as the Board may fix. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the President.
Section 4.02. Election. The officers of the corporation shall be chosen annually by a majority vote of the Board. The officers of the corporation shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors are elected and qualified.

Section 4.03. Removal and Resignation.

(a) Any officer may be removed with or without cause by a majority vote of then current members of the Board.

(b) Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein.

Section 4.04. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided, however, that such vacancies may be filled as they occur and not necessarily at the annual meeting.

Section 4.05. Chair of the Board. The President of the Board shall serve as the Chair of the Board, and shall preside at, or, if unavailable, shall designate another member of the Board to preside at, all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may be assigned from time to time by the Board.

Section 4.06. President. Subject to such powers as may be given by the Board to the President, if any, the President is the general manager of the corporation and, subject to the control of the Board, shall have general supervision, direction, and control of the business
and officers of the corporation. The President shall serve as the Chair of the Board and shall preside at all meetings of the Board.

Section 4.07. Secretary.

(a) The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may order, a book of minutes of all meetings of the Board and any Board Committees. The minutes shall include the time and place of meetings, whether annual, regular, or special, and if special, how authorized, the notice thereof given, the names of those present at meetings of the Board and of the Board Committees, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office of the corporation, the original or a copy of the corporation’s Articles and Bylaws, as amended.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and is committees of the Board required by law or by these Bylaws to be given, shall keep the seal of the corporation, if any, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 4.08. Treasurer.

(a) The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation. The books of account shall be open at all reasonable times to inspection by a director.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the President and the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board.
ARTICLE V

Indemnification And Insurance

Section 5.01. Definitions. For the purpose of this Article, “agent” means any person who is or was a Director, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; “proceeding” means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes without limitations, attorneys’ fees and any expenses of establishing a right to indemnification under Section 5.02(c) or Section 5.02(d)(ii) of this Article.

Section 5.02. Indemnification of Agents.

(a) Except as otherwise provided in this Section 5.02(a), upon the request of an employee or former employee, this corporation shall indemnify any employee or former employee who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful.
BYLAWS OF OXFORD DAY ACADEMY

The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person’s conduct was unlawful.

a. This corporation may refuse to provide for the defense of a civil action or proceeding brought against an employee or former employee if the corporation determines any of the following:
   i. The act or omission was not within the scope of his or her employment;
   ii. He or she acted or failed to act because of actual fraud, corruption, or actual malice;
   iii. The defense of the action or proceeding by the public entity would create a specific conflict of interest between this corporation and the employee or former employee. For the purposes of this section, “specific conflict of interest” means a conflict of interest or an adverse or pecuniary interest, as specified by statute or by a rule or regulation of the public entity.

b. If an employee or former employee requests in writing that this corporation, through its designated legal counsel, provide for a defense, this corporation shall, within 20 days, inform the employee or former employee whether it will or will not provide a defense, and the reason for the refusal to provide a defense.

c. If an actual and specific conflict or interest becomes apparent subsequent to the 20-day period following the employee’s written request for defense, nothing herein shall prevent this corporation from refusing to provide further defense to the employee. This corporation shall inform the employee of the reason for the refusal to provide further defense.

d. Except as otherwise provided in this Section 9.02(b), this corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public
BYLAWS OF OXFORD DAY ACADEMY

Benefit Corporation Law, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 5.02(b):

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person’s duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General of California.

e. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection (a) or (b) of this Section 5.02 or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

f. Except as provided in subsection c. of this Section 5.02, any indemnification under this Section 5.02 shall be made by this corporation only if authorized in
the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 5.02, by:

i. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or

ii. The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized by this Section 5.02.

No provision made by this corporation to indemnify its or its subsidiary’s Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws, a resolution of the Directors, and agreement or otherwise, shall be valid unless consistent with this Section 5.02. Nothing contained in the Section 5.02 shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

No indemnification or advance shall be made under this Section 5.02, except as provided in Section 5.02(c) or Section 5.02(d)(ii) hereof, in any circumstances where it appears:

i. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which
the expenses were incurred or other amounts were paid, which prohibits
or otherwise limits indemnification; or

ii. That it would be inconsistent with any condition expressly imposed by a
court in approving a settlement.

j. Notwithstanding any other requirements contained in these Bylaws, defense of
an employee or former employee, or indemnification for such costs, shall be
provided in compliance with all applicable requirements of the California
Government code.

Section 5.03. Purchase of Liability Insurance. Upon and in the event of a
determination by the Board to purchase such insurance, this corporation may purchase and
maintain insurance on behalf of any agent of the corporation against any liability asserted or
incurred by the agent in such capacity or arising out of the agent’s status as such whether or
not this corporation would have the power to indemnify the agent against such liability under
the provisions of this Article; provided, however, that this corporation shall have no power to
purchase and maintain such insurance to indemnify any agent of this corporation for violation
of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 5.04. Nonapplicability to Fiduciaries of Employee Benefit Plans.
This Article 5 does not apply to any proceeding against any trustee, investment manager or
other fiduciary of an employee benefit plan in such person’s capacity as such, even though such
person may also be an agent, as defined in Section 5.01, of the employer corporation. The
corporation shall only have the power to indemnify such trustee, investment manager or other
fiduciary to the extent permitted by Section 207(f) of the California General Corporation Law.
ARTICLE VI

Miscellaneous

Section 6.01. Fiscal Year. The fiscal year of the corporation shall be the July 1st through June 30th.

Section 6.02. Corporate Seal. The corporate seal, if any, shall be in such form as may be approved from time to time by the Board.

Section 6.03. Checks, Notes, and Contracts. The Board shall determine which persons shall be authorized from time to time on the corporation’s behalf to sign checks, drafts, or other orders for payment of money; to sign acceptance notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 6.04. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by both the President and the Secretary or the Treasurer, and shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent, or employee shall have any
power or authority to bind the corporation by any contract or engagement or to pledge its 
credit or to render it liable for any purpose or amount.

Section 6.05. Construction and Definitions. Unless the context otherwise 
requires, the general provisions, rules of construction, and definitions contained in the Law 
shall govern the construction of these Bylaws.

Section 6.06. Amendment of Articles and Bylaws. The Articles and Bylaws may 
be adopted, amended, or repealed in whole or in part by majority vote of all directors then in 
office.

Section 6.07. Maintenance of Certain Records. The accounting books, records, 
and minutes of proceedings of the Board and of the executive committee, if any, of the Board 
shall be kept at such place or places designated by the Board, or, in the absence of such 
designation, at the principal business office of the corporation. The minutes shall be kept in 
written or typed form, and the accounting books and records shall be kept either in written or 
typed form, or in any other form capable of being converted into written, typed, or printed 
form.

Section 6.08. Annual Report. No later than one hundred twenty (120) days after 
the close of the corporation’s fiscal year, the corporation shall make available to each director 
an annual report in accordance with Section 6321 of the Law, which shall be accompanied by 
any report of independent accountants, or, if there is no such accountant’s report, the 
certificate of an authorized officer of the corporation that such statements were prepared 
without audit from the books and records of the corporation.
Section 6.09. Annual Statement of Certain Transactions and Indemnifications. The corporation shall make available to its directors and annual statement affixed to the annual report described in Section 6.09 of these Bylaws which briefly describes (a) any transaction(s) during the previous fiscal year involving both (i) the corporation and either a director or officer of the corporation (or its parent or subsidiary) that is (ii) more than $10,000; or (b) any indemnifications or advances aggregating more the $10,000 paid during the fiscal year to any officer or director of the corporation.

Section 6.10. Loans to Directors and Officers. The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or of its parent or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such director or officer, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent, or any subsidiary.

Section 6.11. Conflict of Interest. Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably to be construed to be adverse to the corporation’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest
exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and

b. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of the Section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a Director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

Section 6.12. Political Reform Act. Notwithstanding anything contained in these Bylaws, the corporation must act in compliance with all applicable requirements of the California Political Reform Act with regard to self-dealing transactions.

Section 6.13. Interpretation of Charter. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of Charter the shall control, then any Memoranda of Understanding between Oxford Day Academy and its authorizing School District or other authorizing entity, then these Bylaws.
CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Oxford Day Academy and that the foregoing Bylaws, comprising 25 pages, constitute the Bylaws of said corporation that were duly adopted at a meeting of the corporation’s Board of Directors held on 28 Sept, 2015.

IN WITNESS WHEREOF, I have signed my name to this certificate on 28 Sept, 2015.

[Signature]

[Name], Secretary

[Print Name]
Employer Identification Number: 47-4929970
DLN: 17053281300025
Contact Person: JERRY FIERRO
Contact Telephone Number: (877) 829-5500
Accounting Period Ending: June 30
Public Charity Status: 170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required: Yes
Effective Date of Exemption: August 12, 2015
Contribution Deductibility: Yes
Addendum Applies: No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947
We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements
### Oxford Day Academy Board: Member Terms, Skills, and Biographies

<table>
<thead>
<tr>
<th>Name</th>
<th>Officer</th>
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<th>Oxford Email</th>
<th>Term Start</th>
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<tr>
<td>Christina Mireles</td>
<td>President</td>
<td>Los Altos</td>
<td><a href="mailto:cmireles@oxforddayacademy.org">cmireles@oxforddayacademy.org</a></td>
<td>June 2017</td>
<td>June 2020</td>
</tr>
<tr>
<td>Paul Morrill</td>
<td>Secretary</td>
<td>Mountain View</td>
<td><a href="mailto:pmorrill@oxforddayacademy.org">pmorrill@oxforddayacademy.org</a></td>
<td>June 2018</td>
<td>June 2020</td>
</tr>
<tr>
<td>Patrisha Ragins</td>
<td>Treasurer</td>
<td>East Palo Alto</td>
<td><a href="mailto:pragins@oxforddayacademy.org">pragins@oxforddayacademy.org</a></td>
<td>June 2018</td>
<td>June 2021</td>
</tr>
<tr>
<td>Rosa Mendoza</td>
<td>East Palo Alto</td>
<td><a href="mailto:rmendoza@oxforddayacademy.org">rmendoza@oxforddayacademy.org</a></td>
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<tr>
<td>Remi Sobomehim</td>
<td>East Palo Alto</td>
<td><a href="mailto:rsobomehin@oxforddayacademy.org">rsobomehin@oxforddayacademy.org</a></td>
<td>June 2019</td>
<td>June 2022</td>
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<tr>
<td>Rebecca White</td>
<td>Sunnyvale</td>
<td><a href="mailto:bwhite@oxforddayacademy.org">bwhite@oxforddayacademy.org</a></td>
<td>June 2019</td>
<td>June 2022</td>
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</tr>
</tbody>
</table>

#### Board Members

- Christina Mireles
- Paul Morrill
- Patrisha Ragins
- Rosa Mendoza
- Remi Sobomehim
- Rebecca White

#### School Leadership

- Mallory Dwinal
- Irene St. Roseman
Christina Mireles, Board President

Christina grew up in San Jose, CA and attended Harker Academy (grades 3-8; now known as The Harker School) and Presentation High School (9-12) on academic- and need-based scholarships. She then went on to Tufts University where she earned a BA in Political Science with thesis honors, followed by a Master in Public Policy from Georgetown University and a Juris Doctor from Northwestern University. Prior to joining PCF, Christina served as Deputy Director at Escuela Popular, a K-12 charter school in East San Jose that serves a predominantly Latino student population, many of whom are recent immigrants. For nearly nine years, she spearheaded Escuela Popular’s operations – strategy, HR, compliance, legal, finance, and board relations. Christina entered the charter school landscape through Ed Tec, a mission-driven for-profit company providing back-office services to charter schools throughout the United States. Christina began her career nearly 20 years ago as an attorney with Crowell & Moring, a Washington, D.C. law firm. She is now the Executive Director of the Peninsula College Fund (PCF). Given her personal story, Christina is passionate about serving minority and low-income students who need just a little extra support to realize their dreams. In her spare time, she enjoys traveling for pleasure and spending time with her three children and her husband.

Paul Morrill, Board Secretary

Paul is an East Palo Alto native and former educator. He previously taught at Bowman School, a Montessori K-8 school, and served as the school’s science director. He has a degree in Liberal Arts from St. John’s College and a credential in secondary-level education from the American Montessori Society. Paul currently works on the editorial staff of KiwiCo, Inc., an educational subscription kit company.

Patrisha Ragins, Board Treasurer

Patrisha Ragins has been working with San Mateo County family-oriented programs since 1993. During her 25 years of working for San Mateo County, Patrisha has worn various hats. She began as a Volunteer Peer Counselor for Prenatal Advantage Black Infant Health Project in 1992. Her focus was to provide emotional support for the pregnant African American mothers in the program. In September of 2001, she was hired to run the Reclaiming Fatherhood Program which primarily targeted fathers with children up to age 5. Patrisha ran all aspects of the program which included running weekly group meetings, parenting classes, assistance with personal and legal issues and assistance to getting them back to school and or job or vocational trainings. She was later hired as a Community Program Specialist II in Prenatal to Three Initiative, and has been and continues to provide services to the pregnant African American women of San Mateo County in efforts to improve the health disparities and birth outcomes in African American mothers. Patrisha is also very much involved in her community she’s a board member/ volunteer with The Baby Basics Program of the Mid-Peninsula where she gives out diapers to the working poor families in the community she’s been volunteering in this capacity.
for 5 years. Patrisha is the Treasurer at her church. Calvary Temple Church of God in Christ, she also serves as the children’s Sunday school teacher and the youth director. Patrisha is on the San Mateo boards and Commissions for the County Supervisors office- Mental Health Substance Abuse Recovery Commission. She also serves on the One East Palo Alto Behavioral Health Advisory Group.

**Rosa Mendoza, Board Member**

I was born and raised in Mexico, I'm the fourth child of six children. I studied business in Mexico. I moved to America, in 1995, it was hard to find a job because the language difference. I was working as an assistant teacher in Mexico so I found out what I needed to become a teacher in this country. I attended a Montessori conference 1999 with a friend and from that time I believed in Maria Montessori philosophy. I did my child development education in Canada Collage, in Redwood City CA, between 2000-2003 and I completed my Montessori Teacher Credential practicum in 2010.

I'm married and I have five children. Alfredo Jr. who is 27, Gustavo who is 25, my twins Andy and Kory who are 14 (now in 10th grade at ODA), Sabrina who is 9. As a mother I believe that a child should be valued and treated with respect because the first years in a child lives are the most important to develop independence, self-confident and respectfulness toward others.

When I am not busy teaching my students, I am busy teaching and helping my own children. I also enjoy outdoor activities such as soccer, swimming, hiking, biking and much more with my family. And if I have a spare moment I also enjoy reading, music and movies.

**Remi Sobomehin, Board Member**

Born and raised in Portland, OR to parents committed to community activism and educating underprivileged youth, Remi Sobomehin has always known that education was the field in which his life would be committed. During his undergraduate program at Stanford University, Remi got involved in the East Palo Alto community with local non-profit organizations and recognized the emotional disconnect that many students had with school. There he realized that mentorship and guidance was needed to navigate the emotional and social aspects of being a high school student. After his time at Stanford, Remi got introduced to Restorative Justice as a new form of community building and discipline in schools and was offered the opportunity to spearhead the program at EPAA. Remi started and grew the Restorative Justice program for 6 years, before realizing the work to build the minds, characters and heart of our students had to begin much earlier. In 2017, he started as the director of the Boys and Girls Club in East Palo Alto, where he is focused on transforming the club into a hub of the community that addresses all students (k-12) holistically and engages partners in and around the community to do so. Remi is married and has a 2-year-old son and 3-month-old daughter.
Becky White, Board Member

Becky is a program manager at Google AI, where she focuses on fairness, accountability, and machine learning.

Before joining Google, Becky completed a master’s degree in the Communication, Culture, and Technology Program at Georgetown University. Her research focused on AI governance—broadly speaking, to the question of how to go about building global societies that can more easily adapt to technological developments and support citizens caught in turbulence. While in school, Becky was a research assistant with the James Madison Legacy Project, a three-year U.S.-wide, Department of Education–funded initiative that looked at the efficacy and scalability of the We the People teacher development model and civic education curriculum.

Prior to returning to student life, Becky was an editor for ten years. Most recently, she was the editorial director at the Carnegie Endowment for International Peace. There, she spearheaded initiatives to establish a global voice for Carnegie content, efforts that included training editors and leading writing workshops for audiences around the world. She also managed the editing and production of award-winning publications and developed global standards and processes.

Becky has a bachelor’s degree from the University of Pennsylvania in International Relations and German. An East Coast native, she has been exploring life in California since July 2018, and lives in the Bay Area with her husband, Chris.
Appendix 3: Organization Chart
Item 2. ODA Organizational Chart

ODA Governing Board

CEO

Head of School

Program Evaluator

Student, Teacher, Parent Community (STPC)

School Staff

School Administration
Appendix 4: Conflict of Interest Policy
OXFORD DAY ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Oxford Day Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Oxford Day Academy (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.
V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board’s official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.
EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Executive Director of Charter School
D. Principal of Charter School
E. Assistant Principals
F. Chief Business Officer

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)
Category 2 Reporting:

A. **Investments in or income** from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

A. **Investments in or income** from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.
Appendix 5: Complaint Policy
Uniform Complaint Policies and Procedures

2019-2020

Oxford Day Academy

Oxford Day Academy ("ODA")
1001 Beech St, East Palo Alto, CA 94303
(650) 260-3152
www.oxforddayacademy.org

Adopted by Oxford Day Academy’s Governing Board (the Board) on: _________________

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures ("UCP") complaint regarding an alleged violation by ODA of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and ODA’s Local Control and Accountability Plan ("LCAP").

This document includes information about how ODA processes UCP complaints concerning particular programs or activities that are subject to the UCP.

What is a Uniform Complaint?

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of ODA’s LCAP.

A complainant is any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of ODA’s LCAP.

If the complainant is unable to put the complaint in writing due to a disability or illiteracy, ODA shall assist the complainant in the filing of the complaint.
The Responsibilities of Oxford Day Academy

ODA has the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

ODA will investigate and seek to resolve, in accordance with this ODA UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by ODA that are subject to the UCP.

• Accommodations for Pregnant and Parenting Pupils
• After School Education and Safety
• Career Technical and Technical Education, Career Technical, Technical Training
• Compensatory Education
• Course Periods without Educational Content
• Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
• Every Student Succeeds Act
• Local Control and Accountability Plans (LCAP)
• Migrant Education
• Physical Education Instructional Minutes
• Reasonable Accommodations to a Lactating Pupil
• Regional Occupational Centers and Programs
• School Plans For Student Achievement
• School Safety Plans
• Schoolsite Councils

In addition, ODA’s UCP adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints regarding “pupil fees,” including any fee, deposit or other charge that a pupil or a pupil’s parent or guardian are required to pay or any “fee waiver”;

(2) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity (5 CCR §4610); and

(3) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program. (5 CCR §4610)
Uniform Complaint Procedures Policies and Procedures 2019-2020

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to ODA’s UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination, harassment, intimidation or bullying complaints may be referred to the State Department of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil enrolled in a charter school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment;
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed using the Contact Information shown below or with the principal of the school or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula, the revised school finance system that revised how California funds its K-12 schools. Under the LCFF ODA is required to prepare an LCAP, which describes how ODA intends to meet annual goals for ODA pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

Annual Notice

ODA ensures annual dissemination of a written notice of ODA complaint procedures to all students, employees, parents or guardians of its students, school and district
advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

ODA’s UCP Annual Notice also includes information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

ODA’s UCP Annual Notice is distributed in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

**Filing UCP Complaints**

**Filing Pupil Fees UCP Complaints**

A pupil fees complaint may be filed using the Contact Information provided herein or with the principal of a school or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

**Filing All Other UCP Complaints**

ODA will provide an opportunity for complainants and/or representatives to present evidence or information during the course of the investigation of any UCP complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by ODA employees or board members to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decsion will be issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

1. The findings of fact based on the evidence gathered.
2. Conclusions of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.
(5) Corrective actions, if any are warranted.
(6) Notice of the complainant’s right to appeal ODA’s Decision to the CDE.
(7) Procedures to be followed for initiating an appeal to CDE.

UCP Complaint Investigation
The staff member responsible to receive and investigate UCP complaints and ensure ODA compliance is:

Name and Title
1001 Beech St
East Palo Alto, CA 94303
Phone:
Email:

The staff member responsible to receive and investigate UCP complaints and ensure ODA compliance is knowledgeable about the laws and programs he or she assigned to investigate.

ODA will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

ODA will advise all complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

UCP Complaint Resolution
If ODA finds merit in a complaint regarding Pupil Fees, the Local Control and Accountability Plan, and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall be applied to all affected pupils and parents/guardians.

If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, ODA shall provide a remedy to the affected pupil.
Uniform Complaint Procedures Policies and Procedures 2019-2020

ODA shall attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Summaries of all UCP complaints shall be publicly reported on a quarterly basis at a regularly scheduled ODA board meeting. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints but shall not otherwise identify the complainant or any other party(ies). All complaints and responses are public records.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body’s decision.

A complainant may appeal ODA’s Decision of a UCP complaint to the State Superintendent of Public Instruction or his or her designee at the CDE regarding all specified federal and state educational programs subject to the UCP.

To appeal ODA’s Decision of all UCP complaints the complainant must file a written appeal within 15 days of receiving the Decision to the SSPI.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of ODA’s Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of ODA’s Decision of the original locally filed complaint.
Citations
California Education Code (EC) sections 200, 220, 48985, 49010-49013, 52060-52075
California Government Code (GC) sections 11135
California Penal Code (PC) section 422.55
Appendix 6: Personnel Policy / Employee Handbook
OXFORD DAY ACADEMY
EMPLOYEE HANDBOOK
AY 2018-19
# TABLE OF CONTENTS

**AT-WILL EMPLOYMENT** .................................................................................................................. 1

**INTRODUCTORY POLICIES** ......................................................................................................... 2

Introduction ........................................................................................................................................ 2

Equal Employment Opportunity ......................................................................................................... 4

Policy Against Sexual Harassment And Other Workplace Harassment ..................................... 5

Arbitration of Disputes ....................................................................................................................... 9

Open Door Policy .............................................................................................................................. 9

Conflicts Of Interest .......................................................................................................................... 9

**EMPLOYMENT POLICIES AND PRACTICES** ............................................................................... 11

Employee Classifications .................................................................................................................. 11

Hours And Days Of Work ................................................................................................................ 12

Meal Periods And Rest Breaks ......................................................................................................... 12

Timekeeping Requirements ............................................................................................................. 13

Payment Of Wages .......................................................................................................................... 13

Overtime, Non-Exempt Employees .................................................................................................. 14

Reimbursement Of Expenses .......................................................................................................... 14

Personnel Records .......................................................................................................................... 15

Employee References ...................................................................................................................... 15

Accuracy Of Employment Applications And Work-Related Documents ..................................... 15

Performance Reviews ...................................................................................................................... 15

Employment Of Relatives And Other Personal Relationships ..................................................... 16

Employee Conduct And Work Rules ............................................................................................... 17

Corrective Action ............................................................................................................................. 22

Punctuality, Attendance, And Work Assignments ........................................................................... 22
No Solicitation .................................................................................................................. 23
Confidential Information .................................................................................................. 23
Confidentiality Of Employee Medical Information ....................................................... 23
Technology And Communication Policy ......................................................................... 24
Blogging And Social Networking ..................................................................................... 25
Media Policy ..................................................................................................................... 26
Employee Telephone Calls ............................................................................................... 26

TIME AWAY FROM WORK ................................................................................................. 28
Vacation ............................................................................................................................. 28
Sick Time ............................................................................................................................ 29
Holidays .............................................................................................................................. 29
Family And Medical Leave ............................................................................................... 30
California Pregnancy Disability Leave ............................................................................. 35
Bereavement Leave ............................................................................................................ 37
Military Leave .................................................................................................................... 37
Family Military Leave ........................................................................................................ 37
Jury Duty ............................................................................................................................ 38
Time Off to Vote ................................................................................................................ 38
Witness Duty ....................................................................................................................... 38
School Conferences and Visits ......................................................................................... 39
Organ and Bone Marrow Donor Leave .......................................................................... 39
Other Disability Leaves ..................................................................................................... 40
Other Legally Required Leaves of Absence ....................................................................... 40

EMPLOYEE HEALTH AND WELFARE ........................................................................ 41
Safety .................................................................................................................................. 41
IMPORTANT NOTICE

AT-WILL EMPLOYMENT

Unless you have an individual, negotiated agreement signed by the Chief Executive Officer ("CEO") of Oxford Day Academy and approved by the Oxford Day Academy Board of Directors (the “Board”) that states otherwise, your employment relationship with Oxford Day Academy ("Oxford Day Academy" or the “Company”) is at-will. The policy of at-will employment means that employment with the Company is voluntarily entered into, and you are free to resign at will at any time, with or without notice or cause. The policy also means that the Company may terminate your employment at-will at any time, with or without notice or cause. At-will employment also means that the Company may make decisions regarding other terms of employment, including but not limited to demotion, promotion, transfer, compensation, benefits, duties, and location of work at any time, with or without cause or advance notice. No representative of Oxford Day Academy other than the CEO and the Board has the authority to enter into any agreement for employment for a specified duration or to make any agreement for employment other than at will. Any such agreement must be by individual agreement, in writing, signed by the CEO of Oxford Day Academy, and approved by the Board of Directors.
INTRODUCTORY POLICIES

INTRODUCTION

Welcome to Oxford Day Academy! Oxford Day Academy, a non-profit charter management organization, is recognized by the community as one of the preeminent agencies in the Inland Empire. Oxford Day Academy currently operates and manages four charter schools spanning grades K-8th in San Bernardino and Riverside counties. Oxford Day Academy serves approximately 1,200 scholars.

The mission of Oxford Day Academy is to ensure all students are equipped with the academic knowledge and skills, intellectual habits of mind, and positive character traits that will enable them to thrive in school, career, and life.

We sincerely hope you will find this to be a comfortable and satisfying place to work, with fellow employees who are professional, congenial, and cooperative.

Our constant endeavor is to maintain a well-trained, enthusiastic, and efficient group of employees that works together to make Oxford Day Academy successful, thereby enhancing the goals of the organization and the career goals of every employee.

In order to achieve these objectives, we strive to:

1. Treat you and all employees as individuals with full respect for your dignity and rights in everyday work situations;
2. Maintain fair and competitive wages and benefits;
3. Provide a pleasant place to work;
4. Provide a level of mutual respect and loyalty; and
5. Value an open door policy and encourage all employees to feel free to discuss work-related or personal issues bearing on work performance with their supervisors or members of Oxford Day Academy’ Human Resources Department.

In return, Oxford Day Academy expects the following from its staff:

1. A sense of personal responsibility for the quality and quantity of work produced;
2. A constant effort to maximize productive time and avoid any action likely to impede Oxford Day Academy’ mission;
3. Attention to and care for all equipment and materials provided by Oxford Day Academy;
4. Constructive suggestions to improve Oxford Day Academy; and
5. Commitment to cooperate and establish good working relationships with fellow employees.

Because we are committed to the principles of fairness and equity, and because we are partners in the future, we believe that employees' concerns and problems can be resolved through discussion. You are always encouraged to share your concerns with the school principal, Chief of Staff, the Human Resources Department, and/or the CEO.

This Employee Handbook (the “handbook”) generally describes some of the practices and procedures in effect at Oxford Day Academy and is intended to serve as a set of guidelines. This handbook replaces any previous manual or handbook, and to the extent this handbook is inconsistent with any previous understanding, practice, policy, or representation concerning the subject matters addressed herein, except as otherwise indicated in an employee’s individual written employment contract, this handbook supersedes. This handbook may not be amended or added to without the express written approval of the Board. Employees should read, understand, and comply with all provisions of the handbook. The handbook describes many of an employee’s responsibilities and outlines the programs developed by Oxford Day Academy to benefit employees. Failure to follow the provisions of this handbook or any Oxford Day Academy' policies, procedures, and/or guidelines may result in discipline, up to and including termination.

No employee handbook can anticipate every circumstance or question about policy. Oxford Day Academy reserves the right to revise, supplement, or rescind any benefit programs, policies or portion of the handbook, with the exception of its policy of at-will employment, from time to time as it deems appropriate, in its sole and absolute discretion, with or without notice. All changes to the handbook will be made in writing signed by an officer of Oxford Day Academy and approved by the Board of Directors and will either be in a new handbook or in a written document, amendment, addendum or agreement that refers to the handbook. Employees generally will be notified of such changes to the handbook as they occur.

Neither this handbook nor any policy contained in this handbook or elsewhere is intended to imply continued employment or otherwise limit in any way the policy of at-will employment. Nor does this handbook, in describing Oxford Day Academy’ policies or procedures, commit Oxford Day Academy to follow any particular procedure in the course of imposing discipline or terminating employment. If there is ever a discrepancy between this handbook and applicable law, then the law will always govern.

Please note that no policy contained in this handbook is intended to limit employees’ rights to engage in protected activity. If you have any questions about the handbook, please contact the Chief of Staff, the Human Resources Department, and/or Oxford Day Academy’ CEO.
EQUAL EMPLOYMENT OPPORTUNITY

Oxford Day Academy is an equal opportunity employer and is committed to equal opportunity for all employees and applicants. Oxford Day Academy recruits, hires, trains, promotes, compensates, and administers all personnel actions without regard to race, color, religion, sex, sex stereotyping, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy, childbirth, or breastfeeding), gender, gender identity, gender expression, national origin, age, mental or physical disability, ancestry, medical condition, marital status, military or veteran status, citizenship status, sexual orientation, genetic information, or any other status protected by applicable law.

This policy applies to all areas of employment, including recruitment, testing, screening, hiring, selection for training, upgrading, transfer, demotion, layoff, discipline, termination, compensation, benefits, and all other privileges, terms, and conditions of employment. This policy and the law prohibit employment discrimination against any employee or applicant on the basis of any legally protected status outlined above.

Oxford Day Academy also makes reasonable accommodations for qualified applicants and employees with disabilities unless doing so creates an undue hardship, in accordance with all legal requirements. Any applicant or employee who requires an accommodation to perform the essential functions of the job should contact the Human Resources Department to request that accommodation. Oxford Day Academy will work with that individual to attempt to identify a reasonable accommodation that will not impose an undue hardship on Oxford Day Academy.

All employees must follow this policy. Any employee who violates this policy will be subject to disciplinary action, up to and including termination of employment.

Oxford Day Academy is committed to the practice of equal employment opportunity and will not tolerate intimidation or retaliation against employees or applicants because they have engaged in or may engage in filing a complaint of discrimination or retaliation; assisting or participating in an investigation; opposing any act or practice made unlawful by any local, state, or federal law; or for exercising any other legally protected right.

If you have questions or feel that you have been discriminated against because of your protected status, have been improperly denied a reasonable accommodation, have experienced retaliation, or have witnessed or been subjected to conduct that is otherwise inconsistent with this policy, then you must follow the reporting procedures outlined in the Policy Against Sexual Harassment and Other Workplace Harassment below.

All reports describing conduct inconsistent with this policy will be investigated promptly and effectively in accordance with the procedure outlined in Oxford Day Academy’s Policy Against Sexual Harassment and Other Workplace Harassment below.
Please see Oxford Day Academy’ Policy Against Sexual Harassment and Other Workplace Harassment for information about Oxford Day Academy’ policy regarding investigation and resolution of complaints.

Contact the Human Resources Department if you have any questions.

POLICY AGAINST SEXUAL HARASSMENT AND OTHER WORKPLACE HARASSMENT

Oxford Day Academy (the “Company”) is an equal opportunity employer. The Company is committed to providing a work environment free of harassment, discrimination, retaliation and disrespectful or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), sex stereotype, race, religion (including religious dress and grooming practices), color, gender (including gender identity, gender expression and transgender), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation. It also prohibits discrimination, harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the Company prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates Company policy.

Harassment Prevention

The Company's policy prohibiting harassment applies to all persons involved in the operation of the Company. The Company prohibits harassment, disrespectful or unprofessional conduct by any employee of the Company, including supervisors, managers and co-workers. The Company's anti-harassment policy also applies to vendors, customers, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and other persons with whom you come into contact while working.

What is Harassment?

Harassment can take many forms. As used in this employee handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other
protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages

- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding company functions in inappropriate venues, such as a strip-club, sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual natures, regardless of gender, when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
  - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
  - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
- Use of derogatory remarks, insults and/or epithets
- Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Malice is defined as conduct which is "intended by the perpetrator to cause injury to the victim or despicable conduct which is carried on by the perpetrator with a willful and conscious disregard of the rights or safety of others." (calif civil code §3294(c)(1))

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by sexual desire.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.
Non-discrimination

The company is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in company operations. The company prohibits unlawful discrimination against any job applicant, employee or unpaid intern by any employee of the company, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex or between employees of another race or ethnicity performing substantially similar work, as defined by the California fair pay act and federal law, is prohibited. Pay differentials may be valid in certain situations defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the company is not obligated to disclose the wages of other employees.

Anti-retaliation

The company will not retaliate against you for filing a complaint or participating in any workplace investigation or complaint process and will not tolerate or permit retaliation by management, employees or co-workers.

Reasonable Accommodation

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the company will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a company representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The company will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a company representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the company will make the accommodation.
The company will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers.

Complaint Process

If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, bring your complaint to your immediate supervisor or to the Head of School as soon as possible after the incident. You may also bring a complaint directly to the board of directors via a confidential letter. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the Head of School.

Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory.

The company encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

You also should be aware that the federal equal employment opportunity commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. If you think you have been harassed or discriminated against or that you have been retaliated against for resisting, complaining or participating in an investigation, you may file a complaint with the appropriate agency. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the principal or the board of directors of the company so the company can try to resolve the complaint.

When the company receives allegations of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The company will reach reasonable conclusions based on the evidence collected.

The company will maintain confidentiality to the extent possible. However, the company cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:
• responded to in a timely manner
• kept confidential to the extent possible
• investigated impartially by qualified personnel in a timely manner
• documented and tracked for reasonable progress
• given appropriate options for remedial action and resolution
• closed in a timely manner

If the company determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The company also will take appropriate action to deter future misconduct.

Any employee determined by the company to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

ARBITRATION OF DISPUTES

It is in the interests of the Company and its employees that, whenever possible, disputes relating to employment matters be resolved quickly and fairly. To that end, all employees of the Company are asked to sign an agreement to arbitrate their employment disputes. The Agreement to Arbitrate is provided to each employee separately.

OPEN DOOR POLICY

Oxford Day Academy has an Open Door Policy that encourages employees who have job-related concerns or complaints to talk them over with their supervisor or any other management representative with whom they feel comfortable. Oxford Day Academy believes that employee concerns are best addressed through this type of informal and open communication.

Employees are encouraged to raise their work-related concerns with their immediate supervisor, or with a supervisor or other management representative of their choice, as soon as possible after the events that cause the concern. Employees are further encouraged to pursue discussion of their work-related concerns until the matter is fully resolved.

Although Oxford Day Academy cannot guarantee that in each instance the employee will be satisfied with the result, Oxford Day Academy will attempt to explain the result to the employee. No employee will be disciplined or otherwise penalized for raising a good faith concern.

CONFLICTS OF INTEREST

Employees are required to avoid any conflict of interest during employment with Oxford
Day Academy. Any involvement that conflicts with an employee’s duties or responsibilities or impacts the employee’s judgment in making a decision affecting the Oxford Day Academy will be considered a conflict of interest. This includes any direct or indirect business, management, or financial interest or activity, whether or not for compensation, in any business or entity that is a competitor, supplier, or vendor of Oxford Day Academy.

Employees may engage in or have outside business or personal interests or activities that do not constitute a conflict of interest with their employment with Oxford Day Academy. Oxford Day Academy requires that these interests and activities do not adversely affect an employee’s capacity to perform his or her job duties or result in conflicting loyalties.

Oxford Day Academy does not object to an employee holding another job, provided he or she can effectively meet the performance standards required for his or her position. However, concurrent employment is prohibited where a conflict of interest exists, as described above.
EMPLOYMENT POLICIES AND PRACTICES

EMPLOYEE CLASSIFICATIONS

Exempt and Non-Exempt Status

Each position and job is designated as either non-exempt or exempt.

Employees in non-exempt positions are entitled to overtime pay under federal and state wage and hour laws.

Exempt employees are not entitled to overtime pay. Oxford Day Academy intends to maintain the salary basis of all of its salaried exempt employees. Notwithstanding any other provision of this handbook, Oxford Day Academy’s policies, including but not limited to discipline and benefits policies, are to be interpreted in accordance with the salary basis requirements of the Fair Labor Standards Act and state law. Please refer to the Salary Basis / Safe Harbor Policy attached to the Handbook for more information.

An employee’s exempt or non-exempt status may be changed only upon written notification from management.

Regular Full-time Employees

A regular full-time employee is an employee who is normally scheduled to work and does work a schedule of 40 hours or more per week.

Regular Part-time Employees

A regular part-time employee is an employee who is normally scheduled to work and does work a schedule of less than 40 hours per week.

Temporary Employees

A temporary employee is an employee who is employed for a short-term assignment and who is not considered a regular employee. Short-term assignments generally last three months or less. However, an employee will not change from temporary status to regular full-time or part-time status because the employee’s assignment is extended. An employee’s status only will change if the employee is advised of such a change, in writing, by Oxford Day Academy’ Human Resources Department. Temporary employees are not eligible for any Oxford Day Academy-sponsored benefits except to the extent mandated by state or federal law.

Certificated Employees

Certificated employees work in a position that requires a credential issued by the California Commission on Teacher Credentialing, including Teachers, Site Leaders, Counselors, and Academic Team Members.
HOURS AND DAYS OF WORK

The normal work week for each employee will be specified by the school calendar and the employee’s employment agreement. Work hours vary according to position and operational needs. Oxford Day Academy reserves the right to assign schedules and hours of work in accordance with its operational needs.

MEAL PERIODS AND REST BREAKS

When you work a shift of more than five hours, Oxford Day Academy provides you with at least a 30-minute, off duty unpaid and uninterrupted meal period by the end of the fifth hour of work, unless you work 6 hours or less in a workday and you and Oxford Day Academy agree in writing to voluntarily waive the meal period. You should begin your meal period by no later than the end of your fifth hour of work. You are relieved of all of your work duties during your meal period, and you are free to use your meal period time for whatever purpose you desire.

When you work a shift of more than 10 hours, Oxford Day Academy provides you with a second 30-minute off-duty, unpaid and uninterrupted meal period by the end of the tenth hour of work. However, if you work more than 10 hours in a day, but not more than 12 hours, then you and Oxford Day Academy can agree to waive your second meal period.

Each non-exempt employee is required to record accurately the time they begin and end each meal period. Non-exempt employees must not perform any work “off the clock” during meal periods. Any time spent performing work during a meal period must be reflected on the employee’s time record.

Employees are authorized and permitted to take one 10-minute paid rest break for every four hours worked or major portion thereof. Rest breaks should be taken as close to the middle of each four-hour work period as practicable. Employees working fewer than 3-1/2 hours in a day are not entitled to a rest break. If you work between 3-1/2 and six hours in a workday, then you are authorized and permitted to take one paid rest break each day. If you work more than six hours in a day, then you are authorized and permitted to take two paid rest breaks each day. If you work more than 10 hours in a day, then you are authorized and permitted to take an additional rest break. Oxford Day Academy encourages employees to take all authorized rest breaks each workday.

If you are not provided with a meal or rest period as specified in this policy, or anyone directs or encourages you to skip your meal or rest periods, you must contact the Human Resources Department immediately. You may do so without fear of retaliation, which Oxford Day Academy policy prohibits.

Employees may not add their rest periods to their meal period as a means of taking a longer meal period. Employees also should not work through their meal or rest breaks in order to arrive late or leave early.
Oxford Day Academy will assume that you have been provided with your meal and rest periods as set forth in this policy unless you submit a Meal / Rest Period Issue Notice form to Human Resources advising us of an issue with a meal or rest period. If you report working during your meal period, returning to work prior to the end of your meal period, being denied a meal or rest period, or being required to delay your meal period until after the end of your 5th hour of work, then you will be paid in accordance with applicable law. Employees will be subject to discipline for violating this policy. If you have any questions regarding this policy or your meal and rest period entitlements, please contact Human Resources immediately.

TIMEKEEPING REQUIREMENTS

Accurately recording time worked is the responsibility of every non-exempt employee. Time worked is all the time actually spent on the job performing assigned duties. Each non-exempt employee is required to record accurately the time they begin and end their work, as well as the beginning and ending time of each meal period, and the beginning and ending time of any split shift or departure from work for personal reasons. For this purpose, every non-exempt employee is required to log in and out on Oxford Day Academy’ time clock, including the beginning of the day, the beginning and end of meal periods, and the end of the workday.

All non-exempt employees must record their work time exactly as that time is worked - without exception. If an employee forgets to record his/her time, the employee’s supervisor must make the correction and the change must be initialed by both the employee and the supervisor. Any employee who fails to follow these timekeeping policies may be subject to disciplinary action, up to and including termination. If requested, it is the employee’s responsibility to sign his or her time record to certify the accuracy of all time recorded. The supervisor will review and then approve the time sheets.

Altering, falsifying or tampering with timekeeping records, recording on your time card hours not worked, working hours not recorded on your time sheet (i.e., working “off the clock”), having someone else record your time or recording another employee’s time, and performing overtime work not specifically authorized in advance are all serious violations of Oxford Day Academy policy which may result in disciplinary action, up to and including termination.

PAYMENT OF WAGES

Employees are paid on the 1st and 15th of each month. If a regular payday falls on a holiday, employees will be paid on the preceding workday. Oxford Day Academy does not permit advances against paychecks or against unaccrued vacation. If at any time you believe your paycheck is inaccurate or you have any question or concern relating to your paycheck, please immediately contact the Human Resources Department.
What To Do If An Improper Deduction Occurs

If you believe that an improper deduction has been made to your salary, you should immediately report this information to the Company’s Human Resources Department.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made. The Company does not tolerate any retaliation against those who make such reports.

OVERTIME, NON-EXEMPT EMPLOYEES

Employees will be paid for their hours worked in accordance with all legal requirements.

Non-exempt employees will be paid one and one-half times their regular rate of pay for hours worked in excess of eight (8) hours in a work day or forty (40) hours in a work week and for the first eight (8) hours worked on the seventh (7th) consecutive day worked in a work week. Non-exempt employees will be paid two times their regular rate of pay for all hours worked in excess of twelve (12) hours in a work day and in excess of eight (8) hours worked on the seventh (7th) consecutive day worked in a work week. Overtime pay is based on actual hours worked. Paid time off as defined herein does not count as “hours worked” for overtime purposes.

Non-exempt employees must obtain prior written authorization from a supervisor for any and all overtime hours. Overtime is not at the employee’s discretion. Non-exempt employees are not to work before, beyond or outside their normal working hours without such prior written approval. Employees who fail to work scheduled overtime or who work overtime without prior written authorization from a supervisor may be subject to disciplinary action, up to and including termination of employment.

REIMBURSEMENT OF EXPENSES

Employees who are required to incur necessary expenses as a consequence of their work will be reimbursed for such expenses, upon timely submission of receipts and a request for reimbursement. All employees must receive prior written approval from their supervisor before incurring the expense.

Employees are generally not required to carry a cell phone or other mobile communication device to use for work-related purposes. However, if an employee does carry such a device and is required to use it for necessary business communications, Oxford Day Academy will reimburse for the costs of such necessary use upon proof of payment by the employee of the service provider’s statement.
PERSONNEL RECORDS

Within 30 days of receipt of a written request, an employee or his/her designated representative shall be provided access to his/her personnel file in the presence of an Oxford Day Academy representative at a mutually convenient time. You will also be given a copy of your personnel file upon written request, subject to limitations allowable by law, provided you reimburse Oxford Day Academy for the cost of copying. You may add your version of any disputed item to the file.

Personnel files are the property of Oxford Day Academy and may not be removed from the Company’s premises without written authorization from the Human Resources Department. Your record of employment and your personnel file are maintained and updated by Oxford Day Academy. Information in an employee’s file is confidential and will not be released to anyone outside Oxford Day Academy except: (1) when authorized by the employee in writing, (2) in a legal proceeding in which the employee and Oxford Day Academy are parties, or (3) as otherwise permitted or required by law.

Oxford Day Academy will attempt to restrict disclosure of each employee personnel file to authorized individuals within Oxford Day Academy. Requests for information from personnel files must be directed to a Human Resources Representative. Only the Human Resources Department is authorized to release information about current or former employees.

EMPLOYEE REFERENCES

All requests for references must be directed to a Human Resources Representative. No other manager, supervisor or employee is authorized to release references for current or former employees. Company policy as to references for employees who have left Oxford Day Academy is to disclose only the dates of employment and the title of the last position held. If disclosure is authorized in writing by the current or former employee, the Company also will provide a third party with the amount of salary or wage last earned.

ACCURACY OF EMPLOYMENT APPLICATIONS AND WORK-RELATED DOCUMENTS

Oxford Day Academy relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and during employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in Oxford Day Academy’s exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

PERFORMANCE REVIEWS

To the extent possible, employees will receive periodic performance reviews. The reviews generally are conducted annually. However, the frequency of performance
evaluations may vary depending upon your length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude and your attitude toward others. The performance evaluation should help you become aware of your progress and areas for improvement. After your review you will be required to sign the evaluation report to acknowledge that it has been presented to you and discussed with you by your supervisor, and that you are aware of its contents.

You should note that a good performance evaluation does not guarantee a pay raise, because pay increases may not occur every year, nor is a good performance evaluation or a pay raise (or any other compensation or incentive) a promise of continued employment. Your employment at Oxford Day Academy is expressly at the will of you and Oxford Day Academy. Either you or Oxford Day Academy may terminate the employment relationship with or without cause and with or without notice at any time. Nothing in this policy alters at-will employment.

EMPLOYMENT OF RELATIVES AND OTHER PERSONAL RELATIONSHIPS

Qualified relatives of employees may be eligible for employment with Oxford Day Academy only if the individuals involved do not work in job positions in which a conflict of interest could arise. Oxford Day Academy retains the discretion to evaluate each relationship relative to its potential conflict, but the following situations will not be permissible under any circumstances: (1) where the individuals involved work in a direct managerial relationship, (2) where one of the individuals is in a position in a Human Resource capacity, which has responsibility relating to the employment of the other individual, or (3) where the individuals involved are situated in the organizational structure such that a natural line of progression will result in a direct managerial relationship. “Relatives” are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws and step-relatives. Present employees who marry will be permitted to continue working in the job position held only if they do not work in positions as noted above. If employees who marry do work in a direct supervisory relationship with one another, Oxford Day Academy will attempt to reassign one of the employees to another position for which he or she is qualified, if such a position is available. If no such position is available, then one of the employees will be required to leave Oxford Day Academy. The decision as to who shall leave will be made by the spouse-employees, subject to the approval and discretion of Oxford Day Academy. Even if employees are in a personal relationship that falls outside of the above categories and creates no obvious conflict of interest, Oxford Day Academy still may require the employees to sign a memorandum confirming that the relationship is consensual and that nothing has been promised or received in exchange for the relationship.

The Company does not in general seek to monitor or involve itself in employees’ personal lives or other activities, and Oxford Day Academy respects each individual's privacy.
However, Oxford Day Academy requires that employees refrain from off-the-job activities that are damaging to the Company or that create a real or potential conflict of interest.

**EMPLOYEE CONDUCT AND WORK RULES**

To ensure orderly operations and provide the best possible work environment, the Company expects employees to follow rules of conduct that will protect the interests and safety of all employees and the Company.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The performance standards listed below, and others which may be established from time to time obviously are not all-inclusive, but merely indicate some of the types of actions that are unacceptable in the workplace. These performance standards are merely examples of the types of misconduct for which employees may be disciplined or dismissed. By providing these examples, the Company in no way restricts its legal discretion to discipline employees or terminate the employment relationship at will. Unacceptable conduct not specifically listed may, nonetheless, result in disciplinary action, up to and including discharge. If you need clarification of a specific issue related to these standards, you should seek clarification from your supervisor or the Human Resources Department.

Employees should understand that discipline is directed at the specific act, not the individual. Employees should be aware that engaging in the following actions or violating other Company rules while on Company property or during the performance of their duties will subject an employee to disciplinary action, up to and including suspension or immediate termination:

1. Violation of Company rules, policies, or practices as set forth in this handbook or elsewhere.
2. Making or knowingly using a falsified document (e.g., time card, delivery receipt, etc.) or the filing of a fraudulent document or claim for benefits.
3. Possession, distribution, sale, transfer, use, or working under the influence of alcohol or illegal drugs on Company property, or while on duty, or while operating Company vehicles or equipment.
4. Fighting or threatening violence or bodily injury to another in the workplace.
5. Negligence or improper conduct leading to damage or loss of Company property or the property of other employees.
6. Insubordination.
7. Violation of the Company’s Policy Against Sexual and Other Workplace Harassment.
8. Possession of dangerous or unauthorized materials, such as explosives or firearms or other weapons, on Company property or while on duty.

9. Excessive absenteeism or tardiness (excluding legally-protected absences or tardiness) or any absence without appropriate notice, subject to legally-required exceptions.

10. Giving, selling, publishing or assisting in the giving, selling or publishing, or otherwise disclosing any confidential, proprietary or trade secret information of the Company.

11. Unsatisfactory performance or conduct, specifically including mistreating students.

12. Failure to cooperate fully or provide truthful information in a Company investigation.


14. The theft of Company property or the property of another person.

15. Conducting personal business while on duty.

16. Failure to observe safety rules as posted and common-sense safety in the operation of equipment and general performance of duties, including failure to observe OSHA, Cal/OSHA, or other local, state, or federal regulations.

17. Theft of company money, properties, or supplies.

18. Not showing up for a scheduled shift or walking out on a shift, subject to legally-required exceptions.

19. Failure to report any accidents occurring on Company premises to management immediately.

Please remember that employment with the Company is at the mutual consent of the Company and the employee, and either party may terminate that relationship at any time, with or without cause, and with or without advance notice. Nothing in this policy should be construed to limit employees’ rights to discuss their wages, hours or working conditions, or otherwise engage in protected concerted activity under Section 7 of the National Labor Relations Act. Any question regarding these and other rules should be discussed with your appropriate supervisor or with the Company’s Human Resources Department.
TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
• Giving students a ride to/from school or school activities without parental permission
• Being alone in a room with a student at school with the door closed
• Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
• Remarks about the physical attributes or physiological development of anyone
• Excessive attention toward a particular student
• Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

• Obtaining parent’s written consent for any after-school activity on or off campus (exclusive of tutorials).
• Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
• Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
• Keeping the door open when alone with a student.
• Keeping reasonable and appropriate space between you and the student.
• Stopping and correcting students if they cross your own personal boundaries.
• Keeping parents informed when a significant issue develops about a student.
• Keeping after-class discussions with a student professional and brief.
• Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to “boundaries.”
• Involving your direct supervisor about situations that have the potential to become more severe.
• Making detailed notes about an incident that could evolve into a more serious situation later.
• Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
• Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
• Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
• Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
• Keeping your professional conduct a high priority during all moments of student contact.
• Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Principal promptly. A reasonable suspicion means something more than a mere suspicion but less than absolute knowledge. It is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Principal will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

California Penal Code Section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.
CORRECTIVE ACTION

When an employee's work performance or behavior falls below Company standards, Oxford Day Academy may take corrective action to address the issue as it deems appropriate under the circumstances. Corrective action may include, but is not limited to, verbal counseling, written warnings, suspension, or termination of employment, without prior notice, depending on the situation. Management retains the right to apply whatever corrective action procedure it deems appropriate under the circumstances, including immediate termination. Nothing in this policy constitutes a contract of employment based on any specified conditions, implied or otherwise, and in no way alters the Company's policy of at-will employment.

PUNCTUALITY, ATTENDANCE, AND WORK ASSIGNMENTS

You will be advised when your work schedules are posted and it is your responsibility to know your schedule and to report ready for work on time. Employees are expected to be punctual and regular in attendance. Employees are expected to report to work as scheduled, on time and prepared to start work at the beginning of their shifts and at the end of lunch and break periods. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized Company business. Late arrival, early departure or other absences from scheduled hours are disruptive and should be avoided.

Non-exempt employees are not permitted to work beyond their normal work schedule without the express approval of their supervisor.

Absence is defined as any time an employee is scheduled to work and does not report for work. This includes any day not at work during the normal workweek, or on a scheduled overtime day. This does not include approved time off such as approved vacation, Company holidays, approved leaves of absence, or jury duty.

Tardiness is defined as when an employee fails to work the regularly scheduled workday, unless otherwise directed by the supervisor. This includes arriving at work after starting time, returning late from lunch or break periods, not being properly dressed and ready for work, or leaving work before the end of the workday.

Reporting Absenteeism Or Tardiness. If you will be absent from or tardy for work for any reason, you must call your supervisor two (2) hours before the beginning of your scheduled shift to provide: (1) an explanation for the absence, and (2) a date/time when you will report to work. Obviously, if you know of a required absence from work in advance, you must inform your supervisor as far in advance as possible, so that the supervisor can adjust the work schedule accordingly. If an absence is to exceed one (1) day, you must provide your supervisor with an update at the beginning of each day of the absence, until a return-to-work date has been established.

If you must leave work early because of illness or other unavoidable reasons, you must personally notify your supervisor and obtain approval before departure.
Excessive absenteeism or tardiness (whether paid or not) and/or failure to properly notify your supervisor may result in disciplinary action, up to and including suspension and or discharge of employment. Employees will not be subject to discipline for legally protected absences.

If the employee fails to report for work without any notification to the employee’s supervisor and the employee’s absence continues for a period of three (3) days, the Company may consider that the employee has abandoned his or her employment and has voluntarily resigned, subject to legally-protected exceptions.

**NO SOLICITATION**

Solicitation or distribution of literature by persons not employed by the Company is prohibited at all times on Company property. You may not solicit your co-workers or distribute literature for any purpose during working time. Working time includes the working time of the co-worker doing the soliciting or distributing and the co-worker to whom the soliciting or distributing is being directed, but does not include meal periods, scheduled breaks, times before or after a shift, sending of email while not on duty, or other times when co-workers are properly not performing their job duties. Distribution of hard copy literature in work areas is prohibited at all times.

**CONFIDENTIAL INFORMATION**

As part of their jobs, some employees may have access to “confidential information” regarding such things as the Company’s customers, vendors, computer programs and data processing, pricing, business and marketing plans and strategies, product designs, construction methods, and other non-public proprietary business information or trade secrets. Revealing all or any part of this type of “confidential information” may result in financial loss to the Company. It is each employee’s responsibility to never reveal or give out this type of confidential Company information in any form. No pictures or video footage of any protectable trade secrets or the type of “confidential information” described herein may be made.

When employees are in doubt regarding the handling of any information, they should discuss it with their manager. The disclosure by any employee of the type of protected “confidential information” referenced above may result in disciplinary action up to and including termination of employment. However, for purposes of this policy, “confidential information” does not include wages, hours, benefits, or other terms and conditions of employment, or an employee’s own personnel information. Further, this policy does not prohibit employees from discussing their own personnel information with one another or with a government agency.

**CONFIDENTIALITY OF EMPLOYEE MEDICAL INFORMATION**

Employees have a legally protected privacy interest in their confidential medical information. The Company may, from time to time, receive medical information
concerning employees, either in connection with medical certification for a leave of absence or accommodation request, or otherwise. The Company has developed procedures to ensure the confidentiality of employee medical information and protect it from unauthorized use and disclosure. These procedures include instruction to employees, supervisors and agents that come in contact with employee medical information about the confidentiality of such information, and security systems restricting access to files containing medical information of employees.

Medical information of Company employees shall not be used or disclosed unless the person to whom the information pertains has signed an authorization for its use or disclosure, except that the medical information may be disclosed if: (1) it is used in the administration of the Company’s employee benefit plans, for workers’ compensation purposes, or for determining the patient’s eligibility for paid and unpaid leaves from work for medical reasons, (2) it is needed by a healthcare provider to diagnose or treat the employee and the employee is unable to authorize the disclosure, (3) the employee has placed the information in issue in a lawsuit, arbitration, grievance or other proceeding between the Company and the employee, or (4) the Company is required to disclose it by law.

Any Company supervisor who receives medical information of any kind about an employee, including information obtained in connection with an employee’s absence from work or request for a leave of absence, must disclose such information immediately to the Company’s Human Resources Department, and only to the Human Resources Department. In order to assure confidentiality, the information should be communicated to the Human Resources Department in a face-to-face communication, by telephone from a secure, private location, or in a writing placed in a sealed envelope delivered directly to the Company’s Human Resources Department. Confidential medical information should not be transmitted by email.

TECHNOLOGY AND COMMUNICATION POLICY

The Company’s Technology and Communication Policy provides you with requirements and guidance regarding using Oxford Day Academy e-mail, telephone, voicemail, fax, the Internet and other Company technology systems.

The Company’s e-mail, telephone, voicemail, fax, Internet and technology systems belong to the Company, and the Company reserves the right to monitor and examine all communications over these systems at its discretion. Accordingly, no employee should have any expectation of privacy as to his or her Internet or technology systems usage and should not use these systems for information they wish to keep private. These systems should be used primarily for Company-related business. Occasional personal use of e-mail, voicemail, fax and the Internet is acceptable, but should be done using good judgment and with the recognition that these systems are provided in order to conduct business. Federal and State law and Company policies regarding intellectual property, misuse of Company property, discrimination, harassment, sexual harassment,
information and data security and confidentiality apply to the use of all Oxford Day Academy technology systems.

**Internet and Technology Systems**

Employees are not allowed to use Company property or equipment to:

- Violate copyright laws by downloading, installing or using unlicensed software or by transmitting copyrighted materials belonging to entities other than Oxford Day Academy. Failure to observe copyright or license agreements may result in disciplinary action from the Company or legal action by a copyright owner;

- Hack or attempt to hack into other networks including: attempting to gain access to restricted resources inside or outside the Company’s network;

- Use the Internet in such a way that it disrupts the operation of the Company network or the networks of other users;

- Share personal files to the Internet; and

- Use the Internet or technology systems to send messages with derogatory or inflammatory remarks about an individual or group’s age, disability, gender, race, religion, national origin, physical attributes, sexual preference or any other classification protected by federal, state or local law.

Oxford Day Academy reserves the right to inspect any and all files stored in all areas of the Company’s network, including those assigned to individual employees, and those stored on any Company computer, in order to assure compliance with this and other Company policies.

Any individual who has a password or code of any kind used to access any Company-owned computer, system, or device must advise the Manager of Information Technology (“IT”) in writing of that password or code. If an employee changes a password or code used to access any Company-owned computer, system, or device, he or she must advise the Manager of IT of the change within eight (8) hours of making such change.

Access to all areas of the Internet is allowed from within Oxford Day Academy. However, Oxford Day Academy reserves the right to control access to any non-business related Internet service, if necessary, to control bandwidth. Efforts will be made to provide access to all Internet services; however, non-business related Internet services may be blocked, possibly without notice, if necessary.

**BLOGGING AND SOCIAL NETWORKING**

Employees who maintain personal blogs (i.e. web sites that contain online personal journals with the writer’s reflections and comments including Facebook, Twitter, LinkedIn, and other similar social networking interfaces) or who post messages on the blogs of
others are legally responsible for anything they post. This includes blogging about Oxford Day Academy, its business, employees, and associates. Employees who blog should think carefully before blogging about Oxford Day Academy and should avoid comments that violate Company policies, including the Policy Against Sexual and Other Workplace Harassment, or that are false, malicious, obscene, or that might reveal confidential, proprietary, or trade secret information. Nothing in this policy should be construed to limit employees’ rights to discuss their wages, hours or working conditions, or otherwise engage in protected concerted activities under Section 7 of the National Labor Relations Act.

Employees may not engage in personal social media activities during working hours. Do not use your Oxford Day Academy email address or register on social media websites, blogs, or other online tools for personal use.

Do not hold yourself out as a spokesperson for Oxford Day Academy. Only those employees who have been specifically authorized to speak on behalf of the Company are permitted to do so. If you publish social media content related to your work at the Company or subjects associated with Oxford Day Academy, please ensure it is clear that you are not speaking on behalf of Oxford Day Academy and that your views do not represent those of Oxford Day Academy, fellow employees, customers, suppliers, or other people working on behalf of Oxford Day Academy. We recommend using a disclaimer such as: “The postings on this site are my own and do not necessarily reflect the views of Oxford Day Academy.”

MEDIA POLICY

We strive to build and protect the reputation of this growing organization. As such, to ensure the accuracy and consistency of information disseminated to media sources, the following policy shall be enforced:

All media contacts are to be handled by the Chief of Operations, CEO, and/or Human Resources Department, regardless of the identity of the media representative or the publication he or she represents.

All press releases or other promotional materials are to be approved by the Chief of Operations, CEO, Human Resources Department, or their designee prior to dissemination.

EMPLOYEE TELEPHONE CALLS

Telephone calls made during working hours should pertain to Oxford Day Academy business only. Employees are asked to keep phone conversations to a minimum out of consideration for others. Oxford Day Academy encourages you to use school phones to communicate with parents and for other necessary school business. However, please inform the office if you are making school-related long-distance calls.

Personal calls are discouraged during working time, except in the case of extreme emergencies. Messages from family members and for appointments will be recorded and
placed in your box unless we are advised that an emergency situation exists. Please limit the number of personal calls made to you. Generally, employees should wait to make personal calls until they are on a break or off duty. Use of cell phones during class time is not permitted.
TIME AWAY FROM WORK

VACATION

Oxford Day Academy maintains a vacation program that combines vacation and personal time for full-time employees who work a minimum of 40 hours per week. The vacation program is designed to meet employees’ needs for time off and allow those eligible to receive pay while they are off provided they have not exhausted the allotted time. Eligible full-time employees begin accruing vacation upon hire at the annual accrual rates set forth below.

Unless otherwise provided in a separate contract signed by the employee and the Company, full-time employees (excluding teachers) accrue vacation at the rate of 12 days per year (8 hours or one day per month).

The Company will attempt to accommodate employee requests for vacation. However, vacation cannot interfere with the Company’s operations. All vacation must be approved using the online “Time Off” form at least two weeks in advance. The Company reserves the right to adjust vacation schedules based upon work load variations and/or to deny a request for vacation if it interferes with the needs of the organization. Requests will be reviewed based on a number of factors, including business needs and staffing requirements.

Employees continue to accrue vacation until they reach their maximum accrual amount of 20 days of vacation. Vacation earned each year accrues on a daily basis. If an employee’s accrued but unused vacation reaches the maximum cap, then the employee will not accrue any additional vacation until some of the employee’s accrued vacation is used. Once the employee uses some of the accrued vacation, he or she will again resume earning vacation from that date forward, up to the maximum accrual amount. No vacation will be earned for the period in which the accrual was at the maximum level.

Vacation is paid at the employee’s base pay rate at the time the vacation is taken. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

If a holiday falls within an employee’s vacation, the day is counted as a paid holiday and not as vacation.

Employees who leave the Company will be paid for all accrued unused vacation hours. There is no earned or accrued vacation in excess of the maximum amount explained above.

Teachers, part-time, and temporary employees are not eligible for vacation.
SICK TIME

All Oxford Day Academy certificated employees will receive a grant of 10 days (80 hours) of paid sick leave on the first day of each school year. Newly hired certificated employees may begin using accrued sick leave after their 90th day of employment, in increments as little as 2 hours and as much as a full work day, based on the length of the scheduled time that was missed. Returning\(^1\) and continuing certificated employees may use their sick leave immediately. Sick days accrued but unused by certificated employees will not carry over to a subsequent school year. Certificated employees will not carry over unused sick leave into the following year; rather, any unused paid sick leave will be replaced by a new annual grant of 10 days for the following school year.

All Oxford Day Academy non-certificated employee who work in California for 30 or more days within 12 months of their first day of employment are eligible for paid sick leave. On the first day of each school year, eligible employees will receive a grant of 24 hours of paid sick leave. Employees may begin using their paid sick leave after their 90th day of employment in increments as little as 2 hours and as much as a full work day, based on the length of the scheduled time that was missed. Employees will not carry over unused sick leave into the following year; rather, any unused paid sick leave will be replaced by a new annual grant of 24 hours for the following year.

Requests for sick leave may be made verbally or in writing for the employee’s own health care needs including treatment of an existing health condition, and/or preventative care or that of a family member including the employee’s child, sibling, spouse, registered domestic partner, parents, grandparents, or grandchildren. Sick leave can also be used by victims of domestic violence, sexual assault, or stalking to seek aid, treatment, or related assistance. Employees should provide reasonable advance notice for foreseeable sick leave, and notice as soon as practicable for unforeseeable sick leave.

Accrued, unused paid sick leave may be cashed out upon an employee’s request and will be cashed out upon separation of employment.

Employees may request and use sick leave under this policy without fear of retaliation or discrimination, which Company policy prohibits. Please contact the Human Resources Department with any questions.

HOLIDAYS

All regular full-time employees are eligible for holiday pay on the following recognized holidays:

New Year’s Day
Martin Luther King Jr. Day

\(^1\) Certificated employees rehired within one year of ending employment with Oxford Day Academy are considered “returning employees.”
Presidents’ Day
Memorial Day
Independence Day -- Fourth of July
Labor Day
Veterans Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day

Holidays will be paid according to your regularly scheduled workweek and regularly scheduled work hours. All eligible full-time employees, regardless of whether they were scheduled to work on the holiday, will be compensated for that day. Teachers, part-time, and temporary employees will not receive holiday pay.

In order to receive any type of holiday pay, you must work your regularly scheduled workday before and after the holiday, unless excused because of illness, approved vacation, or other valid reason. A doctor’s note or appropriate verification may be required.

FAMILY AND MEDICAL LEAVE

Pursuant to the Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), eligible employees may take an unpaid family or medical leave of absence (“Family/Medical Leave”) of up to 12 weeks in a 12-month period. The 12-month period is measured backward from the date you take any FMLA and/or CFRA leave. Eligible employees may take up to twenty-six (26) weeks of FMLA leave in a single 12-month period for Military Caregiver Leave, as described below.

Any leave taken pursuant to this policy, other Company policies, or law which qualifies as leave under the FMLA and/or the CFRA will be counted against the employee’s available leave under the applicable Company policy(s) and law, as well as the available leave under the FMLA and/or the CFRA, to the extent permitted by applicable law.

Eligibility

To be eligible for a Family/Medical Leave, you must: (1) have worked for the Company for at least 12 months, (2) have worked at least 1,250 hours during the 12 months before the leave is to begin, and (3) work at a location with at least 50 employees within 75 miles of your worksite. “Hours worked” means actual hours worked and generally does not include paid or unpaid time off.

The Company may provide Family/Medical Leave to employees who work at a location with less than 50 employees within 75 miles, provided they meet the other leave eligibility requirements, even though they are not eligible for leave under the FMLA or CFRA, based upon the needs of the Company.
Reasons For Leave

If eligible, you may take Family/Medical Leave for any of the following reasons:

• **Birth/Placement.** The birth of your child, or the placement of a child with you for adoption or foster care.

• **Family Care.** To care for your spouse, child, parent, or registered domestic partner (covered by CFRA only) with a serious health condition.

• **Employee Medical.** Because of your own serious health condition, which makes you unable to perform one or more essential functions of your job.

• **Qualifying Exigency (covered by FMLA only).** Because of any qualifying exigency as defined in the FMLA final regulations, arising out of the fact that your spouse, parent, or child is on covered active duty or has been notified of an impending call or order to covered active duty in the Armed Forces in a foreign country. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, attending post-deployment reintegration briefings, and other activities associated with the family member’s call or order to service. Contact the Human Resources Department for additional information regarding what constitutes a qualifying exigency.

• **Military Caregiver (covered by FMLA only).** to care for a covered service member or covered veteran with a serious illness or injury (incurred or aggravated in the line of active duty in the Armed Forces) and who is your parent, child, spouse, or for whom you are next of kin. Such leave may be taken for up to 26 weeks in a single 12-month period, which period begins on the first day you take leave for this purpose and ends 12 months after that date. To be considered “next of kin,” you must be the nearest blood relative of the injured service member or veteran (other than the individual’s parent, spouse or child). An eligible employee who takes Military Caregiver Leave may not take more than a combined total of 26 weeks of FMLA Leave in a single 12-month period, including any leave taken for other FMLA-covered reasons. Under such circumstances, only a total of 12 weeks of FMLA Leave in a 12-month period may be taken for reasons other than Military Caregiver Leave.

The basic minimum duration of Birth/Placement Leave (i.e., baby-bonding leave) is two weeks, except on two occasions you may request such a leave of less than two weeks' duration, and you must conclude the leave within one year following the child’s birth or placement.

Outside employment is not allowed while on FMLA/CFRA or PDL leave. If you misrepresent facts in order to be granted a Family/Medical Leave, you will be subject to discipline, up to and including immediate termination.
Additional Leave Available In Connection With Pregnancy Disability Leave

Leave for your pregnancy-related disability is covered under the FMLA, but not the CFRA. Therefore, if you take a Family/Medical Leave for a pregnancy-related disability, then you may be eligible for up to an additional 12 weeks of Family/Medical Leave in the 12-month period under the CFRA for reasons other than pregnancy-related disability. The amount of any such available Family/Medical Leave will be reduced by any other CFRA Leave taken during the 12-month period.

Notice of Leave

If the need for leave (other than Qualifying Exigency Leave) is foreseeable, you must give the Company at least thirty (30) days’ prior notice, if possible, or as much notice as practicable under the circumstances. For unforeseeable leaves and Qualifying Exigency Leaves, you are expected to notify the Company as soon as practicable. Failure to provide such notice may be grounds for delaying or denying the leave and may result in adverse consequences. In addition, you should comply with the Company's usual call in procedures, absent unusual circumstances.

You should submit a Request for Family/Medical Leave of Absence, which includes the anticipated date(s) and duration of the requested leave.

Medical Certification for Employee Medical and Family Care Leaves

If you are requesting Employee Medical or Family Care Leave, then you and the appropriate health care provider must supply medical certification supporting the need for leave. If the need for leave is foreseeable, the medical certification should be provided to the Company before the leave begins. If the need for leave is not foreseeable, then the medical certification must be provided within fifteen (15) days after it is requested, or as soon as reasonably possible under the circumstances. Failure to provide requested certification in a timely manner may result in denial or delay of leave or other adverse consequences. The Company also may require medical recertification periodically during the leave and may ask for clarification and authentication of any medical certification submitted. Certification forms are available from the Human Resources Department.

For Employee Medical Leaves, at its own expense, the Company may require a second medical opinion, and if the first and second opinions differ, may request a third medical opinion. If a third opinion is requested, you and the Company will jointly approve of the health care provider and the third opinion will be binding.

Certification for Military Caregiver and Qualifying Exigency Leaves

If you are requesting Qualifying Exigency or Military Caregiver Leave, you must provide certification of your need for leave. Such certification must be provided to Human Resources within 15 calendar days after it is requested. Certification forms are available from the Human Resources Department.
Reporting Your Status While On Leave

During a Family/Medical Leave, you may be required to contact your manager periodically to report on your status and intention to return to work.

Leave Is Unpaid/Substitution of Accrued Paid Leave

Family/Medical Leave generally is unpaid leave. However, if you are taking Employee Medical Leave, then any accrued vacation and sick leave must be used during otherwise unpaid leave. If the leave is for your pregnancy-related disability, then you will not be required to use vacation, but may do so at your option. If unpaid leave is taken for a reason other than Employee Medical, then any available vacation must be used and you have the option of using any available sick leave during a Family Care Leave. In addition, you may be eligible for state disability, workers’ compensation, or Paid Family Leave (PFL) insurance benefits through the State of California during all or part of the 12-week leave period. If you are receiving state disability, workers’ compensation, or PFL benefits during your Family/Medical Leave, then you will not be required to use vacation during that time, but may elect to do so, although you generally may not receive more than an amount equal to 100% of your salary from a combination of paid time and disability, workers’ compensation, or PFL benefits. If you are eligible for PFL benefits, then you will be required to use up to two weeks of accrued vacation before you will be entitled to receive PFL benefits. The receipt of disability, PFL, or workers’ compensation benefits or the substitution of paid leave for unpaid leave time does not extend the maximum Family/Medical Leave period.

Medical and Other Benefits

During an approved Family/Medical Leave, the Company generally will maintain an employee’s group health and life insurance benefits as if the employee had continued to be actively employed, up to a total of 12 weeks in a 12-month period, unless (1) it is a Military Caregiver Leave, in which case the employee’s group health benefits will continue for up to a total of 26 weeks in a 12-month period; or (2) the leave is for the employee’s own pregnancy-related disability, in which case the employee’s group health benefits will continue for the employee’s entire leave under the Pregnancy-Related Disability Leave and Accommodation Policy through the end of the employee’s CFRA leave. If an employee takes more Family/Medical leave in a 12-month period than they have medical coverage for as an active employee, then the employee can elect to continue coverage at his/her sole expense for the remainder of the leave. If paid leave is substituted for unpaid Family/Medical Leave, the Company will deduct your portion of the health plan premium as a regular payroll deduction. If the leave is unpaid, you must pay your portion of the premiums during the leave. If the Company pays the missed employee premium contributions, you will be required to reimburse the Company for the delinquent payments. If you do not return to work at the end of the leave period, you may be required to reimburse the Company for the cost of the premiums paid by the Company for maintaining coverage during unpaid leave, unless you cannot return to work because of a serious health condition (or serious illness or injury of a covered service member) or other
circumstances beyond your control. During Family/Medical Leave, you will not accrue vacation other than during periods in which you are using vacation time.

**Intermittent and Reduced Schedule Leave**

Employee Medical, Family Care, and Military Caregiver Leaves may be taken intermittently (in separate blocks of time due to a single covered health condition) or on a reduced leave schedule (reducing the usual number of hours an employee works per workweek or workday) if medically necessary. You are required to make a reasonable effort to schedule medical treatment so as not to unduly disrupt Company operations, subject to the appropriate health care provider’s approval. In addition, if you are taking intermittent or reduced schedule leave that is foreseeable based on planned medical treatment, the Company may temporarily transfer you to an available alternative position with equivalent pay and benefits, which better accommodates the recurring leave. If you are certified to take Family/Medical Leave on an intermittent or reduced leave schedule basis, you must advise the Company at the time of the absence if the absence is for your certified Family/Medical Leave reason. Qualifying Exigency Leave also may be taken intermittently or on a reduced schedule. Birth/Placement Leave cannot be taken on a reduced leave schedule without the Company’s consent, and as discussed above, there also are restrictions on taking it intermittently.

**Returning from Leave**

Generally, upon return from Family/Medical Leave, you will be reinstated to the same position or to an equivalent position with equivalent pay, benefits, and other employment terms, subject to any applicable exceptions. In addition, you have no greater rights to reinstatement or to other benefits and conditions of employment than if you had not taken the Family/Medical Leave.

As a condition of returning to work following Employee Medical Leave lasting five (5) or more days, you will be required to provide a health care provider certification verifying your ability to return to work. Employees failing to provide a release to return to work when required to do so will not be permitted to resume work until it is provided.

**Exemption for Highly Compensated Employees**

Highly compensated “key” employees (i.e., the highest paid 10% of employees employed within a 75-mile radius of a particular location) may not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial and grievous economic injury to the Company. Employees will be notified if they qualify as a “key” employee, if the Company intends to deny reinstatement, and of their rights in such instances.

**Legal Compliance**

This policy will be interpreted and applied in accordance with applicable federal, state and local laws, and to the extent that this policy may conflict with those laws, they are
Additional Information

Additional information regarding the FMLA is contained in Department of Labor publication WH 1420: [https://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf](https://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf). Additional information about Family/Medical Leave, including forms, is available from the Human Resources Department.

CALIFORNIA PREGNANCY DISABILITY LEAVE

Under California law, if you are disabled from working due to pregnancy, childbirth or related medical conditions, you are eligible for an unpaid Pregnancy Disability Leave of Absence when disability is certified by a health care provider.

Amount of Leave

The maximum amount of leave which may be taken under this policy is four (4) months from the date of disability. Multiple disability leaves for the same pregnancy will be combined for purposes of calculating the four (4) months.

Right to Transfer or Accommodation

You may be entitled to transfer to a less strenuous or hazardous position, where such transfer is medically advisable because of pregnancy, childbirth, or a related medical condition and can be reasonably accommodated. You also may be entitled to reasonable accommodation for conditions related to pregnancy, childbirth or related medical conditions upon request. A request for reasonable accommodation or transfer must be supported by the written certification of your health care provider that such an accommodation or transfer is medically advisable.

Notice of Leave

If the need for a disability leave or transfer is foreseeable, then you must provide the Company 30 days’ advance notice before the leave or transfer is to begin, if possible. In unexpected or unforeseeable situations, you should provide as much notice as is practicable under the circumstances. If you do not provide a reasonable excuse for delayed notice for a foreseeable leave, then the Company may delay the beginning date of the Pregnancy Disability Leave until compliance with these notice requirements has been met.

Medical Certification

A request for leave must be supported by a medical certification from your health care provider.
Leave is Unpaid

Pregnancy Disability Leave generally is unpaid. You will be required to use any accrued sick leave and may elect to use any accrued vacation during a Pregnancy Disability Leave. In addition, you may be eligible for state disability benefits during the leave. However, you generally may not receive more than an amount equal to 100% of your salary from a combination of paid time and state disability benefits. The substitution of paid leave time for unpaid leave time and/or the receipt of disability benefits does not extend the maximum four-month disability leave period.

Medical and Other Benefits

During an approved Pregnancy Disability Leave, the Company will maintain your group benefits under the same conditions as if you had continued to be actively employed for a maximum of 4 months. During a Pregnancy Disability Leave, you will not accrue vacation other than during periods in which you are using vacation time.

Intermittent or Reduced Schedule Leave

When medically advisable, a Pregnancy Disability Leave may be taken intermittently or on a reduced leave schedule. If the intermittent or reduced leave schedule is foreseeable due to a planned medical treatment, you may be required to transfer temporarily to an alternative position with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave.

Returning from Leave

Generally, upon return from an approved Pregnancy Disability Leave that does not exceed the maximum available leave, you will be reinstated to the same position or a comparable position, subject to any applicable exceptions. However, you have no greater rights to reinstatement or to other benefits and conditions of employment than if you had not taken the Pregnancy Disability Leave.

As a condition of returning from Pregnancy Disability Leave, you must provide the Company with a certification from your health care provider that you are able to resume work.

If you obtain a leave based on false representations regarding the need for a Pregnancy Disability Leave, then you will be considered to have voluntarily resigned.

Legal Compliance

This policy will be interpreted and applied in accordance with applicable federal, state and local laws, and to the extent that this policy may conflict with those laws, they are controlling over this policy. Further, the Company retains all available rights and defenses under applicable law, whether or not specifically set forth in this policy.
BEREAVEMENT LEAVE

Bereavement leave allows regular full-time and part time employees to be absent from work with pay for up to three (3) normal scheduled working days per calendar year because of a death of an immediate family member. The term “immediate family member” is defined as

- Spouse
- Domestic Partner
- Children
- Parents
- Sisters and Brothers
- Father-in-law and Mother-in-law
- Grandparents

Full-time employees may be granted bereavement leave with pay for up to three consecutive days to arrange and attend the funeral of the employee’s immediate family as defined above. Bereavement pay will be made over and above vacation and sick pay allotments. The employee should provide satisfactory evidence to support the claim for pay.

MILITARY LEAVE

The Company will comply with the Uniform Services Employment and Reemployment Rights Act of 1994 (USERRA) and all applicable state laws regulating absence from work for military service. USERRA protects job rights and benefits for veterans and members of the reserves. USERRA prohibits discrimination against employees, and provides reemployment protection and other benefits for veterans and employees who perform military service. Different issues may arise concerning employee rights during military leave. As military leave situations arise, employees should consult with the Director of HR for current and complete details regarding their military leave rights.

FAMILY MILITARY LEAVE

An eligible employee whose spouse is a military serviceman or servicewoman deployed during a period of military conflict may request up to ten (10) days of unpaid leave during the period the military spouse is on leave from deployment.

To be eligible for such leave, an employee must work an average of twenty (20) or more hours per week and the employee’s spouse must be a qualified member of the United States Armed Forces, National Guard or Reserves deployed during a period of military conflict. The employee also must provide notice of intention to take family military leave within two (2) business days of receiving official notice that the employee’s spouse will be on leave from deployment and documentation certifying that the employee’s spouse will be on leave from deployment during the time the employee requests leave.

The leave is unpaid unless the employee elects to use any available accrued vacation.
JURY DUTY

Company encourages employees to fulfill their civic responsibilities by serving jury duty when required. Non-exempt employees may request and will be granted unpaid jury duty leave for the length of absence. If desired, employees may use any available vacation in conjunction with the jury duty leave.

Exempt employees will also be granted jury duty leave and will be paid or unpaid depending upon the length of jury duty service. The salary of exempt employees will not be reduced for any week in which they perform any work and also serve on a jury.

If a teacher is called for jury duty during the school year, they may request and will be granted unpaid jury duty leave for the length of absence. If desired, employees may use any available vacation in conjunction with the jury duty leave.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits, including scheduled weekends.

Employees may be requested to provide written verification from the court clerk of having served.

TIME OFF TO VOTE

Company encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their nonworking hours, Company will grant up to two (2) hours of paid time off to vote. Employees must submit a voter's receipt on the first working day following the election.

Employees should request time off to vote from their supervisor at least two (2) working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift; whichever provides the least disruption to the normal Company operations.

WITNESS DUTY

Employees may be required by law to appear in court as a witness. Non-exempt employees will be provided time off without pay for this purpose. The salary of exempt employees will not be reduced for any week in which they perform any work and also appear in court as a witness.

Employees must provide reasonable advance notice to the Director of HR of the date of intended absence.
SCHOOL CONFERENCES AND VISITS

The Company recognizes the value of parental involvement in children's education and other child-related activities. For this reason, the Company provides employees who are a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in loco parentis to, one or more children of the age to attend kindergarten or grades 1 through grade 12, or a licensed child care provider, unpaid time off for the purpose of school visits and other child-related activities set forth in this policy. Parental leave for school visits and other child-related activities allows employees to take off time from work to find, enroll, or reenroll their child in a school or with a licensed child care provider; to participate in activities of the school or licensed child care provider; and to address a licensed child care provider or school emergency. Additionally, if an employee is a parent or guardian of a child who is suspended or expelled and is required to appear at the child's school, the employee may take time off without pay.

Employees may request up to 40 hours of unpaid parental leave for school visits or other child-related activities as defined herein within any calendar year. There is no set limit to the number of unpaid hours an eligible employee can take off work for required school conferences involving the possible suspension or expulsion of a child from school.

Any available paid leave other than sick leave (such as vacation) may be substituted for unpaid leave for school visits or other child-related activities.

Employees must provide their immediate supervisors reasonable advance notice of the need for leave, except for leave to address a child care provider or school emergency, in which case employees must provide their immediate supervisors with notice. Upon return from the leave, employees must provide documentation to the Human Resources Department from the school or licensed child care provider verifying the date and time of the participation. Contact the Human Resources Department for more information or questions about and requests for parental leave for school visits or other child-related activities. Only the first eligible employee to request leave under this policy is entitled to it when more than one employee is requesting time off for the same child's school visit or other child-related activities, as defined herein.

ORGAN AND BONE MARROW DONOR LEAVE

An employee who has completed 90 days of service and who becomes an organ donor is entitled up to thirty work days paid leave in any one-year period. An eligible employee who becomes a bone marrow donor is entitled up to five work days paid leave in any one-year period. Leave may be taken in one or more periods. Employees will be required to use up to 10 days (80 hours) of earned but unused vacation for organ donation and up to five days (40 hours) of earned but unused vacation for bone marrow donation. Employees are required to provide written verification that they are an organ or bone marrow donor and that there is a medical necessity for the donation.
Health insurance will continue to be paid by the Company (only if employee is on company health insurance) to the same extent as for active employees during this leave. Eligible employees will be returned to the same or equivalent position with equivalent pay, benefits and other employment terms provided that medical documentation requirements have been met.

OTHER DISABILITY LEAVES

In addition to the leaves described above, employees may take a temporary disability leave of absence if necessary to reasonably accommodate a workplace injury or a disability within the meaning of federal and/or state law.

The duration of a leave under this section shall be consistent with applicable law, but in no event shall the leave extend past the date on which an employee becomes capable of performing the essential functions of his or her position, with or without reasonable accommodation. For a full explanation of leave duration and reinstatement rights, employees should contact the Human Resources Department.

OTHER LEGALLY REQUIRED LEAVES OF ABSENCE

Employees will be granted other leaves of absence as required by law, or for the purpose of fulfilling any required legal or military obligation. Employees are required to provide reasonable advance notice of any need for such leave.
EMPLOYEE HEALTH AND WELFARE

SAFETY

Every employee is responsible for his/her safety, as well as for others in the workplace. To achieve our goal of maintaining a safe workplace, everyone must be safety conscious at all times.

Your safety is extremely important to us. Good housekeeping is a natural part of safety. Keep your eye out for and pick up all trash and debris and any other foreign objects regardless of where they are located. If you notice an unsafe condition that you cannot correct yourself, report it immediately to your supervisor. In the event of injuries to employees, notify your supervisor at once.

If an employee becomes injured, do not attempt to move him/her or administer first aid unless you are qualified. Notify your supervisor immediately. Also, do not discuss the accident with other employees, and do not make any statements about the accident to third parties at the accident scene. Management personnel will handle the accident report.

MANDATED REPORTING OF CHILD ABUSE OR NEGLECT

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

All school personnel are mandated reporters of suspected child abuse or neglect. Any reasonable suspicion of physical abuse, sexual abuse, or neglect must be immediately reported to the Department of Children and Family Services (DCFS) and if applicable, the appropriate law enforcement agency. DCFS and/or law enforcement may interview the reporting employee for further information in the course of their investigation.

When reporting the incident, teachers must provide the following information: the name, birth date, address of the alleged victim, and the names of the parents and/or caretakers; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). If possible, teachers should also have information available about the student’s siblings (names, dates of birth, ages, and schools).

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
No adverse actions or retaliatory actions will be taken by Oxford Day Academy against any employee or volunteer who makes a report in good faith of known or suspected child abuse or neglect.

**TUBERCULOSIS TESTING**

Any employee who has contact with students will be required to provide proof that he or she is free of active tuberculosis. Newly hired individuals are required to submit proof of an examination within the past 60 days stating that the employee is free of active tuberculosis. The tuberculosis test must consist of an approved intradermal tuberculin test, which if positive must be followed by an X-ray of the lungs. Proof must be submitted within the first two weeks of employment. Thereafter, all employees who tested negative for active tuberculosis at the time of hire and continue to have contact with students will be required to provide updated proof that they are free from active tuberculosis every four years.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School’s reimbursement procedures. Employees requiring assistance with respect to locating a health care professional that can provide the test for tuberculosis can contact the Human Resources Department for a listing of low cost or no cost providers.

**WORKERS’ COMPENSATION**

The Company is concerned about the safety and well-being of its employees. The Company provides a comprehensive workers’ compensation insurance program in accordance with state law, which covers work-related injuries or illnesses. The Company pays the entire cost of all Worker’s Compensation Insurance. Employees who sustain any work injuries or illnesses must inform their immediate supervisor. It is extremely important that any injury occurring during or as a result of employment be reported immediately, regardless of how minor it may appear. Failure to timely report any accident, illness or injury may affect an employee’s eligibility for any workers’ compensation benefits to which he or she may be entitled. Employees who file fraudulent claims will be subject to termination. The Company will not tolerate discrimination or retaliation against any employee who reports a work-related illness or injury.

The Company or its insurance carrier will not be liable for the payment of worker’s compensation benefits for any injury which arises out of your voluntary participation in any off-duty, recreational, social or athletic activity which is not part of your work-related duties.

**EMPLOYEE BENEFITS**

Oxford Day Academy employees who work 30 or more hours per week are eligible for medical, dental, vision, life insurance, and 403(b) and/or retirement benefits through
Company-sponsored plans. Part-time employees (those employees working between 25-30 hours per week) will be eligible to participate in the part-time benefits plan as long as they are classified as such. Employees will be eligible to enroll following successful completion of a 30-day probationary period at the beginning of employment. These benefits are subject to various eligibility requirements as outlined below.

Regular insurance benefits cease on the last day of the month in which employment with the Company is terminated. Insurance benefits will be in effect during the summer months for returning employees. In the event you do not return from a leave or break, you shall be liable to Oxford Day Academy for the entire cost of all benefits paid on your behalf during the break or leave, unless you cannot return to work because of a serious health condition (or serious illness or injury of a covered service member) or other circumstances beyond your control. Additional information regarding the Company’s benefit plans is available from the Human Resources Department.

Oxford Day Academy participates in the California State Teachers Retirement System (“CalSTRS”). All certificated employees are required to participate in CalSTRS. For more information about CalSTRS, please visit the CalSTRS website at [www.calstrs.com](http://www.calstrs.com) or contact the Human Resources Department.

**WORKPLACE VIOLENCE POLICY**

As a Company, we are firmly committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, we have established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on Company-related business, or while operating any vehicle or equipment owned or leased by the Company. This policy applies to all employees, including managers, supervisors, and non-supervisory employees, students, parents, and anyone else on Oxford Day Academy property or conducting Oxford Day Academy business off site. As part of this policy, the Company seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence, even prior to any violent behavior occurring.

In order to achieve our goal of providing a workplace that is secure and free from violence, we must enlist the support of all employees. Compliance with this policy and the Company’s commitment to a “zero tolerance” policy with respect to workplace violence is every employee’s responsibility.

Please ensure that all visitors have signed the visitor log and are wearing appropriate visitor tags and/or badges. Secure your desk or office at the end of the day, and when called away from your work area for an extended period of time, do not leave valuables and/or personal articles in or around your workstation.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor, Oxford Day Academy’ Director of Operations, and/or the CEO. Management personnel will investigate the matter and take appropriate
corrective action. This may include the imposition of disciplinary action against any employee who violates this policy, up to and possibly including immediate termination.

If employees become aware of any workplace security hazards or identify methods of increasing security in the workplace, they should report that information to their supervisor or to the Human Resources Department immediately. Employees are required to report violations of this policy, including any incidents involving actual or threatened violence. In addition, employees should notify the Chief of Staff, Human Resources Department, COO, and/or CEO if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in workplace violence. The Company will not tolerate retaliation against any employee who reports workplace violence.

**DRUG AND ALCOHOL POLICY**

**Purpose**

The use of illegal drugs and alcohol misuse by employees are inconsistent with the Company’s commitment to maintain a safe, healthy, and productive work environment and a drug-free workplace. Illegal drugs include controlled substances that are not being used or possessed under the supervision of a doctor or other licensed health care professional.

Information about the dangers of drug abuse and alcohol misuse in the workplace, sources of help for drug and alcohol problems, and the consequences that may result from violations of this policy, is available from the Human Resources Department.

**Voluntary Requests for Assistance**

Employees with drug and alcohol problems are encouraged to seek help before they become subject to discipline for violating this or other Company policies. The Company will support, assist, and accommodate such employees to the extent required by applicable law. Management can assist employees in a confidential manner, by providing them with information about other community resources for evaluation, counseling, and treatment, and helping them utilize any available employee benefits. Employees will not be disciplined by the Company because they request assistance. Employees may not, however, escape discipline by requesting assistance after they violate the Company’s policies. In addition, employees who request assistance will not be excused from complying with the Company’s policies, including its standards for employee performance and conduct.

**Work Rules**

Whenever employees are working, operating Company vehicles, machinery, or equipment, present on Company premises, or present in any other location performing services for the Company, they are prohibited from:

- using, possessing, buying, selling, manufacturing, distributing, dispensing or transferring illegal drugs;
Employees should report to work fit for duty and free of any adverse effects of illegal drugs or alcohol.

This policy does not prohibit employees from the lawful possession and use of prescribed medications. Employees have the responsibility to consult with their doctors or other licensed health care professionals about the effect of prescribed medications on their ability to perform their specific job duties in a safe manner, and to promptly disclose any work restrictions to their supervisors or to the Human Resources Department. Employees should not, however, disclose underlying medical conditions, impairments or disabilities to their supervisors or to the Human Resources Department unless specifically directed to do so by their doctors or other licensed health care professionals.

Consequences

Employees who violate this policy will be subject to appropriate disciplinary action up to and including termination of employment. Depending on the circumstances, an employee’s return to work, reinstatement and/or continued employment may be conditioned on the employee’s successful participation in and/or completion of any and all evaluations, counseling, treatment, and rehabilitation programs, passing of return-to-duty and follow-up drug and alcohol tests, and/or other appropriate conditions as determined by the Company.

Testing

The Company reserves the right to conduct reasonable suspicion and other drug and alcohol tests in accordance with the requirements of applicable law.

Reporting Convictions

Employees who are convicted of, plead guilty to (including a plea of nolo contendere or no contest), or are sentenced for a crime involving illegal drugs in the workplace must report the conviction, plea or sentence to the Human Resources Department, within five (5) days after such conviction, plea or sentence. If an employee who is convicted of, pleads guilty to or is sentenced for a crime involving illegal drugs performs work directly relating to Company contracts or grants with a state or the federal government, the Company will report such conviction, plea or sentence to the appropriate agency within ten (10) days after it receives notice.

Inspections

The Company reserves the right to inspect all parts and aspects of its premises for illegal drugs, alcohol or other contraband. All employees and visitors may be asked to cooperate in inspections of their persons, work areas and property (such as purses, tool boxes, lunch boxes, briefcases, desks, lockers or cars) that might conceal illegal drugs, alcohol or other contraband.
INSPECTION

The Company provides its employees with the use of various property and facilities which are necessary in the performance of their work. The Company, at all times, retains full title and control, including the right of inspection, over such property or facilities.

Oxford Day Academy wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, Oxford Day Academy prohibits the possession, transfer, sale, or use of such materials on its premises and it requires the cooperation of all employees in administering this policy.

The Company also wishes to discourage theft or unauthorized possession of property belonging to employees, the Company, and visitors, and to ensure its access at all times to Company property, records, documents and files. Accordingly, although Oxford Day Academy may provide offices, furniture, desks, lockers, file cabinets, files, computer disks and files, and other storage devices for its employees, they remain the sole property of Oxford Day Academy at all times, and they, as well as any articles found within them, can be inspected by any agent or representative of the Company at any time, with or without prior notice.

To facilitate enforcement of this policy, the Company reserves the right to conduct inspections, at Management’s discretion, of: (1) the contents of all packages, bundles, boxes, tote bags, knapsacks, purses, suitcases, briefcases, lunch pails, tool boxes, or other containers taken into or out of Company premises; (2) all offices, desks, lockers, and work stations; and (3) all motor vehicles on Company premises. Whenever practicable, the Company will conduct the inspection in the presence of the employee working in the particular location involved. However, in emergencies or other appropriate circumstances, Oxford Day Academy reserves the right to conduct an inspection without the presence of the employee involved. A refusal to permit an inspection requested by Management may result in immediate termination. Because an inspection might result in the discovery of an employee’s personal possessions, all employees are encouraged to avoid bringing into the workplace any personal property that they do not wish to reveal to the Company. In addition, for security reasons, employees should not leave personal belongings of value in the workplace.

Prior authorization must be obtained before any Company property may be removed from the premises.

DRESS CODE

Since each employee is a representative of the Company in the eyes of the public, each employee must report to work properly and professionally groomed and wearing appropriate business attire. Employees are expected to dress neatly and, in a manner, consistent with the nature of the work performed. Professional attire should be worn before school begins, during the school day, during conference periods, during after-school tutoring, and when representing Oxford Day Academy at off-campus events and activities. If you have any questions about appropriate work attire, please direct them to
your supervisor or the Human Resources Department in advance of your arrival at work. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

The Company will reasonably accommodate employees with disabilities and employees’ religious beliefs and observances, including accommodations for religious dress and grooming practices. Any employee requesting accommodation should advise their supervisor of the requested accommodation.

CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

The Company prohibits employees from using any personal electronic device while driving unless the device permits hands-free listening, talking or texting, and is so used while driving (this is also a legal requirement in California). Violation of this policy may lead to disciplinary action up to and including termination of employment. Further, employees are advised that any vehicle citations they may receive for violating any driving laws, including cell phone/personal electronic device usage laws, are the employees’ responsibility. The Company will not pay for any such tickets or citations. It is each employee’s responsibility to operate their vehicle in a safe and legal manner.

Employees are generally not required to carry a cell phone or other mobile communication device to use for work-related purposes. However, if an employee does carry such a device and is required to use it for necessary business communications, the Company will reimburse for the costs of such necessary use upon proof of payment by the employee of the service provider’s statement.

EMPLOYEES WHO ARE REQUIRED TO DRIVE

Employees who are required to drive their own vehicle on Company business will be required to show proof of current valid driving licenses and current effective insurance coverage (for use of personal vehicles) before the first day of employment.

Traffic violations incurred while on company business are the sole responsibility of the employee. Insurance coverage, which is required by state law, is the responsibility of the employee.

Employees who use their personal car for business travel will be reimbursed at the per mile rate established annually by the IRS. Rate used for personal car mileage reimbursement is subject to change, according to IRS regulations. For current rates, visit www.irs.gov or contact the Accounting Department. Only mileage is reimbursable. Gas, oil and other repair or maintenance expenses are the employees’ sole responsibility.
EMPLOYEE HANDBOOK ACKNOWLEDGMENT

I have received the Oxford Day Academy Employee Handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it. The handbook describes some important information about the Company, and I understand that this handbook replaces any previous manual and handbook, and to the extent inconsistent, any previous understanding, practice, policy, or representation concerning the subject matters addressed in this handbook, except with respect to subject matters addressed in an individual employment agreement. With the exception of the Company’s policy of employment at will, the guidelines, benefits, and procedures outlined in this handbook may be changed or eliminated at any time, at the Company’s sole discretion. I understand that it is my responsibility to retain a copy of this handbook, and to request a new copy if mine is lost or damaged. I also understand that it is my responsibility to return to the Company at the end of my employment all property of the Company that may be in my possession or within my control, including but not limited to Company keys and equipment.

I have entered into my employment relationship with the Company voluntarily and acknowledge that there is no specified length of employment. I understand that my employment is at will, meaning that I may terminate my employment with the Company with or without cause or notice, and that the Company may terminate or change the terms of my employment, including but not limited to demotion, promotion, transfer, compensation, benefits, duties, and location of work, with or without cause or notice. I understand that only the CEO of the Company has the authority to enter into an agreement for employment for a specified term or to make any agreement contrary to the policy of at-will employment, and that any such agreement must be explicit, in writing, and must be signed by the CEO of the Company and approved by the Board of Directors.

I understand that the handbook is not intended to express or imply any contractual obligation by the Company to continue my employment or to follow any stated policy or procedure with respect to my employment, except that I know that this handbook contains our entire agreement concerning each party’s right to terminate the employment relationship at will, with or without cause, at any time. I also understand that nothing in this handbook shall restrict my right or the right of the Company to terminate the employment relationship at will, with or without cause or notice, at any time.

________________________________________________________
EMPLOYEE’S SIGNATURE ___________________________ DATE

________________________________________________________
EMPLOYEE’S NAME (PRINTED)
SALARY BASIS / SAFE HARBOR POLICY

The Fair Labor Standards Act (FLSA) is a federal law which requires that most employees in the United States be paid at least the federal minimum wage for all hours worked and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek.

However, Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, professional or outside sales employees. Section 13(a)(1) and Section 13(a)(17) also exempt certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than $455 per week. Some state laws also provide for exemptions from both minimum wage and overtime pay, which have different requirements than the FLSA. Job titles do not determine exempt status. In order for an exemption to apply, an employee’s specific job duties and salary must meet all the requirements of the Department's regulations, as well as any applicable state law requirements.

Salary Basis Requirement

To qualify for exemption, employees generally must be paid at not less than $455 per week on a salary basis. These salary requirements do not apply to outside sales employees, teachers, and employees practicing law or medicine. Exempt computer employees may be paid at least $455 on a salary basis or on an hourly basis at a rate not less than $27.63 an hour. State law requirements may be higher. Being paid on a “salary basis” means an employee regularly receives a predetermined amount of compensation each pay period on a weekly, or less frequent, basis. The predetermined amount cannot be reduced because of variations in the quality or quantity of the employee’s work. Subject to certain exceptions delineated by the United States Department of Labor, an exempt employee must receive the full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any workweek in which they perform no work. If the employer makes deductions from an employee’s predetermined salary because of the operating requirements of the business, that employee is not paid on a “salary basis.” If the employer makes deductions from an employee’s salary in a partial-day increment, the employee generally is not paid on a “salary basis.” If the employee is ready, willing and able to work, deductions may not be made for time when work is not available.

Company Policy

It is our policy to comply with the salary basis requirements of the FLSA and state law. Therefore, we prohibit all company managers from making any improper deductions from the salaries of exempt employees. We want employees to be aware of this policy and that the company does not allow deductions that violate the FLSA or state law.
2019 -2020
Student/Parent/Guardian Handbook

OXFORD DAY ACADEMY
1001 Beech St
East Palo Alto, California 94303

Phone: 650.260.3152
Website: http://www.oxforddayacademy.org
# Table of Contents

OXFORD DAY ACADEMY .................................................................................................................. 1

A LETTER TO OUR FAMILIES ......................................................................................................... 5
  Mission ........................................................................................................................................... 5
  Vision ............................................................................................................................................ 5

SCHOOL CULTURE AND DESIGN ................................................................................................. 5
  “Hustle” Values: ............................................................................................................................ 5
  “Care” Values: ............................................................................................................................... 5

CORE VALUES ................................................................................................................................. 6
  Pillars of the Instructional Model ................................................................................................ 7
  Goals, Philosophy & Core Values ................................................................................................ 8
  Parents .......................................................................................................................................... 8

ATTENDANCE .................................................................................................................................. 9
  Attendance ................................................................................................................................... 9
  Absences ....................................................................................................................................... 9
  Tardy ............................................................................................................................................. 10
  Independent Study Contracts ...................................................................................................... 10
  Permission to Leave Campus ....................................................................................................... 11
  Student Drop-off/Pick-up Procedures & Parking Areas ............................................................... 11
  Parking ......................................................................................................................................... 11

HEALTH AND SAFETY .................................................................................................................. 11
  Illness ........................................................................................................................................... 11
  Medications at School .................................................................................................................. 11
  Grading Policy ............................................................................................................................ 13

Oxford Day Academy (ODA) Graduation & Promotion Requirements ........................................ 14
  Graduation ..................................................................................................................................... 14

ACADEMIC CONDUCT .................................................................................................................. 15
  Academic Honesty ...................................................................................................................... 15

TECHNOLOGY ............................................................................................................................... 17
  SMARTPHONE (ELECTRONIC) BAN POLICY ........................................................................... 17
  Social Media ............................................................................................................................... 18

FIELD TRIPS .................................................................................................................................. 19
  Field Trips/Offsite and Onsite Enrichment Opportunities ........................................................... 19
  Permission Slips .......................................................................................................................... 19
  Field Trip Driver Requirements ................................................................................................. 20
DISPUTE RESOLUTION

STAFF VOLUNTEER POLICY

Suspension and Expulsion Procedures

CODE OF CONDUCT

Parent Expectations

Student Expectations

THE DISCIPLINE PROCESS

Discipline Goals

Student Expectations

Parent Expectations

Staff Expectations

CODE OF CONDUCT

Standard for Success

Learning Studio Behavior

Off-Campus Expectations

Suspension and Expulsion Procedures

Grounds for Suspension and Expulsion of Students

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

Immunization Policy

Volunteer Policy

Volunteer Application and Screening Process

Oxford Day Academy’s Expectation of its Parents and Community Members

Monthly Parent Meetings

Volunteer Hours

Home Reinforcement of Oxford Day Academy’s Mission and Philosophy

Visitors and Volunteers

Fundraising

STUDENT DEPORTMENT AND BEHAVIOR

DISPUTE RESOLUTION

UNIFORM COMPLAINT PROCEDURES ANNUAL NOTICE

Programs, Activities and Complaints Subject to the UCP

Pupil Fees

Additional Information
A LETTER TO OUR FAMILIES

Dear Students and Parents/Guardians,

This Students/Parent/Guardian Handbook serves as a guide to our procedures, processes and policies. It highlights our expectations of students and families and the ways in which we hold each other accountable both when these expectations are met and unmet. Please take time to review this handbook thoroughly. Parents/Guardians, after reading the handbook, please sign the last page and return it to Ms. Karla Mclean or Maggie Diaz at the front office, by the required due date.

Please note, more extensive documents accompanying this handbook will be posted on our website. Please let us know if you would like a hardcopy of these documents.

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
Underlying the realization of our mission and vision is 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, and constant growth of our virtues.

SCHOOL CULTURE AND DESIGN

Student agency and engagement stand at the center of the school’s mission, vision, culture and design. This commitment to youth empowerment is also evident within the six core values that anchor the school culture:

“Hustle” Values:
1. Growth
2. Ganas (Spanish for ‘resilience’)
3. Kujichagulia (one of the seven principles of Kwanzaa, Swahili for ‘self-determination’)

“Care” Values:
1. Feveitokai’aki (one of four pillars of the Kingdom of Tonga, Tongan for ‘unity’)
2. Compassion
3. Equity
CORE VALUES

As a public charter high school, Oxford Day Academy (ODA) seeks to provide educational opportunities typically reserved for students of our nation’s most elite private preparatory programs. More specifically, we recreate the exceptional rigor and personalization of the Oxford tutorial approach by building on existing blended learning technology to make the model feasible within the constraints of a public-school budget.

In their traditional form, tutorials develop deep content mastery as well as strong interpersonal and critical thinking skills by requiring students to create and defend carefully evidenced responses to open-ended prompts. In this way, tutorials are tightly aligned with the goals and priorities of the Common Core State Standards; however, they also require exceedingly low student-teacher ratios that are cost-prohibitive for public schools.

Our educational model aims to solve this problem, recreating the tutorial experience by combining a digital, project-based curriculum with specially designed student teaming and accountability systems, which we plan to implement in year two of Oxford Day Academy. These teaming models will allow students to master basic content knowledge on their own and with their peers, freeing teachers to monitor student growth, implement targeted interventions, and provide intellectually rigorous tutorial-based instruction. Under this new approach, 20% of students in grade 10 during the 2018-19 academic school year, will collaborate with one another while still moving at their own pace through a personalized learning plan. They demonstrate content mastery by working independently and in small groups to complete skills-based projects, orally presenting and defending this work in the same way that a student at Oxford University would in his or her undergraduate courses (4-5 projects per class per semester). Adjusted to the high school setting, each tutorial unfolds in a five-step process, wherein students:

1. Use class lectures, discussions (Harkness Tables), reading lists, and a self-guided, digital curriculum to learn about the topic of a given project
2. Synthesize the content learned to complete the project for their tutorial
3. Write a short paper (usually 500-1,000 words) to explain the logic behind their work
4. Present their project and paper to a small tutorial group, and then orally defend their findings
5. Reflect on diagnostic data and tutorial feedback to track progress and set goals for the next tutorial

Tutorials are most enriching when students engage peers of different backgrounds and beliefs. To maximize this diversity of thought, ODA will serve a truly heterogeneous student population within the Sequoia Union High School District of San Mateo County, California; we will rely on the recruiting methods used by Valor Collegiate Academy to produce a student body representative of the many races, languages, religions, and income levels present within this diverse community. Once the model has shown demonstrable success, we will expand our organization directly while also encouraging other public schools to adopt the tutorial approach.
These values reflect ODA’s emphasis on students’ social leadership, as well as the school’s commitment to celebrate the Latino, Black, and Pacific Islander cultures that are interwoven throughout the local community.

The operational design of ODA reinforces this school culture by creating the space, resources, and experiences that allow all members of the school to live by the school’s values each day. At ODA, students are responsible for addressing the social issues they care most about.

**Pillars of the Instructional Model**

ODA is a 21st century multicultural service leadership academy. 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. But 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 will transform high school by 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 four key design elements:

1. *Learning studios*— Instead of classrooms, students collaborate in interdisciplinary studios for four hours each day; the remainder of their days will be spent out in the world bringing those ideas to life through field research, internships, and service project implementation. Studios provide the space and resources required to build, prototype, and test student ideas. Like many 21st century workplaces, studios contain large open spaces flanked with smaller breakout rooms for small meetings, group discussions, and other quieter activities. Students use this space to complete content playlists, conduct tutorials, conference with SELCs (see below), and design think their way through social challenges.

2. *Design thinking for service projects*— Each semester, students work in groups of four on a local issue they care about (e.g., litter or affordable housing). Over the course of the term, 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. *Socio-emotional learning coaches (SELCs)*— Students spend their entire high school careers in a learning studio, matched with a SELC who heads that studio. 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 academic teachers to identify and address the entire spectrum of student needs, including, critical thinking.
4. **Professional workplace management**— The experiences above are coordinated as if they took place in the 21st century workplace. Students use 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. Our approach expands the definition of success by prioritizing students’ civic growth and service capacity; our use of SELCs and personalized academics ensure that all students are equipped to achieve these high expectations.

**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 operates on two central guiding beliefs:

1. all students can achieve 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 will achieve this same balance for all members of its diverse student population, which reflect the many cultures and traditions in East Palo Alto and the neighboring communities reaching as far west as Redwood City.

**Parents**

As their children’s first teachers, our partnership with parents and community members in ways that mutually reflect their added value and contribution to the development of our Academy, is critical. We expect parents to be actively engaged in our school community and to work within the structure identified by the Head of School. Therefore, we encourage parents/community members to participate in the Learning Studios, on field trips, on committees and on the governing board, extending their talents and time to enrich the education of Oxford Day Academy students. As active participants and stakeholders, parents also hold a seat on the ODA Board. 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 and the Board of Directors from the broadest family involvement possible. **Parents are expected to attend monthly parent meetings and to volunteer a minimum of 10 hours (this does not include attending parent meetings) during the academic year.**
**ATTENDANCE**

**Attendance**

Students are expected to arrive to school every day **on-time between 7:45 and 7:59am.**

*Classes begin promptly at 8:00am*

**Bell Schedule:**

<table>
<thead>
<tr>
<th></th>
<th>Minimum Days</th>
<th>Full Days</th>
<th>Half Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7:45am – 2:00pm</strong></td>
<td>7:45am – 4:30pm</td>
<td>7:45am – 12:30pm</td>
<td></td>
</tr>
<tr>
<td><strong>Mondays</strong></td>
<td><strong>Tuesday, Wednesday, Thursday</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Absences**

Regular attendance is critical to your child’s educational progress. **After 3 absences and/or tardies, a warning letter will be issued.** Truancies are not acceptable at Oxford Day Academy. Truancy is defined as an unexcused absence without a written excuse from parent/guardian or ODA staff member. Repeated violation of the truancy policy will result in further disciplinary action up to and including expulsion. When families choose to attend Oxford Day Academy, it is assumed that they are serious about their educational experiences and will avoid missing classes or activities.

- **Excused absences** are those that are recognized by the state as legal excused absences:
  - Student is personally ill, and his/her attendance in school would endanger his/her health or the health of others;
  - Serious illness in the student's immediate family necessitates absence; Death of family member necessitates absence,
  - Special/recognized religious holiday observed by student's faith
  - Appearance in court

- **Unexcused absences** are those not defined above, including, but not limited to:
  - Unverified absence
  - Truancy
  - Absence due to leaving campus without permission
  - A tardy of twenty minutes or more
  - Absence due to taking an early vacation or extending a vacation.

- **School Excused Absences**
  - Field Trips
  - Academic Events
  - Doctor’s Office Appointments
  - Doctor’s note for each missing day of Culminating/Finals Exam Week
  - Suspension
  - Athletes participating in athletic event
**Tardy**

A tardy occurs when the student is not in his/her designated Learning Studio by **8:00am**. A tardy of more than 20 minutes is considered truancy. Unexcused tardies are defined as arriving any time after a class/activity has begun without an excuse from a parent/guardian or ODA staff member. Repeated violation of the tardy policy will result in disciplinary action up to and including expulsion.

➤ Excused tardies include only the following:
  - Medical, dental, optical or other health-related appointment (with note from the office where appointment was scheduled)
  - Unforeseen circumstances and family situations
  - Circumstances discussed with the school ahead of time, and pre-approved by a school administrator
  - All late arrivals other than those described above will be considered unexcused

When a student is tardy, he or she must go to the office first. Students who arrive tardy but go directly to the Learning Lab will be sent to the office by the classroom teacher.

Please make every effort to schedule medical and dental appointments before or after school or during the time that school is not in session. Notify the school office before 9:00 a.m. if your child will be absent. The school will call to verify and code any absences not reported by you. Any child who arrives after **8:00am** must report to the ODA office to receive a tardy slip.

Students/parents are subject to the absence/tardy policy. Excessive tardies/absences may result in involuntary withdrawal of student.

**Independent Study Contracts**

Parents will notify Oxford Day Academy 48 hours in advance, whenever possible, for extended absences in order to allow the teacher time to prepare an Independent Study Contract. Participation in Independent Study contracts attempts to assist students with extended absences to not fall behind in his or her work during the absences. Independent Study contracts are only available for a maximum of 10 days at a time or unless extenuating circumstances require extending the Independent Study contract. Students are required to adhere to all terms of the Independent Study Contract. Student must complete 100% of the Independent Study assignments. Assignments must be turned into the school in a timely manner upon returning to campus to receive credit. Students must pass each of their classes with a grade of C or better.
Permission to Leave Campus

If a child needs to leave early for any reason, even for lunch, a parent or adult listed on the emergency card must sign him or her out in the school office. Routinely checking your children out of school prior to dismissal will result in a loss of important instruction and is discouraged.

Student Drop-off/Pick-up Procedures & Parking Areas

Student pick-up and drop off will occur across the street from Bayshore Christian Ministry (BCM) at the Seventh Day Adventist (SDA) Church. Safety is our main priority! Parents, please drive slowly entering the SDA parking lot and follow parking procedures as directed by the staff.

Parking

Student Drivers
Oxford Day Academy students are not allowed to drive on campus or have another Oxford Day Academy in his or her car.

HEALTH AND SAFETY

Illness
If your child becomes ill and needs to go home, we will notify the parent/guardian, or the person designated on the emergency card. Please keep your emergency card up to date. A doctor’s note is required for absences to be excused absences if your child misses 3 consecutive school days. You are required to notify the school if your child has contracted anything contagious. You will be notified by letter of any illnesses present in your child’s classroom (i.e. chicken pox, head lice). Children are not permitted at school if they have vomited in the past 24-hours and/or until they are fever free without medicine for 24-hours.

Medications at School
If your child needs to take any medication at school, please contact the school office. Students will not be given medication at school unless an Authorization for Medication form is completed and signed by the child’s physician and submitted to the school office. Prescription medication must be brought to school in the original prescription bottle. Students should never bring medication to school under any other circumstances.

OXFORD DAY ACADEMY PROCEDURES REGARDING MEDICATION TAKEN DURING SCHOOL HOURS
1. Prescription medications must be clearly labeled by a U.S. dispensing pharmacy and contain the following information: (consistent with prescription of authorized licensed health care provider)
   ♦ Student’s full name
♦ Physician’s name
♦ Dosage, schedule, and route
♦ How long medication is to be taken? 1 year or short-term: (Date medication is to be discontinued or number of days medication is to be administered.)

2. In addition to a home supply, parent/guardian may request a second labeled bottle from the pharmacy for school use.

3. Non-prescription (over the counter) medications that have been authorized by this request, may be administered at school only if the medication is provided in the original container.

4. Request for Medication to be Taken During School Hours must be renewed annually.

5. Parent/Guardian will notify the school nurse or site administrator and provide a new Request for Medication to Be Taken During School Hours when there is a change in the student’s medication, health status or authorized health care provider.

6. The school administrator or the administrator’s designee will assume responsibility for placing the medication in a locked cabinet, storage unit or locked refrigerator.

7. The school administrator, the administrator’s designee, or school nurse will assume responsibility for returning unused medication to the parent/guardian at the end of the student’s school year.

8. If medication must be taken while a student is on a field trip, arrangements must be made through the school administrator or administrator’s designee.

9. All injectable medications require special arrangements.
   a. Injectable medications, such as insulin, used on a regular or as needed basis must be administered by licensed health care providers and require special arrangements.
   b. Injectable medications, which are to be given on an emergency basis, require special arrangements and training of school staff by the credentialed school nurse.

10. Each medication requires a separate written authorization.
**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 their courses. Using a competency-based learning model, students will not be able to move forward in their course until they have mastered skills at a proficient level. There will be school-wide standards and systems for grading. Teachers are trained on ODA’s grading policy and methodology and will 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.

**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>71% or Below</td>
<td>Student does not demonstrate a basic mastery of skills and/or content. Mastery of the standards needs to occur before credit can be earned</td>
</tr>
</tbody>
</table>
Oxford Day Academy (ODA) Graduation & Promotion Requirements

Graduation
Oxford Day Academy offers a comprehensive academic program aligned with California’s University Admissions Requirements (A-G). Below ODA requirements are displayed in comparison to the required and recommended courses for University of California and California State Universities. In order to graduate, students must successfully complete each of the required courses with a grade of "C" or better.

<table>
<thead>
<tr>
<th>a-g</th>
<th>Content Area</th>
<th>ODA Required</th>
<th>Total Units</th>
<th>UC/CSU Required</th>
<th>Total Units</th>
<th>UC/CSU Recommended</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>History</td>
<td>3 Years</td>
<td>6.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
<td>6.0</td>
</tr>
<tr>
<td>b</td>
<td>English</td>
<td>4 Years</td>
<td>8.0</td>
<td>4 Years</td>
<td>8.0</td>
<td>4 Years</td>
<td>8.0</td>
</tr>
<tr>
<td>c</td>
<td>Math</td>
<td>4 Years</td>
<td>8.0</td>
<td>3 Years</td>
<td>6.0</td>
<td>4 Years</td>
<td>8.0</td>
</tr>
<tr>
<td>d</td>
<td>Science</td>
<td>3 Years</td>
<td>6.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
<td>6.0</td>
</tr>
<tr>
<td>e</td>
<td>Language</td>
<td>2 Years</td>
<td>4.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
<td>6.0</td>
</tr>
<tr>
<td>f</td>
<td>Art</td>
<td>1 Year</td>
<td>2.0</td>
<td>1 Year</td>
<td>2.0</td>
<td>2 Years</td>
<td>4.0</td>
</tr>
<tr>
<td>g</td>
<td>Electives</td>
<td>2 Year</td>
<td>4.0</td>
<td>1 Year</td>
<td>2.0</td>
<td>1 Year</td>
<td>2.0</td>
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<tr>
<td>CA</td>
<td>Physical Education</td>
<td>2 Years</td>
<td>4.0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td></td>
<td>42.0</td>
<td></td>
<td></td>
<td>30.0</td>
<td></td>
</tr>
</tbody>
</table>

Grade Level Promotion
Students must successfully complete minimum number of course units to be promoted to the next grade level, earning a "C” or higher in a minimum of three “core classes” each year, earning at least 8 credits in courses required for graduation. Each successfully completed semester course earns 1 credit. Students who do not successfully earn this minimum number of credits may be retained their current grade level and reclassified into a different grade.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Required Credits Necessary</td>
<td>8 Credits</td>
<td>18 Credits</td>
<td>30 Credits</td>
<td>42 Credits</td>
</tr>
</tbody>
</table>

Courses Offered by Grade Level

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
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*Foundational skills needed for ODA graduation
ACADEMIC CONDUCT

Academic Honesty
Academic honesty and personal integrity are fundamental components of a student’s education and character development. The staff at Oxford Day Academy expect that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to disciplinary action.

Any student who gives or receives information during a test shall receive no credit. Depending on the seriousness of the violation, the student may be counseled with the parent or guardian present or may be given no credit for the assignment, grade period or for the semester. Where term papers are concerned, teachers should ask students for an outline and rough draft to help avoid plagiarism.

Specific types of academic dishonesty that will not be tolerated but are not limited to those as defined below.

- Cheating on Tests - Any intentional giving of or use of external assistance relating to an examination, test, or quiz without express permission of the teacher. This includes looking on another student’s paper, sharing answers, or copying another student’s paper.
- Fabrication - Any intentional falsification or invention of data citation, or other authority in an academic exercise.
- Unauthorized Collaboration - While collaboration is often encouraged, unauthorized collaboration is not permitted.
- Plagiarism - Any intentional representation of another’s ideas, words, or works as one’s own. Plagiarism includes the misuse of published materials, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper to copy, without permission of the teacher is also engaged in plagiarism.
- Alteration of Materials - Any intentional and unauthorized alteration of student, teacher, or library materials.
- Forgery - Any unauthorized signing of another person’s name to a school related document.
- Theft - Any theft of materials
- Transfer of Unauthorized Materials - Any giving or selling of unauthorized materials.

Consequences for Academic Dishonesty

Consequences per incident, not class specific:
- First offense - Student, parent and teacher meeting. No credit for affected test or assignment. The plagiarized assignment is to be re-assigned. Academic Dishonesty form
documenting incident is completed. The original, signed by student and parent, is reviewed by administration and filed with main office.

- **Second offense** - Student, parent and school administrator or designee meeting. No credit given for affected test or assignment. Student is dropped from the class in which the second offence occurred with a failing grade and no credit issued. Student is also removed from any extracurricular activities, including fieldtrips, sports, camps, etc. The Academic Dishonesty form is filled out documenting the incident, signed by all parties, and filed in the main office.

- **Continued demonstration of academic dishonesty** will result in further disciplinary action including the possibility of suspension, expulsion or dismissal.
TECHNOLOGY

SMARTPHONE (ELECTRONIC) BAN POLICY

There is growing evidence that unrestricted use of smartphones by pupils at elementary and secondary schools during the school day interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

In compliance with California Assembly Bill 272 (“AB 272”) Oxford Day Academy (ODA) implements a “Smartphone/Electronic Device” ban policy in order to promote pupil achievement and healthy social development. Smartphone/Electronic Device is defined as cell phones, smart phones, IPODs, MP3 players, portable video game players or any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment. Oxford Day Academy prohibits any use and/or any display of cell phones, smart phones, IPODs, MP3 players, portable video game players or any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of Oxford Day Academy employees.

Pursuant to this Policy all Smartphones/Electronic Devices shall only be in a pupil’s backpack (not visible) and turned to off while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of Oxford Day Academy employees. It is a violation of school policy for a cell phone to be turned to the "on" position or in “airplane mode” during school time. School time is considered to be from the moment a student steps onto Oxford Day Academy property/campus (in the parking lot and certainly when within the gates of the school) to the moment they leave (outside the school's gates and not in the parking lot), while attending school-sponsored activities, or under the supervision or control of Oxford Day Academy employees.

All forms of electronic devices not properly stored pursuant to this Policy will be immediately confiscated by school personnel. Parents will be called to retrieve the item. Students may face school disciplinary action, including detention, suspension and/or expulsion if found in possession of these types of devices in violation of this Policy.

Notwithstanding the above prohibitions, a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.
(2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil’s individualized education program.

Oxford Day Academy and Oxford Day Academy school personnel are not responsible for lost, stolen or damaged items that are prohibited pursuant to this Policy.

Social Media
Posting, transmitting, publishing or displaying harmful or inappropriate content on the internet that is threatening, defamatory, harassing, obscene, disruptive or sexually explicit or that could be construed as any form of harassment against a student or students, parents, employees of Oxford Day Academy, the administration or Board of Directors is strictly prohibited. Behavior or conduct committed by students or parents may be referred to local law enforcement. In addition, student’s committing any such behavior or conduct may result in their suspension or expulsion.
FIELD TRIPS

Field Trips/Offsite and Onsite Enrichment Opportunities
Oxford Day Academy offers a multitude of offsite enrichment opportunities (field trips) which reinforce and enrich our curriculum. Our extensive Field Experience program is part of what makes Oxford Day Academy unique. It is with the assistance of our ODA parent volunteers that we can provide these wonderful experiences for our students. Our goal is to make field trips meaningful experiences for everyone involved.

All students are required to have a signed parent permission slip for field trips. Parents may go on field trips only as assigned supervisors. Children who are not students of ODA are not permitted to participate in field trips unless authorized by the Head of School.

Off Campus Activities
As part of our model to enrich the learning experience for our students beyond the classroom walls, Oxford Day Academy students will participate in activities (i.e. Field Experience, PE) where the primary mode of transportation is walking. Please note, students may or may not be accompanied by an Oxford Day Academy staff when having to walk to activities within 1 – 3 miles of Oxford Day Academy’s campus.

Permission Slips

- TURN YOUR PERMISSION SLIPS IN ON TIME! It is ESSENTIAL that the Office Manager has ALL slips by the due date to be able to organize drivers, seating arrangements, order tickets, etc. Late permission slips can cost the class extra money or result in cancelled field trips if there is not enough time to make the necessary arrangements. Please fill in all blanks as it is a legal contract and must be complete.
- Parents are required to sign and return a permission slip including any fees due one week prior to the field trip for each field trip their child attends. Students without signed permission slips will not be allowed to attend. An alternative classroom placement will be made for the duration of the field trip.
- Overnight trips often require additional paperwork. A due date for all forms and fees will be provided and must be followed.
- Being a field trip coordinator volunteer is one of the busiest jobs at our school. Please give your coordinator the support that such an important volunteer job warrant. If you have any special requests, put them in writing and turn them in with your permission slip on the due date. Please be reasonable with your requests. Requests will be considered but not guaranteed.
- Seating arrangements can only be changed by the teacher or the field trip coordinator.
Field Trip Driver Requirements

- DMV record and a copy of state required automobile insurance with a minimum amount of coverage for medical payments in the amount of $5,000, and minimum liability coverage of $100,000/$300,000.
- All paperwork must be turned in to the office 2 weeks in advance so it can be reviewed and approved.
- All information must be available and updated upon request of Oxford Day Academy and a minimum of once yearly.
- Ensure that all students use their seat belts always.
- Obey all the traffic regulations and DO NOT USE YOUR CELL PHONE WHILE DRIVING.
- When possible, always bring your car to a complete stop before making CALLS FOR EMERGENCIES.
- Students may not use cell phones or any other electronic device on field trips, without permission.
- For long distance field trips, students may be allowed to call to let parents know the estimated return time. All student cell phones must be kept in their backpacks while on field trips, unless otherwise stated.
- Field trip drivers, teachers and Oxford Day Academy will not be liable for any lost, stolen or damaged cell phones while on field trips.
- No student will sit in the front seat of a vehicle with a field trip volunteer while on a field trip unless their parent is driving the vehicle.
- Arrive prepared for the entire trip. Drivers must arrive 15 minutes prior to departure to receive any special instructions. Do not stop for gasoline, lunch, or any other personal errands along the route to or from the destination. If there should be a problem in the vehicle or on the field trip, please inform the teacher. Any discipline deemed necessary should be handled by the teacher and Social Emotional Learning Coaches.
- You must stay on the route predetermined by the field trip coordinator and teacher. Drivers will caravan to and from the event for safety purposes.
- Any person wanting to drive only their own child must apply for a waiver to be approved by the Waiver Committee at least two weeks in advance of the field trip. Approval of this waiver does not guarantee admission into the venue.
- No siblings, additional family members, or friends are allowed on field trips unless authorized by the Head of School.
- The number of chaperones will be determined by the teacher and field trip coordinator when reviewing the adult to child ratio for each trip. Once the number of chaperones needed is determined and chaperones assigned, additional chaperones will not be permitted to attend.
- Only those persons approved to chaperone are permitted to attend.
DRESS CODE

We trust that parents share our desire to foster high standards in every area of our school program, including dress and personal appearance. Furthermore, we believe there is a correlation between student dress, grooming, and student behavior and learning. In order to facilitate and maintain an effective, health and safe learning environment, Oxford Day Academy has developed this Dress Code Policy (“Policy”). We believe that a Student’s behavior and attitude are related to his/her appearance. The purpose of this Policy is to prepare students for the business world, prevent distractions in class and on campus, and minimize the potential for competition between students. It is our desire to foster good grooming and good judgment as well as make all our Students feel that they are equally important as individual people and not by what brand of clothing they wear. **This policy is mandatory for all Students and no exceptions will be made.** All Students are required to wear the school uniform each and every day, as stated in the dress code policy, unless otherwise informed. All students are expected to wear clothes that comply with this Policy to school each day, and on field trips, and are subject to the enforcement provisions of this Policy below. This Policy and the school’s dress code is an important part of our students’ education and is part of our Student/Parent/Guardian Handbook.

It is sometimes difficult to make sure that pants, shirts, socks, etc. are washed and ready all the time. Therefore, you need to be aware that there are **no exceptions** for incorrect uniform pieces. Students need to be reminded of their responsibility to wear proper clothing and parents/guardians need to be aware that the uniform policy **will be enforced**.

This Policy has been adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

**The school will make available appropriate resources to assist any student who cannot afford a uniform that complies with the school’s uniform policy.**

Students must follow Oxford Day Academy’s standards of dress and grooming. Appropriate clothing is required to be worn always. Clothing which is a distraction to the student or to others is not acceptable.

Periodically, Oxford Day Academy will allow students “Free Dress” days. During this time, Students are permitted to wear clothes that are not part of the Oxford Day Academy uniform. During Free Dress days, students must still adhere to the Regular Day dress code’s General Requirements and prohibited clothing. All items of clothing worn must be neat and clean, free of rips, holes or tears. Leggings and jeggings are not permitted. Halter tops, Tube tops, Tops with straps less than 1” wide, Tank tops, low cut, see-through tops of any kind, and bare midriff shirts are not permitted. Shorts must be no shorter than mid-thigh and no longer than the knee in length. White or black undershirts worn without overshirts are not permitted.
Strapless or off-the-shoulder apparel are not permitted. Skirts may be no shorter than 3 inches all the way around. Jackets or cover-ups to conceal clothing that reveal brassiere, brassier type undergarments or midriffs are not permitted.

ODA students have designated days to wear the following: Oxford Day Academy uniform, Business Attire, Ethnic Attire and/or Free Dress Days. Should a student violate this rule, appropriate consequences will apply. Additionally, appropriate clothing will be offered, or the parent may be called to provide an alternative. **All dress guidelines apply to adults on campus as well.**

**ENFORCEMENT**

If a student arrives at school in nonconforming clothing, the student will be sent to the office and the parent will be contacted and is expected to bring the student conforming clothing. If the parent cannot provide conforming clothing, the student will be provided with conforming clothing by the school that must be worn for the day. In addition, students may not alter their conforming clothing at any time that violates this Policy.

Such violations will be considered defiance and the consequences are as follows:

- **For the first offense**, the student will be sent to the office and the parent will be notified of his/her violation. A written warning is given to the student to make sure to review and follow this Policy. The student must adjust their clothing to comply with this Policy prior to returning to the classroom.

- **For all subsequent offenses**, the student will be sent to the office and the parent will be notified of his/her habitual defiance. The student will be assigned detention. The student must adjust their clothing to comply with this Policy prior to returning to the classroom.

As applicable, students whose violations of this Policy continue to be habitual, further discipline will be administered which could include suspension and/or expulsion.

**PLEASE NOTE:** In any and all cases concerning interpretation of this Policy, the school administration reserves the absolute right to determine what constitutes proper compliance.

The school will make available appropriate resources to assist any student who cannot afford a uniform that complies with the school’s uniform dress code Policy.

Any parent or guardian who chooses to exempt a student from this Policy must comply with the following procedure:
a. The parent or guardian must submit a written request for exemption to the Head of School that includes a description of the basis for the claim as well as documentation supporting the basis for the claim. This written exemption will remain confidential.

b. Documentation may include but is not necessarily limited to such evidence as a doctor's note for claims of exemption that are based on medical reasons, a letter from a religious official for claims based on religious reasons, or letters from a tribal council or other authenticating agency for claims based on cultural reasons.

c. All exemption requests must be made within the first 30 days of each school year and will be handled on an annual basis, and thus must be requested annually. A student who enrolls mid-year will be given 30 days from their official enrollment date to submit an exemption request.

Pursuant California Education Code 35183, No student shall be sent home from school or denied attendance to school or penalized academically or otherwise discriminated against or barred attendance from school, for arriving at school in clothing that does not comply with this Policy.

PLEASE NOTE: In any and all cases concerning interpretation of this Policy, the school administration reserves the absolute right to determine what constitutes proper compliance. The school will make available appropriate resources to assist any student who cannot afford a uniform that complies with the school’s Dress Code Policy.

Students or parents requesting an exemption from any provision of this Policy for religious or other reasons should contact School Administration directly to request the exemption.

**Exemption Procedure:**

Any parent or guardian who chooses to exempt a student from this Policy must comply with the following procedure:

A. The parent or guardian must submit a written request for exemption to the Head of School that includes a description of the basis for the claim as well as documentation supporting the basis for the claim. This written exemption will remain confidential and on file for the duration of the school year.

B. Documentation must include but is not necessarily limited to such evidence as a doctor's note for claims of exemption that are based on medical reasons, a letter from a religious official for claims based on religious reasons, or letters from a tribal council or other authenticating agency for claims based on cultural reasons.

C. All exemption requests must be made within the first 30 days of each school year and will be handled on an annual basis, and thus must be requested annually. Except in the case of a transfer student who enrolls after the first 30 days of school, they will be given 30 days from their official enrollment date to submit an exemption request.
Pursuant California Education Code 35183, No student shall be sent home from school or denied attendance to school or penalized academically or otherwise discriminated against or barred attendance from school, for arriving at school in clothing that does not comply with this Policy.

OXFORD DAY ACADEMY DRESS CODE

**Oxford Day Academy Uniform**
- Solid Dark blue, Grey or Black Bottoms
- Long or short sleeved white buttoned-down collared shirt
- Orange and blue striped tie
- Orange or Blue polo shirt with Oxford Day Academy Symbol
- Dark Blue button-down sweater with Oxford Day Academy Symbol
- Students are not allowed to wear jeans of any sort - dark blue, grey, black or skinny pants, etc.

**Free Dress Days**
- Shorts or skirts must cover to the mid-thigh (halfway between the top of the knee and the top of the leg).
- Students' clothing must cover their undergarments and undergarment straps.
- Shirts must not have openings that show sides, midriff, bare backs or excessive skin. This applies to both males and females.
- All tops must cover the top of the pant, skirt, or short, with midriff covered always.
- Shirts with inappropriate symbols, graphics, words or offensive content are not allowed. Whether clothing is deemed offensive is at the sole discretion of Oxford Day Academy.
- Students' clothing must be in proportion to their size. **No sagging clothing exposing one’s under garment is allowed.**
- Closed-toe shoes must be worn for physical education (P.E.), unless a student has a specific medical condition that prevents their use. Tennis or other athletic shoes are preferred.
- No hats of hoodies are permitted to be worn inside the building.

**CULMINATING (FINALS) EXAMS ATTIRE**
During Culminating/Finals exams, students at Oxford Day Academy are required to wear the following: White buttoned-down collared long-sleeved shirt with dark bottom slacks or skirt and a blue ODA tie. Students with a 4.0 grade point average or higher, will wear an orange tie. Students are not allowed to wear jeans of any sort - dark blue, skinny, etc. **Students will not be allowed to enter the exam room to take their exam, nor given a make-up exam, if they are not dressed in the appropriate exam attire.**
FORMAL AND BUSINESS DRESS CODE

Ensuring that you look both stylish and professional at school will do wonders for your confidence, self-esteem, and image. First impressions count, especially in the workplace, and people may make judgments about your abilities based on how you are dressed. By choosing the right clothes and accessories to wear, you will influence how people behave towards you in a positive way. Here are some guidelines on how to dress professionally and stylishly during a Formal or Business Attire Day at Oxford Day Academy:

Non-Cultural Business or Professional Wear

Young men will wear slacks, with a long sleeved; buttoned up, collared dress shirt and a tie. A blazer, jacket, or sweater is acceptable. The classic navy, black, or gray slacks are always the best choice teamed with a collared shirt and tie. Young men must wear formal dress shoes and a belt.

Young women will be expected to also wear business suits or neatly tailored knee-length dresses or skirts. The most common style for young women, business casual ranges from skirts, and slacks. Young women can wear simple heels or flats. The recommended colors for business wear at ODA include black, grey, and dark blue. A young person should keep their business as simple as possible and stick to the basics.

Formal Wear

Young men will wear suits and ties, the classic navy, black, gray suit. Young men must wear formal dress shoes and a belt. All shirts must be collared shirts. The acceptable colors for business wear at MWA and business dress code include black, grey, and dark blue.

Young women will wear appropriate knee length dresses or skirts. Tube top, spaghetti strap, or sleeveless dresses/tops will be accompanied by a shawl, bolero, or other formal jacket. Scholars must cover any visible straps of dress. No undergarments should be visible.

Cultural Wear

All Oxford Day Academy students are encouraged to wear their cultural attire to school on days when they are not designated to wear their school uniform.

Students are required to wear business attire every Wednesday, including other days when instructed by staff.
THE DISCIPLINE PROCESS

Discipline Goals

- Teaching and learning for all students is the highest priority. Therefore, the misbehavior of one student will not be allowed to interfere with the learning opportunities of another or the teacher’s responsibility to teach all students. In addition, misbehavior will not excuse the misbehaving student from successfully completing appropriate learning objectives.
- Self-discipline is the expected outcome.
- Teaching and modeling appropriate behavior along with recognizing positive behavior and implementing consequences for inappropriate behavior is the best way to help change unacceptable behavior into acceptable behavior.
- Changing negative behavior to appropriate behavior takes time.

Student Expectations

- Knows, understands, and follows all rules and regulations.
- Learns to accept fair and consistent discipline and eventually internalizes it.
- Works hard to develop values and a proper style of behavior.
- Understands that conduct harmful to self and to others is not allowed.
- Cares for, and respects property of self, others and school.
- Shows consideration for peers, self and adults.

Parent Expectations

- Takes primary responsibility for discipline.
- Develops in the student good behavior habits as well as proper attitudes regarding school-life and life in general by teaching through example.
- Works with school officials to resolve any discipline incident in a patient, objective, and fair manner.
- Attends parent-conference sessions and school meetings.
- Actively monitors and assists with student’s progress.
- Communicates and works closely with Oxford Day Academy staff and community members.
Staff Expectations

- Disciplines as a part of the daily routine – not a disruption of the daily routine.
- Uses every discipline situation as an opportunity to teach expected behavior.
- Teaches and models appropriate behavior along with implementing consequences for inappropriate behavior.
- Communicates acceptable behavior daily throughout the school year.
- Respects students and parents always.
- Handles all discipline situations in a professional manner.

CODE OF CONDUCT

Standard for Success

- Follow instructions – show respect for all
- Accept responsibility for your actions
- Keep yourself and your belongings neat
- Learn from everything and everyone
- Be prompt, punctual, and prepared
- Affirm yourself and those around you
- Keep your hands, feet, and property to yourself
- Set goals and achieve them

Learning Studio Behavior

- Follow all directions
- Bring all books and materials to class
- Upon entering the Learning Studio, get your Chromebook, review your schedule and daily goals
- Eyes up front when an individual is talking
- Be respectful, do not speak over others
- Respect the property and personal space of others
- Keep hands, feet, and property to yourself

Off Campus Expectations

- Respect the property and personal space of others
- Speak in conversational tones – do not use profane language
- During field trips, follow all instructions of the supervising staff and chaperones
- Follow all rules and regulations outlined in the Student Handbook and expect the same responses for inappropriate behavior as on-campus.
Suspension and Expulsion Procedures

**Grounds for Suspension and Expulsion of Students:**

*Oxford Day Academy* 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.

Oxford Day Academy 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.

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 Oxford Day Academy or any other school; or
C. related to attendance at Oxford Day Academy 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.

0) 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 acts 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(1) A message, text, sound, video, or image.

(2) A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual 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.
t) “Oxford Day Academy 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\(^1\) 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)
4) Committing 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\(^2\). E.C. 48915(c)(5)

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\(^1\)“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.

\(^2\) The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

As an independent LEA member of a SELPA, Oxford Day Academy 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 Oxford Day Academy 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, Oxford Day Academy, 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 Oxford Day Academy, 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 Oxford Day Academy, 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 Oxford Day Academy 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 Oxford Day Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If Oxford Day Academy, 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 Oxford Day Academy 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 Oxford Day Academy 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 Oxford Day Academy 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 Oxford Day Academy 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

Oxford Day Academy 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 Oxford Day Academy’s disciplinary procedures may assert the procedural safeguards granted under these procedures only if Oxford Day Academy had knowledge that the student was disabled before the behavior occurred.

Oxford Day Academy 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 Oxford Day Academy 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 Oxford Day Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Oxford Day Academy supervisory personnel.
If Oxford Day Academy 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 Oxford Day Academy 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.

**Immunization Policy**

Whether public or private, all California schools and child-care facilities, including child-care centers, day nurseries, nursery schools, family day care homes, and development centers, are subject to new and existing laws regarding immunization in California. 

In 2015 and future years, certain vaccines are required to enter childcare or school in California.

- For childcare, see [http://www.shotsforschool.org/child-care/](http://www.shotsforschool.org/child-care/)
- For kindergarten, see [http://www.shotsforschool.org/k-12/](http://www.shotsforschool.org/k-12/)
- For 7th grade, see [http://www.shotsforschool.org/7th-grade/](http://www.shotsforschool.org/7th-grade/)
- For students entering or transferring into California schools at other grade levels, see [http://www.shotsforschool.org/k-12/](http://www.shotsforschool.org/k-12/)

In 2015 and future years each immunization requirement may be fulfilled by any of the following:

- Receiving the required vaccine doses
- Receiving a medical exemption from a licensed physician pursuant to the requirement of 17 CCR section 6051
- Under limited circumstances conditional admission\(^3\) may be available

As of January 1, 2016:

Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine.

Students will no longer be required to have immunizations for entry if they attend:

- A home-based private school or
- An independent study program and do not receive classroom-based instruction.

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\(^3\) Children behind on their required immunizations may be admitted conditionally, if they are not currently due for any doses or have a temporary medical exemption.
However, parents or guardians must continue to provide immunization records for these students to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students. Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status. The California Immunization Requirements for K-12th Grade are summarized here: http://eziz.org/assets/docs/IMM-231.pdf

Volunteer Policy

The Board of Directors encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence in the classroom and on school grounds, volunteers may also enhance supervision of students and contribute to school safety.

The Head of School or designee may authorize the use of volunteers and shall establish procedures to protect the safety of students and adults in accordance with laws related to tuberculosis testing, fingerprinting and criminal records checks.

Volunteers shall act in accordance with school policies, regulations and school rules. At his/her discretion, a staff member who supervises volunteers may ask any volunteer who violates school rules to leave the campus. Staff members also may confer with the Head of School or designee regarding any such volunteers. The Head of School or Designee shall be responsible for investigating and resolving complaints regarding volunteers. Volunteers shall always be under the supervision of staff when working with students.

Volunteer maintenance work shall be limited to those projects which do not replace the normal maintenance duties of classified staff. The Board of Directors nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, meet a specific need, comply with established building and safety codes, do not significantly increase maintenance workloads and comply with employee commitments and contracts.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off.

Visitors and Volunteers – Sign In
State law requires all visitors/volunteers to sign in at the office. Oxford Day Academy requires all visitors/volunteers to enter campus through the front office. Each visitor/volunteer must prominently display above the waist, their visitor badge while on campus at all times. The badge
must be returned to the school office when visitors/volunteers sign out to leave. All visitors must have a clearly defined purpose and destination while on campus during school hours. Loitering is not permitted. Visitors or Volunteers such as student teachers fulfilling educational requirements, prospective families, guest speakers or any other individual not designated by Oxford Day Academy as parent/guardian or family members previously authorized by Oxford Day Academy must be accompanied by a school staff member while on campus.

Parents/guardians are encouraged to visit and volunteer in classrooms. From time to time Oxford Day Academy invites parents/guardians to attend classroom activities and events. Notice and invitations will be provided prior to any such event or activity.

Parents working at the school must comply with certain requirements such as completing forms, acquiring evidence of TB Assessment clearance and passing a Megan’s Law check before they volunteer on campus or with students. If TB clearance is not obtained a TB skin test would be required from a medical doctor’s office. Adults are expected to follow the school dress code while volunteering.

Only Oxford Day Academy staff, students, approved visitors and volunteers, members of the Board of Directors and legal counsel may be on campus at any time. Siblings of enrolled students may be permitted on campus for special events and activities, community service projects that receive Oxford Day Academy administration or Board of Director prior approval and emergency situations at the discretion of the Head of School.

Volunteer Application and Screening Process

Parents/Guardians are encouraged to volunteer in classrooms. In order to participate as a volunteer, individuals must complete an application and screening process. Requisite forms are available on the website and in the Administration Office. Requirements include:

- FBI/DOJ Live Scan fingerprint and background check;
- TB risk assessment clearance or TB skin test;
- Raptor screening;
- Participation in Volunteer Induction Meeting;
- Completion of all Volunteer Participation forms;
- Execution of Code of Conduct and Confidentiality Agreement; and
- Adherence to Dress Code

Individuals excluded from Volunteering:
- Persons required to register as a sex offender;
- Persons convicted of serious or violent crime;
- Persons convicted of any discretionary non-violent felony or crime deemed as such by the Head of School or Designee in their sole discretion.
Oxford Day Academy’s Expectation of its Parents and Community Members

Parents, community members and teachers must work together to ensure the academic and social success of our students. Therefore, we ask that our parents support the village concept of our academic and social program, as well as embrace the diversity of the lifestyles that live within Oxford Day Academy through being open and willing to try new experiences, and to be informed and proactive producers in our academic community and not passive and reactive consumers.

Parents who become members of Oxford Day Academy are expected to do the following:

➢ Lend their skills to the ODA community.
➢ Provide volunteer hours to the Academy.
➢ Attend monthly parent meetings.
➢ Serve on a committee (schedule permitting).
➢ Support their child in negotiating both the academic and social policies of the Academy.
➢ Have a visible role in Oxford Day Academy.

Monthly Parent Meetings

Parent meetings are critical for facilitating parents’ understanding of the goings on at Oxford Day Academy. These meetings occur monthly, and every family is expected to have an adult representative at these meetings.

Volunteer Hours

Parents are expected to volunteer a minimum of 5 hours (not including monthly parent meetings) of their time per year to Oxford Day Academy. Volunteer hours can be used in a variety of ways;

➢ Supervising students during ODA programs and events.
➢ Assisting in clean up after ODA activities and events.
➢ Chaperoning field trips, etc.
➢ Other duties as identified by parents and community members

Home Reinforcement of Oxford Day Academy’s Mission and Philosophy

The following suggestions are to help parents reinforce Oxford Day Academy’s protocols, concepts and values in the home:

➢ Check for schoolwork every day and provide study time for your child. If there is no homework, have your child read or study quietly - establish a routine of study.
Always discuss your child’s day. Discussions such as these help children to remember their activities and show your interest and concern in their education.

Monitor the images that your child is exposed to (i.e. television, music, books, magazine, friends, etc.). Remember, children are greatly influenced by their environment. Expose your children to people, ideas and events that promote positive images of their culture.

Have children settle their differences by talking with each other rather than through physical means or name-calling. Intercede only when necessary.

Teach children to positively give and accept just criticism from adults and peers.

**Visitors and Volunteers**

State law requires all visitors/volunteers to sign in at the office. Each visitor/volunteer must wear a badge while on campus. The badge must be returned to the school office when visitors/volunteers sign out to leave. Visitors or Volunteers such as student teachers fulfilling educational requirements, prospective families, guest speakers or any other individual not designated by ODA as parent/guardian or family members previously authorized by Oxford Day Academy must be accompanied by a school staff member while on campus.

Parents/guardians are encouraged to visit and volunteer in Learning Studios and Field Experiences. Parents working at the school must comply with certain requirements such as completing forms, acquiring evidence of TB clearance and passing a Megan’s Law check before they work in the classrooms or with students. Adults are expected to follow the school dress code while volunteering.

Only ODA staff, students, approved visitors and volunteers, members of the Board of Directors and legal counsel may be on campus at any time. Siblings of enrolled students may be permitted on campus for special events and activities, community service projects that receive ODA administration or Board of Director prior approval and emergency situations at the discretion of the Head of School and/or CEO/Founder.

**Fundraising**

Fundraising provides opportunities for numerous special events and activities, many of which are unique to Oxford Day Academy. Family participation in fundraising efforts is encouraged and appreciated.

All fundraising activities and requests for any money from ODA families, or on behalf of Oxford Day Academy must be in writing and must receive prior approval by the Head of School. No monies can be collected, or reimbursements given on behalf of Oxford Day Academy without prior approval.

**STUDENT DEPORTMENT AND BEHAVIOR**
Oxford Day Academy is dedicated to building and maintaining a positive school climate. ODA encourages positive student behavior, teacher skills and school culture. ODA educators are continually trained and supported in their efforts to build relationships, manage behaviors and teach core competencies of Social Emotional Learning.

ODA general School Rules:

- Be Safe
- Be Respectful
- Be Responsible
- Be Culturally Aware and Responsive

ODA staff members are trained to recognize that children are learning and growing socially. Staff members will provide proactive teaching, corrective teaching and utilize de-escalation techniques whenever appropriate.

**DISPUTE RESOLUTION**

Oxford Day Academy has a dispute resolution process to be used for all disputes. Complaints of violations of Oxford Day Academy’s Charter, state or federal law and regulations governing special education, Title II, Section 504 of the Rehabilitation Act, or the operations of Oxford Day Academy shall be directed to the Head of School/CEO-Founder and/or the ODA Board of Directors.

Any complaint shall be put in writing and addressed to the Head of School and/or CEO-Founder for resolution. 1. The full name of each person involved, a brief but specific summary of the complaint and the facts surrounding it. The Head of School shall investigate the complaint as necessary and shall schedule a meeting with the Complainant to discuss the matter. If no resolution can be agreed upon between the Head of School and/or CEO-Founder and the Complainant, the complainant may appeal the determination to the ODA Board of Directors either at a public Board meeting or in a letter addressed to the Board.

The Board of Directors may seek additional investigation by the Head of School and/or CEO-Founder as it deems necessary. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board’s determination.

**UNIFORM COMPLAINT PROCEDURES ANNUAL NOTICE**

Oxford Day Academy (“ODA”) annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (“UCP”) process.

ODA is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.
Programs, Activities and Complaints Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Career Technical and Technical Education, Career Technical, Technical Training
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils

In addition, ODA’s UCP adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints regarding “pupil fees,” including any fee, deposit or other charge that a pupil or a pupil's parent or guardian are required to pay or any “fee waiver”; complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or

2. perceived characteristics in any Charter School program or activity (5 CCR §4610); and

3. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program. (5 CCR §4610)

Pupil Fees

A pupil enrolled in a charter school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment;
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed using the Contact Information shown below or with the principal of the school or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

**Additional Information**

ODA shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

**Contact Information**

The staff member, position, or unit responsible to receive UCP complaints at ODA is:

Dr. Mallory Dwinal
1001 Beech St
East Palo Alto, CA 94303
(650) 260 - 3152
mdwinal@oxforddayacademy.org

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with ODA’s UCP policies and procedures.

The complainant has a right to appeal ODA’s Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving ODA’s Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of ODA’s Decision.

ODA will advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of ODA’s Uniform Complaint Procedures process shall be available free of charge.
PARENT/GUARDIAN CONTRACT

As a parent/guardian of a student at Oxford Day Academy I agree to:

- Maintain good communication with school staff and be supportive of all efforts to maintain an outstanding educational program.
- Attend monthly meetings or designate an adult to attend in my absence.
- Make sure my child/children attend regularly and arrive on time.
- Read, sign, and return all papers when requested.
- Provide accurate, up-to-date telephone numbers, addresses and emergency information to the ODA school office.
- Drop off and pick up my child/children in the assigned area, following designated parking and safety procedures.
- Drop off and pick up at appropriate times.
- Follow the Conflict Resolution Policy.
- Follow the school rules and dress code, for both my child/children and myself.
- Agree to not post, transmit, publish, or display harmful or inappropriate internet content that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.
- Not loiter while on campus.
- Wear or show volunteer identification badge while on campus.
- Use only adult bathroom facilities.
- Agree to never be alone with individual students without authorization of teachers and/or school authorities.
- Maintain confidentiality outside of school and will share any concerns that I may have with teachers and school administrators/staff.
- Not operate my cell phone within the confines of the classroom or any other educational setting or lunch area while acting in the capacity of a volunteer or while supervising children engaged in a school sponsored activity or event.
- Provide my full attention if/when I agree to volunteer.
- Not to have children under my care or supervision that are not currently enrolled at this school site.
- Be solely responsible for supervising my non-enrolled Oxford Day Academy children while on campus at all times. This includes, but is not limited to, during any ODA sponsored event outside of school hours, Back to School Night, parent/teacher conferences and all sporting events.
- Only to do what is in the best personal and educational interest of every child with whom I come into contact.

By placing my name below, I agree to abide by the Code of Conduct outlined in this Parent/Student Handbook. Further, by placing my name below I also am declaring under penalty of perjury, that I am not required pursuant to Penal Code 290.95 to disclose to school officials that I am a registered sex offender, and that I have not suffered convictions for sex or drug related offenses or for crimes of violence, and there are no criminal charges pending against me.
PARENT/GUARDIAN ACKNOWLEDGMENT AND AGREEMENT

This is to acknowledge that my student and I have received a copy of the Oxford Day Academy Parent/Student Handbook and we understand that it sets forth the terms and conditions of student enrollment at Oxford Day Academy, as well as the duties, responsibilities, and obligations of Oxford Day Academy parents and students.

We understand and agree that it is our responsibility to read the Parent/Student Handbook in its entirety and to abide by the rules, policies, and standards set forth within, including the dress code and the code of conduct.

We further understand that the Parent/Student Handbook may be changed during the school year as necessary and that when we are notified of any changes, it is our responsibility to follow the revised policies. I have reviewed the ODA Parent/Student handbook with my child as indicated by both our signatures below.

____________________________________
Parent/Guardian (Printed Name)  Parent/Guardian (Signature)  Date

____________________________________
Student (Printed Name)  Student (Signature)  Date
Parent/Guardian Email Address
Appendix 8a: Evaluation Forms for School Leaders
Executive Compensation Report

AY18-19 report and recommendation on Oxford Day Academy executive performance and compensation

Contents

President’s letter on performance and compensation 2
Review of executive compensation system 3
Annual incentive metrics: ODA performance AY18-19 3
  Recommended realized pay for the CEO (AY 2018-19) 4
Executive performance management process 4
Changes to executive compensation in AY19-20 4
President’s letter on performance and compensation

Monday, June 3 2019

Dear fellow board members,

I am pleased to share with you my 2019 letter on performance and compensation for Dr. Mallory Dwinal, CEO of Oxford Day Academy.

This letter includes a review of ODA’s executive compensation system, the CEO’s performance against board established performance metrics, as well as an overview of the performance management process. It is my hope that this letter will provide transparency and clarity regarding executive compensation at ODA and that this practice will be maintained by future board leadership.

Oxford Day Academy growth and performance
In its second year, Oxford Day Academy has nearly doubled the number of students and added a depth of complexity in its course work. The school has continued to perform strongly during this time of rapid growth. While EL, SEL and math needs have resulted in increased expenses, the AY18-19 budget remains in the black with a slight net operating income. Additionally, while the school has doubled its student count and number of grade levels, AY18-19 student attendance metrics exceeded those of AY17-18 and students have demonstrated a marked increase in reading and math performance on standardized examinations.

Recommended CEO realized pay for AY18-19
Based upon the CEO’s performance against key performance metrics established by the board last summer, it is my recommendation that the CEO has performed above expectations and consequently is eligible for the full variable, performance based annual incentive, which is 15% of base salary.

Respectfully,

Jamaal Sebastian-Barnes
President, Oxford Day Academy Board

PRIVILEGED AND CONFIDENTIAL
Review of executive compensation system

Reflecting a strong focus on pay for performance and alignment with the long term interest and success of Oxford Day Academy, executive compensation consists of both fixed pay (base) and variable, performance based pay (bonus).

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Fixed Pay</th>
<th>Variable Pay: Performance Related</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual base salary</td>
<td>Annual Incentive</td>
</tr>
<tr>
<td></td>
<td>Reflects responsibilities, experience and skill sets</td>
<td>Rewards long-term sustainability</td>
</tr>
<tr>
<td>Form of payment</td>
<td>Cash</td>
<td>Cash</td>
</tr>
<tr>
<td></td>
<td>Performance measures</td>
<td>Performance matrix based on:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Individual balanced scorecard, including budget targets, &amp; enrollment objectives</td>
</tr>
</tbody>
</table>

The CEO’s Annual Incentive at target is a summative 15% of base salary. This 15% target is an aggregate of the three key annual incentive performance metrics (each with a 5% target). Consequently the annual incentive can range from 0% to 15%.

Annual incentive metrics: ODA performance AY18-19

The CEO’s Annual Incentive is based off of performance across three key areas: fundraising, expense management, and student attendance. Together these metrics constitute three essential pillars for institutional success during its start up phase. The CEO has met or exceeded expectations across each domain and consequently is recommended to receive the full target percentage for each element of the annual incentive.

<table>
<thead>
<tr>
<th>Create a strong financial future for Oxford Day Academy (fundraising)</th>
<th>Target %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengthen day-to-day operations (expense management)</th>
<th>Target %</th>
<th>Actual %</th>
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<tbody>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
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</table>

<table>
<thead>
<tr>
<th>Ensure best-in-class operational and education experiences for ODA students (student attendance)</th>
<th>Target %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Performance Notes: •
Overall CEO performance

Recommended realized pay for the CEO (AY 2018-19)

The total recommended realized pay for the CEO during academic year 2018-2019 is USD[redacted] which includes [redacted]% payout of the Annual Incentive. The total realized pay for the CEO during academic year 2017-18 was USD[redacted] which included [redacted]% payout of the Annual Incentive.

Executive performance management process

The ODA CEO is expected to foster and maintain an organization that is financially, organizationally, and pedagogically healthy. To this end the board established a uniform performance management process in AY17-18 that takes into account quantitative and qualitative data. The CEO is subject to a three-step objective setting, performance evaluation, and compensation determination process.

Objectives and performance metrics are typically set during the summer preceding the relevant academic year. These objectives should align with the strategic priorities of Oxford Day Academy, and should be ambiguous and challenging but do not encourage undue risk taking.

The board president should periodically check in with the CEO on performance throughout the performance cycle to ensure that progress is effectively tracked. At the conclusion of the performance cycle, the board president should document performance and make recommendations to the Oxford Day Academy board for final determination of performance, and approval for the final compensation outcome.

Changes to executive compensation in AY19-20

With an eye to the ever evolving needs of Oxford Day Academy as well as the commitment to decreasing overhead administrative costs, Dr. Mallory Dwinal has opted to accept USD[redacted] base salary for AY19-20.
While performance metrics will still be established and monitored by the board, the executive will not be eligible for the annual incentive or variable performance-based pay in AY19-20.
Appendix 8b: Evaluation Forms for Teachers
I. Philosophy & Purpose: What is the Oxford Day Academy teacher evaluation process/program philosophy and purpose?
   - To improve instruction (Growth & Development)
   - Provide teacher support in needed areas
   - Monitor implementation of goals, RTI, curriculum, programs
   - Improve student academic achievement
   - Monitor and measure effectiveness of instruction

II. Evaluation Process Components: What components will be included in the process? Will Oxford Day Academy use an existing process or create their own?
   - Informal Observations – Impromptu walkthroughs with/without follow-up; How Many?
   - Formal Observations – Scheduled; How Many; Pre and Post Conferences; Debriefs; Final Report
   - Written follow-up reports/summaries
   - Improvement Plans – Follow-up reports
   - Other areas not included in the observation such as professional development plan, attendance, punctuality, lesson planning, meeting attendance, participation in duties, disciplinary action, etc.
   - Research best practices
   - Professional Development Plans

III. Evaluation Tool/Instrument: Will Oxford Day Academy use an existing tool/instrument or create a tool?
   - Research best practices
   - Include Danielson 2013 Framework for effective teaching
   - Include California Standards for the Teaching Profession
   - How will the RTI (Response to Intervention) draft rubrics be integrated or not?

IV. Evaluators
   - Who will be the Evaluators?
   - Will all staff and teachers be evaluated?
   - Introduction of evaluators to staff and assignments given
V. Development of Protocols: May need to update protocols for the following: Pre and Post Conferences, Debriefs, Classroom Observations, Walkthroughs, Written Reports/Summaries & Updates, Assistance Plans & Recommendations, Professional Development Plans

VI. Professional Development: Intensive & Targeted Professional Development must be provided to all teachers and staff regarding the Entire evaluation process prior to beginning formal observations

- Evaluators and all administrators must also receive PD

VII. Development of an Evaluation/Observation Calendar

- After determining the number of observations, create a calendar for example starting with research and development taking place in September 2019, Intensive PD for staff end of September or beginning of October, schedule first observations prior to Thanksgiving holiday; second observation in February 2019, and third observation in May 2019.

- Schedule ASAP remembering to stay away from testing dates, vacations, etc.

VIII. Other

- Development of Oxford Day Academy’s policies and procedures regarding teacher evaluations – Once developed it is recommended that this process become part of Oxford Day Academy’s formal policies and procedures; may need to conduct research in this area
### Descriptors of Practice, Component Level - Evidence Collection Form

**Teacher Name:** [Teacher Name]  
**School:** [School]  
**EIN:** [EIN]  
**Date:** [Date]

**Purpose:**  
- Self-Assessment [ ]  
- Diagnostic/Baseline [ ]  

**Observer (If an observation):** [Observer Name]

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## Standard 1: Engaging and Supporting All Students in Learning

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Connect students’ prior knowledge, life experience, and interests with classroom learning.</td>
<td>The teacher makes few or no connections between the classroom learning and the students’ prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.</td>
<td>The teacher makes some connections between classroom learning and students’ prior knowledge, experiences, or interests. The teacher elicits some questions from students during a lesson to monitor their understanding.</td>
<td>The teacher makes substantial connections between classroom learning and students’ prior knowledge, experiences, and interests. Teacher elicits students’ cultural, class, and ethnic perspectives, and uses students’ questions and comments during a lesson to extend their understanding.</td>
<td>The teacher helps students make connections between classroom learning and their own prior knowledge and experiences. The teacher facilitates activities that focus on students’ interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

| 1.2: Use a variety of instructional strategies to respond to students’ diverse needs. | The teacher uses instructional strategies, but they lack variety, and are sometimes inappropriate to the students’ learning needs. Few or no modifications are made to respond to students’ individual needs. | The teacher uses 2-3 alternate instructional strategies that are appropriate to address the students’ developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students’ individual needs. | The teacher uses a variety of instructional strategies to effectively address the students’ developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students’ individual needs. | The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address students’ diverse needs and include adaptations, modifications and differentiations to meet students’ individual needs. Students identify optimal strategies for their learning. |

Click here to enter evidence.
### California Standards for the Teaching Profession

#### Descriptors of Practice, Component Level - Evidence Collection Form

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<tr>
<td>1.3: Facilitate learning experiences that promote autonomy, interaction, and choice.</td>
<td>The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.</td>
<td>The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.</td>
<td>The teacher facilitates the learning experiences to promote constructive student interactions, and to develop student decision-making responsibility through choices about learning, and the use of time and materials.</td>
<td>The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and manage their learning, time and materials.</td>
</tr>
<tr>
<td>1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.</td>
<td>The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher encourages student questioning, but most are low order, fact based.</td>
<td>The teacher models and encourages open ended, higher order questions, and provides opportunities for students to ask questions and solve problems within a subject, but seldom directly develops students’ questioning skills. Teachers and students ask higher order questions.</td>
<td>The teacher regularly provides opportunities and support for students to engage in problem solving, and to explore diverse perspectives of concepts within a subject matter area. Students’ questions are half higher order. Teacher scaffolds skill building for these activities.</td>
<td>The teacher frequently engages students in problem solving and higher-order question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.</td>
</tr>
<tr>
<td>1.5: Promote self-directed, reflective learning in all students.</td>
<td>The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning. The teacher monitors student learning, and provides some opportunities for students to reflect individually on their learning.</td>
<td>The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.</td>
<td>The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use Content &amp; Performance Standards and other criteria to assess their learning and discuss it with peers.</td>
<td>The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use Content &amp; Performance Standards and other criteria to assess their own and their peers' learning, and to set new learning and improvement goals.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.
Observation Form

Descriptors of Practice, Component Level - Evidence Collection Form

Teacher Name: ____________________  School: ____________________  EIN: __________  Date: __________

Purpose:  Self-Assessment □  Diagnostic/Baseline □  Observer (If an observation)  ____________________

Standard 2: Creating and Maintaining an Effective Environment for Learning

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<tbody>
<tr>
<td>2.1: Create a physical environment that engages all students.</td>
<td>The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.</td>
<td>The physical environment is clean and arranged for safety and accessibility for all students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.</td>
<td>The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.</td>
<td>The physical environment reflects, promotes, and supports student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.</td>
</tr>
</tbody>
</table>

Click here to enter evidence

| Element 2.2: Establish a climate that promotes fairness and respect. | Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher responses to student behaviors are often unfair, inconsistent, or inequitable. | Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender. | The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take risks and be creative. | The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed. |

Click here to enter evidence
### Observation Form

#### Descriptors of Practice, Component Level - Evidence Collection Form

<table>
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<tr>
<td>2.3: Promote social development and group responsibility.</td>
<td>The teacher does not actively support students’ social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.</td>
<td>Students respect each other’s differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.</td>
<td>Students respect each other’s differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.</td>
<td>The students effectively communicate and collaborate. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings, and points of view.</td>
</tr>
</tbody>
</table>

Click here to enter evidence

| Element 2.4: Establish and maintain standards for student behavior. | Few or no standards for behavior appear to have been established or enforced. The teacher’s response to student behavior is inconsistent and often inappropriate. | The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety. | The teacher consistently models and maintains standards for behavior. The teacher’s response to student behavior reflects a range of appropriate and effective responses. | The teacher establishes/maintains opportunities for students to share in decision-making, establishment of rules and conflict resolution. Teacher’s response to student behavior reflects students’ developmental and personal needs. |

Click here to enter evidence

| 2.5: Plan and implement classroom procedures and routines that support student learning. | Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task. | Classroom and routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task. | Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task. | The teacher implements reasonable and flexible schedules and routines that promote student self-sufficiency. S/he modifies procedures and rules to support student learning. |

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California Standards for the Teaching Profession

252
### Standard 3: Understanding and Organizing Subject Matter Knowledge

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1: Demonstrate knowledge of subject matter.</td>
<td>The teacher’s lack of knowledge of subject matter is frequently evident. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.</td>
<td>The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.</td>
<td>The teacher’s knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.</td>
<td>Teacher knowledge of content has depth, is current and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.</td>
</tr>
<tr>
<td>3.2: Organize curriculum to support student understanding of subject matter based on the California Academic Content and Performance Standards.</td>
<td>The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Content and Performance Standards. Teacher may not encourage students to think critically.</td>
<td>The teacher organizes and designs curriculum based on essential, grade level appropriate CA Academic Content and Performance Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.</td>
<td>The teacher clearly organizes and aligns curriculum to the CA Academic Content and Performance Standards. The curriculum design clearly focuses on key themes and concepts and facilities standards based achievement. Teacher frequently engages students in critical thinking about standards.</td>
<td>The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The CA Content and Performance Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, higher order thinking about the subject matter.</td>
</tr>
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Click here to enter evidence.
## Observation Form

### Descriptors of Practice, Component Level - Evidence Collection Form

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>3.3: Inter-relate ideas and information within and across subject matter areas.</td>
<td>The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.</td>
<td>The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.</td>
<td>The teacher identifies and integrates for students the key concepts and information within the Core Curriculum, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.</td>
<td>The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and Standards. S/he challenges students to make their own connections and extend and apply knowledge.</td>
</tr>
</tbody>
</table>

### 3.4: Develop student understanding through instructional strategies that are appropriate to the subject.

| Instructional strategies are rarely matched appropriately to subject matter content or concepts and may not encourage students to think critically. | The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter. | The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter. | The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships. |

### 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students.

| Instructional materials, resources and technologies are either not adequately used, or may be inaccessible to some students. Teacher makes little effort to locate supplementary materials, to reflect diverse perspectives or to relate to cultural or linguistic backgrounds of students. | The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students. | The teacher consistently uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students. | The teacher selects and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles. |

Click here to enter evidence.
### Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

#### 4.1: Design long-term and individual lesson plans to foster and support student learning.

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<tr>
<th>Element</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.</td>
<td></td>
<td>Individual lesson plans have a structure with pertinent lesson plan elements that will develop students’ conceptual understanding and application of content knowledge. They fit within a unit or long-range context. Provision for review and assessment may be inconsistently evident.</td>
<td>Individual lesson plans have all pertinent components, are well-sequenced, and build upon previous learning to promote understanding of content area concepts, and provide for review and assessment. Long-term plans are organized, coherent, and developmental.</td>
<td>Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

#### 4.2: Value students’ backgrounds, interests, languages, and developmental needs.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s instructional plans show limited reflection of students’ backgrounds, experiences, interests, and developmental needs.</td>
<td></td>
<td>The teacher’s lesson design uses information about students’ backgrounds, experiences, language, and developmental needs.</td>
<td>The teacher’s lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, language, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.</td>
<td>The teacher solicits students’ input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.
### Observation Form

**Descriptors of Practice, Component Level**

<table>
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</thead>
<tbody>
<tr>
<td>4.3: Establish and articulate student learning outcomes, consistent with Content and Performance Standards.</td>
<td>The teacher rarely establishes clear instructional learning outcomes, or aligns outcomes with standards. Expectations for students are usually low or unrealistic.</td>
<td>The teacher sometimes articulates student learning outcomes. Expectations for most students that are generally high and realistic.</td>
<td>The teacher clearly articulates short-term and long-term student learning outcomes that are challenging and represent Content and Performance Standards. Expectations for students are generally high and realistic.</td>
<td>The teacher consistently articulates how instructional activities are related to student learning outcomes and Standards. Expectations promote achievement by all students at high levels.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

**4.4: Sequence and use instructional time effectively.**

| | Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons. | Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing. | Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning. | Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Beginning and closing activities make connections to previous make connections to previous and future learning. |

Click here to enter evidence

**4.5: Modify instructional plans to adjust for student needs.**

| | Instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning. | The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students. | The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources.(IEP, CELT, Standardized Tests, etc.) | The teacher adapts plans, and modifies and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment. |

Click here to enter evidence
### Standard 5: Assessing Student Learning

<table>
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</thead>
<tbody>
<tr>
<td><strong>5.1:</strong> Establish and communicate learning outcomes for students.</td>
<td>There are few or no student learning outcomes established or clearly communicated to students or families.</td>
<td>The teacher establishes expected learning outcomes for students based on Core Curriculum and Standards. Teacher communicates student learning outcomes and a clearly defined grading system to all students and families.</td>
<td>The teacher establishes student learning outcomes based on the Core Curriculum and Standards. Teacher communicates the outcomes to students and their families, and revises them as needed. The grading system is aligned with the outcomes and relevant Standards and clearly described to students and families.</td>
<td>The teacher uses the CA Academic Standards to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students’ developmental, language, or other special needs. The grading system is designed to provide ongoing feedback on student progress toward achievement of outcomes and Standards.</td>
</tr>
<tr>
<td><strong>5.2:</strong> Use multiple sources of information to assess learning.</td>
<td>The teacher does not regularly use appropriate data or strategies to monitor and assess student learning and achievements.</td>
<td>The teacher regularly uses one or two appropriate sources of information and strategies to monitor student progress and assess student learning.</td>
<td>The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to CA Academic Standards.</td>
<td>The teacher uses a wide variety of assessment strategies aligned with CA Academic Standards. The teacher uses student work to reflect upon and modify assessment strategies and adapt instruction.</td>
</tr>
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Click here to enter evidence.
## California Standards for the Teaching Profession

### Descriptors of Practice, Component Level - Evidence Collection Form

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<tbody>
<tr>
<td>5.3: Involve and guide students in assessing their own learning.</td>
<td>The teacher rarely provides opportunities for students to reflect on or assess their own work.</td>
<td>The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.</td>
<td>The teacher includes student reflection and self-assessment in most learning activities. The teacher has established <em>Performance Standards</em>, and teaches a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.</td>
<td>The teacher uses assessment to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

| 5.4: Use results of assessment to guide instruction. | The teacher rarely uses results of assessment to plan, guide, or adjust instruction. | The teacher uses information from one or two assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson. | The teacher uses information from more than two sources of assessment to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs. | The teacher uses ongoing formal and informal assessments to guide planning and adjust instruction. Assessment data is used to address individual student needs and prepare individual education plans. |

Click here to enter evidence.

| 5.5: Communicate with students and families about progress. | The teacher provides little or no information about student progress to students and their families, aside from report card grades. | The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be at the end of the grading period or in response to learning difficulties exhibited by the student. | The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using more than one method of communication. This communication may occur as ongoing progress reports or reviews of student work. | The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant Standards. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments. |

Click here to enter evidence.
Observation Form

Descriptors of Practice, Component Level - Evidence Collection Form

Student Name: ___________________________  School: ___________________________  EIN: ___________________________

Date: ___________________________

Purpose:  Self-Assessment □  Diagnostic/Baseline □

Observer (If an observation)  Observer Name: ___________________________

Standard 6: Developing as a Professional Educator

<table>
<thead>
<tr>
<th>Element</th>
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<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1: Reflect upon teaching practices.</td>
<td>The teacher does not demonstrate reflection on his/her practices. The teacher does not make professional development growth plans based on analysis of school priorities and objectives and student needs.</td>
<td>The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development growth plans may not be related to the review of teacher’s own practices.</td>
<td>The teacher reflects on student work and achievement in designing his/her professional growth plans. The Professional Growth Plan is related to the teacher’s instructional practices and content expertise.</td>
<td>The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Growth Plans and decisions based on individual and collaborative reflection and analysis of student work.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

| 6.2: Work with families to foster collaboration and ensure student success. | The teacher does not use families as a source of information about students, actively communicate with families, or involve them in opportunities for student learning. | The teacher provides periodic communication to families about student learning and achievement. The teacher does not engage families in learning opportunities at school. | The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students. | The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities. |

Click here to enter evidence

California Standards for the Teaching Profession
### Descriptors of Practice, Component Level

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3: Work with communities to foster collaboration and ensure student success.</td>
<td>The teacher does not actively utilize or work with community services, businesses, agencies or universities to enhance student learning or improve his/her own professional knowledge.</td>
<td>The teacher uses 1-2 community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students’ community and life experiences.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>The teacher uses a variety of school and community services to support student learning and personal areas of need. The teacher seeks greater understanding of students’ personal, cultural, language and learning strengths, and individual areas of need.</td>
<td>The teacher promotes school/community collaboration. S/he identifies and uses community services and resources to benefit students and families. The teacher uses community-based experiences to support student learning and help address their needs.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4: Establish professional goals and pursue growth opportunities.</td>
<td>The teacher does not engage in ongoing learning opportunities or participate in school or district professional development opportunities.</td>
<td>The teacher participates in school-based and/or district offered professional development activities. The teacher may participate in professional growth opportunities through universities, professional organizations, or community agencies.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.</td>
<td>The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Element</th>
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<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5: Work with colleagues to improve professional practice.</td>
<td>The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.</td>
<td>The teacher collaborates and actively works with colleagues in grade level and/or content areas to ensure that all students’ diverse learning needs are met.</td>
</tr>
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<table>
<thead>
<tr>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
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<tbody>
<tr>
<td>The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.</td>
<td>The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.</td>
</tr>
</tbody>
</table>

Click here to enter evidence.
## Descriptors of Practice, Component Level - Evidence Collection Form

<table>
<thead>
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<th>Element</th>
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<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.6: Share in responsibility for implementing school expectations, priorities, policies, and procedures.</td>
<td>The teacher does not meet basic professional expectations to follow procedures or participate in required teacher activities.</td>
<td>The teacher participates in most school-wide activities, meets basic professional expectations, and follows procedures and policies including timely record keeping, attendance, grading, and enforcement of school regulations.</td>
<td>The teacher consistently participates in all school-wide activities, follows policies and procedures, meets professional expectations including accurate reflection of student progress, and actively supports school expectations for students and staff.</td>
<td>The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.</td>
</tr>
</tbody>
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Appendix 9: Site Safety Plans
Emergency Management Plan
Oxford Day Academy’s Emergency Management Plan identifies the School’s Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide by the same principles that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the California Government Code requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297; California Code of Regulations § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Oxford Day Academy recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both management systems are built upon the principles and concepts of the Incident Command System (ICS).
# TABLE OF CONTENTS

## Section One Administration

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Scope</td>
<td>2</td>
</tr>
<tr>
<td>Distribution and Training</td>
<td>2</td>
</tr>
<tr>
<td>Plan Format</td>
<td>2</td>
</tr>
<tr>
<td>Plan Revisions and Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>Lines of Succession</td>
<td>3</td>
</tr>
<tr>
<td>Approval Statement</td>
<td>4</td>
</tr>
<tr>
<td>Authorities and References</td>
<td>5</td>
</tr>
<tr>
<td>Vital Records</td>
<td>7</td>
</tr>
<tr>
<td>Americans with Disabilities Act</td>
<td>8</td>
</tr>
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## Section Two Concept of Operations

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Phases of Emergency Management</td>
<td>10</td>
</tr>
<tr>
<td>Emergency Management Systems</td>
<td>10</td>
</tr>
<tr>
<td>Levels of Emergencies</td>
<td>12</td>
</tr>
<tr>
<td>SEMS Levels of Emergency Management</td>
<td>12</td>
</tr>
<tr>
<td>Map of School Site with Evacuation Routes and Utility Locations</td>
<td>15</td>
</tr>
<tr>
<td>Emergency Telephone Number Directory</td>
<td>16</td>
</tr>
<tr>
<td>Incident Command System Functions</td>
<td>17</td>
</tr>
<tr>
<td>Description of ICS Positions</td>
<td>18</td>
</tr>
<tr>
<td>ICS Functional Positions</td>
<td>19</td>
</tr>
<tr>
<td>School Emergency Organization</td>
<td>21</td>
</tr>
</tbody>
</table>
Intruder......................................................................................................................... 61
Weapons.......................................................................................................................... 62
Wildland Fires ............................................................................................................. 64
Appendices .................................................................................................................. 65
SECTION ONE

ADMINISTRATION
PURPOSE AND SCOPE

Oxford Day Academy is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

DISTRIBUTION AND TRAINING

This plan will be made available to all school personnel at Oxford Day Academy, the authorizing County (San Mateo County of Education), local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a regular basis to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

PLAN FORMAT

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.
PLAN REVISIONS AND MAINTENANCE

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School Head of School/Principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be updated on an annual basis.

<table>
<thead>
<tr>
<th>Review/Change No.</th>
<th>Date Entered</th>
<th>Description of Change</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7/29/19</td>
<td>Names and positions of individuals under lines of successions</td>
<td>Co-founder/Head of School</td>
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<td>p.7</td>
<td>7/29/19</td>
<td>Location of vital records</td>
<td>Co-founder/Head of School</td>
</tr>
<tr>
<td>p.13</td>
<td>7/29/19</td>
<td>Number of students and ODA staff</td>
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<tr>
<td>p.16</td>
<td>7/29/19</td>
<td>Emergency Telephone numbers and names</td>
<td>Co-founder/Head of School</td>
</tr>
<tr>
<td>p.20</td>
<td>7/29/19</td>
<td>ICS Functions</td>
<td>Co-founder/Head of School</td>
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LINES OF SUCCESSION

Under normal circumstances, the Charter School Head of School/Principal would oversee making major decisions affecting the school. Immediately following an emergency or disaster the Head of School may be displaced, incapacitated, or unavailable for other reasons, however, the school’s responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.
| Co-Founder/Head of School  
| (Irene St. Roseman) | Director of operations (Karla McLean) | Office Manager (Maggie Diaz) | Special Ed Instructor (Latrice Bennett) |
The Oxford Day Academy Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the office Manager and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Co-Founder/ Head of School: ____________________________

Director of Operations: ____________________________

Office Manager: ____________________________

Date Plan Adopted: 8/1, tentatively accepted by ODA Board; to be fully ratified at September 9th Board Meeting

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School’s legal counsel for complete wording of applicable laws and regulations.

State Codes

Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997) requires all schools to develop and implement comprehensive Safe School Plans.

Education Code section 33031 requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.
California Constitution, Article I, Section 28(c) guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

Labor Code, Section 6400 mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

Title 8, California General Industry Safety Orders, Section 3203 requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee’s job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

The Field Act (Garrison Act and Riley Act)
The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges), enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

The Private Schools Building Safety Act of 1986 (Education Code 39160) requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

Title 24, California Code of Regulations prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

The Katz Act
The “Katz Bill” (Education Code 35295, 35296, 35297) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an “earthquake emergency system” so that pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

**Disaster Service Workers**

*Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

**Post – Disaster Shelters**

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

**The Petris Bill**

*California Government Code Section 8607* requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency


“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S.
Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED’s Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities.

NIMS includes training requirements in the Incident Command System. All “key school personnel” are to complete ICS100, ICS200 and IS700.

**VITAL RECORD PROTECTION**

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Oxford Day Academy. Director of Operations, Karla McLean, is responsible for the protection and preservation of vital records. Oxford Day Academy stores hardcopies of records and files, regulations, and contracts in a designated and secured office (MPR) on the first floor of Oxford Day Academy. Back-up data systems and electronic files are maintained in a password protected server.
Oxford Day Academy must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Oxford Day Academy will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.
SECTION TWO

CONCEPTS OF OPERATIONS
FOUR PHASES OF EMERGENCY MANAGEMENT

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.

- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

EMERGENCY MANAGEMENT SYSTEMS

**Incident Command System (ICS)**
Developed in the 1970’s by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state’s standardized system.

**Standardized Emergency Management System (SEMS)**
The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility companies, public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.
National Incident Management System (NIMS)
After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation’s first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

Mutual Aid
Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

Unified Command
The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school’s Head of School/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.
LEVELS OF EMERGENCIES

Emergencies are often described in terms of the following three levels:

**Level 1 - School Emergencies**
A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

**Level 2 – City Emergencies**
A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

**Level 3 – County Emergencies**
These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school’s role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

SEMS LEVELS OF EMERGENCY MANAGEMENT

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.
Plan Activation
When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The principle, or designee, has the responsibility and authority to activate this emergency plan.

Incident Command Post
The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

Emergency Operations Center
An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies. An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC’s primary function is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

Note: Typically not activated by a Charter School

Situation and Assumptions
The school is located at 1001 Beech St., East Palo Alto, Ca 94303. The site consists of 1 building. There is an average daily attendance of 120 students, 15 Oxford Day Academy faculty/staff and 22 Bayshore Christian Ministry employees on site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.
Communications
When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.
[Put a map of Oxford Day Academy here]
## EMERGENCY TELEPHONE NUMBER DIRECTORY

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Name of Agency</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Law Enforcement (i.e. EPA PD, San Mateo S.D, etc.)</td>
<td>East Palo Alto Police Department</td>
<td>(650) 853-3160</td>
</tr>
<tr>
<td>Fire/Paramedics (i.e. EPA FD, San Mateo Co., etc.)</td>
<td>Menlo Park Fire Department – Station 2</td>
<td>(650) 688-8400</td>
</tr>
<tr>
<td>Local Hospital (1)</td>
<td>Lucille Packard Children’s hospital</td>
<td>(650) 330-7407</td>
</tr>
<tr>
<td>Local Hospital (2)</td>
<td>Stanford Hospital</td>
<td>(650) 723-8561</td>
</tr>
<tr>
<td>Electric Company</td>
<td>PG&amp;E</td>
<td>800.743.5002</td>
</tr>
<tr>
<td>Gas Company</td>
<td>PG&amp;E</td>
<td>800.743.5002</td>
</tr>
<tr>
<td>Water Company</td>
<td>American Water Services</td>
<td>(650) 322-2083</td>
</tr>
<tr>
<td>Animal Control/Shelter</td>
<td>Palo Alto Animal Services</td>
<td>(650) 329-2413</td>
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### [Oxford Day Academy]

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<th>Work</th>
<th>Cell</th>
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</thead>
<tbody>
<tr>
<td>Co-Founder/Head of School</td>
<td>Irene St. Roseman</td>
<td>(510) 251-1253</td>
<td>(650) 260-3152</td>
<td>(510) 316-8505</td>
</tr>
<tr>
<td>Director of operations</td>
<td>Karla McLean</td>
<td>(650) 260-3152</td>
<td>(510) 693-4921</td>
<td></td>
</tr>
<tr>
<td>CEO/Founder</td>
<td>Mallory Dwinal</td>
<td>(650) 260-3152</td>
<td>(253) 232-2234</td>
<td></td>
</tr>
<tr>
<td>Office Manager</td>
<td>Maggie Diaz</td>
<td>(650) 260-3152</td>
<td>(510) 896-9178</td>
<td></td>
</tr>
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### Other Important Numbers

<table>
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<tr>
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<th>Home</th>
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<th>Cell</th>
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<tbody>
<tr>
<td>College Counselor</td>
<td>Michelle Channel</td>
<td>(650) 260-3152</td>
<td>(650) 669-1165</td>
<td></td>
</tr>
<tr>
<td>Special Ed Instructor</td>
<td>Latrice Bennett</td>
<td>(650) 260-3152</td>
<td>(650) 450-6633</td>
<td></td>
</tr>
<tr>
<td>Math Instructor</td>
<td>Denice Louie</td>
<td>(650) 260-3152</td>
<td>(949) 439-4653</td>
<td></td>
</tr>
<tr>
<td>History Instructor</td>
<td>Aiden Campion</td>
<td>(650) 260-3152</td>
<td>(408) 891-2548</td>
<td></td>
</tr>
</tbody>
</table>
INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. These five components will be colorized through the remainder of this section.

**Management**: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of the Chief Strategic Officer, CEO/Founder, and Office manager.

**Operations**: Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Planning/Intelligence**: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

**Logistics**: Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

**Finance/Administration**: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping
for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or Sections can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

**DESCRIPTION OF ICS POSITIONS**

**The Management Section consists of the following functional components:**

**Incident Commander:** the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

**CEO/Founder, Head of School or Public Information Officer:** handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

**Office Manager or Safety Officer:** monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

**Community/School Liaison:** is the on-scene contact for other agencies responding to the incident.

**The Operations Section consists of the following components:**

**Search and Rescue Unit:** conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

**First Aid/Medical Unit:** establishes a medical triage area and provides/oversees care given to the injured.

**Fire Suppression/Hazmat Unit:** locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

**Damage Assessment Unit:** performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.
Student Release/Reunion Unit: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: establishes and sets-up shelter facilities for staff and students required to stay at the site.

Crisis Intervention Unit: provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

The Planning/Intelligence Section consists of the following components:

Situation/Resource Status Unit: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Documentation Unit: maintains a log of all emergency developments and response actions and other necessary documentation.

The Logistics Section consists of the following components:

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

Personnel Unit: coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

Facilities Unit: designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

The Finance/Administration Section consists of the following components:

Compensation/Claims Unit: processes workers compensation claims and claims for damages related to the emergency response.

Purchasing/Procurement Unit: arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping Unit: maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.
It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

<table>
<thead>
<tr>
<th>ICS Functional Positions</th>
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<tbody>
<tr>
<td>Position/Unit</td>
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<tr>
<td><strong>MANAGEMENT SECTION</strong></td>
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<tr>
<td><strong>Incident Commander</strong></td>
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<tr>
<td>Public Information Officer</td>
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<tr>
<td><strong>Safety Officer</strong></td>
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<tr>
<td>School Liaison</td>
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<td><strong>OPERATIONS SECTION</strong></td>
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<tr>
<td><strong>Search &amp; Rescue</strong></td>
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<tr>
<td><strong>First Aid/Medical</strong></td>
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<td><strong>Fire Suppression/Hazmat</strong></td>
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<td>Damage Assessment</td>
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<td><strong>Student Release/Reunion</strong></td>
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<tr>
<td>Assembly Area/Shelter</td>
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<td>Crisis Intervention</td>
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<td>Situation/Resource Status</td>
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<td>Documentation</td>
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<td><strong>LOGISTICS SECTION</strong></td>
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<tr>
<td><strong>Supplies/Distribution</strong></td>
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<td>Transportation</td>
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<td>Personnel</td>
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<td>Facilities</td>
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<tr>
<td><strong>FINANCE/ADMINISTRATION SECTION</strong></td>
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<td>Department</td>
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<tr>
<td>Compensation/Claims</td>
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<tr>
<td>Purchasing/Procurement</td>
</tr>
<tr>
<td>Timekeeping</td>
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</table>
The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:

Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*
Note: some staff members perform more than one role.
INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

**MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- Overall management of the response to the incident
- Assess the severity of the incident
- Make notification to professional/outside emergency responders of the incident
- Establish the Incident Command Post
- Set up check-in procedures at the ICP
- Activate ICS organization positions as necessary
- Establish objectives for the incident action plan
- Ensure the safety of students, staff, volunteers and campus visitors
- Deactivate ICS positions as needed

Start-up Actions

- Put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation (see Appendix C)
- Meet with activated Management Staff and Unit Leaders
- Make sure you assign an alternate Incident Commander

Operational Duties

- Monitor overall response activities by staying in communication with assigned staff in ICS positions
- Work with assigned staff to write overall response objectives and revise as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise Section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation
Terminate all response activities after determining the incident has been resolved
Ensure that all pending actions will be completed after deactivation
Initiate recovery operations
Direct the return of all equipment and reusable supplies to Logistics
Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
Check-out at ICP and leave contact information in case you need to be reached

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Tasks
- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- Deliver press releases to media and public

Start-Up Actions
- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders
- Designate a media reception area (with Incident Commander approval)
- Advise on-site media of time of first press release or press conference

Operational Duties
- Keep updated on response activities
- Schedule regular press conferences, if appropriate
- Get approval of Incident Commander for all press releases/statements
- Remind staff/volunteers to refer all questions from parents or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- Arrange for the translation of announcements and response-related information
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the Incident Commander is aware of all media-related incidents
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

Deactivation
- Release PIO staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached
Guidelines for Speaking to the Media
When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the **current** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners

- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

(See Appendix M – Sample Informational Releases)

**MANAGEMENT SECTION – SAFETY OFFICER**

**Primary Tasks**
- Monitor all response operations to ensure the safety of staff, students and others on campus
- Stop any response activity that would create an unsafe situation or put anyone at risk

**Start-Up Actions**
- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders

**Operational Duties**
- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response units are using appropriate safety equipment
- Anticipate situation/problems before they occur
Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
Supervise activities, schedule breaks and re-assign staff, as needed
Remember shift changes and establish a process for briefing incoming staff

Deactivation
Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
Release Safety staff and volunteers when directed by Incident Commander
Return all equipment and reusable supplies to Logistics
Check-out at ICP and leave contact information in case you need to be reached

**MANAGEMENT SECTION – LIAISON OFFICER**

Primary Tasks
Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
Maintain the check-in log for all staff and volunteers responding to the incident

Start-Up Actions
If already initiated, take over check-in/check-out procedures. If not, implement these procedures
Put on personal safety equipment
Read position description
Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties
Brief agency representatives on the status of the situation, response priorities, and the incident action plan
Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
Provide periodic updates to agency representatives as necessary
Supervise activities, schedule breaks and re-assign staff, as needed
Remember shift changes and establish a process for briefing incoming staff

Deactivation
Release Liaison staff and volunteers when directed by the Incident Commander
Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)
**OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER**

**Primary Responsibilities**

- Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- Evacuate trapped or injured victims from their location to a safe place
- Cordon off buildings or locations that are unsafe to enter
- Mark buildings that have been searched with a sign or caution tape
- Ensure that Search and Rescue is conducted with a two-person team

**Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for briefing and assignments
- Gather and inspect all equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Make sure you and your partner have school site maps

**Operational Duties**

- Report all gas leaks, fires, and structural damage to the Utilities Unit.
- Inspect the exterior of each building for structural integrity before entering.
- Identify unsafe areas with caution tape (DO NOT enter unsafe buildings)
- Search ONLY structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- Perform emergency first aid on severely injured victims first
- Rescue lightly trapped victims afterward
- Transport injured victims to triage area *Remember to use proper lifting techniques to avoid back strain*
- Provide any medical treatment given for injured victims to Medical Unit
- Provide IC with regular updates on numbers and condition of victims (Use proper protocol, i.e., no names are broadcast over the radio.)
- Note damage on your team map and relay information to the IC
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

**Deactivation**

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached
**OPERATIONS SECTION – FIRST AID/MEDICAL UNIT**

**Primary Responsibilities**
- Establish a medical triage area with CPR/first aid trained staff or volunteers
- Provide care and oversee status of injured people
- Request advanced medical care when necessary
- Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- Document any and all care given to injured and pass information on to professional medical responders

**Start-Up Actions**
- Check-in at ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Gather all supplies and personal safety equipment and transport to site of medical triage area
- Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- Set-up morgue *(if needed and if long response time from Coroner)*
- Assess need to set-up intervention/counseling area with Crisis Intervention Unit

**Operational Duties**
- Maintain accurate treatment records using the Medical Treatment Form
- Monitor/assess patients at regular intervals
- Report deaths immediately to IC *(by runner, NOT over the radio)*
- When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form *(maintain original Medical Treatment Forms)* *(see Appendix I)*
- If injured student is transported off campus, send a copy of student emergency contact card with him/her *(request copies from Documentation Unit)*

*If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”*
- Have team members check-in at the ICP
- Assign one team member to do intake:
  - Greet injured student/staff, reassess and/or confirm triage category
  - Direct victim or transport of victim to appropriate treatment area.
- Assign one team member to conduct “head to toe” assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- Monitor condition of “delayed” victims and watch for any changes in condition
- Maintain Medical Treatment Forms for all victims

**Deactivation**
- Oversee the closing of the first aid station
- Direct the proper disposal of hazardous waste
Release Medical Team per direction of the IC
Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
Return all equipment and reusable supplies to Logistics
Ensure that all team members have checked-out at the ICP
Check-out at the ICP and leave contact information in case you need to be reached

**OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT**

**Primary Responsibilities**
- Locate and extinguish small fires as appropriate
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- Cordon off hazardous areas with caution tape
- Ensure Fire Suppression/Hazmat is conducted with a two-person team
- This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

**Start-Up Actions**
- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Survey on-campus hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- Make sure you have a school site map

**Operational Duties**
- Control and/or suppress small fires
- Check for gas leaks or any other potential hazard that could start a fire
- Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

**Deactivation**
- Release Team members per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached
OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

Primary Responsibilities
- Perform initial assessment of buildings and structures looking for structural damage
- Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- Turn off utility if damaged and poses a hazard
- Cordon off the areas of hazard with caution tape
- This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions
- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- Survey on-campus hazards and prioritize team response
- Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- Make sure you have a school site map

Operational Duties
- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Survey buildings for potential hazards and post warnings with signs and caution tape
- If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- Provide clear routes for campus access for emergency response vehicles
- Maintain security for campus and ensure facility is inaccessible to public
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- Release staff and volunteers per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached
**OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT**

**Primary Responsibilities**
- Account for students in the Assembly Area by conducting roll call
- Track missing students and staff
- Ensure proper identification procedures to reunite students with parent or authorized person for student release
- Supervise student Assembly Area
- Maintain accurate account of students

**Start-Up Actions**
- Check-in at ICP
- Put on personal safety equipment
- Gather all equipment and supplies
- Attend a briefing with the IC
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- Get Student Emergency Contact Cards from Documentation Unit

**Operational Duties**
- Check with school office manager to account for staff absences, substitutes or visitors
- Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- Gather classroom rosters from teachers to account for all enrolled students

**Request Gate Staff**
- Divide Student Emergency Cards that correspond with table signage
- Verify ID of adult requesting to pick up student (see Appendix F)
- Send runner to assembly area for requested student(s)
- Direct requestor to Release Gate to wait for their student(s)

**Runners**
- Retrieve student(s) from Assembly Area Unit
- If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

**Release Gate Staff**
- Match adult requester to student(s)
- Verify requester ID and have them countersign Student Request Form
- Release Student(s) (see Appendix G)
- Release Runner to return to Request Gate
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

**Deactivation**
- Close down tables and return all equipment and reusable supplies to Logistics.
Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
Complete/close-out all logs and turn them over to Documentation Unit
Check-out and leave contact information in case you need to be reached

**OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT**

**Primary Responsibilities**
- Lead students to temporary Assembly Area
- Oversee the care and needs of students in the Assembly Area
- Establish a shelter for students/staff required to stay at the school site
- Manage and staff the shelter in accordance with Shelter Procedures

**Start-Up Actions**
- Check-in at ICP
- Attend a briefing with the IC
- Put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
  - Confirm that assembly area and routes to it are safe
  - Count/observe classroom evacuations (make sure all exit)

**Operational Duties**
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor safety/well-being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Unit when directed by IC
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

**Deactivation**
- Close shelter per direction of IC, release staff and volunteers
- Collect all logs, documentation and paperwork and provide to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached
OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities
- Assess the immediate crisis intervention required by students and staff involved
- Consider the long-term mental health support needs of students and staff
- Provide counseling/crisis intervention by contracting with licensed provider

Start-Up Actions
- Check-in at ICP
- Meet with IC for a briefing
- Put on personal safety equipment
- Establish a quiet location to conduct crisis intervention/counseling
- Gather all supplies and transport to intervention/counseling site

Operational Duties
- Set-up campus intervention/counseling site
- Provide for and monitor well-being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Communicate need for outside assistance to IC
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Documentation Unit

Deactivation
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached.
PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities
- Collect, organize and analyze information about the emergency
- Provide current situation analysis by visual displays for IC and Management Staff
- Give periodic updates of the emergency situation to the IC

Start-Up Actions
- Check-in at ICP
- Put on personal safety equipment
- Meet with the IC for a briefing
- Gather all supplies and set up work area

Operational Duties
- Record appropriate response-related information on site map (and keep it current)
- Facilitate the updating of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Keep IC informed by relaying information gathered from field units
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

Primary Responsibilities
- Maintain a log of all emergency developments and response actions
- Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- Assess the severity of the incident

Start-Up Actions
- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for a briefing
- Check communications equipment to monitor verbal communications orders
- Gather all supplies and set up work area
Operational Duties
- Maintain Student Emergency Contact Cards, making copies for staff when necessary
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- Ensure all radio and verbal communications are recorded on Position Activity Log
- Refer all media requests to the PIO
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

Deactivation
- Collect all Student Emergency Contact Cards and secure them
- Close out all logs and pending messages, and turn over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached
**LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT**

**Primary Responsibilities**
- Acquire supplies, equipment and materials as requested and distribute
- Obtain necessary food, water, sanitary items for immediate use
- Request purchases of supplies as needed to the Purchasing Unit

**Start-Up Actions**
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all necessary supplies and equipment

**Operational Duties**
- Distribute supplies and equipment as requested
- Track all supplies, equipment, materials, sundry items that are distributed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Make requests for purchases of supplies as needed to the Purchasing Unit
- Stay in contact with IC

**Deactivation**
- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

**LOGISTICS SECTION – TRANSPORTATION UNIT**

**Primary Responsibilities**
- Procure transportation vehicles to evacuate students and staff
- Use trucks/vehicles to deliver equipment to and from campus
- Assist in providing traffic routes for emergency vehicles on and off campus

**Start-Up Actions**
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment needed

**Operational Duties**
- Provide for transportation needs as assigned by IC and various Unit Leaders
- Assess the need for and use of vehicles on campus
Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation
- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities
- Track assigned staff to the emergency and re-assign when Unit is de-activated
- Assess skills of volunteers and assign people as requested by Units
- Assignments are based on a person’s experience and training, not by their daily job assignment.

Start-Up Actions
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and set up work station

Operational Duties
- Survey skills and experience of staff/volunteers to make assignments to Units
- Track assigned staff and notify IC when staff is available for assignment
- Issue needed equipment and supplies to personnel being assigned
- Coordinate with the Timekeeping Unit for accurate records of personnel
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Stay in contact with IC

Deactivation
- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached
LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities
- Assess and locate facilities that could be used during the emergency response
- Ensure the facility fits the accommodations necessary to conduct the operations
- Assess the severity of the incident

Start-Up Actions
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and equipment

Operational Duties
- Assess facility for listed accommodations as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Secure and restore facilities when no longer needed for the incident
- Stay in contact with IC

Deactivation
- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached
ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities
- Process workers compensation claims for injured employees
- Receive claims for damages related to the emergency response
- Maintain accurate records of all claims related to the emergency response

Start-Up Actions
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as necessary

Operational Duties
- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Process purchase requests from Logistics Section Chief

Deactivation
- Return all equipment and reusable supplies to Logistics
- Add Unit’s completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities
- Arrange for purchases of necessary equipment, supplies and materials
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all expenditures related to the incident

Start-Up Actions
- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as needed

Operational Duties
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
Get approval from the IC for purchases requested
- Process purchase requests from Logistics
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all purchases and item requests

**Deactivation**
- Return all equipment and reusable supplies to Logistics
- Add Unit’s completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

**ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT**

**Primary Responsibilities**
- Maintain a log of all personnel hours working at the emergency
- Track all equipment hours related to the incident
- Set up a timekeeping system to ensure accurate records of the incident

**Start-Up Actions**
- Check-in at ICP
- Meet with the Documentation Unit for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and equipment as needed

**Operational Duties**
- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

**Deactivation**
- Return all equipment and reusable supplies to Logistics
- Add Unit’s completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached
RECOVERY PLANNING

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school’s assets are also crucial to the overall restoration of the educational process.

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Crisis Intervention Team. Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Provide information on the incident to the appropriate person(s). Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and
determine the parts of the building that can be used and plan for repairing those that are damaged.

**Provide assessment of emotional needs of staff, students, families and responders.** Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

**Provide stress management during class time.** Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

**Take as much time as needed for recovery.** An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

**Remember anniversaries of crises.** Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and provide support when necessary.
RECOVERY ACTION CHECKLISTS

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

Government Assistance Programs
The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. Consult with your Charter School’s legal counsel for applicability.

- **Local Emergency Proclamation Required**
  **California Disaster Assistance Act (CDAA)** – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **Governor’s State of Emergency Proclamation Required**
  **California Disaster Assistance Act (CDAA)** – With a Governor’s Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

- **Presidential Emergency Declaration Required**
**Federal Emergency Management Agency Emergency Declaration** – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of $5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

**Note:** For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at (916) 845-8100 or [http://www.calema.ca.gov](http://www.calema.ca.gov) and FEMA at 800-621-FEMA or online at [http://www.fema.gov/assistance/register.shtm](http://www.fema.gov/assistance/register.shtm) for appropriate updated forms to use for disaster recovery documentation and requests.
EMERGENCY ACTION PROCEDURES

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

EMERGENCY ACTION – DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for:

- Earthquake or Explosion

ANNOUNCEMENT:

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

Example: “Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER and HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”

STAFF AND STUDENT ACTIONS:

Inside

- Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and DROP, COVER and HOLD ON (if anything is nearby to hold onto).
- Upon the command DROP, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops.
EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

Example: “Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Evacuation Area. Students please remain with your teacher.”

3. Use messengers with oral or written word to deliver additional instructions to teachers.

PRINCIPAL/SITE ADMINISTRATOR:

- The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn’t conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce an “all clear” to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Evacuation Area.
- Take the emergency supplies and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Evacuation Area until further instructions are given.
Wait for another ACTION or announce an “all clear” and instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION
The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals
- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations
- Turn lights on/off to gain person’s attention -OR-
- Indicate directions with gestures –OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers
- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs
- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION – LOCKDOWN

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom
LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:
1. The following is an example of an announcement that could be made in person or over the public address system:

   Example: "Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location; status of campus; all available details of situation.
- When clearance is received from appropriate agencies, announce an “all clear” instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:
- Immediately lock doors and close any shades and/or blinds if it appears safe to do so.
- Instruct students to move away from the windows and to get down on the floor.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

EMERGENCY ACTION – SHELTER-IN-PLACE

SHELTER-IN-PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- Hazardous Material Spills
- External Chemical Release
- Dirty Bombs
- External Chemical Release
ANNOUNCEMENT:

1. The following is an example of an announcement that could be made in person or over the public address system:

   **Example:** “Attention please. We have a hazard in the community and are instituting SHELTER-IN-PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.”

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, announce an “all clear” instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms:
  - a) Close and lock doors and windows
  - b) Seal gaps under doors and windows with wet towels or duct tape
  - c) Shut down the classroom HVAC system
  - d) Turn off local fans in the area
  - e) Seal vents with aluminum foil or plastic wrap
- Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.
SECTION THREE

EMERGENCY RESPONSE PROCEDURES
Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

### AIRCRAFT CRASH

**DATE** / / 

**PRIORITY PROCEDURES**

**AIRCRAFT CRASHES INTO THE SCHOOL**

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<td>Notify police and fire department (call 9-1-1).</td>
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<td>Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.</td>
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<td>Account for all building occupants and determine extent of injuries, numbers injured, etc.</td>
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<td>Initiate search and rescue of injured occupants from building and begin first aid treatment.</td>
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<td>If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).</td>
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<td>Consider activating Emergency Plan, ICS organization and Incident Command Post.</td>
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<td>Secure area to prevent unauthorized access from the public, parents or media.</td>
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<td>Do not allow re-entrance to any buildings until the authorities provide clearance to do so.</td>
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<td>If directed by authorities to close school, implement student release procedures</td>
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<td>Notify Principal.</td>
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<td>Move students away from immediate vicinity of the crash.</td>
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<td></td>
<td>Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check school site to ensure that all students are in the evacuation area.</td>
<td></td>
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<td></td>
<td></td>
<td>Take attendance at the evacuation area.</td>
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<td></td>
<td></td>
<td>Report missing students to the principal and emergency response personnel.</td>
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<td></td>
<td></td>
<td>Maintain control of the students a safe distance from the crash site.</td>
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<td></td>
<td></td>
<td>Initiate first aid for any injured students or staff.</td>
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<td></td>
<td>If given an all clear by authorities to return to the building, escort students back to the classroom.</td>
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<td></td>
<td></td>
<td>If directed by authorities to close school, assist in student release procedures.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>CUSTODIAN/MAINTENANCE STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assist emergency responders with utility shut-off as needed.</td>
<td></td>
</tr>
<tr>
<td>x TIME</td>
<td>POST INCIDENT ACTIONS – AS ASSIGNED</td>
<td>NOTES</td>
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<tr>
<td></td>
<td>Ensure emergency responders have access to buildings/rooms.</td>
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<td></td>
<td>Notify parents of situation and prognosis.</td>
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<td></td>
<td>Consider activating mental health professionals as appropriate.</td>
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<td></td>
<td>Consider notifying Charter Management Organization.</td>
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</table>

**PRIORITY PROCEDURES**

**AIRCRAFT CRASHES NEARBY THE SCHOOL**

<table>
<thead>
<tr>
<th>x TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
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<tbody>
<tr>
<td></td>
<td>Notify police and fire department (call 9-1-1).</td>
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<td></td>
<td>Implement Shelter-in-Place as necessary.</td>
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<td></td>
<td>Ensure that students and staff remain a safe distance from the crash site.</td>
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<tr>
<td></td>
<td>Authorities will secure area to prevent unauthorized access.</td>
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<td></td>
<td>If directed by authorities to close school, implement student release procedures.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>x TIME</th>
<th>STAFF ACTIONS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notify principal.</td>
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</tr>
<tr>
<td></td>
<td>Move students away from immediate vicinity of the crash.</td>
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<tr>
<td></td>
<td>Account for all students. If any students were away from class, ensure safe return to classroom.</td>
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<tr>
<td></td>
<td>Remain inside with students unless subsequent explosions or fire endangers the building.</td>
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<td></td>
<td>If school closes, assist in student release procedures.</td>
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</table>

<table>
<thead>
<tr>
<th>x TIME</th>
<th>CUSTODIAN/MAINTENANCE STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assist emergency responders with securing school as directed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>x TIME</th>
<th>POST INCIDENT ACTIONS – AS ASSIGNED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notify parents of situation and prognosis.</td>
<td></td>
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<tr>
<td></td>
<td>Consider notifying Charter Management Organization.</td>
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</tr>
</tbody>
</table>
## ASSAULT/FIGHTING

Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm.

### PRIORITY PROCEDURES

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.</td>
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<tr>
<td></td>
<td></td>
<td>Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.</td>
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<td></td>
<td></td>
<td>Separate combatants to a safe area, if possible.</td>
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<td>Determine who has been injured, and the extent of injuries. Request medical help as needed.</td>
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<td>If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.</td>
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<tr>
<td></td>
<td></td>
<td>Notify Law Enforcement Agency or School Resource Officer for follow up.</td>
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<td></td>
<td>Preserve any evidence for law enforcement purposes.</td>
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<tr>
<td></td>
<td></td>
<td>Identify any witnesses to the assault or fight.</td>
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<tr>
<td></td>
<td></td>
<td>Conduct investigation and follow school discipline polices and administrative procedures.</td>
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<tr>
<td></td>
<td></td>
<td>Notify parents of any students that are involved in the incident.</td>
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<tr>
<td></td>
<td></td>
<td>Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.</td>
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<tr>
<td></td>
<td></td>
<td>Debrief with school staff.</td>
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</tbody>
</table>

### STAFF

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Immediately notify principal and call 9-1-1 if necessary.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Approach in a calm manner and direct combatants to stop fighting.</td>
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<td></td>
<td></td>
<td>Escort combatants to the office, keeping them isolated from other students.</td>
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<tr>
<td></td>
<td></td>
<td>Assess extent of injuries, administer first aid and seek further medical support as needed.</td>
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</tbody>
</table>

### POST INCIDENT ACTIONS – AS ASSIGNED

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assist principal or designee with notifying parents of victims.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.</td>
</tr>
</tbody>
</table>
**BOMB THREAT**

Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

### BOMB THREAT BY PHONE

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERSON RECEIVING THREAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record exactly what the caller says using the following questions</td>
</tr>
<tr>
<td></td>
<td>Ask the caller:</td>
</tr>
<tr>
<td></td>
<td>Time bomb set to denote?</td>
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<tr>
<td></td>
<td>Where it’s located?</td>
</tr>
<tr>
<td></td>
<td>Is it visible or hidden?</td>
</tr>
<tr>
<td></td>
<td>What it looks like?</td>
</tr>
<tr>
<td></td>
<td>Type of bomb?</td>
</tr>
<tr>
<td></td>
<td>Why placed at school or on grounds?</td>
</tr>
<tr>
<td></td>
<td>How it got on campus?</td>
</tr>
<tr>
<td></td>
<td>Note caller accent, age, sex, noise, mental state, etc.</td>
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<tr>
<td></td>
<td>If available, write down caller’s Caller ID number</td>
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<tr>
<td></td>
<td>Notify the principal as soon as possible</td>
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<tr>
<td></td>
<td>If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.</td>
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<tr>
<td></td>
<td>If written on door, wall, etc. cordon off area for evidence.</td>
</tr>
<tr>
<td></td>
<td>If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.</td>
</tr>
<tr>
<td></td>
<td>Prepare to provide information for police report.</td>
</tr>
</tbody>
</table>

### NOTES
(person contacted, call back phone numbers, etc.)

### PRINCIPAL

*Restrict use of cell phones, radios or fire alarm system because of risk of activating a device.*

- Contact police department and give information for assessment.
- Determine, with assistance of law enforcement, if bomb threat is credible.
- Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.
- Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.
- Consider implementing Emergency Plan, ICS organization and Incident Command Post.
- Ensure accountability of all students and staff.

### CUSTODIAN/MAINTENANCE STAFF

- Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.
### BOMB THREAT (CONTINUED)

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Restrict use of cell phones, radios or fire alarm system because of risk of activating a device.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take attendance in evacuation area and immediately report missing students.</td>
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<tr>
<td></td>
<td>Be prepared to treat injuries that may arise.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>POST INCIDENT ACTIONS – AS ASSIGNED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.</td>
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<tr>
<td></td>
<td>Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.</td>
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<tr>
<td></td>
<td>Consider notifying Charter Management Organization.</td>
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</tbody>
</table>
Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

<table>
<thead>
<tr>
<th>PRIORITY PROCEDURES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSIDE BUILDING</strong></td>
<td>(person contacted, call back phone numbers, etc.)</td>
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<table>
<thead>
<tr>
<th>TIME</th>
<th>PRINCIPAL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>After shaking stops, initiate assessment of potential damage.</td>
</tr>
<tr>
<td></td>
<td>If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.</td>
</tr>
<tr>
<td></td>
<td>If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.</td>
</tr>
<tr>
<td></td>
<td>Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.</td>
</tr>
<tr>
<td></td>
<td>If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.</td>
</tr>
<tr>
<td></td>
<td>If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.</td>
</tr>
<tr>
<td></td>
<td>Determine whether to close school. If school must be closed, notify staff members, students and parents.</td>
</tr>
<tr>
<td></td>
<td>Notify Charter Management Organization of school status and personnel status.</td>
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<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
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<tbody>
<tr>
<td></td>
<td>Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.</td>
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<tr>
<td></td>
<td>Check for any injured students and render First Aid.</td>
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<tr>
<td></td>
<td>Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.</td>
</tr>
<tr>
<td></td>
<td>If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.</td>
</tr>
<tr>
<td></td>
<td>Check attendance at the evacuation area. Report any missing students.</td>
</tr>
</tbody>
</table>
# Earthquake (Continued)

- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.
- Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal.

## Priority Procedures

### Outside Building

<table>
<thead>
<tr>
<th>x</th>
<th>Time</th>
<th>Principal or Staff</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.</td>
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<tr>
<td></td>
<td></td>
<td>After shaking stops, check for anyone injured, render first aid.</td>
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<tr>
<td></td>
<td></td>
<td>Keep students a safe distance from any downed power lines or damaged buildings.</td>
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<td></td>
<td>Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.</td>
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<td></td>
<td></td>
<td>Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.</td>
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<td></td>
<td></td>
<td>Do not re-enter buildings that have visual damage.</td>
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<td></td>
<td></td>
<td>Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.</td>
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</table>

## During Non-School Hours

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<thead>
<tr>
<th>x</th>
<th>Time</th>
<th>Principal</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Confer with Building Owner if damage is apparent to determine the advisability of closing the school.</td>
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<tr>
<td></td>
<td></td>
<td>Notify fire department and utility company of suspected breaks in utility lines or pipes.</td>
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<td></td>
<td>Notify Charter Management Organization, if applicable.</td>
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<tr>
<td></td>
<td></td>
<td>If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).</td>
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<td>Notify public information media as appropriate.</td>
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</tbody>
</table>
# FIRE / EXPLOSION

Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.

<table>
<thead>
<tr>
<th>DATE</th>
<th>PRIORITY PROCEDURES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pull the fire alarm and call 9-1-1.</td>
<td>(person contacted, call back phone numbers, etc.)</td>
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<tr>
<td></td>
<td>Evacuate the area/building and use fire extinguisher if appropriate.</td>
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<tr>
<td></td>
<td>Check for any injured victims and assist them in evacuating.</td>
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<td></td>
<td>Notify the principal of location and actions taken.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull fire alarm and call 9-1-1.</td>
<td>Implement Evacuation procedures.</td>
<td></td>
</tr>
<tr>
<td>If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.</td>
<td>Ensure accountability of all students and staff.</td>
<td></td>
</tr>
<tr>
<td>Gather information from staff regarding location of fire.</td>
<td>Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.</td>
<td></td>
</tr>
<tr>
<td>Determine with Fire personnel if building is safe for use.</td>
<td>Signal “all clear” when safe to re-enter school building.</td>
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<tr>
<td>If building unsafe for use, implement student release procedures.</td>
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</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evacuate students to assembly area and take emergency supplies.</td>
<td>Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.</td>
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</tr>
<tr>
<td>Report any suspicious information about the fire to the principal, i.e. arson related.</td>
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<td></td>
</tr>
<tr>
<td>If directed, assist in student release procedures.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>TIME</th>
<th>CUSTODIAN/MAINTENANCE STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>If SAFE, go to alarm panel to determine the location of the fire.</td>
<td>Communicate location of fire to principal.</td>
<td></td>
</tr>
<tr>
<td>Stay with principal to assist Fire Department with access to school and building layout.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>POST INCIDENT ACTIONS – AS ASSIGNED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confer with Building Owner if damage is apparent to determine the advisability of closing the school.</td>
<td>If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).</td>
<td></td>
</tr>
<tr>
<td>Notify Charter Management Organization, if applicable.</td>
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</table>
### FLOOD

Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.

#### PRIORITY PROCEDURES

<table>
<thead>
<tr>
<th>TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td>x</td>
<td>Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.</td>
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<tr>
<td></td>
<td>Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.</td>
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<tr>
<td></td>
<td>Ensure accountability of all students and staff.</td>
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<tr>
<td></td>
<td>Attempt to notify parents of need to evacuate and location for student reunion and release.</td>
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<td></td>
<td>Post a notice on the office door stating where the school has relocated.</td>
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<tr>
<td></td>
<td>Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remain with students throughout the evacuation process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do not return to school building until it has been inspected and determined safe by property authorities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>POST INCIDENT ACTIONS – AS ASSIGNED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notify Charter Management Organization, if applicable.</td>
<td></td>
</tr>
</tbody>
</table>
**HAZARDOUS MATERIALS**  
*(HazMat)*

An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.

<table>
<thead>
<tr>
<th>PRIORITY PROCEDURES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.</td>
<td></td>
</tr>
<tr>
<td>Avoid being contaminated by staying uphill and upwind.</td>
<td></td>
</tr>
<tr>
<td>Warn others in the immediate area of the hazmat spill.</td>
<td></td>
</tr>
<tr>
<td><strong>x TIME</strong></td>
<td><strong>PRINCIPAL</strong></td>
</tr>
<tr>
<td>Call, or ensure someone has called 9-1-1.</td>
<td></td>
</tr>
<tr>
<td>If there is a threat of airborne toxicity, shut-off ventilation system in affected area.</td>
<td></td>
</tr>
<tr>
<td>Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)</td>
<td></td>
</tr>
<tr>
<td>Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.</td>
<td></td>
</tr>
<tr>
<td>Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.</td>
<td></td>
</tr>
<tr>
<td>Wait for instructions from Fire Department or professional emergency responders.</td>
<td></td>
</tr>
<tr>
<td>If evacuated, do not allow the return of students until public safety officials declare the area safe.</td>
<td></td>
</tr>
<tr>
<td>If applicable, notify Charter Management Organization.</td>
<td></td>
</tr>
<tr>
<td>Ensure all injured students/staff receive medical treatment.</td>
<td></td>
</tr>
<tr>
<td><strong>x TIME</strong></td>
<td><strong>STAFF</strong></td>
</tr>
<tr>
<td>Implement Shelter-in-Place or Evacuation procedures.</td>
<td></td>
</tr>
<tr>
<td>Ensure accountability of all students.</td>
<td></td>
</tr>
<tr>
<td>Report any missing students to the office.</td>
<td></td>
</tr>
<tr>
<td>If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.</td>
<td></td>
</tr>
<tr>
<td>Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.</td>
<td></td>
</tr>
<tr>
<td>Prepare to relocate students to secondary evacuation site if ordered.</td>
<td></td>
</tr>
<tr>
<td><strong>x TIME</strong></td>
<td><strong>CUSTODIAN/MAINTENANCE STAFF</strong></td>
</tr>
<tr>
<td>Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.</td>
<td></td>
</tr>
<tr>
<td>Assist Principal or Fire Department with access to school.</td>
<td></td>
</tr>
<tr>
<td><strong>x TIME</strong></td>
<td><strong>POST INCIDENT ACTIONS – AS ASSIGNED</strong></td>
</tr>
<tr>
<td>Ensure parents are notified of incident.</td>
<td></td>
</tr>
<tr>
<td>Coordinate information with the Fire Department to release information to the press/media.</td>
<td></td>
</tr>
</tbody>
</table>
An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the “I CAN” rule; Intercept - Contact - Ask – Notify

<table>
<thead>
<tr>
<th>PRIORITY PROCEDURES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.</td>
<td>(person contacted, call back phone numbers, etc.)</td>
</tr>
<tr>
<td>Consider asking another staff person to accompany you before approaching subject.</td>
<td></td>
</tr>
<tr>
<td>Inform subject that all visitors must register at the reception area and escort the subject to the reception area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure the buildings if intruder is outside of school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement Lockdown procedures if intruder is inside the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If possible, observe actions of intruder and try to determine if they are in possession of a weapon.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain a description of the intruder and give to police.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back away from subject if he/she indicates a potential for violence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist police as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When given all clear, resume normal school operations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>x</th>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>As directed, implement Lockdown procedures. Ensure all students are in classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt to observe intruder and take note of behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take attendance and immediately report missing students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WEAPONS**

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors.

<table>
<thead>
<tr>
<th>PRIORITY PROCEDURES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 9-1-1.</td>
<td></td>
</tr>
<tr>
<td>Stay calm and avoid confrontation if possible.</td>
<td></td>
</tr>
<tr>
<td>Obtain good description of individual and the type of weapon he/she has.</td>
<td></td>
</tr>
<tr>
<td>Notify the principal or designee as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>Take safety measures to protect yourself and others.</td>
<td></td>
</tr>
<tr>
<td>Inform police of your observation and be prepared to write a statement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>PRINCIPAL</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct students and staff to Lockdown or Evacuate depending on the circumstances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with law enforcement upon arrival.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend to the safety of students and staff at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess situation in regard to location of person with weapon and potential for injuries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist law enforcement as required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact parent(s), guardian(s), or other close relative(s) of victims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact the Charter Management Organization, if applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a press release or assign this task to the PIO as deemed appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete and incident report and file</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debrief with school crisis team and staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct students to use alternate routes away from the incident. During a gun incident, instruct students to “drop to the floor/ground” or “run into the building quickly.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask staff, students, and visitors to remain quiet in designated area, on the floor away form windows and doors, and with all lights turned off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If evacuated, take attendance in evacuation area and immediately report missing students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>TIME</td>
<td>POST INCIDENT ACTIONS – AS ASSIGNED</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist in Lockdown procedures by securing doors/gates of other areas of the campus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure parents are notified of incident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinate information with the Police Department to release information to the press/media.</td>
</tr>
</tbody>
</table>
An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.

<table>
<thead>
<tr>
<th>TIME</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receive order of evacuation by fire authority or official. Implement evacuation procedures.</td>
</tr>
<tr>
<td></td>
<td>If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.</td>
</tr>
<tr>
<td></td>
<td>Ensure all students and staff have evacuated by performing an inspection of the school site.</td>
</tr>
<tr>
<td></td>
<td>Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.</td>
</tr>
<tr>
<td></td>
<td>Designate staff to make parent notifications regarding the evacuation and shelter site.</td>
</tr>
<tr>
<td></td>
<td>Monitor radio station for additional information.</td>
</tr>
<tr>
<td></td>
<td>Implement procedures for parents to pick up students from alternate site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.</td>
</tr>
<tr>
<td></td>
<td>Take roll to be sure all students are present before you leave the building site.</td>
</tr>
<tr>
<td></td>
<td>Report any missing students to the principal/designee and emergency response personnel.</td>
</tr>
<tr>
<td></td>
<td>At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>OFFICE STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Help with evacuation and securing of affected area.</td>
</tr>
<tr>
<td></td>
<td>Assist in arranging transportation through public/private companies if needed.</td>
</tr>
<tr>
<td></td>
<td>Forward phones to secondary answering site if available.</td>
</tr>
</tbody>
</table>
Appendices
APPENDIX A

Employee Emergency Skills Survey

Employee Name_____________________________ Position________________________________

Work Location _______________________________________________________________________

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal’s Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

☑ First Aid ☐ CPR ☐ AED ☐ Triage (Received within past ____ years?)
☑ Firefighting ☐ Nurse ☐ Doctor/Dentist ☐ Other medical ________________________________
☑ Physical Fitness
☑ Emergency/Management ☐ Search & Rescue
☑ Bi/Multi-lingual, what language(s) _______________________________________________________
☑ Construction ☐ Mechanical Ability ☐ Structural Engineering
☑ Electrician ☐ Utilities ☐ HVAC ☐ Plumber
☑ Heavy Equipment Operator What type: __________________________________________________
☑ Truck/Bus Driver
☑ Food Preparation ☐ Cooking for Large Numbers of People
☑ Shelter Management ☐ Child Care ☐ Counseling ☐ Crisis Intervention
☑ Survival Training and Techniques
☑ Ham Radio ☐ CB Radio ☐ Licensed ☐ Yes ☐ No
☑ Camping Experience
☑ Journalism ☐ Shorthand ☐ Clerical ☐ Computer
☑ Military ☐ Reservist ☐ Law Enforcement ☐ Security
☑ Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency: ________________________________
____________________________________________________________________________________

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? ☐ Yes ☐ No
If yes, please list that which could be used in an emergency at the school: ________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What would make you feel more prepared during a disaster while you were at the school? _______________
____________________________________________________________________________________
____________________________________________________________________________________

Additional Comments: _______________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Revised 7/26/19

Adopted from KIPP Emergency Management Plan
### APPENDIX B

**Damage Assessment Checklist**

**NOTE:** Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: ______________________________ Location/Room: _________________________

Date: ___/____/____ Time: (24:00 Hours):____:____

<table>
<thead>
<tr>
<th>Damage Category</th>
<th>No Damage</th>
<th>Slight Damage</th>
<th>Severe Damage</th>
<th>Hazardous Condition</th>
<th>Description of damage, location, severity, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Natural Gas Lines and</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Water Heater/Boiler</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Sewer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Hazardous Materials</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Type/Quantity spilled or leaking:</td>
</tr>
<tr>
<td>Custodial chemicals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Lab chemicals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Type/Quantity spilled or leaking:</td>
</tr>
<tr>
<td>Asbestos</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Hazards</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Sink Holes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Construction Areas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Damaged Bld. Materials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Broken Glass</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Building or room safe for re-occupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to re-occupancy:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]
APPENDIX C

INCIDENT ACTION PLAN

<table>
<thead>
<tr>
<th>Date Prepared:</th>
<th>Time Prepared:</th>
<th>Prepared by:</th>
</tr>
</thead>
</table>

Map Sketch – Draw a simple map of the incident and surrounding areas

Current Organization – List the positions that have been activated

<table>
<thead>
<tr>
<th>Position</th>
<th>Name Assigned</th>
<th>Position</th>
<th>Name Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td></td>
<td>Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>Public Information</td>
<td></td>
<td>Situation Analysis</td>
<td></td>
</tr>
<tr>
<td>Safety/Security</td>
<td></td>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td>School Liaison</td>
<td></td>
<td>Supplies/Distribution</td>
<td></td>
</tr>
<tr>
<td>Search and Rescue</td>
<td></td>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>First Aid/Medical</td>
<td></td>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Fire Suppression/HazMat</td>
<td></td>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Damage Assessment/Utilities</td>
<td></td>
<td>Compensation/Claims</td>
<td></td>
</tr>
<tr>
<td>Student Release/Reunion</td>
<td></td>
<td>Purchasing/Procurement</td>
<td></td>
</tr>
<tr>
<td>Assembly Area/Shelter</td>
<td></td>
<td>Timekeeping</td>
<td></td>
</tr>
</tbody>
</table>
### Current Objectives:
List of overall objectives to be conducted to stabilize incident. Objectives should be SMART: Specific, Measurable, Achievable, Relevant, Time Oriented.

<table>
<thead>
<tr>
<th>Needed</th>
<th>Type</th>
<th>Assignment</th>
<th>On Scene/ETA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Current Actions:
Summary of current actions being taken or already achieved.

<table>
<thead>
<tr>
<th>Resources Summary</th>
</tr>
</thead>
<tbody>
<tr>
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### Safety Message:

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<tr>
<th>Attachments: ✓ if attached</th>
<th>Weather Forecast:</th>
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<tr>
<td>Situation Reports</td>
<td>Medical Plan</td>
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<tr>
<td>Communications</td>
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</table>
APPENDIX D

ICS CHECK IN/ CHECK OUT LOG

Date: __________________ Event: __________________

This form serves as the check-in and check-out roster for the school staff and any volunteers assigned to the incident response. Each person is to sign in upon being assigned to a position in the ICS organization and sign out when released from the incident. Upon check-out, individuals should list their contact information in case they need to be reached. The Liaison Officer is responsible for checking staff in and out and monitoring this form for accuracy.

<table>
<thead>
<tr>
<th>Time IN</th>
<th>Print Name/SIGNATURE</th>
<th>Time OUT</th>
<th>Section/Position Assigned</th>
<th>Follow Up Contact Info</th>
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Follow Up Contact Info
APPENDIX E

SITUATION REPORT

School: ____________________________ Type of Event: __________________

Completed by __________________ Date ____________ Time ____________

Condition of Students, Staff and Visitors

_____ All Accounted For  _____ No Injuries

_____ No immediate help required  _____ Missing (number)

_____ Trapped in Building: (number) _____ Injured (number)

Names

________________________________  ____________________________

________________________________  ____________________________

________________________________  ____________________________

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

________________________________

________________________________

________________________________

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

________________________________

________________________________

Shelter Information

_____ Number of children remaining at school

_____ Number of Staff or Visitors remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_____ Water  _____ Food  _____ Blankets  _____ Additional personnel
## STUDENT REQUEST FORM

**STEP 1:** Have parents/guardians fill out one form for each student requested.

**STEP 2:** Check ID of person requesting student and make sure they are on the Emergency Contact Form.

**STEP 3:** Send runner to retrieve student and bring to the reunification area.

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>GRADE:</th>
<th>FOR STAFF USE</th>
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<tbody>
<tr>
<td>TEACHER:</td>
<td>DATE/TIME:</td>
<td>PHOTO ID VERIFIED BY:</td>
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<td>REQUESTED BY:</td>
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<td>Print Name</td>
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I assume custody of the named above as a parent, guardian or authorized adult. (circle one).

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Signature

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<tr>
<th>DESTINATION:</th>
<th>PHONE:</th>
<th>NOTES:</th>
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<thead>
<tr>
<th>ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS?</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>If YES, Name(s):</td>
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**STUDENT REQUEST FORM**

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### APPENDIX G

**Student Release Log**

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<th>Date/Time Released</th>
<th>Signature of Parent/Guardian</th>
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</tbody>
</table>
APPENDIX H

Staff Trained in CPR and First Aid

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Info.</th>
<th>First Aid Certificate Expiration Date</th>
<th>CPR Certificate Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Ellie Herrera</td>
<td>510-999-999</td>
<td>04/16/2016</td>
<td>04/16/2016</td>
</tr>
</tbody>
</table>
# APPENDIX I

## Medical Treatment Log

<table>
<thead>
<tr>
<th>Patient Name</th>
<th>Time:</th>
<th>Description of Treatment</th>
<th>Triage Category</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
APPENDIX J

After Action Report Form

Name of person completing report: ____________________________________________

School: ______________________ Date: ______________________

☐ Drills/Exercises [check one]: ☐ Actual Incident response [check one]:
☐ Earthquake  ☐ Fire
☐ Lockdown  ☐ Evacuation
☐ Flood  ☐ Other (specify): ____________________________________________________
☐ Table-Top  ☐ Functional or full-scale exercise

Start time: ______________________ End time: ______________________

Participation: Provide a list of individuals and agencies participating in the event.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Timeline of events: Provide a detailed outline or description of events and activities.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
APPENDIX K

The following supply lists are suggested quantities for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

<table>
<thead>
<tr>
<th>Emergency Supplies Inventory</th>
<th>Food/Water</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Item</strong></td>
<td><strong>Recommended Quantity</strong></td>
</tr>
<tr>
<td>Dried fruits/snacks/ trail mix</td>
<td>20 lbs.</td>
</tr>
<tr>
<td>Canned meats</td>
<td>60 cans</td>
</tr>
<tr>
<td>Canned fruits</td>
<td>60 cans</td>
</tr>
<tr>
<td>Canned vegetables</td>
<td>20 cans</td>
</tr>
<tr>
<td>Crackers</td>
<td>2 cases</td>
</tr>
<tr>
<td>Canned fruit juice</td>
<td>2 cases</td>
</tr>
<tr>
<td>Coffee, tea, drink mixes – instant type</td>
<td>2 cases</td>
</tr>
<tr>
<td>Energy bars – granola, protein, etc.</td>
<td>2 cases</td>
</tr>
<tr>
<td>Freeze-dried meals</td>
<td>2 cases</td>
</tr>
<tr>
<td>Peanut butter/jelly – large</td>
<td>20 jars each</td>
</tr>
<tr>
<td>Ready to eat soups and meals</td>
<td>2 cases</td>
</tr>
<tr>
<td>Staples – sugar, salt, pepper, etc.</td>
<td>10 packages</td>
</tr>
<tr>
<td>Food for persons on special diets; allergies, diabetic, etc.</td>
<td>As needed</td>
</tr>
</tbody>
</table>

**Water**

<table>
<thead>
<tr>
<th><strong>Recommended Quantity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking water – based on 2 quarts per person per day</td>
</tr>
</tbody>
</table>

*Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.*
## Emergency Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Recommended Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blankets</td>
<td>100</td>
</tr>
<tr>
<td>Battery operated radio; extra batteries or hand crank</td>
<td>1</td>
</tr>
<tr>
<td>Flashlights; extra batteries and bulbs or hand crank</td>
<td>4</td>
</tr>
<tr>
<td>Whistles (for communicating with staff and students)</td>
<td>4</td>
</tr>
<tr>
<td>Clipboards, paper and pens</td>
<td>6</td>
</tr>
<tr>
<td>Aluminum foil, matches, charcoal (for cooking)</td>
<td>3 sets</td>
</tr>
<tr>
<td>Medium garbage bags</td>
<td>4 packages (40 count)</td>
</tr>
<tr>
<td>Large 3-ply garbage bags</td>
<td>4 packages (20 count)</td>
</tr>
<tr>
<td>Plastic buckets – 5 gallon</td>
<td>6</td>
</tr>
<tr>
<td>Pads of paper</td>
<td>4</td>
</tr>
<tr>
<td>Tape; scotch and duct types</td>
<td>4 rolls each</td>
</tr>
<tr>
<td>Plastic cups, plates, utensils</td>
<td>6 packages (100 count)</td>
</tr>
<tr>
<td>Plastic storage containers</td>
<td>5 sets</td>
</tr>
<tr>
<td>Shut-off wrench (turn off gas and water if needed)</td>
<td>2</td>
</tr>
<tr>
<td>Manual can openers, utility knives</td>
<td>5 each</td>
</tr>
<tr>
<td>Portable toilet kit; toilet paper</td>
<td>2 kits, 50 rolls</td>
</tr>
<tr>
<td>Activities or games for children</td>
<td>10</td>
</tr>
</tbody>
</table>

## Personal Protective Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>First Aid Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR pocket masks/disposable</td>
<td>50</td>
</tr>
<tr>
<td>Eye protection masks – goggles</td>
<td>10</td>
</tr>
<tr>
<td>Biohazard protective gloves – Nitrile or latex, disposable</td>
<td>10</td>
</tr>
<tr>
<td>N-95 biohazard disposable face masks – OSHA</td>
<td>10</td>
</tr>
<tr>
<td>Splash resistant clothing and shoe coverings</td>
<td>10</td>
</tr>
<tr>
<td>Spill clean up kit – clean-up powder, clean-up scoop and scraper</td>
<td>5 kits</td>
</tr>
<tr>
<td>Item</td>
<td>Recommended Quantity</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>First Aid Handbook (current issue)</td>
<td>1</td>
</tr>
<tr>
<td>Ace bandages – 1” and 2” widths</td>
<td>4 boxes each</td>
</tr>
<tr>
<td>Adhesive tape – 1” width</td>
<td>20 rolls</td>
</tr>
<tr>
<td>Alcohol Swabs (for cleaning instruments)</td>
<td>4 boxes – 100 count</td>
</tr>
<tr>
<td>Band-Aids – assorted sizes</td>
<td>8 boxes</td>
</tr>
<tr>
<td>Blankets – Mylar or disposable type</td>
<td>150</td>
</tr>
<tr>
<td>Bleach (1:10 bleach to water ratio for cleaning)</td>
<td>1 gallon</td>
</tr>
<tr>
<td>Cold packs (compresses)</td>
<td>1 case</td>
</tr>
<tr>
<td>Cotton balls – unsterile</td>
<td>4 large packages</td>
</tr>
<tr>
<td>Disposable gloves (latex and non-latex)</td>
<td>4 boxes</td>
</tr>
<tr>
<td>Dressings – 2” and 4” disposable sterile</td>
<td>4 boxes each</td>
</tr>
<tr>
<td>Dressing pads – 5x9 and 8x10 sterile</td>
<td>4 boxes each</td>
</tr>
<tr>
<td>Dressings – eye pad, oval sterile</td>
<td>15 boxes</td>
</tr>
<tr>
<td>Facial tissues</td>
<td>10 boxes</td>
</tr>
<tr>
<td>Gauze bandage – 1” and 2” width</td>
<td>10 rolls each</td>
</tr>
<tr>
<td>Hydrogen Peroxide</td>
<td>4 bottles</td>
</tr>
<tr>
<td>(50% solution of peroxide/water for disinfectant)</td>
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</tr>
<tr>
<td>Liquid soap (handwashing)</td>
<td>5 bottles</td>
</tr>
<tr>
<td>Paper towels</td>
<td>4 cases</td>
</tr>
<tr>
<td>Q-tip swabs</td>
<td>6 packages</td>
</tr>
<tr>
<td>Safety pins – assorted sizes</td>
<td>6 packages</td>
</tr>
<tr>
<td>Scissors</td>
<td>8 pair</td>
</tr>
<tr>
<td>Splints – long and short; cardboard, boards, etc.</td>
<td>Several sets</td>
</tr>
<tr>
<td>Towelettes – pre-moistened hand wipes</td>
<td>15 boxes</td>
</tr>
<tr>
<td>Treatment log</td>
<td>1</td>
</tr>
<tr>
<td>Triage tags</td>
<td>50</td>
</tr>
<tr>
<td>Triangular bandage – for sling/safety pins</td>
<td>30</td>
</tr>
<tr>
<td>Tweezers/needles – sterile</td>
<td>9 pairs</td>
</tr>
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APPENDIX L

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between ____________________ School,
Address ____________________, of County, __________________ California and, Address
________________________, of County, California (“Shelter Provider”).

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and
buildings use agreements; and

WHEREAS, if the School should need to evacuate students or staff from one of its school buildings or grounds due
to an emergency, the School desires to identify a site where residents or staff may be housed until they can be
released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an
agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School desires to enter into an agreement for the emergency
use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its
responsibilities to its primary usage, it will permit the School to use its physical facilities
as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained
herein, it is agreed as follows:
1. The School shall replace or reimburse the Shelter Provider for goods or supplies
that may be used in the School’s conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider’s
facilities and shall reimburse the Shelter Provider for any damage to the physical facilities
directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for
emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This
Agreement will remain in full force and effect, but may be terminated by either party at any
time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the
undersigned, by execution hereof, represent that they are authorized to enter into this
Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the
undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy
hereof.

___________________________ CHARTER SCHOOL
By: _________________________________ By: _________________________________
Authorized representative/position Authorized representative/position

Date: _______________________________ Date: _____________________________
APPENDIX M

SAMPLE PRESS RELEASE - Earthquake

Event: EARTHQUAKE Date: ____
Release #: 001 Time: ________

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.......At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

Further details will be provided when available. Next Scheduled Release: At ### hours

SAMPLE PRESS RELEASE - School Evacuation

Date Released:____

Time Released:____

Released by:____

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure. (School Name Here) has been relocated to (New Location Name Here).
Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.
APPENDIX M

SAMPLE COMMUNICATIONS

STUDENT DEATH

Dear Parents,

Yesterday, we learned that one of our first graders, __________, died while in the hospital. __________ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about __________ to his/her class. We discussed what happened and how __________ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. __________’s death is particularly difficult due to his young age and its unexpectedness. The fact that __________ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss __________’s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about __________’s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the __________ family and to all their friends. We at the school will miss __________ very much. He was our friend and we loved him.

Sincerely,
School Principal
INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:
FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that ______________ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family’s/families’ wishes regarding ______________ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules.”
# APPENDIX N

## POSITION ACTIVITY LOG

<table>
<thead>
<tr>
<th>POSITION:</th>
<th>LOCATION:</th>
<th>PAGE __ OF ___ PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION/TEAM LEADER:</td>
<td>FROM:</td>
<td>TO:</td>
</tr>
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<th>INCIDENTS, MESSAGES, NOTES</th>
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Completed by: ______________________  Position Title: ______________________  Date: ____________

Adopted from KIPP Emergency Management Plan
Appendix 10: Health, Wellness Plans
Oxford Day Academy Wellness Policy

Date policy was updated

Table of Contents

Preamble 2
School Wellness Committee 3
Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement 4
Nutrition 7
Physical Activity 14
Other Activities that Promote Student Wellness 18
Glossary 20
Oxford Day Academy Wellness Policy

Preamble

Oxford Day Academy (hereo referred to as the SFA) is committed to the optimal development of every student. The SFA believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

This policy outlines the SFA’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SFA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the SFA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The SFA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the SFA.
I. **School Wellness Committee**

**Committee Role and Membership**

The SFA will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least twice per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this SFA-level wellness policy (heretofore referred as “wellness policy”).

The SWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

**Leadership**

The Superintendent or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

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<th>Name</th>
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II. **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

**Implementation Plan**

The SFA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: [website]
**Recordkeeping**

The SFA will retain records to document compliance with the requirements of the wellness policy at the school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups’ participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

**Triennial Progress Assessments**

At least once every three years, the SFA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the SFA are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the SFA’s wellness policy.

The SWC, in collaboration with individual schools, will monitor schools’ compliance with this wellness policy.

**Revisions and Updating the Policy**

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as SFA priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

**Community Involvement, Outreach, and Communications**

The SFA is committed to being responsive to community input, which begins with awareness of the wellness policy. The SFA will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that SFA. The SFA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The SFA will use electronic mechanisms, such as email or displaying notices on the SFA’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The SFA will ensure that communications are culturally and linguistically appropriate to the community, and
accomplished through means similar to other ways that the SFA and individual schools are communicating other important school information with parents.

The SFA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The SFA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school SFA is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer’s specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the SFA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional programs the school may elect. All schools within the SFA are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The SFA offers reimbursable school meals that meet USDA nutrition standards.)

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The SFA will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The SFA is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to
improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The SFA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day*. The SFA will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The SFA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The SFA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.
Food and Beverage Marketing in Schools

The SFA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The SFA strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on SFA property that contains messages inconsistent with the health information the SFA is imparting through nutrition education and health promotion efforts. It is the intent of the SFA to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the SFA’s wellness policy.

IV. Physical Activity

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason.

To the extent practicable, the SFA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The SFA will conduct necessary inspections and repairs.

Physical Education

The SFA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The SFA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or SFA must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Each school will maintain and enforce its own indoor recess guidelines

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

V. Other Activities that Promote Student Wellness

The SFA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The SFA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development,
All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

**Glossary:**

**Extended School Day** - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** - midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

**Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the [Filing a Program Discrimination Complaint as a USDA Customer page](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;


Appendix 11: Recruitment & Outreach Plan for Student Enrollment
ODA Recruitment Plan  
August 1 - October 1, 2019

**GOALS**

1. Recruit and enroll at least 10 new students to ODA for the 2019-20 academic school year.
2. Create marketing materials for use by ODA to be dispersed to all local middle schools, community centers, online resources, and newsletters.
3. Develop and strengthen relationships with schools and non-profit organizations in various nearby school districts.
4. Update and manage the school website to best showcase ODA to not only be an informative site but to entice potential applicants as well.
5. Identify ways to involve all teachers and staff in recruiting efforts moving forward.

**General Tasks List**
Below is a general list of tasks for the recruitment team to complete by October 1st. This list is subject to change and will be updated as priorities shift and more opportunities arise. More details and specific deadlines can be found in [Asana](https://asana.com).

**August 5-15, 2019**
- Update and maintain the [Student Master List](https://asana.com) (ongoing Task)
  - Contact all “Pending” and “Interested” students
- Research and Identify new recruitment sites and/or families
  - Reach out to at least 5 new sources
- Follow-up with previously contacted families.
- Schedule meetings, site visits, and tours as an introduction to ODA and to develop administrative relationships (ongoing task)
- Contact local overpopulated high schools
- Gather and organize marketing materials
  - Brochures, flyers, press kits, etc.
- Follow-up with any new unconfirmed outreach contacts (ongoing task)

**August 15-Sept 15, 2019**
- Create and manage ODA’s social media presence (ongoing task)
- Contact local newsletters, radio shows, podcasts, and online education resources to schedule interviews, spotlights, and advertisement opportunities (ongoing task)
- Update website layout and content (ongoing task)
- Schedule and host community information sessions (ongoing task)

**September 15-October 1, 2019**
• Research sports and arts program extracurricular partnerships students interested in arts and sports (ongoing task)
Why is our school a new way of approaching learning?

At Oxford Day Academy, we not only support students in their academics, but we believe education should build a student to be a citizen of the world who will build, serve, and lead others. In order to engage in the school of life, it is important that you grow clear knowledge and full understanding of yourself. This year students will be discovering, researching, stating and defending:

- What makes the “ideal” American, who selected this criteria?
- How do American ideals shape our perception of self?
- What are your personal ideals, how do I record my own history?

How do we build and support the academic citizen?

<table>
<thead>
<tr>
<th>Semester 1: Cognitive Skills</th>
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<tbody>
<tr>
<td><strong>Early American Writing (1600-1800): Native American Experience, Early Settlers, Puritan Tradition,</strong></td>
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<td><strong>Narrative of the Life of Frederick Douglass</strong></td>
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<tr>
<td><strong>The Crucible</strong></td>
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<td><strong>Inquiry</strong></td>
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<tr>
<td>Asking questions, Designing Processes and Procedures, Predicting/ Hypothesizing</td>
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<td><strong>Using Sources</strong></td>
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<td><strong>Analysis and Synthesis</strong></td>
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<td>Comparing/ Contrasting, Critiquing the Reasoning of Others, Identifying Patterns and Relationships, Interpreting Data/Info, Justifying / Constructing an Explanation, Making Connections &amp; Inferences, Modeling</td>
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<td>Discussion / Contribution, Norms / Active Listening, Preparation</td>
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<td><strong>Products and Presentations</strong></td>
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<tr>
<td>Conventions, Multimedia in Oral Presentation, Multimedia in Written Production, Oral Presentation, Precision,</td>
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<tr>
<td><strong>Textual Analysis (close reading)</strong></td>
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<tr>
<td>Development, Point of View/Purpose, Structure, Theme/Central Idea, Word Choice</td>
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<tr>
<td><strong>Analysis and Synthesis</strong></td>
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Textual Analysis (close reading) Development, Point of View/Purpose, Structure, Theme/Central Idea, Word Choice

Analysis and Synthesis Comparing/ Contrasting, Critiquing the Reasoning of Others, Identifying Patterns and Relationships, Interpreting Data/Info, Justifying / Constructing an Explanation, Making Connections & Inferences, Modeling

Inquiry Asking questions, Designing Processes and Procedures, Predicting/ Hypothesizing

Speaking and Listening Discussion / Contribution, Norms / Active Listening, Preparation

Products and Presentations Conventions, Multimedia in Oral Presentation, Multimedia in Written Production, Oral Presentation,
### Semester 2: Cognitive Skills

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<th>As I Lay Dying</th>
<th>Native Son</th>
<th>The Brief Wondrous Life of Oscar Wao Junot Diaz</th>
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<tr>
<td><strong>Inquiry</strong></td>
<td>Asking questions, Designing Processes and Procedures, Predicting/ Hypothesizing</td>
<td><strong>Textual Analysis (close reading)</strong> Development, Point of View/Purpose, Structure, Theme/Central Idea, Word Choice</td>
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<td>Contextualizing Sources, Selecting Relevant Sources, Synthesizing Multiple Source</td>
<td><strong>Analysis and Synthesis</strong> Comparing/ Contrast, Critiquing the Reasoning of Others,Identifying Patterns and Relationships, Interpreting Data/Info, Justifying / Constructing an Explanation, Making Connections &amp; Inferences, Modeling</td>
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<td><strong>Products and Presentations</strong> Conventions, Multimedia in Oral Presentation, Multimedia</td>
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**Sample: Social Emotional Learning**

Students will evaluate characters, writers, artists, and historical and current news figures, on how their social emotional learning skills supported or handicapped their life decisions and relationships.

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<thead>
<tr>
<th>Early American Writing (1600-1800): Native American Experience, Early Settlers, Puritan Tradition</th>
<th>Narrative of the Life of Frederick Douglass</th>
<th>The Crucible</th>
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<tr>
<td>Frederick Douglass</td>
<td>Arthur Miller</td>
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<th>Self awareness</th>
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<td>Relationship skills</td>
<td>Social awareness</td>
<td>Social awareness</td>
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**Sample: Harkness Table Topic**

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<tr>
<th>Early American Writing (1600-1800): Native American Experience, Early Settlers, Puritan Tradition</th>
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<tr>
<th>What makes the “ideal” American, who selected this criteria?</th>
<th>How do American ideals shape our perception of self?</th>
<th>What are the detriments of American paranoia? If any, extract parallels from today’s political climate?</th>
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**Sample: Multicultural Social Leadership / Design Thinking Service Project**

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<tr>
<th>Early American Writing (1600-1800): Native American Experience, Early Settlers, Puritan Tradition</th>
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<th>The Crucible</th>
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<td>Frederick Douglass</td>
<td>Arthur Miller</td>
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<tr>
<th>Formal descriptive writing collection</th>
<th>Prologue of narrative of self Community event/share out Formal descriptive writing</th>
<th>Interpretation of the novel into a one-act. Community presentation Formal descriptive writing</th>
</tr>
</thead>
</table>

**Sample: Core Value**

Students will reflect by engaging in formative and summative self and team evaluations on how they practiced and grew in the core value during the unit group project.

- Peveitokai’ Aki (Unity)
- Compassion
- Kujichagulia (Self Determination)
- Ganas (Resilience) Equity


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<thead>
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<td>Growth</td>
<td>Kujichagulia (self determination)</td>
<td>Equity</td>
<td>Ganas</td>
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<td>Compassion</td>
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<td>Equity</td>
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**WHAT** tools do we use?

**Literature Selection**

In addition to the novels and plays, an assortment of poetry, music, art, short stories, nonfiction pieces, and academic research will be used, some examples are listed below:

Scarlet Letter - Nathaniel Hawthorne  
Walden - Henry David Thoreau  
Yellow Wallpaper - Charlotte Perkins Gilman  
Glass Menagerie - Tennessee Williams  
Between the World and Me - Ta-Nehisi Coates

**Writing Assignments**

Formative

Summative

**Speeches/Presentations**

Formative

Summative
**IXL Language Arts:** IXL’s skills are aligned to the California Common Core Content Standards.

**IXL 11th Grade Language Arts Skills**
Sentence structure, Nouns, Pronouns, Verbs and verbals, Adjectives and adverbs, Punctuation, capitalization, and formatting, Prefixes and suffixes, Etymologies and foreign expressions, Reference skills, Word choice and usage, Context clues, Writing clear and concise sentences, Common errors, Research writing, Writing arguments, Rhetorical analysis, Literary devices, Reading comprehension and analysis

**Newsela:** Each Newsela article and quiz is connected to two Common Core reading standards.
Oxford Day Academy SCOPE AND SEQUENCE: AP Statistics

WHY is our school a new way of approaching learning?

Oxford Day Academy transforms the traditional public high school model by engaging and developing intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world. More specifically, the math courses will focus on the applicability of math outside of the classroom and in the real world.

HOW do we build and support the academic citizen?

Cognitive Skills
In every unit, students will continually build and utilize skills targeting the 8 Math Practices, as defined by the Common Core:
CCSS.MATH.PRACTICE.MP.1. Make sense of problems and persevere in solving them.
CCSS.MATH.PRACTICE.MP.2. Reason abstractly and quantitatively.
CCSS.MATH.PRACTICE.MP.3. Construct viable arguments and critique the reasoning of others.
CCSS.MATH.PRACTICE.MP.5. Use appropriate tools strategically.
CCSS.MATH.PRACTICE.MP.6. Attend to precision.
CCSS.MATH.PRACTICE.MP.7. Look for and make use of structure.
CCSS.MATH.PRACTICE.MP.8. Look for and express regularity in repeated reasoning.

Opportunities will be provided for students to demonstrate these Math Practices, both independently and in various group structures.

Social Emotional Learning
Students will develop metacognitive processes and civil discourse in order to grow as a community of professional learners.

Metacognitive Skills: Decision-making, Self-awareness, Self-management
Civil Discourse: Relationship building, social awareness
**Harkness Tables**

Students are required to regularly participate in Harkness tables in this course. These Harkness conversations will be around EXPLORE/LAB activities, as provided by their textbooks.

The Harkness table, Harkness method, or Harkness discussion is a teaching and learning method involving students seated in a large, oval configuration to discuss ideas in an encouraging, open-minded environment with only occasional or minimal teacher intervention.

**Agreed Upon Rules and Deadlines for Harkness Discussion**

1) We will be physically and mentally present.
2) We will be exercise decorum through civil discourse.
3) We will used collaborative language to encourage constructive feedback ideas, and react to feedback appropriately.
4) We will provide opportunities to include all students in the Harkness and try to balance speaking time equally among all members.

**Semester 1: Harkness Table Topic**

<table>
<thead>
<tr>
<th>Exploring Data</th>
<th>Modeling Distributions of Data</th>
<th>Describing Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given [large data set], what can you conclude about how genders respond to gun control?</td>
<td>Who “better” on the test: Sarah, who scored an 85 when the class average was 80 with a standard deviation of 4.2, or Saul, who scored an 89 when the class average was 87 with a standard deviation of 1.1?</td>
<td>Predict the height of a 16-month old baby. Predict the height of a 3 year old. Which prediction has the greater margin of error?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designing Studies</th>
<th>Probability</th>
<th>Random Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both AT&amp;T and Verizon make the claim in their ads that they are the “largest network provider” for cell phones. Compare and contrast the studies they conducted in order to come up with their claim, and determine whose study is more valid.</td>
<td>Given Game1, Game2, and Game3, which one will make the most expected profit? Prove how you know.</td>
<td>Pending development</td>
</tr>
</tbody>
</table>

**Semester 2: Harkness Table Topic**

<table>
<thead>
<tr>
<th>Sampling Distributions</th>
<th>Estimating with Confidence</th>
<th>Testing a Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending development</td>
<td>Pending development</td>
<td>Pending development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparing Two Populations or Groups</th>
<th>Inference for Distributions of Categorical Data</th>
<th>More About Regression</th>
</tr>
</thead>
</table>
**Tutorials**

Modeled after the University of Oxford, tutorials are central to teaching at Oxford Day Academy. They offer scheduled personalised attention from teachers or an academic expert. These conversations cultivate, support and build the student’s learning. It is a chance for the student to talk in-depth about a subject and to receive individual feedback on work. Tutorials usually have between one and three students, and so the format and content can be varied depending on topic and attendees. They are intended as a relaxed forum in which to organically try out new ideas, and to help develop confidence.

**Tutorial Scope and Sequence**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Event</th>
</tr>
</thead>
</table>
| 9th Grade | Intercession Student Led Parent/Teacher Conference  
   Twice a year? |
| 10th Grade | Small Group Tutorials                        |
| 11th Grade | Small Group Tutorials                        |
| 12th Grade | Small Group Tutorials                        |
|          | Facilitator of Small Group Tutorial         |

**Semester 1: Tutorial Topic**

<table>
<thead>
<tr>
<th>Exploring Data</th>
<th>Modeling Distributions of Data</th>
<th>Describing Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given four data representations with measures of center and spread, put the data representations in order from most appropriate to least appropriate. Now put the data representations in order from most accurate to least accurate. How did you determine the order?</td>
<td>Pending development</td>
<td>Pending development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designing Studies</th>
<th>Probability</th>
<th>Random Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending development</td>
<td>Pending development</td>
<td>Pending development</td>
</tr>
</tbody>
</table>
Semester 2: **Tutorial Topic**

<table>
<thead>
<tr>
<th>Sampling Distributions</th>
<th>Estimating with Confidence</th>
<th>Testing a Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending development</td>
<td>Pending development</td>
<td>Pending development</td>
</tr>
</tbody>
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<th>Comparing Two Populations or Groups</th>
<th>Inference for Distributions of Categorical Data</th>
<th>More About Regression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending development</td>
<td>Pending development</td>
<td>Pending development</td>
</tr>
</tbody>
</table>

**Multicultural Social Leadership and Design Thinking Service Projects**

**Multicultural Social Leadership/Design Thinking Service Project**

Culmination Research Project: Implementing Statistical Design and Research

**Core Values**

- Feveitokai’ Aki (Unity)
- Compassion
- Kujichagulia (Self Determination)
- Ganas (Resilience)
- Equity

**WHAT tools do we use?**

**Technology**: Students will be expected to effectively and appropriately use a graphing calculator to support their academics. Students are permitted to use their own graphing calculator or borrow one from ODA, but a TI-85 plus is the recommended model. Students will also be intermittently using computers in order to explore online graphing and modeling tools (specifically DESMOS), responsibly utilize Google Drive, habitually use Google Classroom as a resource, as well as be proficient in showing their thinking via Desmos.

### Semester 1

<table>
<thead>
<tr>
<th>Exploring Data</th>
<th>Modeling Distributions of Data</th>
<th>Describing Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Analyzing categorical data</td>
<td>2.1 Describing locations in a distribution</td>
<td>3.1 Scatterplots and correlation</td>
</tr>
<tr>
<td>1.2 Displaying quantitative data with graphs</td>
<td>2.2 Density curves and normal distributions</td>
<td>3.2 Least-squares regression</td>
</tr>
<tr>
<td>1.3 Describing quantitative data with numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designing Studies</th>
<th>Probability</th>
<th>Random Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Sampling and surveys</td>
<td>5.1 Randomness, probability, and simulation</td>
<td>6.1 Discrete and continuous random variables</td>
</tr>
<tr>
<td>4.2 Experiments</td>
<td>5.2 Probability rules</td>
<td>6.2 Transforming and combining random variables</td>
</tr>
<tr>
<td>4.3 Using studies wisely</td>
<td>5.3 Conditional probability and independence</td>
<td>6.3 Binomial and geometric random variables</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Sampling Distributions</th>
<th>Estimating with Confidence</th>
<th>Testing a Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 What is a sampling distribution?</td>
<td>8.1 Confidence intervals: the basics</td>
<td>9.1 Significance tests: the basics</td>
</tr>
<tr>
<td>7.2 Sample proportions</td>
<td>8.2 Estimating a population proportion</td>
<td>9.2 Tests about a population proportion</td>
</tr>
<tr>
<td>7.3 Sample means</td>
<td>8.3 Estimating a population mean</td>
<td>9.3 Tests about a population mean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparing Two Populations or Groups</th>
<th>Inference for Distributions of Categorical Data</th>
<th>More About Regression</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Comparing two proportions</td>
<td>11.1 Chi-square tests for goodness of fit</td>
<td>12.1 Inference for Linear Regression</td>
</tr>
<tr>
<td>10.2 Comparing two means</td>
<td>11.2 Inference for two-way tables</td>
<td>12.2 Transforming to Achieve Linearity</td>
</tr>
</tbody>
</table>
Appendix 13: Instructional Framework
Oxford Day Academy Instructional Framework

Oxford Day Academy (ODA) teaching and learning instructional framework reflects our belief and commitment to developing students who are prepared to participate, contribute to, and thrive in a rapidly changing world. This occurs within student-centered learning environments that prioritize college preparation, community involvement, holistic youth development and global exchange. ODA utilizes a designed thinking model that prioritizes academic skill development and career readiness. Additionally, the social emotional learning of students is developed in all five CASEL Competency Area: (1) self-management, (2) self-awareness, (3) responsible decision-making, (4) relationship skills, and (5) social awareness.

Courses within ODA are taught using differentiated instruction through blended learning, tutorials, studio time, and Harkness tables. Each provides students with learning experiences that are appropriate for their readiness. Additionally, ODA emphasize creativity, critical thinking, communication and collaboration within course content.

More specifically, we recreate the exceptional rigor and personalization of the Oxford tutorial approach by building on existing blended learning technology to make the model feasible within the constraints of a public-school budget.

In their traditional form, tutorials develop deep content mastery as well as strong interpersonal and critical thinking skills by requiring students to create and defend carefully-evidenced responses to open-ended prompts. In this way, tutorials are tightly aligned with the goals and priorities of the Common Core State Standards.

Our educational and instructional model recreates the tutorial experience by combining a digital, project-based curriculum with specially designed student teaming and accountability systems. Under this new approach, students grade 9-12 collaborate with one another while still moving at their own pace through a personalized learning plan. They demonstrate content mastery by working independently and in small groups to complete skills-based projects, orally presenting and defending this work in the same way that a student at Oxford University would in his or her undergraduate courses (2 - 4 projects per class per semester). Adjusted to the high school setting, each tutorial unfolds in a five-step process, wherein students:

1. Use class discussions and a self-guided, digital curriculum to learn about the topic of a given project
2. Synthesize the content learned in order to complete the project for their tutorial
3. Write a short paper (usually 500-1,000 words) to explain the logic behind their work
4. Present their project and paper to a small tutorial group, and then orally defend their findings
5. Reflect on diagnostic data and tutorial feedback to track progress and set goals for the next tutorial

ODA is also a multicultural service leadership academy. Students are responsible for identifying and addressing social issues that they care most about. They are supported and required to apply their learning within the community through field research, internships, and service-learning projects.
Appendix 14: Academic Calendar
# Oxford Day Academy 2019 – 2020 Academic Year Calendar

### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 5 – Friday, August 9, 2019</td>
<td>Staff Whole Day PD (8am – 4pm)</td>
</tr>
<tr>
<td>Wednesday, August 14, 2019</td>
<td>First Day of School (half day schedule 8am – 12:30pm) Registration</td>
</tr>
</tbody>
</table>
| Thursday, August 15 - Friday, August 16, 2019 | Half Day Schedule 8am – 12:30pm  
Measurement of Academic Progress (MAP) Assessments: Math and English  
MESH Survey – Academic and Culture/Climate  
11th Grade Testing |
| Friday, August 16, 2019     | First day of Cañada College Class: Spanish 9:00 – 12:45              |
| Monday, August 19, 2019     | Beginning of Full Day Bell schedule                                   |
| Saturday, August 24, 2019   | Monthly Parent Meeting: 10am – 12:00pm                                |

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 2 2019</td>
<td>Labor Day – No School</td>
</tr>
</tbody>
</table>
| Wednesday, September 11, 2019 | Parent Meeting/Back-to-School  
6:00pm – 8:00pm |
| Wednesday, September 18, 2019 | Mid-Quarter Progress Reports |
| Monday, September 23 – Friday, September 27, 2019 | Intercession  
Individual Student/Parent Conferences |

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 11, 2019</td>
<td>End of First Quarter Marking Period</td>
</tr>
<tr>
<td>Saturday, October 12, 2019</td>
<td>Monthly Parent Meeting 10:00 am – 11:30am; MESH Survey</td>
</tr>
</tbody>
</table>

Revised May 15, 2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday October 12 – Saturday, October 19, 2019</td>
<td>South Africa Trip</td>
</tr>
<tr>
<td>Monday, October 14, 2019</td>
<td>Indigenous People Day – No School</td>
</tr>
<tr>
<td>Wednesday, October 16, 2019</td>
<td>Staff Appreciation Day</td>
</tr>
<tr>
<td>Thursday, October 17, 2019</td>
<td>Earthquake Drill</td>
</tr>
<tr>
<td>Tuesday, October 22, 2019</td>
<td>First Day of Field Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, November 4, 2019</td>
<td>Lottery Information Night 6:00 pm – 7:00 pm Lottery Applications available for 2020-2021</td>
</tr>
<tr>
<td>Monday, November 11, 2019</td>
<td>Veteran’s Day Observed – No School</td>
</tr>
<tr>
<td>Friday, November 15, 2019</td>
<td>End of Second Quarter Progress Report Period</td>
</tr>
<tr>
<td>Saturday, November 16, 2019</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am Canopy Event</td>
</tr>
<tr>
<td>Monday, November 18 – Friday, November 22, 2019</td>
<td>Intercession and Benchmark Assessment</td>
</tr>
<tr>
<td></td>
<td>Individual Student/Parent Conferences</td>
</tr>
<tr>
<td>Monday, November 25 – Friday, November 29, 2019</td>
<td>Thanksgiving Break – No School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, December 2, 2019</td>
<td>Lottery Information Night 6:00 pm – 7:00 pm Lottery Applications available for 2020-2021</td>
</tr>
<tr>
<td>Thursday, December 12, 2019</td>
<td>Last day of first semester Field Work</td>
</tr>
<tr>
<td>Friday, December 2019 (TBD)</td>
<td>Last day at Cañada College for first semester</td>
</tr>
<tr>
<td>Saturday, December 14, 2019</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Monday, December 16 – Thursday, December 19, 2019</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>Friday, December 20, 2019</td>
<td>End of Semester Teacher Work Day – no Students</td>
</tr>
<tr>
<td>Monday, December 23, 2019 – Friday, January 3, 2020</td>
<td>Winter Break – No School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2020</td>
<td></td>
</tr>
</tbody>
</table>

Revised May 15, 2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 6, 2020</td>
<td><strong>Second Semester Begins</strong>&lt;br&gt;First Day of Second Semester – half day schedule for students; PDs for teachers in the afternoon</td>
</tr>
<tr>
<td>Tuesday, January 7 – Friday, January 10, 2020</td>
<td>Intercession</td>
</tr>
<tr>
<td>Friday, January 10, 2020</td>
<td>Report Cards (for first semester) mailed home</td>
</tr>
<tr>
<td>Monday, January 13, 2020</td>
<td>Lottery Information Night 6:00 pm – 7:00 pm</td>
</tr>
<tr>
<td>Saturday, January 18, 2020</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Monday, January 20, 2020</td>
<td>MLK Holiday – School Closed</td>
</tr>
<tr>
<td>Friday, January (TBD)</td>
<td>First day of Second Semester classes at Cañada College –</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday, February 4, 2020</td>
<td>First Day of Field Experience for Second Semester</td>
</tr>
<tr>
<td>Friday, February 7, 2020</td>
<td>End of third Quarter Progress Report Period</td>
</tr>
<tr>
<td>Saturday, February 8, 2020</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Monday, February 17 - Friday, February 21, 2020</td>
<td>Winter Break - No School</td>
</tr>
<tr>
<td>Monday, February 24 – Friday, February 28, 2020</td>
<td>Intercession and Benchmark Assessment (MAP Testing – English, Science, Math)&lt;br&gt;Individual Student/Parent Conferences</td>
</tr>
<tr>
<td>Friday, February 28, 2020</td>
<td>Lottery Application due no later than 6pm</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, March 2, 2020</td>
<td>Lottery Night 6:00pm – 7:00pm</td>
</tr>
<tr>
<td>Saturday, March 7, 2020</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Friday, March 20, 2020</td>
<td>End of Third Quarter Grading Period</td>
</tr>
</tbody>
</table>

Revised May 15, 2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday March 30, 2020</td>
<td>Cesar Chavez Day/Start of Spring Break</td>
</tr>
<tr>
<td>April</td>
<td>Spring Break – No School</td>
</tr>
<tr>
<td>Monday, March 30 – April 3, 2020</td>
<td>Intercession and Benchmark Assessment</td>
</tr>
<tr>
<td>Saturday, April 18, 2020</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Saturday, April 25, 2020</td>
<td>ODA Growth Institute 9:00 am – 12:00 pm</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Friday, May 1, 2020</td>
<td>End of Fourth Quarter Progress Report Period</td>
</tr>
<tr>
<td>Wednesday, May 2020 (TBD)</td>
<td>ODA Exhibition 3:00 – 5:30pm at SDA</td>
</tr>
<tr>
<td>Thursday, May 14, 2020</td>
<td>Last day of Field Work</td>
</tr>
<tr>
<td>Saturday, May 16, 2020</td>
<td>Monthly Parent Meeting 10:00 am – 11:30 am</td>
</tr>
<tr>
<td>Monday, May 18 – Friday, May 22, 2020</td>
<td>Intercession and Benchmark Assessments (MAP Testing – English, Science, Math) Individual Student/Parent Conferences</td>
</tr>
<tr>
<td>Monday, May 25, 2020</td>
<td>Memorial Day Observed – No school</td>
</tr>
<tr>
<td>Saturday, May 30, 2020</td>
<td>ODA Growth Institute 9:00 am – 12:00 pm (new students only)</td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>Monday, June 1 – Thursday, June 4, 2020</td>
<td>Final Exam Schedule – early dismissal School Celebration – Last Day of School</td>
</tr>
<tr>
<td>Friday, June 5, 2020</td>
<td>End of Semester/Teacher Workday</td>
</tr>
<tr>
<td>Week of June 8 - 12, 2020</td>
<td>Teacher PD/ Prep for Summer Institute Report Cards (for second semester) mailed home</td>
</tr>
<tr>
<td>Monday, June 15 – Friday, June 26, 2020</td>
<td>Summer Institute for 2020 Freshman class: 7:45am–3:00pm Feveitokai’aki (Unity)</td>
</tr>
<tr>
<td>Friday, June 26, 2020</td>
<td>Last Day of school for ODA teachers and staff</td>
</tr>
</tbody>
</table>

Revised May 15, 2019
Appendix 15: Bell Schedule
# Oxford Day Academy Bell Schedule

**2019-20**

**Mondays: 7:45am – 2:00pm**  
**Tuesdays, Wednesdays and Thursdays: 7:45am – 4:30pm**  
**Fridays: 7:45am – 12:30pm**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harambee 8:00-8:50</td>
<td>Electives 8:00-8:45</td>
<td>Electives 8:00-8:45</td>
<td>Electives 8:00-8:45</td>
<td>Electives 8:00-8:45</td>
</tr>
<tr>
<td><strong>Morning Studio Block and RTI 9:00-12:15</strong></td>
<td><strong>Morning Studio Block and RTI 9:00-12:15</strong></td>
<td><strong>Morning Studio Block and RTI 9:00-12:15</strong></td>
<td><strong>Morning Studio Block and RTI 9:00-12:15</strong></td>
<td><strong>Cañada College (Spanish class) and Intervention Block 9:00-12:15</strong></td>
</tr>
<tr>
<td>Lunch 12:15-1:00</td>
<td>Lunch 12:15-1:00</td>
<td>Lunch 12:20-1:00</td>
<td>Lunch 12:20-1:00</td>
<td>Lunch 12:15 – 1:00</td>
</tr>
<tr>
<td><strong>Afternoon Studio Block 1:00-1:50</strong></td>
<td><strong>Afternoon Studio Block 1:00-1:50</strong></td>
<td><strong>Afternoon Studio Block 1:00 - 1:50</strong></td>
<td><strong>Afternoon Studio Block 1:00-1:50</strong></td>
<td><strong>Afternoon Studio Block and RTI 1:00-2:30</strong></td>
</tr>
<tr>
<td><strong>Intervention Block (RTI) Math Juniors 2:00 – 2:50</strong></td>
<td><strong>Intervention Block (RTI) English Freshmen, Sophomores, Juniors 2:00 – 2:50</strong></td>
<td><strong>Intervention Block (RTI) Math Sophomores 2:00 – 2:50</strong></td>
<td><strong>Field Experience Office Hours 3:00 – 4:30pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Field Experience Office Hours 3:00 – 4:30</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RTI – Response to Intervention (math and English)**  
**Harambee: whole school community meeting**

Revised July 20, 2019
Appendix 16: Instructional Materials
OXFORD DAY ACADEMY  
2019 -2020  
Key Instructional Materials

English 9:

**Curriculum:**  
Writer's Inc.  
IXL for English (supplementary)  
Newsela (supplementary)

**Reading List:**  
I Know Why The Caged Bird Sings  
Things Fall Apart  
House On Mango Street  
To Kill A Mockingbird  
Kite Runner  
Romeo and Juliet  
The Help  
Kindred

English 10:

**Curriculum:**  
Writer's Inc.  
IXL for English (supplementary)  
Newsela (supplementary)

**Reading List:**  
The Things They Carried  
March  
Raisin In The Sun  
The Joy Luck Club  
How The Garcia Girls Lost Their Accent

English 11:

**Curriculum:**  
Writer's Inc.  
IXL for English (supplementary)  
Newsela (supplementary)
**Reading List:**
The Crucible  
Narrative of a Slave  
Native Son  
The Brief Wondrous Life of Oscar Wao

**Math**


Mathematics Assessment Resource Project (MARS), problems modeled by Dan Myers’ 3-Act-Tasks, including the SNACKS science and math tasks published by the Exploratorium.


**Science**

Links to the digital textbooks we use:  
Biology:  
https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/  
Khan Academy: High School Biology  
Chemistry:  
https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/  
The Periodic Table, A Story by Michael P. Finnegan And Ryan Nurmera  
Khan Academy: Chemistry  
Physics:  
https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/  
Khan Academy: Physics  
Materials are also pulled from:  
https://www.thoughtco.com/  
https://sciencing.com/  
https://www.nature.com/scitable/
Social Studies and History

Homeschool curriculum
Time for learning
k12.com
UC Scout Curriculum
Newsela
Appendix 17: Professional Development Plan and Calendar
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/18</td>
<td>Successes and Challenges of first few days of school</td>
</tr>
<tr>
<td></td>
<td>Harambee Discussion</td>
</tr>
<tr>
<td>8/22/18</td>
<td>What is your philosophy regarding discipline</td>
</tr>
<tr>
<td>8/24/18</td>
<td>Staff Meeting: Student Concerns</td>
</tr>
<tr>
<td>8/29/18</td>
<td>Critical Thinking and Social Emotional Learning (SEL)</td>
</tr>
<tr>
<td></td>
<td>Evaluation Institute Seminar</td>
</tr>
<tr>
<td></td>
<td>Grading Policy</td>
</tr>
<tr>
<td>9/5/18</td>
<td>Completion of Scope and Sequence and Course Syllabus</td>
</tr>
<tr>
<td>9/19/18</td>
<td>Psychological Services: Drs. Shawn Frugé and Alexis Green-Frugé</td>
</tr>
<tr>
<td></td>
<td>Reviewing and Understanding Students’ IEP</td>
</tr>
<tr>
<td></td>
<td>Student Support</td>
</tr>
<tr>
<td>9/26/18</td>
<td>Understanding Response to Intervention (RTI) and Teacher Expectations</td>
</tr>
<tr>
<td></td>
<td>Review Student MAP Data</td>
</tr>
<tr>
<td>10/10/18</td>
<td>Adolescent Counseling Services</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/17/18</td>
<td>Discussing Pain Points of RTI</td>
</tr>
<tr>
<td>10/24/18</td>
<td>Critical Thinking Problem Solving and Intellectuals Character</td>
</tr>
<tr>
<td></td>
<td>Through SEL Strategies</td>
</tr>
<tr>
<td>10/31/18</td>
<td>No Meeting</td>
</tr>
<tr>
<td>11/4/18</td>
<td>Camp Lead Training</td>
</tr>
<tr>
<td></td>
<td>Supporting EL Students</td>
</tr>
<tr>
<td>11/7/18</td>
<td>Designing and Facilitating Group Work</td>
</tr>
<tr>
<td>11/29/18</td>
<td>PowerSchool</td>
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<tr>
<td></td>
<td>Student Concerns</td>
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<tr>
<td></td>
<td>Camp Lead</td>
</tr>
<tr>
<td>12/5/18</td>
<td>Planned Parenthood – Sex Ed</td>
</tr>
<tr>
<td>12/12/18</td>
<td>Map and MESH Survey – Data Dashboard Presentation</td>
</tr>
<tr>
<td></td>
<td>New Class Schedule Proposal</td>
</tr>
<tr>
<td>1/7/19</td>
<td>SEL Competencies and Core Competencies for Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>EL Students</td>
</tr>
<tr>
<td></td>
<td>Prospective Teacher Candidates</td>
</tr>
<tr>
<td></td>
<td>Kid Talk</td>
</tr>
<tr>
<td>1/16/19</td>
<td>Teacher Preparation for ODA Board Presentation</td>
</tr>
</tbody>
</table>
1/23/19  A-G  Course Description and Write-up for UC Approval

1/30/19  Professor Paul Kim from Stanford: SMILE Presentation – Developing Inquiry Based Questions

3/6/19  Self-Management in Class/Curriculum
          Core Content for SEL Support
          PowerSchool Holes

3/13/19  MAP Data
          What was our growth?
          What is our new snapshot?
          How do 9th graders last year compare to 9th graders this year?

3/20/19  RTI Update
          PowerSchool

3/27/19  Kid Talk

4/9/19  Growth Institute
          What skills do we want to see from in-coming 9th graders?

4/11/19  Growth Institute

4/17/19  Community Response to Academic Management (CRAM)

4/24/19  KID TALK
5/8/19  Preparing for Spring MAP Testing

What do we need to reset (Alignment of Philosophy and Practice) for next year?

Star Vista Presentation: Crisis Intervention and Suicide Prevention

5/22/19  Teacher Self-Assessment

MAP Testing

San Mateo County of Education Annual Visit

Summer Staff Professional Development
Appendix 18: Assessment Plan and Calendar
Oxford Day Academy

INDIVIDUALIZED EDUCATION PLAN/ASSESSMENT MASTER CALENDAR

DATE: August 2019-June 2020

(I) Initial  (T) Triennial  (A) Annual  (R) Re-evaluation

List all services: OT, PT (District or CCS), Speech, Vision, Adapted PE, Deaf/HH, ERMHS, DIS Counseling, and SAI etc.
List Due Date and fill in actual date

<table>
<thead>
<tr>
<th>August-September 2019</th>
<th>October 2019</th>
<th>November 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG (T, A, SLD, SAI)</td>
<td>KG (T, A, SLD, SAI)</td>
<td>MB (A, OHI, SAI)</td>
</tr>
<tr>
<td>December 2019</td>
<td>January 2020</td>
<td>February 2020</td>
</tr>
<tr>
<td>MJ (A, SLD, SAI)</td>
<td>MJ (A, SLD, SAI)</td>
<td>JR (T, A, SLD, SAI)</td>
</tr>
<tr>
<td>BV (A, SLD, SAI)</td>
<td>BV (A, SLD, SAI)</td>
<td></td>
</tr>
<tr>
<td>March 2020</td>
<td>April 2020</td>
<td>May-June 2020</td>
</tr>
<tr>
<td>FC (A, SLD, SAI)</td>
<td>FC (A, SLD, SAI)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 19: SST Process Description and Sample Forms
What is the Student Support Team?

The Student Support Team (SST) is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral. Each building level team is comprised of such persons as administrator, classroom teacher, requesting teacher, special education teacher, counselor, school psychologist, special education resource person, school social worker or central office personnel. Parental involvement is also a critical part of the Student Support Team process.

This interdisciplinary group which plans for interventions in a student’s education program shall engage in a six-step process to include: (1) identification of needs, (2), academic and/or behavior plan, (3) implementation, (4) follow-up and support, and (5) continuous monitoring and evaluation, (6) assessment, if necessary.

Students who are experiencing difficulties, in a number of areas, benefit from the activities of the Student Support Team. This includes students who are experiencing a lack of progress as well as those students who are in need of a more challenging academic program. At any time during this process, if the team has sufficient evidence that the student has a disability, the team should determine whether an evaluation or 504 Plan is necessary. For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SST may bypass implementation of alternative strategies prior to referral. The reason(s) for bypassing this process must be clearly documented.
RTI Tier II: Individualized Academic Plan

Student: ___________  Parent: ___________  Date of Implementation: ___________

The Student Support Team has determined the following Tier II level of services for (student) based on review of multiple measures of student performance, i.e., test, Harkness, class work; homework, progress report, report card, parent requests. The following intervention services will be implemented in order to monitor progress on student goals and performance:

<table>
<thead>
<tr>
<th>Description of Service</th>
<th>Time &amp; Location of Service</th>
<th>Appointed Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Accountability Tracker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Time on Assignments and Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make-Up Assignments for Credit</td>
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</tbody>
</table>
Appendix 20: English Learner Reclassification Policy and Sample Forms
Contents

I: STUDENT IDENTIFICATION, ASSESSMENT, PROGRAM PLACEMENT, AND RECLASSIFICATION PROCEDURES .......................................................... 4

  Initial Identification and Assessment of English Learners .................................................. 4
  Step 1: Enrollment and the Home Language Survey .......................................................... 4
  Step 2: ELPAC Administration and English Language Designation .................................. 4
  Step 3: Student Classification and Placement ...................................................................... 5
  Staff Professional Development .......................................................................................... 5
  Parental Training and Involvement ...................................................................................... 5
  Parental Exception Waivers .................................................................................................. 6

II: RECLASSIFICATION ............................................................................................................. 8

  Monitoring Progress of Reclassified Students ..................................................................... 10
  Ongoing Monitoring of Student Achievement ...................................................................... 10

III: TEACHING AND LEARNING: ESSENTIAL ELEMENTS ..................................................... 11

  English Language Development Instruction ........................................................................ 11
  Monitoring of Implementation of ELD Instruction .............................................................. 12
  Access to the Core Curriculum ............................................................................................ 12
  Catch-up Plan for Students Not Making Progress ............................................................... 12

  Monitoring the Progress of Students on a Catch-Up Plan .................................................. 13

IV: STAFFING AND PROFESSIONAL DEVELOPMENT ........................................................... 13

V: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY ..................................................... 13

  Evaluation of English Learner Programs and Services ....................................................... 14

    Inputs: Do English learners receive effective programs and services? .............................. 14

    Student Outcomes: Are language-minority students experiencing success in school? ....... 14

  School Improvement Planning and Evaluation Processes .................................................. 14

  Reclassification of Students with Disabilities ................................................................. 15

    Special Education Services .............................................................................................. 15

  Curriculum for English Language Learners ....................................................................... 16

  Parent and Community Participation .................................................................................. 16

VI: PARENT AND COMMUNITY INVOLVEMENT ................................................................. 17

  Communication and Outreach ............................................................................................ 17

  English Learner Advisory Committees ............................................................................. 18

    ELAC Bylaws .................................................................................................................... 18

  Election of ELAC Members ............................................................................................... 18
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAC Functions</td>
<td>18</td>
</tr>
<tr>
<td>Training for ELAC Members</td>
<td>18</td>
</tr>
<tr>
<td>Planning and Coordination of ELAC Meetings</td>
<td>18</td>
</tr>
<tr>
<td>Delegation of Responsibilities to the School Site Council</td>
<td>19</td>
</tr>
<tr>
<td>State and Federal English Language Learner Compliance</td>
<td>19</td>
</tr>
<tr>
<td>Storage of English Learner Data in PowerSchool SIS (Student Information System)</td>
<td>19</td>
</tr>
<tr>
<td>English Language Learners who Transfer into Oxford Day Academy</td>
<td>21</td>
</tr>
</tbody>
</table>
I: STUDENT IDENTIFICATION, ASSESSMENT, PROGRAM PLACEMENT, AND RECLASSIFICATION PROCEDURES

Initial Identification and Assessment of English Learners

Oxford Day Academy (ODA) identifies, assesses and reports each student with a primary language other than English and makes an appropriate program placement based on English language proficiency.

Oxford Day Academy Charter School follows state guidelines for the enrollment, assessment, placement, monitoring, and reclassification of English Learner students.

Step 1: Enrollment and the Home Language Survey

Oxford Day Academy (ODA) is a not-for-profit, free and public charter school whose enrollment is open to any student wishing to enroll in grades 9-12. Every student who wishes to enroll is given a Home Language Survey. The purpose of this survey is to allow for Oxford Day Academy staff the opportunity to assess student language proficiency. New students whose Home Language Survey indicate a language other than English on 3 or more criteria areas are scheduled to be administered the Initial English Language Proficiency Assessment for California (ELPAC). Students who are administered this exam will either be placed in the English Language Learner Program or be identified as Initially Fluent English Proficient and placed in the general education program.

The questions on the Home Language Survey are as follows:

1) Which language did your child learn when he/she first began to talk?
2) Which language does your child most frequently speak at home?
3) Which language do you (the parents or guardians) most frequently use when speaking with your child?
4) Which language is most spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

The results of each student’s Home Language Survey will be recorded in PowerSchool, the Oxford Day Academy student information system. Oxford Day Academy is not a school that offers a dual immersion or other specified school-wide language program, so all English Learner student’s will be tagged with a code indicating they will receive ELD and SDAIE (Specially Designed Academic Instruction in English) support. All language designation status’ will be cross-referenced through CALPADS (California Longitudinal Pupil Achievement and Data System).

Step 2: ELPAC Administration and English Language Designation

The English Language Proficiency Assessment for California or ELPAC is administered to all students in grades TK through 12 who are new to the public-school system of California. Students must be given this exam within 30 days of enrollment and once each year thereafter.
(if determined to be English Learners) every year until the student is reclassified or exited out of the program.

**Transfer Students from another California Public or Charter School.** Students who transfer into Oxford Day Academy Charter School from another public or charter school within California will have their latest scores requested and forwarded to Oxford Day Academy for proper documenting in the Student Information System. The staff designee for student testing and assessment will be responsible for ensuring the records are requested, received, recorded in PowerSchool, and that the student receives the appropriate summative ELPAC each year until reclassification.

**Transfer Students from Private Schools or Schools Outside of California.** Students who transfer into Oxford Day Academy from private schools or schools outside of California (including from other countries) will be entered into PowerSchool, Student Information System effective the date of their actual enrollment. Next, the Home Language Survey results will be analyzed and if it indicates a language other than English for 3 of the 4 categories, students will be administered the ELPAC.

**Step 3: Student Classification and Placement**

Based on the initial ELPAC results, students will be identified as English Language Learners or Initially Fluent English Proficient. Students who are identified as English Language Learners are tagged in the language screen in PowerSchool and given instruction at integrated and designated times of the day on English Language reading, writing, and oral language skills. Students whose initial ELPAC identifies them as non-English Language Learners will be tagged as IFEP in PowerSchool and be given non-English Language Development instruction. Students identified as English Language Learners will be administered the ELPAC and be instructed using ELD an SDAIS strategies according to their ELL code until the student matriculates from Oxford Day Academy or is Reclassified.

**Staff Professional Development**

Oxford Day Academy teachers and instructional support staff will receive frequent and ongoing professional development on instructional strategies that target English Language Learner students throughout the school year. Topics to be covered with staff include:

- 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

**Parental Training and Involvement**
Oxford Day Academy recognizes the importance of ongoing and frequent parental involvement. To address this need with English Learner students specifically, Oxford Day Academy will comprise an English Language Advisory Council which is an advisory only committee that meets monthly to discuss the programs offered to English Learner Students, analyze the success of those programs, and make recommendation to the School Site Council regarding additional programs or program modifications that seek to improve attendance, increase student outcomes, and provide at-home support to parents of English Learner Students. This advisory council will receive training in accordance with state guidelines as specified in 20 USC 6312[g][4]; E.C. Sections: 62002.5; 35147; 52176 and 52168; and Title 5. CCR, Section 11308.

Parental Exception Waivers

Purpose

Ed. Code §§305, 306, 310, 311 requires that the basic program for all English Learners is one that is taught overwhelmingly in English. However, English Learner instruction may be waived by parent request for a child to enter into a bilingual program.

Parent Notification

1. Waivers are also used for students whose parents request that they do not receive ELD instruction in the program that was recommended by Oxford Day Academy.
2. Waivers are not needed for EOs or Special Education EL students with an Individualized Education Plan (IEP), which calls for primary language instruction or primary language support.
3. By State law, a Parental Exception Waiver is required to enter immersion programs. Currently, Oxford Day Academy has no immersion programs. English Learner students in immersion programs still receive ELD instruction.
4. Waivers are not required in order for students to receive primary language support within Structured English Immersion (SEI) or Mainstream Programs, as long as these programs are provided overwhelmingly in English.
5. Parents must be provided with written notification of the student’s placement, all educational opportunities available, and the opportunity to apply to request a waiver.
6. If an Alternative Bilingual Program is not available, the parent will be notified and given a copy of parent rights to reapply to an alternative Bilingual Program in the future. The student will be placed in a Structured English Immersion (SEI) or English Language Mainstream setting, based on the student’s level of English language proficiency.

Types of Parental Exception Waivers

Parental Waiver from English Learner Program.

Student ID ____________________________ School Year
Student has been assigned to participate in the ELD program at Oxford Day Academy.

Students are placed in this program when the results of the English Language Proficiency Assessments for California (ELPAC) indicate she or he qualifies for English Language Development support. This placement is required by the California Department of Education. As an English Language Learner your student may receive small group instruction from specially trained and credentialed teachers of English Language Development. Additionally, English language learners may receive tutorial assistance from native language speakers to ensure access to the core curriculum during the period of English language acquisition.

I, _______________________________, do hereby release Oxford Day Academy from its obligation to provide the most appropriate placement of English Language Development instruction for _______________________________.

I understand that waving these services may significantly compromise the academic progress of this student.

______________________________  ________________________________
Signature-Parent or Guardian    Date
Reclassification

Oxford Day Academy will consider 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.

______________________________
Signature-ELD Administrator or Designee

Date

Annual Parent Notification

Parents are notified yearly their child's designation along with the ELPAC results.

Parental Exception Waivers Procedures

All Oxford Day Academy School teachers will be certified to provide EL instruction. However, Oxford Day Academy will set up a special program recommended to all EL students. Parents wishing to withdraw students from the recommended EL Program must follow the steps below:

1. Should a parent/guardian request a waiver from the recommended program, s/he will first contact the EL staff member at the site. The EL staff member can refer the guardian or parent to the Director of Curriculum send in the site's recommendation to the Director.
2. The Director of Curriculum will meet with the parent to discuss and/or clarify the EL Program and its purposes.
3. Should the parent still wish to request the waiver, the Director will review the recommendation from the site.
4. The Director of Curriculum and the parent sign the waiver and the parent is given a copy.
5. The Director of Curriculum keeps a copy on file in the school's office and notifies the appropriate staff.
6. EL students with signed waivers will be monitored by the EL Teacher or Site EL Administrator and receive EL instruction as appropriate.

Approval, Denial and Appeal Procedures

Parent waivers cannot be denied by the school district.

Annual Reporting

Waivers are reported annually to CalPads.
Monitoring Progress of Reclassified Students

After students have been reclassified, performance will be 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.

Ongoing Monitoring of Student Achievement

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.

III: TEACHING AND LEARNING: ESSENTIAL ELEMENTS

English Language Development Instruction

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency—that is, the language, thinking, and learning tools needed to achieve grade-level content standards across the curriculum. The goal of ODA’s English language development program is to enable English learners to develop communicative competence as well as academic English language proficiency in order that they have full and equal access to ODA’s educational program. Teachers are to provide English learners with both English language development (ELD) and English language arts (ELA) instruction appropriate to each student’s assessed level of proficiency. Further, teachers will work to ensure that English learners meet both ELD standards as well as grade-level ELA standards. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of ODA’s average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum as a result of language barriers. Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices, as identified in Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010).

At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
2. Students are to be placed in ELD and/or ELA instruction on the basis of English Language level results on the ELPAC.
3. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.
4. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards.
5. Teachers are to utilize research-based best teaching practices, as outlined in Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.
6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.
Monitoring of Implementation of ELD Instruction

The principal is responsible for monitoring the implementation of ELD programs and instruction at the site.

Access to the Core Curriculum

At the secondary level, English learners at the CELDT Beginning and Early Intermediate levels should be enrolled in dedicated SDAIE courses, where enrollments permit formation of such classrooms. Students at the Intermediate level may be placed in SDAIE and/or mainstream content courses depending on individual need. Students at the Early Advanced or Advanced levels will enroll in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to differentiate instruction for these students.

SDAIE instruction is to conform to six essential design standards and otherwise be aligned with Improving Education for English Learners: Research-Based Approaches:

1. Each unit of study and/or lesson is to address both content and language objectives and instructional activities are to integrate content learning and language development.
2. The teacher is to adapt the teaching of content to all levels of student proficiency.
3. Content objectives are to address or provide onramps to grade-level standards.
4. Teachers are to differentiate instruction, based on level of student proficiency, utilizing best teaching practices commonly associated with effective SDAIE instruction.
5. Teachers are to utilize differentiated assessment procedures, appropriate to level of student proficiency, to evaluate both mastery of content and student progress.
6. Teachers are to use both district-adopted programs and supplemental materials and ancillaries designed to provide English learners with access to core curricular areas.

The principal is responsible for monitoring the implementation of programs and instruction providing access to the core curriculum.

Catch-up Plan for Students Not Making Progress

ODA will establish a plan for monitoring and overcoming any academic deficits English learners have incurred while acquiring English. The plan will be 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.

**IV: STAFFING AND PROFESSIONAL DEVELOPMENT**

If English learners are to have access to a high-quality education and experience academic success, their needs must be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English, and content instruction delivered in students’ primary language.

The principal is responsible for ensuring that teachers are assigned appropriately to classrooms. ODA is committed to recruiting, developing, and retaining teachers who are highly qualified to teach English learners. Local recruitment goals and strategies call for the recruiting and hiring of teachers who reflect the diversity of ODA’s students and for provision of incentives for teachers to accept employment. Retention goals focus on providing new teachers with high levels of mentoring and support and for the improvement of working conditions for teachers. Finally, ODA is committed to improving teacher quality through ongoing professional development and support, improved teacher evaluation, and the strengthening of professional learning communities in the schools. ODA and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners.

**V: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**
Oxford Day Academy will conduct an annual evaluation of English learner programs and services to determine program effectiveness. ODA will examine evaluation data, assess needs, and identify program improvement priorities for action.

**Evaluation of English Learner Programs and Services**

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.

Reclassification of Students with Disabilities

All students with IEPs shall be considered for reclassification with input from the EL designee and IEP team combined. In addition to meeting the standard reclassification criteria for non-disabled students, IEP teams shall use, in lieu of CAASPP ELA scores, student progress on ELD goals written in the student’s IEP. Students must show mastery of those goals as evidenced by work samples, prior to being considered for reclassification. The EL designee will meet with the IEP Team to analyze all data to determine if reclassification is appropriate for the student being considered. These teams may meet only once during an academic year, preferably in February so as to give sufficient time for the student with a disability additional time to work towards mastery of IEP ELD and grade level standard goals.

Special Education Services

English learners must have equitable access to the same education programs and services as English-speaking students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. ODA will ensure that all notification requirements governing prior written notice be provided to the parent or legal guardian of the child in a language they understand. The IEP of an English learner must include: (1) as part of the statement of the student’s academic achievement, an analysis of the relationship of academic performance to the student’s proficiency in English; (2) a goal for English language development that includes the identification of specific standards (objectives) in oral language, reading, and writing that are to be met; (3) a description of how the ELD goal, as well as other academically-related goals, are to be met through use of differentiated instruction that is specially designed to meet the needs of English Learners; and (4) a description of how the student’s progress in ELD will be measured. Each English learner who has been placed in a special education program will receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team is to determine how these services are to be delivered.
Curriculum for English Language Learners

Oxford Day Academy uses a blended model approach to developing student English Language skills. During designated ELD, English Learner students are presented with multiple opportunities to develop listening, speaking, reading, comprehension and writing skills. Teachers use core instructional materials, as well as student data, to design instructional lessons that are based on SDAIE strategies and that align with ELD and California English Language Arts Common Core standards. All Oxford Day Academy teachers will have English Learner authorizations through the California Commission on Teacher Credentialing.

Use of SDAIE Strategies. Oxford Day Academy uses SDAIE Strategies in all subject areas. This approach to instruction focuses teaching and learning on acquiring necessary language development skills with occasional support in the primary language. This bridge allows teachers the ability to use the primary language, in addition to pictures and other visuals to help students form better connections and learn about content through comprehension of content, rather than simple language input and output. This approach heavily emphasizes vocabulary development, verbal interactions with peers, kinesthetic/tactile associations to build content relatability, and the use of visuals to anchor concepts. The consistent and frequent interexchange of content and language in the SDAIE classroom is one that is research-based and proven to be effective.

Metacognition and Writing. Coherent and relevant writing is one of the highest depictions of student academic success. Metacognition expressed through writing for the English Learner, when done successfully, is evident when the student can present a topic, identify the main concept, and write detailed sentences that elaborates on the topic while simultaneously using academic vocabulary and referencing other concepts while maintaining coherence and focus. Oxford Day Academy teachers provide English Learners multiple opportunities to develop this deeper level of writing through designated writing blocks, focused writing instruction, and incremental writing that develops sequentially over time. Through peer-to-peer writing review, students develop oral language development by using accountable talk structures that are predetermined by the teacher and as appropriately dictated by the lesson taught. These accountable talk exchanges are informally evaluated by the teacher and guidance and input are provided to students on-demand which helps to better guide students through the writing process.

Parent and Community Participation

Family involvement is a critical component to student success, which is why Oxford Day Academy encourages ongoing, positive and frequent social-emotional and academic parental
involvement. Parents are involved in their student’s academic career through parent meetings, weekly classroom/grade level newsletters, monthly newsletters, school-wide activities, and parent meetings that meet to discuss topics such as:

- Oxford Day Academy’s process for identifying and placing English Learner students
- Parent notification of student’s eligibility and placement in English Learner programs
- Letter regarding student initial ELPAC results
- School-wide instructional goals for English Learners
- Student academic performance in CORE subject areas
- Results of progress monitoring of English Learner students on grade level benchmark exams, school-wide trimester exams, and state assessments (ELPAC Summative, CAASPP, and PFT)

VI: PARENT AND COMMUNITY INVOLVEMENT

Oxford Day Academy will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. ODA and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

Communication and Outreach

ODA will ensure that communication with the parents and families of English learners is ongoing, meaningful:

1. Oxford Day Academy will inform parents how they can be involved in the education of their children and actively assist their children to attain full proficiency in English, achieve at high levels in core academic subjects, and meet challenging state content and achievement standards.

2. ODA will communicate in languages that parents and families understand. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district will be written in the primary language(s) as well as in English.

3. The school will provide opportunities for parents to be active participants in the life of the school by volunteering in the classroom, attending parent meetings and events, serving on the school’s English Learner Advisory Committee (ELAC), or being a part of the School Site Council.

4. The SCHOOL notifies parents of the results of initial ELPAC testing. The school notifies parents annually of their child’s level of English proficiency and of program placement recommendations.

5. The school notifies parents when their child meets criteria for reclassification and actively encourages them to be involved in the reclassification process.
ODA will maintain an archive of all parent notification documents. The school will place all parent notification documents in the child’s cumulative folder.

**English Learner Advisory Committees**

Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.

**ELAC Bylaws**

The ELAC will be encouraged to develop and adopt bylaws that describe the election procedures, terms, and requirements of ELAC members and officers; and establish meeting times and the number of attendees needed for a quorum.

**Election of ELAC Members**

Each year, by October 15, the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC. The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. If a member is replaced during the year, the replacement serves for the remainder of the school year. Other members of the ELAC are to be selected in accordance with each site’s ELAC bylaws. ELAC officers will be selected and replaced, as needed, in accordance with ELAC bylaws.

**ELAC Functions**

Each site will ensure that the ELAC carries out the following functions each year:

1. Advising the School Site Council (SSC) on the development of the school’s Single Plan for Student Achievement (SDIP), ensuring that English learners have equitable access to state and federal funds and that they benefit fully from activities supported under the site plan;
2. Advising the principal and staff on the school's program for English learners;
3. Helping the school conduct an annual school needs assessment and ensure that the results are used to shape school improvement priorities and directions;
4. Supporting the school’s efforts to make parents aware of the importance of children’s regular school attendance.

**Training for ELAC Members**

The school will provide training to ELAC members that enables them to carry out their legal responsibilities. The training is to be planned in full consultation with ELAC members.

**Planning and Coordination of ELAC Meetings**
The principal or designee will coordinate communication between the school and home and will work with ELAC officers to schedule ELAC meetings and other activities. The principal or designee will meet with ELAC officers to help plan meeting agendas and will attend meetings. The site will hold at least six ELAC meetings each year. The ELAC officers will conduct meetings.

**Delegation of Responsibilities to the School Site Council**

The ELAC may delegate its duties and responsibilities to the School Site Council provided that the parents of English learners are represented on the SSC constitute the same percentage of the membership as their children represent the student body. This delegation of authority is to be documented in the minutes of the SSC and kept on record at the school site.

**English Learner Program Evaluation.** At the close of each school year, Oxford Day Academy administration, along with will the Academic Leadership Team and Language Assessment Team will take an in-depth analysis of the programs and services offered to English Learners by analyzing student outcomes, reviewing how teachers use teaching and learning to respond to student outcomes, and make recommendations for enhancements to programs to improve resources and strategies for English Learners. Oxford Day Academy will take into consideration:

- Annual reclassification goals prescribed by Oxford Day academy’s Local Control Accountability Plan (LCAP) and LCAP Addendum
- Monitoring of local and state assessment results of English Learners
- Oxford Day Academy Charter School Charter Document
- Monitoring of student performance in CORE subject areas
- Training classroom teachers on effective strategies for English Learner students

**State and Federal English Language Learner Compliance**

**Teacher authorization to teach English Language Learners.** Oxford Day Academy teachers will meet state and federal minimal EL authorization requirements by the completion of additional coursework in an approved California Teacher Credentialing program, or by the passage of an exam administered in the state of California and approved by the California Commission on Teacher Credentialing. Oxford Day Academy teachers will carry either an English Learner Authorization/CLAD certificate or a Bilingual Authorization. Teachers who carry an EL Authorization/CLAD certificate are authorized to provide English Language Support through Specially Designed Academic Instruction in English (SDAIE). Teachers who carry a Bilingual Authorization are authorized to provide English Language Development and Specially Designed Academic Instruction in English (SDAIE), as well as provide primary language instruction or support in the CORE subject areas in the student’s primary language.

**Storage of English Learner Data in PowerSchool SIS (Student Information System)**

Oxford Day Academy uses PowerSchool Student Information System to house its student data. Data in PowerSchool is matched against data contained in the California Longitudinal Pupil
Achievement Data System (CALPADS) which serves as the point of accuracy for comparing data input into the PowerSchool system. Ongoing monitoring and matching of data between these two systems are conducted regularly. The data reported in the Fall 1 report of the CALPADS systems serves as the point of reference for accountability as it relates to the number of English Learners at Oxford Day Academy, the services they receive, the manner in which those services are delivered, as well as initial and summative outcomes on the ELPAC.

PowerSchool will tag English Learner students according to their English Learner status as follows:
EO = English Only (no other language indicated on the Home Language Survey)
EL = English Learner (status updated based on results from Initial ELPAC)
IFEP = Home Language Survey indicated a language other than English, however the student achieved an overall Level 4 on the initial ELPAC)
RFEP = English Learner who satisfied all requirements to be reclassified

The following flow map shows how Oxford Day Academy will ensure that students are placed in the proper language proficiency category:

The following fields in PowerSchool SIS will be populated to ensure proper documentation of English Learner data for accountability and progress monitoring purposes:
- English Proficiency
Language Instruction/Program Participation in PowerSchool. Oxford Day Academy will identify the program participation of all English Learners as **ELD and SDAIE**. Any changes to the English Language data may be made by school administration only, after having verified the accuracy of the data prompting the data change. Data changes made in PowerSchool will also be made simultaneously in CALPADs by the Oxford Day Academy CALPADS data manager and only at the request of Oxford Day Academy Administration.

**English Language Learners who Transfer into Oxford Day Academy**

Oxford Day Academy will follow a specific process for requesting student records, including records relating to student English Learner status. The following steps will be taken by the designated Oxford Day Academy staff:

1) Designated Oxford Day Academy staff will submit a formal Request for Records/Cum to the previous school.
2) Oxford Day Academy will allow for up to 15 calendar days from the date of the request to receive the student cum.
3) Once the Records/Cum has been received, the English Learner portion of the cum and all supporting documents will be reviewed by the administrator in charge of English Learners.
4) The administrator in charge of English Learners will work with office personnel to request copies of missing and necessary data: report cards, previous ELPAC scores, previous program participation information.
5) The administrator in charge of English Learners will then work with the classroom teacher to review the academic level of the student, review report card grades and comments from the sending school, assess the student using Oxford Day Academy school-wide assessments, and use all data available to plan instruction that will meet the student at their incoming academic capacity and move the student in the academic direction as prescribed by school-wide English Learner academic goals.
6) The administrator in charge of English Learners will continue to progress monitor student performance until the student is reclassified and exited from the English Learner program.
Appendix 21: Bibliography of Research References


Compiled and adapted from Resolving Conflict Creatively, Educators for Social Responsibility, 1996; Illinois Learning Standards <http://www.isbe.state.il.us/ils/social_emotional/standards.htm>; The 5 SEL skills are taken from the Collaborative on Academic, Social, Emotional and Learning <http://casel.org>.


Emdin, Christopher. For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education. Beacon Press, 2016.


Appendix 22: Oxford Day Academy Promotion Policy / Graduation Requirements
## Oxford Day Academy (ODA) Graduation & Promotion Requirements

### Graduation

Oxford Day Academy offers a comprehensive academic program aligned with California's University Admissions Requirements (A-G). Below ODA requirements are displayed in comparison to the required and recommended courses for University of California and California State Universities. In order to graduate, students must successfully complete each of the required courses with a grade of "C" or better.

<table>
<thead>
<tr>
<th>a-g</th>
<th>Content Area</th>
<th>ODA Required</th>
<th>Total Units</th>
<th>UC/CSU Required</th>
<th>Total Units</th>
<th>UC/CSU Recommended</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>History*</td>
<td>3 Years</td>
<td>6.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
<td>6.0</td>
</tr>
<tr>
<td>b</td>
<td>English</td>
<td>4 Years</td>
<td>8.0</td>
<td>4 Years</td>
<td>8.0</td>
<td>4 Years</td>
<td>8.0</td>
</tr>
<tr>
<td>c</td>
<td>Math</td>
<td>4 Years</td>
<td>6.0</td>
<td>3 Years</td>
<td>6.0</td>
<td>4 Years</td>
<td>8.0</td>
</tr>
<tr>
<td>d</td>
<td>Science**</td>
<td>2 Years</td>
<td>4.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
<td>6.0</td>
</tr>
<tr>
<td>e</td>
<td>Language</td>
<td>2 Years</td>
<td>4.0</td>
<td>2 Years</td>
<td>4.0</td>
<td>3 Years</td>
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<td>4.0</td>
<td>2 Years</td>
<td>4.0</td>
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<tr>
<td>g</td>
<td>Electives</td>
<td>***</td>
<td>0.0</td>
<td>1 Year</td>
<td>2.0</td>
<td>1 Year</td>
<td>2.0</td>
</tr>
<tr>
<td>CA</td>
<td>Physical Education*</td>
<td>2 Years</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*California Department of Education requires 3 years of History and 2 years of Physical Education

**Science requirements includes one Life Science and one Physical Science course

*** G requirements satisfied by 3rd year of History (A)

### Grade Level Promotion

Students must successfully complete minimum number of course units to be promoted to the next grade level, earning a "C" or higher in a minimum of four "core classes" each year, earning at least 8 credits in courses required for graduation. Each successfully completed semester course earns 1 credit. Students who do not successfully earn this minimum number of credits may be retained their current grade level and reclassified into a different grade.

<table>
<thead>
<tr>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Minimum Required Credits Necessary</td>
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<tr>
<td>Total Required</td>
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<tr>
<td>Credits Possible</td>
<td>10 total</td>
<td>24 total</td>
<td>36 total</td>
<td>48 total</td>
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</table>

### Courses Offered by Grade Level

<table>
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<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Science</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Language</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Language</td>
<td>History</td>
<td>Electives</td>
</tr>
<tr>
<td>Writing /Technology*</td>
<td>History</td>
<td>Electives</td>
<td>Physical Education</td>
</tr>
<tr>
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<td>Electives</td>
<td>Electives</td>
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</tr>
<tr>
<td>English Lab</td>
<td>Electives</td>
<td>Electives</td>
<td>Electives</td>
</tr>
</tbody>
</table>

*Not required for graduation, these courses provide foundational skills critical to success in later courses.