

Dr. Mallory Dwinal  
Oxford Day Academy  
1085 Santa Cruz Ave, #3  
Menlo Park, CA 94025  
650-260-3152  
mdwinal@OxfordDayAcademy.org

July 1, 2016

Dear Superintendent Campbell and Trustees of the Board,


It is my great pleasure to submit this petition application to the San Mateo County Office of Education. As directed by Superintendent Campbell and her team, the following contents are presented exactly as they were in our March 30, 2016 submission to the Sequoia Union High School District (SUHSD); the one exception to this is that we have updated the application to reference your office as the authorizing body in place of SUHSD.

As a result, certain portions of this application would likely need adjustment to appropriately reflect county-level authorization. Namely, we anticipate that Oxford Day Academy will need a new arrangement for the provision of special education services. We expect that we will need to become a self-contained local education agency (LEA), and are happy to provide updated documentation that reflects these and other necessary changes.

Similarly, we have not included here our response to the district staff report (shared with SUHSD on June 14, 2015), nor have we included any other supplementary documentation provided to SUHSD at their request between charter submission (March 30, 2016) and their vote to deny the Oxford Day Academy charter petition (June 15, 2016). We would be pleased to share these and any other supporting materials of interest to your team.

Finally, you will find enclosed a completed checklist that articulates the location of required charter elements within this charter petition. Please do not hesitate to share any questions or feedback you might have, and thank you for all of your time and service. Our team is excited to work with you in the months and years to come.

Sincerely,

A handwritten signature in black ink that reads "Mallory". The signature is fluid and cursive, with a large loop at the end.

Mallory Dwinal, PhD, MBA  
Lead Founder, Oxford Day Academy

Enc. SMCOE Charter Petition Checklist



**San Mateo County Office of Education  
Petition Requirement Checklist**

Please use the table below to indicate on which page(s) of your petition each of the required elements can be found in the charter that you are submitting for consideration by the San Mateo County Board of Education. Your petition will be reviewed pursuant to the appropriate section of Education Code 47605. The review team will utilize guidance provided in Title 5 CCR 11965 to determine if the detail and description provided for each element are sufficient to meet the required standard.

I T E M	Page(s)
1.Required Signatures (EC §47605 (a))	<ul style="list-style-type: none"> <li>• Tab 2, "Signatures"</li> </ul>
2.Required Affirmations (EC §47605 (d))	<ul style="list-style-type: none"> <li>• pp. 9-10</li> </ul>
3.Description of Community to be Served	<ul style="list-style-type: none"> <li>• pp. 25-28</li> </ul>
4.Facilities Description & Proposed Location (EC §47605 (g))	<ul style="list-style-type: none"> <li>• pp. 143-145</li> <li>• Tab 3, "Letters of Support"</li> </ul>
5. 3-year Budget / Cash-flow Projections (EC §47605 (g))	<ul style="list-style-type: none"> <li>• Tab 5, "Financials"</li> </ul>
6. Provision of Administrative Services to Charter School (EC §47605 (g))	<ul style="list-style-type: none"> <li>• pp. 118, fn. 72</li> <li>• pp. 159-160</li> </ul>
7. Potential Civil Liability Effects, if any (EC §47605 (g))	<ul style="list-style-type: none"> <li>• pp. 10</li> <li>• pp. 111</li> <li>• pp. 145</li> </ul>
(A) Educational Program	<ul style="list-style-type: none"> <li>• pp. 17-92</li> </ul>
<ul style="list-style-type: none"> <li>• Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• pp. 68 (Figure 12)</li> <li>• pp. 71-82</li> </ul>
<ul style="list-style-type: none"> <li>• Section 504</li> </ul>	<ul style="list-style-type: none"> <li>• pp. 68 (Figure 12)</li> <li>• pp. 71-82</li> </ul>
<ul style="list-style-type: none"> <li>• English Language Learner</li> </ul>	<ul style="list-style-type: none"> <li>• pp. 82-90</li> </ul>
<ul style="list-style-type: none"> <li>• Low-Performing Students</li> </ul>	<ul style="list-style-type: none"> <li>• pp. 63-70</li> </ul>
<ul style="list-style-type: none"> <li>• Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
(B) Measurable Pupil Outcomes	<ul style="list-style-type: none"> <li>• pp. 96-101</li> </ul>
(C) Method for Measuring Pupil Outcomes	<ul style="list-style-type: none"> <li>• pp. 102-110</li> </ul>
(D) Governance Structure	<ul style="list-style-type: none"> <li>• pp. 111-122</li> </ul>



**San Mateo County Office of Education  
Petition Requirement Checklist**

Please use the table below to indicate on which page(s) of your petition each of the required elements can be found in the charter that you are submitting for consideration by the San Mateo County Board of Education. Your petition will be reviewed pursuant to the appropriate section of Education Code 47605. The review team will utilize guidance provided in Title 5 CCR 11965 to determine if the detail and description provided for each element are sufficient to meet the required standard.

I T E M	Page(s)
(E) Employee Qualifications	<ul style="list-style-type: none"> <li>• pp. 123-141</li> </ul>
(F) Health and Safety Procedures	<ul style="list-style-type: none"> <li>• pp. 142-146</li> </ul>
(G) Means to Achieve Racial & Ethnic Balance	<ul style="list-style-type: none"> <li>• pp. 147-151</li> </ul>
(H) Admission Requirements, if any	<ul style="list-style-type: none"> <li>• pp. 152-157</li> </ul>
(I) Annual Audits	<ul style="list-style-type: none"> <li>• pp. 158-162</li> </ul>
(J) Suspension/Expulsion Procedures	<ul style="list-style-type: none"> <li>• pp. 163-189</li> </ul>
(K) Employee Benefits	<ul style="list-style-type: none"> <li>• pp. 190-191</li> </ul>
(L) Attendance Alternatives	<ul style="list-style-type: none"> <li>• pp. 1921</li> </ul>
(M) Return Rights of Employees	<ul style="list-style-type: none"> <li>• pp. 193</li> </ul>
(N) Dispute Resolution Procedures	<ul style="list-style-type: none"> <li>• pp. 194-195</li> </ul>
(O) Employee Representation Declaration	<ul style="list-style-type: none"> <li>• pp. 196</li> </ul>
(P) Procedures for Closing	<ul style="list-style-type: none"> <li>• pp. 197-199</li> </ul>

Dr. Mallory Dwinal  
Oxford Day Academy  
1085 Santa Cruz Ave, #3  
Menlo Park, CA 94025  
650-260-3152  
mdwinal@OxfordDayAcademy.org

March 30, 2016

Dear Superintendent Lianides and Trustees of the Board,

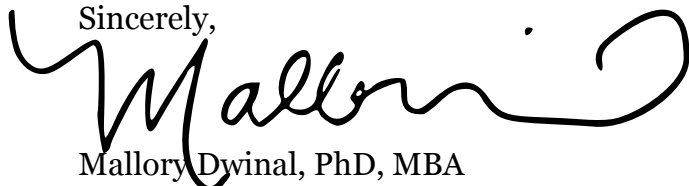
It is my great pleasure to submit this petition application to the Sequoia Union High School District; contained herein, you will find the required documentation for Oxford Day Academy, a proposed charter high school hoping to open to its inaugural class of 68 ninth graders in fall 2017. The mission of Oxford Day Academy is to engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world.

The design of this school has been years in the making; our Board of Directors, founding families, and community supporters are elated to finally embark on the charter petition process with you. We believe the unique nature of our model—which uses Oxford-style tutorials to engage students in the exploration of their own multicultural identities as well as real-world social issues— will supplement the tremendous options currently offered by the district. With the many foundational pieces of our model in place (funding and financial planning, facilities plan, and instructional design to name a few), we know that we can create a world-class experience for young people.

We deeply admire your commitment to serving all students, and to the laudable efforts you've made in pursuit of that goal. It is our genuine hope that we will be able to learn with and from you in years to come, and to collaborate in meaningful ways as we bring this new model to life. Together, we can expand students' academic success and opportunities, especially those students struggling in a traditional learning environment.

Thank you for all of your time and service, and please do not hesitate to share any questions or feedback you might have. The many voices and perspectives of Oxford Day Academy look forward to working with you in the months and years to come.

Sincerely,

A handwritten signature in black ink that reads "Mallory". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Mallory Dwinal, PhD, MBA  
Lead Founder, Oxford Day Academy

## **Contents of This Charter Petition Include:**

### **Tab 1: Charter petition**

- Legal assurances
- The 16 petition elements required by state law
- Relevant appendices

### **Tab 2: Signatures**

- Signatures of parents with meaningful interest in enrolling their child(ren), enrolled in grades 4-7 for the 2015-16 academic year, in Oxford Day Academy<sup>i</sup>
- Signatures of credentialed teachers with meaningful interest in teaching at Oxford Day Academy

### **Tab 3: Letters of Support**

- Letter from Ray Ruiz re: support with fieldwork network access and logistics
- Letter from Chris Balme re: support with fieldwork network access and logistics
- Letter from John Couch, Technical Advisor to Oxford Day Academy
- Letter and CV from Arlene LePlante, A-G Compliance Advisor to Oxford Day Academy
- Letter from Prof. Sara Smith, EL and Special Education Advisor to Oxford Day Academy
- Non-binding letter of intent for facilities with Saint Francis of Assisi Church
- Other letters of general support for Oxford Day Academy

### **Tab 4: Bylaws**

- Articles of Incorporation for Oxford Day Academy
- IRS approval of 501(c)3 standing for Oxford Day Academy
- Bylaws for the Oxford Day Academy Board of Directors

### **Tab 5: Financials**

- Budget narrative
- 5-year budget
- 3-year statement of cash flows

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<sup>i</sup> Note, we include children currently enrolled in grades 4-7 to reflect our first full class of grades 9-12. This is included to highlight the demand for Oxford Day Academy beyond just our inaugural year.



# Oxford Day Academy

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

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

Respectfully submitted by Lead Founder, Dr. Mallory A. Dwinal  
July 1, 2016

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## Affirmations & Assurances

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As the authorized lead petitioner, I, Mallory Dwinal, hereby certify that the information submitted in this petition for a charter for a California public charter school to be named Oxford Day Academy (“ODA” or the “Charter School”), and to be located within the boundaries of the Sequoia Union High School District (“SUHSD” or “District”) and authorized by the San Mateo County Office of Education (“SMCOE” or “Authorizer”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, ODA will follow any and all federal, state, and local laws and regulations that apply to ODA, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School shall/shall not be deemed the exclusive public school employer of the employees of Oxford Day Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Every Student Succeeds Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

  
Mallory Dwinial

Petitioner for Oxford Day Academy

6/30/16

Date

## Executive Summary

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### Mission

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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

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ODA operates on two central guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21<sup>st</sup> 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 will reflect the many cultures and traditions in East Palo Alto; though we will focus recruitment efforts on East Palo Alto and, to a lesser extent, neighboring communities reaching as far west as Redwood City, families from anywhere in the district are strongly encouraged to apply.<sup>1</sup>

### Pillars of the Instructional Model

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ODA will be a 21<sup>st</sup> century multicultural service leadership academy. Here, students will 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

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<sup>1</sup> ODA sees itself as an East Palo Alto community school, but also plans to be flexible and accommodating to population fluxes of SUHSD. For this reason, we may recruit families around the northeast corner of SUHSD (outside of East Palo Alto) to accommodate geographic distribution shifts of SUHSD families. This shift will not alter our commitment to serving students with diverse learning needs.

engine, they will be 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 five key design elements:

- 1. Learning studios:** Instead of classrooms, students collaborate in multi-grade, interdisciplinary learning 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. Similar to 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, attend small-group instruction and Socratic discussions, conduct tutorials (see below), conference with SELCs (see below), and design think their way through social challenges.
- 2. Design thinking service projects:** Each semester, students work on a local issue they care about (eg, 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.<sup>2</sup> Each phase requires students to split their time between community work (making observations, interviewing stakeholders, prototyping solutions, etc.) and learning studios (described above).

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<sup>2</sup> This framework is from the Design for Change curriculum—a program that coaches K-12 students through the design thinking process for social justice issues.

- 3. Tutorials with academic teachers:** Oxford and Cambridge have used tutorials for nearly a millennium as a way to drive critical thinking and open-ended problem solving. At their core, tutorials are miniature oral defenses of student work; ODA will adapt this methodology to help students connect academic content with the aforementioned service work. For example, a student trying to lower litter rates in her community will use digital playlists to learn about algebraic equations and then use this knowledge to graph data on local litter distribution. While the rest of her peers focus on other learning studio goals, she'll meet in a breakout room with her math teacher to defend this work. There, the teacher will push her to articulate the rationale behind her graphing, and to justify any findings or assumptions. By contrast, her English teacher may use tutorials to help her see the connections between expository writing structures and the environmental impact white paper she is drafting. Her biology teacher may ask her to map the local ecosystem and predict the consequences of excess litter.
- 4. Socio-emotional learning coaches (SELCS):** Students spend their entire high school careers in one learning studio, matched with the 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 families, academic teachers and other student stakeholders (sports coaches, church leaders, etc.) to identify and address the entire spectrum of student needs.
- 5. Professional workplace management:** The experiences above are coordinated as if they took place in the 21<sup>st</sup> 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. Teachers train students to use these tools, and SELCS provide ongoing

daily support for students who need additional time and resources to master this system.

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

### **Grades Served and Enrollment/Growth Plan**

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ODA is a proposed public charter high school (grades 9-12) for the San Mateo County Office of Education (SMCOE). It will open in August 2017 with 68 ninth grade students. After the first year, we will grow by one grade level each subsequent year (and continue to admit 68 ninth grade students each time), until we serve grades 9-12 with a total of 272 students in 2021, as shown in **Figure ES1**.

**Figure ES1. Enrollment Plan 2017-2021**

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021
9	68	68	68	68
10		68	68	68
11			68	68
12				68
Total Enrollment	68	136	204	272

### **Founding Board Capacity**

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ODA’s Founding Board consists of experienced and passionate professionals from areas including law, public policy, urban planning, education, marketing, and finance. Their skills and experiences (and those of the school founder, who is not a board member) are summarized in **Figure ES2**; pictures and biographies can be found in **Appendix A**.

### **Founding Families**

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ODA has been blessed with an incredible group of founding families who are committed to bringing this option to their community. They have helped to recruit other families, host town hall and small group events, collect signatures, and design the school model. They

**Figure ES2. Summary of necessary background critical to charter school success**

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration	Community Engagement
Tyler Bosmeny										
Dany Ceseña										
Rachel Cochran										
Lorena Cuffy										
Mallory Dwinal										
Tiffany Hautau										
Shara Hegde										
Sigi Hindrichs										
Rosalyn Menon-Kennedy										
Anupam Mishra										

will continue to contribute to the development of ODA through their leadership on the Parent, Youth and Community Advisory Board (PYCAB) and by donating their time and resources to the school’s launch. Their names are included here, see **Appendix B** for a short biography of our founding families.

1. Pamela Breckinridge
2. Nicole Steward
3. Jennifer Lyons
4. Stephanie and Booker T. Robinson
5. Aigasafaleaosa and Taliga Sama
6. Ben and Kaleti Tuipulotu
7. Meleana and Tesimoni Tameifuna
8. Tiffany Hautau
9. Ana Ramirez
10. Ellie Oropeza
11. Mariana Castaneda
12. Jonathan Borgo
13. Chavella Montantes

**Community Outreach and Support**

Members of the Sequoia Union community have demonstrated strong support for the ODA Charter. We have been in discussions with more than 50 community members who have

expressed interest in joining a Parent, Youth, and Community Advisory Board (PYCAB) committee<sup>3</sup> and/or hosting events for friends they believe would be interested in enrolling at ODA. As of March 2016, we have conducted over 250 individual and small group meetings with community and parent leaders from across the district. We have also held four large town hall meetings to share our instructional vision and to solicit feedback from a wide range of community members. This feedback has shaped ODA in significant ways; as an example, it has led us to place a heavy emphasis on multiculturalism and the recognition of student heritage within our social justice curriculum.

We have collected more than 300 petition signatures from parents who are meaningfully interested in enrolling their children at ODA. These signatures can be found in the **Petition Signatures Tab** of this binder. We have specific plans for continued outreach as we progress through the school planning and start-up phases. See Element G for information regarding community meetings held thus far as well as a student recruitment plan. In addition, **Appendix C** shows sample distribution materials shared within the community.

In addition to strong support from families, we have received similarly strong support from a number of community leaders. These leaders share our commitment to providing a rigorous and holistic CBL college prep option for local families. See the **Letters of Support Tab** in this binder for letters of support from local leaders and community members.

Strong communication and substantive collaboration with families and the community will remain a hallmark of ODA. Working together, we will provide students with an education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities.

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<sup>3</sup> The role and structure of the PYCAB is outlined in Element D.

## Element A. The Educational Program

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

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

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

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

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

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

## Mission

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

## General Information

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- The contact person for Oxford Day Academy is **Mallory Dwinal**.
- The contact address for Oxford Day Academy is **1085 Santa Cruz Ave, #3, Menlo Park, CA 94025**.
- The contact phone number for Oxford Day Academy is **(650) 260-3152**.
- The term of this charter shall be from **July 1, 2017 to June 30, 2022**.
- The grade configuration of the Charter School is **9-12**.
- The number of students in the first year will be **68**.
- The grade level(s) of the students in the first year will be **9**.
- The scheduled opening date of Charter School is **August 14, 2017**.
- Oxford Day Academy shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by

random public drawing in accordance with Education Code Section 47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Oxford Day Academy affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Oxford Day Academy shall not charge tuition. Oxford Day Academy shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See Element H: Admission Requirements.)

- The enrollment capacity is **272**. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- If space is available, traveling students will have the option to attend.

### Community Need for Proposed Charter School

Sequoia Union High School District (SUHSD) has worked diligently to meet all students' needs, both academically and holistically; this effort is made apparent by improved performance data in student discipline,<sup>4</sup> high school completion,<sup>5</sup> and college readiness<sup>6</sup> over the past three school years. These efforts are truly commendable, and we hope to support and further the work of the district by creating a uniquely different model of education for those students still struggling in the traditional system of instruction. We intend to develop and share the curriculum, pedagogy, and organizational processes that celebrate multiculturalism through real-world social justice research and field work. We are confident that this approach will offer a different way for students to receive a high quality education, especially for those students who struggle in a traditional school model.

Quite simply, we hope to complement and further the district's laudable efforts by providing a new type of learning environment focused on multiculturalism and social justice. This new environment will be based on empirical adolescent development research as well as extensive pilot work. Our approach will fill community need for a school that

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<sup>4</sup> Based on student suspension data provided by the SUHSD Data Dashboard. Accessed 18 September 2015. <[http://seq.org/+uploaded/file\\_1878.pdf](http://seq.org/+uploaded/file_1878.pdf)>

<sup>5</sup> Based on student graduation rates provided by the SUHSD Data Dashboard. Accessed 18 September 2015. <[http://seq.org/+uploaded/file\\_1888.pdf](http://seq.org/+uploaded/file_1888.pdf)>

<sup>6</sup> Based on student A-G completion rates provided by the SUHSD Data Dashboard. Accessed 18 September 2015. <[http://seq.org/+uploaded/file\\_1879.pdf](http://seq.org/+uploaded/file_1879.pdf)>

combines I) rigorous college-preparatory academics, II) 21<sup>st</sup> century skill development, and III) whole-child growth.

**I. Need for College Preparatory Academics.** ODA proposes to locate in East Palo Alto, the northeastern corner of SUHSD's 100 square-mile reach. This 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. For example, while SUHSD boasts an 88% graduation achievement rate, only a quarter of East Palo Alto residents hold a high school diploma, and only one in ten hold a Bachelor's Degree.<sup>7</sup> Similarly, at the time of the 2010 census, median family income within SUHSD stood at \$115,000, and only 25% of families lived on less than \$50,000 per year. At that same point in time, East Palo Alto's median family income was only \$42,000. Reflecting these differences, 20% of East Palo Alto's K-12 students live below the poverty line, compared to 9% of SUHSD as a whole.

We want college to be a real option for all students regardless of their previous academic experiences; in the case that a young person chooses not to seek a four-year degree, they must have a clear pathway to achieving the qualifications for a high-skilled profession. We set this rigorous aim because it has become increasingly difficult for Silicon Valley inhabitants to access local resources without a college degree or some other profession-specific skill training. Average income for San Mateo County residents without a high school degree is \$21,000; without a college degree, county residents can expect to earn \$38,000.<sup>8</sup> When compared to average county rent rates—which reached \$2,680 per month in the first fiscal quarter of 2015—it becomes clear that few will be able to achieve even basic financial independence without a college degree or higher (with exception to those working in a highly skilled trade).<sup>9</sup> Any school that aims to prepare Silicon Valley students

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<sup>7</sup> "East Palo Alto, CA - Official Website - Demographics." *Demographics*. City of East Palo Alto, n.d. Web. 26 Sep. 2014. <<http://www.ci.east-palo-alto.ca.us/index.aspx?nid=94>>.

<sup>8</sup> *2015 Silicon Valley Index: People, Economy, Society, Place, Governance*. (2015). Retrieved September 16, 2015, <<http://www.jointventure.org/images/stories/pdf/index2015.pdf>>

<sup>9</sup> Donato-Weinstein, Nathan. "Apartment rents resume upward march in Q1: Here's how much." *Silicon Valley Business Journal*. n.p., 16 Apr. 15. Web. 19 Sep. 2015.

<<http://www.bizjournals.com/sanjose/news/2015/04/16/apartment-rents-resume-upward-march-in-q1-heres.html>>.

to lead fruitful adult lives must commit to college and/or skilled professional career preparation for all students.

Unfortunately, many students do not graduate prepared for the challenges of post-secondary education. The California Legislative Analyst’s Office found in 2008 that one in eight California high school graduates was eligible for admission to the University of California (UC) system. A 2015 report by ACT Inc. (the organization which administers

**Figure 1. Student performance data by subgroup, 2014<sup>a</sup>**

	% Taking at Least one AP/IB Class <sup>10</sup>	% Receiving One or More Suspensions <sup>11</sup>	% Receiving Diploma, GED, Certificate at Comprehensive School <sup>12</sup>	% Graduates Completing A-G <sup>13</sup>
District-wide	62.0%	4.2%	70.6%	61.2%
<b>By Race</b>				
African American	26.9%	12.1%	58.9%	26.9%
Asian	75.6%	0.3%	87.1%	81.3%
Hispanic/Latino	47.0%	5.9%	59.2%	43.0%
Pacific Islander	22.6%	16.1%	48.8%	25.8%
Two or More	81.8%	3.2%	92.4%	79.1%
White	77.4%	1.2%	83.9%	78.6%
<b>Special Populations</b>				
Special Education	12.5%	8.3%	55.3%	15.9%
SocioEc Disadvantaged	43.7%	7.4%	55.4%	37.2%
EL & RFEP	45.1%	6.8%	57.1%	38.7%
<b>Geographical Areas</b>				
94303 East Palo Alto	29.9%	10.1%	52.2%	34.0%
94063 East Redwood City	40.8%	5.5%	57.0%	40.5%

<sup>a</sup> All data provided from the SUHSD student data dashboard.

<sup>10</sup> Based on student IB/AP course completion data provided by the SUHSD Data Dashboard. Accessed 18 September 2015. < [http://seq.org/+uploaded/file\\_1880.pdf](http://seq.org/+uploaded/file_1880.pdf)>

<sup>11</sup> Based on student suspension data provided by the SUHSD Data Dashboard. Accessed 18 September 2015. < [http://seq.org/+uploaded/file\\_1878.pdf](http://seq.org/+uploaded/file_1878.pdf)>

<sup>12</sup> Based on student graduation rates provided by the SUHSD Data Dashboard. Accessed 18 September 2015. < [http://seq.org/+uploaded/file\\_1888.pdf](http://seq.org/+uploaded/file_1888.pdf)>

<sup>13</sup> Based on student A-G completion rates provided by the SUHSD Data Dashboard. Accessed 18 September 2015. < [http://seq.org/+uploaded/file\\_1879.pdf](http://seq.org/+uploaded/file_1879.pdf)>

the ACT college entrance exam) found that one in three California high school graduates was prepared for college.<sup>14</sup> As shown in **Figure 1**, only 61% of Class of 2014 graduates completed all UC/CSU A-G requirements; given the district’s 70% graduation rate that year, nearly 70% of students left high school without full college readiness.

Lack of college-readiness is also straining California’s Community College System. A 2011 report by the California Community Colleges Student Success Task Force found that “only 53.6% of our degree-seeking students ever achieved a certificate, degree, or transfer preparation.”<sup>15</sup> This low rate of college success and retention is due in part to a

**Figure 2. SUHSD academic proficiency (SBAC) by sub-group, 2014-15<sup>a</sup>**

	% Meeting or Exceeding Standards 2014-15 English Language Arts	% Meeting or Exceeding Standards 2014-15 Math
State average	55%	29%
District-wide	58%	40%
<b>By Race</b>		
African American	24%	16%
Asian	90%	79%
Hispanic/Latino	38%	14%
Pacific Islander	18%	4%
Two or More	79%	66%
White	80%	65%
<b>Special Populations</b>		
Special Education	14%	4%
SocioEc Disadvantaged	31%	10%
EL	7%	5%
RFEP	45%	15%

<sup>a</sup> All data on SBAC performance collected on 19 December 2015 from <http://caaspp.cde.ca.gov/sb2015/>

<sup>14</sup> ACT Profile Report – State – California – 2015.

<http://www.act.org/newsroom/data/2015/pdf/profile/California.pdf>

<sup>15</sup> Advancing Student Success in California’s Community Colleges: The Recommendations of the California Community Colleges Student Success Task Force. Dec. 29, 2011.

[http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF\\_FinalReport\\_Web\\_010312.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf)

preparedness gap. In 2008, the California Community College system provided basic skills instruction – pre-collegiate level reading and composition, as well as basic arithmetic – to over 23% of its 2.6 million students.<sup>16</sup>

**Figure 2** illustrates that SUHSD has outpaced other California districts in preparing students for academic success, but there is still meaningful work to be done. In the 2015 Smarter Balanced Assessment Consortium (SBAC) results, SUHSD outperformed the state average in both English Language Arts and math, but struggled to serve all students to the same level. For instance, 90% of the 10<sup>th</sup> grade Asian population met or exceeded SBAC standards for English Language Arts, compared to 18% of the 10<sup>th</sup> grade Pacific Islander population, and only 14% of students with learning disabilities. With equally disparate outcomes for math, there is clear need for a school model that can provide an excellent, college-ready education to all students living within this heterogeneous place.

**II. Need for 21<sup>st</sup> Century Skill Development.** The social and economic diversity within SUHSD boundaries represent an exciting opportunity for students’ 21<sup>st</sup> century skill development. In a 2006 employer survey, the Bureau of Labor Statistics found that five ‘applied’ skills— critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and the ability to productively navigate diversity—were ranked consistently higher than content knowledge or expertise.<sup>17</sup> Similar work since then has produced similar findings; in September 2015, for example, a public-private consortium found that the “4C’s”— creativity, critical thinking, communication, and collaboration—are the most important priorities for student readiness in the modern workplace.<sup>18</sup> Clearly, a new model of instruction—one empowering students of different cultures, heritages, and academic identities to learn from and alongside one another in the

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<sup>16</sup> Hill, Elizabeth G. “Back to Basics: Improving College Readiness of Community College Students.” [http://www.lao.ca.gov/2008/edu/ccr\\_readiness/ccr\\_readiness\\_0608.pdf](http://www.lao.ca.gov/2008/edu/ccr_readiness/ccr_readiness_0608.pdf).

<sup>17</sup> “Are They Really Ready To Work? Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce.” Partnerships for 21st Century Learning, 2006. Web. 10 Sept. 2015. <[http://www.p21.org/storage/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf)>.

<sup>18</sup> “P21 Research Briefs on 4Cs Illuminate Classroom Interventions to Boost Creativity, Critical Thinking, Communication, and Collaboration - P21.” Partnership for 21st Century Learning, 1 Sep. 15. Web. 1 Oct. 2015. <<http://www.p21.org/news-events/press-releases/1744-p21-research-briefs-on-4cs-illuminate-classroom-interventions-to-boost-creativity-critical-thinking-communication-and-collaboration>>.

**Figure 3. Student performance data by subgroup, 2014<sup>a</sup>**

	Number of students	% Freshmen Dropouts	% Socio-Ec. Disadvantaged	% EL	% Special Education	% 11 <sup>th</sup> Grade Meet / Exceed Standards 2014-15 English Language Arts	% 11 <sup>th</sup> Grade Meet / Exceed Standards 2014-15 Math
Carlmont	2,194	3.6%	19.4%	6.7%	9.7%	74%	58%
Menlo-Atherton	2,073	5.1%	39.0%	19.0%	10.3%	62%	45%
Sequoia	2,031	4.1%	51.9%	21.0%	14.3%	54%	35%
Woodside	1,780	5.4%	54.4%	19.2%	12.2%	57%	31%

<sup>a</sup> All data provided from the SUHSD student data dashboard.

same work space—will equip all graduates to work successfully with diverse teams in a collaborative, 21<sup>st</sup> century workplace.

As shown in **Figure 3**, a new model for celebrating diverse student populations would be a benefit to all schools of the SUHSD district. Compared to state averages, students in all four of SUHSD’s comprehensive high schools are more likely to receive special education services,<sup>19</sup> in three schools are more likely to need English Learner interventions,<sup>20</sup> and in two schools are more likely to be economically disadvantaged.<sup>21</sup> When compared to district statistics as a whole (and not just the four comprehensive schools within the district), these gaps only increase relative to the state average. Clearly, SUHSD serves a diverse array of students, many of whom require additional academic and economic support; a small school with an innovative and more inclusive model for serving all students could benefit district schools as they seek new ways to meet the needs of their

<sup>19</sup> Comparing the ‘% Special Education’ column in Figure 3 to the state average for 11<sup>th</sup> grade, which according to the CAASPP website, was 7.5% in 2014. State average taken from <<http://caaspp.cde.ca.gov/sb2015>> on 28 Sept 2015.

<sup>20</sup> Comparing the ‘% EL’ column in Figure 3 to the state average for 11<sup>th</sup> grade, which according to the CAASPP website, was 8.6% in 2014. State average taken from <<http://caaspp.cde.ca.gov/sb2015>> on 28 Sept 2015.

<sup>21</sup> Comparing the ‘% Socio-Ec. Disadvantaged’ column in Figure 3 to the state average for 11<sup>th</sup> grade, which according to the CAASPP website, was 50.4% in 2014. State average taken from <<http://caaspp.cde.ca.gov/sb2015>> on 28 Sept 2015.

local populations. ODA believes that students' wide range of lived experiences can become a powerful asset in preparing students for the 21<sup>st</sup> century workplace, and plans to build a model that brings this diversity into daily learning studio interactions.

**III. Need for Holistic Youth Development.** Socio-emotional and multicultural awareness development marks the third area of need for SUHSD students, especially given the considerable academic, social, and familial pressures teenagers face today. A recent survey from the American Psychological Association found that, nationwide, "Teens routinely say that their school-year stress levels are far higher than they think is healthy"; the survey also found that teenagers reported greater stress levels than adults.<sup>22</sup> Such trends are particularly acute in Silicon Valley, where pressure to perform has resulted in waves of unhealthy student stress. In 2015, *The New York Times* reported on the evident link between academic, social performance stress and declining mental wellness amongst local high school students of Silicon Valley.<sup>23</sup> A month later, NPR reported that Silicon Valley schools have had to adopt a more holistic approach to student development as a means of combatting the emotional distress that can arise in such a competitive regional environment.<sup>24</sup> 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. As noted by the Center for Academic, Social, and Emotional Learning (CASEL), five competency areas are at the foundation of holistic child development: self-

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<sup>22</sup> Aleccia, Jonel. "Teens More Stressed-Out Than Adults, Survey Shows - NBC News." *Kid's Health*. NBC News, 11 Feb. 2014. Web. 17 Sep. 2015. <<http://www.nbcnews.com/health/kids-health/teens-more-stressed-out-adults-survey-shows-n26921>>.

<sup>23</sup> Bruni, Frank. "Best, Brightest — and Saddest?." *Sunday Review*. The New York Times, 11 Apr. 15. Web. 20 Sep. 2015. <[http://www.nytimes.com/2015/04/12/opinion/sunday/frank-bruni-best-brightest-and-saddest.html?\\_r=0](http://www.nytimes.com/2015/04/12/opinion/sunday/frank-bruni-best-brightest-and-saddest.html?_r=0)>.

<sup>24</sup> "In Palo Alto's High-Pressure Schools, Suicides Lead To Soul-Searching." *NPR.org*. NPR, 10 May 2015. Web. 20 Sep. 2015. <<http://www.npr.org/2015/05/10/405694832/in-palo-altos-high-pressure-schools-suicides-lead-to-soul-searching>>.

management, self-awareness, responsible decision-making, relationship skills, and social awareness. We believe these skills are so closely linked with other types of student success that they must be woven throughout a student's daily experience.

The traditional school model leaves teachers and staff few opportunities to provide this integrated experience, thus suggesting the need for a new approach. We provide one alternative by assigning each student to a socio-emotional learning coach (SELCO); this person stays with his or her students for their entire ODA experience, working with students in and outside of their learning studio to identify key areas for emotional wellness. SELCOs then work with their students to develop emotional growth plans and to monitor development and progress. This person also serves as the liaison to families, as they have a long-term and holistic view of their students. The role of SELCOs, as well as their place within ODA's larger socio-emotional learning model, are all documented later in this Element. We also hope to partner with groups like the Multicultural Education and Counseling Services of the Bay Area (MCESBA), Live in Peace (LiP), and the Peninsula Conflict Resolution Center (PCRC) to provide resources and structures around multicultural training and enrichment for SELCOs, as well as all other ODA staff and students.

### **Student Population to Be Served**

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

- **East Palo Alto:** At the time of the 2010 Census, 28,155 people lived within this neighborhood, with a population density of approximately 11,000 people/sq mi.;

the Peery Foundation estimates that there are roughly 9,000 K-12 aged children living in this area (and, therefore, roughly 3,000 high school-aged students). The community is defined by vibrant diversity, and a large proportion of non-native English speakers. According to the 2010 Census, only 21% of residents speak English as their first language, and 65% of people speak Spanish as their native tongue. We plan to focus our outreach efforts primarily to this community.

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

Shown in **Figure 4**, the K-8 partner school districts in these areas reflect the diverse economic and social demographics that characterize each community.<sup>25</sup> For example, in the Menlo Park Elementary School District, less than 6% of students qualify as socio-economically disadvantaged, and equally few require English Learner (EL) services. By contrast, over 90% of Ravenswood students qualify as socio-economically disadvantaged, and half are in need of EL supports. Falling somewhere in between these two extremes, approximately 60% of Redwood City students hold a socio-economically disadvantaged status, and nearly 1 in 3 need EL interventions.

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<sup>25</sup> Because the Menlo Park Elementary District serves the students between Redwood City and East Palo Alto, their statistics have also been highlighted in **Figure 4**; this makes it easy to see the wide diversity of students served across the contiguous band of K-8 districts stretching from Redwood City to East Palo Alto. As mentioned before, while ODA plans to be an East Palo Alto community school, we plan to be flexible in accommodating SUHSD population fluxes. For this reason, we have carefully explored and documented these additional communities.

Figure 4. Demographic data of partner districts

Number of Schools	Number of students	% Socio-Ec. Disadvantaged	% EL	% Special Education	% 8 <sup>th</sup> grade Meet / Exceed Standards 2014-15 ELA	% 8 <sup>th</sup> grade Meet / Exceed Standards 2014-15 Math
<b>56</b>	<b>16,081</b>	<b>37.8%</b>	<b>21.2%</b>	<b>10.2%</b>	<b>59%</b>	<b>49%</b>
<b>By District</b>						
Belmont-Redwood Shores	2,492	7.6%	3.5%	9.9%	76%	65%
Las Lomitas	952	5.3%	3.8%	8.0%	85%	79%
Menlo Park	1,892	5.8%	5.7%	6.4%	85%	80%
Portola Valley	434	9.0%	5.5%	8.5%	94%	89%
Ravenswood	2,200	92.6%	52.1%	9.3%	19%	9%
Redwood City	5,808	60.2%	31.7%	12.6%	44%	29%
San Carlos	2,035	6.1%	7.9%	9.1%	80%	72%
Woodside Elementary	268	11.2%	3.4%	12.7%	84%	74%

<sup>a</sup> All data provided from <http://caaspp.cde.ca.gov/sb2015/>

Given the well-documented link between poverty, English language status, and academic performance, it is unsurprising that students from these districts have also experienced vastly different academic outcomes. Also illustrated in **Figure 4**, 85% of 8<sup>th</sup> 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 8<sup>th</sup> grade Ravenswood students met or exceeded English Language Arts standards and only 9% met or exceeded Math standards. Once again, Redwood City fell between these two extremes, with 44% and 29% of students meeting or exceeding English Language Arts and Math standards, respectively. ODA hopes to serve a diverse population and, so, plans to target students matriculating from these partner districts; as mentioned above, however, all students will be welcomed. We believe that this approach will allow us to create a local neighborhood school option for a wide array of students.

### **A New School Model**

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Oxford Day Academy (ODA) is a proposed 9-12 charter school for the San Mateo County Office of Education. ODA plans to open in August 2017 with 68 ninth graders, and grow one grade per year to graduate its first class at the end of the 2020-21 school year. At full capacity, we will serve 272 students in grades nine through twelve. We plan to grow one grade level at a time so that we can ramp up the services we will provide gradually, thus ensuring a high level of quality. National research from Stanford University’s Center for Research on Education Outcomes (CREDO) has found that the slow-growth model is correlated with higher performances at most ages and grade spans, including high school, summarizing “the Slow-Grow approach consistently and impressively outperforms [full-scale start].”<sup>26</sup> In alignment with numerous other high-performing charter networks, ODA will also rely on the Slow-grow model.<sup>27</sup>

Also shown in the executive summary, this enrollment strategy will result in the enrollment numbers shown in **Figure 5** for the first four years of the school’s operation.

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<sup>26</sup> <http://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>

<sup>27</sup> The slow-growth model has been used successfully by Building Excellent Schools (“BES”) a national non-profit that trains high capacity individuals to found and lead charter schools. 55 schools have opened as a result of the fellowship, the vast majority of which out-perform their district counterparts.

**Figure 5. Enrollment Plan 2017-2021**

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021
9	68	68	68	68
10		68	68	68
11			68	68
12				68
Total Enrollment	68	136	204	272

Enrollment in subsequent years will mirror the projections for 2020-2021. Note that we do not show attrition in these projections, as we plan to fill any open seats created over time. We believe that doing so will allow us to be a better partner to families and to the district, as it will create openings for older students (ie, those not in 9<sup>th</sup> grade) who may need to transfer schools during their high school careers for behavioral, academic, and/or other concerns.<sup>28</sup>

If we hope to translate the impressive efforts of district staff into commensurate outcomes for those students still struggling in the traditional system, we must reinvent the school experience rather than building on or modifying the factory model for education. This new approach ought to draw from those frameworks designed with academic excellence and social leadership in mind.

Unlike the traditional K-12 system, the Universities of Oxford and Cambridge were built with just such intentions. As a result, their tutorial method of instruction has been honed for nearly a thousand years to create the thoughtful, creative leaders needed to solve society's most challenging problems. Oxford Day Academy draws first and foremost from these traditions; at their core, tutorials allow instructors to work with students as they identify the questions and issues most meaningful to them; students are then responsible for researching a solution to their personalized learning challenge and, ultimately, for defending their conclusions. In this space, teachers are responsible for providing the

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<sup>28</sup> Any backfilling of vacant seats will be conducted in compliance with the legal statutes required for charter school admissions lotteries and wait lists. See **Element H** for details on these policies.

resources and guidance students need to achieve content mastery as they direct their own learning individually and in small groups.

In his seminal work, *The 2-Sigma Problem*, American education psychologist Benjamin Bloom demonstrated this form of personalized, mastery-based learning to be a far more effective form of instruction than the standard classroom approach; indeed, he found that students trained through a tutorial approach performed two standard deviations better than students taught in the traditional classroom—that is to say, the average tutorial-led student outperformed 98% of peers in the control classroom. Additionally, he found that 90% of tutored students achieved academic levels that were only reached by the highest-performing students in traditional classrooms.<sup>29</sup> These findings fit well with Carol Dweck’s work on growth mindsets, as they demonstrate that all students are capable of growing their academic capacity so long as they are provided the appropriate mentorship and academic supports.<sup>30</sup>

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

- 1. Learn:** Students use class discussions, a self-guided curriculum, small-group staff interventions, and other resources to learn about Common Core State Standards- and Next Generation Science Standards-aligned concepts underlying a given topic.
- 2. Build:** Students synthesize the information they’ve learned to produce a meaningful, inter-disciplinary solution for a real-world social challenge they find meaningful.

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<sup>29</sup> Bloom, B. (1984). "The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring", *Educational Researcher*, 13:6(4-16).

<sup>30</sup> Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006.

3. **Reason:** Students write a paper (usually 500-1,000 words) to explain the logic behind their solution.
4. **Defend:** Students present their solution and paper to a small group of peers (usually 2-3 other students), ODA staff, and relevant community stakeholders, and then defend their findings
5. **Reflect:** Students work independently, in small groups and with their teacher to reflect on how well they achieved their learning goals, and to set new goals for the next tutorial-based challenge.

These tutorials support and are supported by the four other main pillars of the ODA experience (learning studios, design thinking for social projects, SELCs, and professional workplace management). Students spend their daily studio time preparing for tutorials that connect semester-long, interdisciplinary service projects with academic content from all four core subject areas (math, science, English, social studies). This core content will be delivered during studio time via teacher-curated playlists, small-group teaching sessions, and Harkness Tables (ie, student-centered, teacher-guided Socratic seminars). Outside of this daily studio time, students complete electives coursework and conduct field work for their design thinking service projects; this field work will include students conducting ethnographic observations, qualitative interviews, quantitative data collection efforts (eg, surveys), and/or professional internships with relevant experts.<sup>31</sup>

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

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<sup>31</sup> We recognize the considerable time and complexity around coordinating meaningful fieldwork, particularly as it relates to accessing local leaders and organizations; this is especially difficult if field work includes related internships. Two experts in this type of coordination with Silicon Valley businesses have offered their time and talent to coordinating such fieldwork for students, and to training ODA staff to do this coordination long term. See the **Letters of Support Tab** for letters from Ray Ruiz and Chris Balme.

school founder has been conducting pilot work since July 2015. In many ways, the Acton ‘quests’ (known as ‘learning arcs’ at Khan Lab School) parallel the real-world service challenges students will tackle in ODA’s tutorial setting. As such, ODA draws from many of the processes and systems used in Acton and Khan Lab School to facilitate a similar student-led learning environment. These protocols will dictate norms for on-task behavior, appropriate use of shared space, as well as student-monitored expectations for academic rigor.<sup>32</sup>

Complementing these protocols for individual problem solving, ODA will use the protocols of Philips Exeter Academy to guide its Socratic group discussions. Located in Exeter, New Hampshire, Philips Exeter is an elite private college preparatory program with a long and esteemed tradition of using ‘Harkness Tables’<sup>33</sup> to create a discursive learning environment; this method is closely aligned with tutorial instruction, and designed to prepare students for a collaborative work environment. In 2014, the Exeter team partnered with the Noble Network of Charter Schools in Chicago, Illinois, to adapt the Harkness method to an underserved public school setting.<sup>34</sup> The protocols developed in this successful partnership provide a robust foundation for managing Socratic and collaborative work in ODA’s diverse learning environment.

Since this is the first time tutorials have been combined with self-directed learning protocols (like those from Acton and Khan Lab School) and collaborative group discussions (as done at Noble and Philips Exeter) in the high school setting, it has been necessary to pilot ODA’s new approach before the school’s launch. In addition to prototyping with Khan Lab School, we have also been piloting our work with Alpha Public Schools’ Cindy Avitia High School in San Jose, California since January 2016. Working both during the school day and as an after-school supplemental program, we have tested and refined our systems to ensure that ODA’s learning studio- and school-level protocols

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<sup>32</sup> For more information on Acton’s high school systems, see <http://www.actonaudition.org/>

<sup>33</sup> Harkness Tables are a Socratic group discussion of 10-13 students, led predominantly by those students. Under this approach, teachers observe and offer guidance as needed.

<sup>34</sup> For more information on the Exeter-Noble partnership, see <http://thenobleacademy.noblenetwork.org/about/exeter%20collaboration>

are robust enough to ensure success for all students. A generous grant from Startup: Education will enable us to continue this pilot work through 2016. Through this pilot work, the charter school will provide free, equitable, and open access to a research- and best practice-based academic program. This work has also prepared us to ensure that all students—including those with little previous academic success— reach ambitious expectations for achievement. We are excited to share any helpful findings and/or corresponding materials with interested administrators, teachers and other staff in SUHSD.

Subsequent portions of Element A will more thoroughly articulate the fundamentals of how we combine tutorials, independent learning, and collaborative problem solving methodologies; for a better understanding of how these tools will fit within the daily schedule, see **Appendix D** on the ‘Day in the Life’ of various students and **Appendix E** on the ‘Day in the Life’ of various staff.

### **Goals, Philosophy & Core Values**

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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 must develop an ambitious vision for our 21<sup>st</sup> century learning model. As summarized in the Executive Summary, this vision centers around two guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21<sup>st</sup> century society. The specifics of our school vision are articulated below, particularly in the five core pillars of our model introduced in the sub-section, “How Learning Best Occurs.”

Underlying the realization of this mission and vision will be our six core values, which begin with the theme of *constant growth*; constant growth of the adults, constant growth of the students, constant growth of the curriculum, constant growth of our virtues,

**Figure 6. ODA School Values**

Value	Definition	Associated Actions
<b>Growth</b>	Constant <i>Growth</i> and the growth mindset are essential to achieving excellence.	<ul style="list-style-type: none"> <li>• We constantly self-reflect on how we can improve.</li> <li>• We celebrate the growth we have and set goals for the growth we want, especially academic and behavior growth.</li> <li>• We have the courage to make mistakes and learn from them, and the commitment to continually improve in all dimensions of life.</li> </ul>
<b>Ganas (Resilience)</b>	<i>Ganas</i> is a Spanish word reflecting the urge to persevere and achieve, it gives us the strength to overcome obstacles.	<ul style="list-style-type: none"> <li>• We show a deep level of determination and resilience to achieve academic and personal success.</li> <li>• We must develop the discipline to persevere—to try again and again until we are successful. Failure is not permanent; it is a step on our path toward personal growth and success.</li> <li>• We must work hard, and not shy away even when things become difficult, because that is when we grow the most.</li> </ul>
<b>Kujichagulia (Self-Determination)</b>	<i>Kujichagulia</i> (translated to English as self-determination) is the ownership to define ourselves, name ourselves, create for ourselves, and speak for ourselves. It is one of the seven principles of Kwanzaa.	<ul style="list-style-type: none"> <li>• We take responsibility for our actions, our efforts, our words.</li> <li>• We own our own learning—it is no one else’s fault if we make choices that prevent us from attaining our best.</li> <li>• Every adult in the school accepts responsibility for the academic success of every student.</li> <li>• Every student works towards self-responsibility of his or her personal success as a scholar.</li> </ul>
<b>Feveitokai’aki (Unity)</b>	<i>Feveitokai’aki</i> (translated to English as unity) is the commitment to sharing, cooperating, and fulfilling mutual obligation. It represents one of the four pillars of the Kingdom of Tonga.	<ul style="list-style-type: none"> <li>• We support others in their personal growth and acknowledge that though our paths may look different at times, we work towards a common goal.</li> <li>• We support one another, and hold one another to the high expectations because this is the highest form of respect.</li> <li>• We celebrate multiculturalism through an appreciation and knowledge of their own heritage and those of others.</li> <li>• We show curiosity and respect for the interdependent web of existence that envelops us all.</li> </ul>
<b>Equity</b>	<i>Equity</i> is the recognition of injustice in its many forms, and the active pursuit of fairer outcomes.	<ul style="list-style-type: none"> <li>• We believe in the inherent worth and dignity of every person</li> <li>• We engage with one another in good faith in the restorative justice process.</li> <li>• We show courage and initiative to defend what we believe is right.</li> </ul>
<b>Compassion</b>	<i>Compassion</i> is the genuine concern for the wellbeing others, and the willingness to act in promotion of that wellbeing.	<ul style="list-style-type: none"> <li>• We value and respect the feelings of others, and we seek to understand those feelings without judgment.</li> <li>• We wish the best for all life, and are called to act to realize that wellbeing.</li> <li>• We assume good intentions from others and have good intentions towards others.</li> </ul>

constant growth in our joy of learning.<sup>35</sup> To achieve this growth mindset, we will push students and staff to constantly model these values, and to become their best selves as human beings. As outlined in **Figure 6**, our six core values values are drawn from a growing recognition among educators that academic and college success is built upon a number of non-cognitive factors such as academic perseverance, academic mindsets, learning strategies, and social skills.<sup>36</sup> Paul Tough’s *How Children Succeed: Grit, Curiosity and the Hidden Power of Character* draws upon extensive research demonstrating that characteristics like resilience, conscientiousness, and self-confidence are key determinants of success in life.<sup>37</sup> Reflecting our commitment to multiculturalism, three of our core values are in languages other than English and represent in their own ways the most prominent heritages of East Palo Alto.

### An Educated Person in the 21st Century

It is estimated that 65% of school-aged children will be employed in jobs that do not yet exist.<sup>38</sup> For this and other similar reasons, “one of the greatest challenges for teachers is preparing students to live in—ideally, to succeed in—a world that does not yet exist.”<sup>39</sup> And yet, while we do not yet know what these jobs will be exactly, we can safely assume what they will require. Future high-skill workers will need to use technology as they integrate information to tackle challenging problems. Information and data can be easily found online; the job of the employee will be to make sense of this material. Students, therefore, need to be trained as flexible and creative problem solvers.

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<sup>35</sup> Dweck, Carol. (2006). *Mindset: The New Psychology of Success*. NY : Random House. (Discussing the importance of having a mindset of constant personal growth to obtain progress: “When we teach people the growth mindset, with its focus on development, these ideas about challenge and effort follow.”)

<sup>36</sup> See, for example, Farrington, Camille, et.al. “Teaching Adolescents to Become Learners: The Role of Non-cognitive Factors in Shaping School Performance.” *CCSR Publications*. June. 2012. (<http://ccsr.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school>).

<sup>37</sup> Tough, Paul. (2012). *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*. NY: Houghton Mifflin.

<sup>38</sup> Heffernan, Virginia. “Education Needs a Digital-Age Upgrade.” *The New York Times* 7 Aug. 2011. Web. 18 Oct. 2015.

<sup>39</sup> Gorlewski, Julie. “Teaching Toward Utopia.” *Education Week* 11 Jun. 2013. Web. 18 Oct. 2015.

Equally important, they must do this problem solving in a world that is increasingly interconnected. This will require students seeking meaningful job prospects to develop the necessary social skills; as evidence of this, “Occupations that require strong social skills have grown much more than others since 1980, according to new research. And the only occupations that have shown consistent wage growth since 2000 require both cognitive and social skills.”<sup>40</sup> As the world grows smaller, students must develop the particular social capacity to work with people of different backgrounds and beliefs in a way that is culturally appropriate.

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

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

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

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<sup>40</sup> Miller, Claire C. “Why What You Learned In Preschool Is Crucial at Work.” *The New York Times* 16 Oct. 2015. Web. 18 Oct. 2015.

- Developing the socio-emotional capacities required for self-regulation, self-reflection, and perseverance in the face of creative problem solving
- Demonstrating the ability to collaborate in diverse team settings and in cultures markedly different from their own
- Acting on a personal code for civic and ethical obligations

### **Self-Motivated, Competent, Life-long Learners**

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

- **Strong academic foundations:** Students will possess the content knowledge and skills in reading and mathematics that will enable them to access texts, apply logic, and think strategically in a wide variety of settings—including novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, scientific articles, ethnographic research and in-person interviews. Possession of these skills—developed through the guidance of CCSS and NGSS standards—will be a vital precondition to sustaining interest in academics over a learner’s lifetime.
- **Culturally-informed intellectual ambitions:** Students will be led to understand the value of a rigorous multicultural education, and will be able to express these goals, beliefs, and ambitions through a wide number of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals. They will be provided with role models of learning and leadership in

their teachers and school staff, and will have the opportunity to cultivate individual academic interests and identities through ODA programs.

- **Creative problem solving:** Because we expect our students to be leaders in a 21<sup>st</sup> Century world, we must equip them with the principles of design thinking. Students must be able to identify a problem; brainstorm, prototype and implement solutions to that problem; and evaluate and take feedback as they iterate through this learning cycle. Rather than passively consume information in the traditional classroom lecture, they will be given space in learning studios to actively find and employ the information they need.
- **Ethical drive:** Students will utilize and build upon their academic skills to explore and participate in contemporary moral, civic, and political issues throughout their lifetimes; they use their knowledge to think critically about justice in the world around them; and they have the capacity to act with moral courage as citizens, voters, and lifelong agents of positive social change. We will develop these capacities by requiring students to apply their design thinking work to a social problem in their local community.
- **Socio-emotional competence:** Collaborative for Academic, Social, and Emotional Learning (CASEL) identified five non-academic skills (social emotional skills) necessary for an educated person in the 21st century.<sup>41</sup> These include: self-awareness, self-management, social awareness, relational (interpersonal) skills, and responsible decision making.<sup>42</sup> SELCs will work with students to evaluate themselves in these five competencies, identify areas for improvement as well as strategies for doing so, and to monitor and celebrate growth. Feedback from teachers, families, and community partners will be solicited as appropriate.

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<sup>41</sup> 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](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>>.

<sup>42</sup> See **Appendix F** for a definition of these five competencies.

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

### How Learning Best Occurs

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ODA believes that learning best occurs in a small, safe, student-centered environment where diverse thinking is valued and where risk-taking is supported. Our beliefs on how learning best occurs are based on cognitive development research<sup>43</sup> as well as research on current best practices for teaching and learning developed from highly effective experiential learning schools across the country.<sup>44</sup> A real-world approach builds students’ character and encourages them to be literate, critical thinkers; moreover, we believe that interdisciplinary study in the humanities is critical in guiding students to make connections between different subject areas and be active learners. Five core principles guide our work in achieving this vision; the specific strategies employed to bring these principles to life inside and outside of learning studios are summarized in **Appendix F**.

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<sup>43</sup> See, for example:

Fagen, Adam P., Catherine H. Crouch, and Eric Mazur. "Peer instruction: Results from a range of classrooms." *The Physics Teacher* 40.4 (2002): 206-209.

Gopnik, Alison. "The scientist as child." *Philosophy of science* (1996): 485-514.

Hearst, Marti A., et al. "All It Takes Is One: Evidence for a Strategy for Seeding Large Scale Peer Learning Interactions." *Proceedings of the Second (2015) ACM Conference on Learning@ Scale*. ACM, 2015.

Hupbach, Almut, et al. "The dynamics of memory: Context-dependent updating." *Learning & Memory* 15.8 (2008): 574-579.

Passer, Michael W., and Ronald E. Smith. "Psychology: The science of mind and behavior." 2<sup>nd</sup> Edition. New York (2015).

Smith, Michelle K., et al. "Why peer discussion improves student performance on in-class concept questions." *Science* 323.5910 (2009): 122-124.

<sup>44</sup> Among others, we found the guiding principles of Acton Academy (Auxtin, TX), High Tech High (Los Angeles, CA), Bricolage Academy (New Orleans, LA), Pritzker College Preparatory (Chicago, IL), Big Picture Learning (nationwide), and Valor Collegiate Academy (Nashville, TN) to be especially useful in our own design process.

- **Core Principle 1: Rigorous, Standards-driven, Personalized Coursework**

Students will receive personalized reading and math learning time; these supports will be grown and adjusted for students with significant gaps in their knowledge base.<sup>45</sup> During parts of daily studio time, programs such as Khan Academy (for math), LightSail (for reading and literacy) and No Red Ink (for English grammar) will supplement instruction in ways that allow us to meet students wherever they are in their numeracy and literacy abilities; analytics from these programs will provide teachers, students, and families the data required to make appropriate interventions for each child in real time. This personalized skill development will complement collaborative pieces of learning studio time each day (including book clubs, STEM challenges, small-group teacher led instruction, Harkness Tables, and tutorials), thus allowing students to develop a solid foundation in core content skills while also growing their teamwork as well as interdisciplinary problem-solving abilities.<sup>46</sup>

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

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<sup>45</sup> See ‘Curriculum’ later in Element A for an overview of the curricular features of our core subject areas: ELA, math, science, and social studies.

<sup>46</sup> For additional information on how technology will be blended into collaborative instructional models during studio time, see the next sub-section, “Instructional Design.” For additional information on how instructional strategies will be tailored for various student groups, please see the sub-sections later in Element A on supports for diverse student populations, including those for academically under-performing students, students with special needs and disabilities, as well as English learners.

Figure 7. ODA class offerings<sup>1</sup>

	Offering A	Offering B	Offering C	Offering D
English & Language Arts	Ancient World Literature & Composition	Modern World Literature & Composition	(AP) <sup>2</sup> English Language	(AP) English Literature
Social Studies	(AP) Economics	(AP) World History	(AP) US History	(AP) Government
Math	Algebra	Geometry	(AP) Calculus	(AP) Statistics
Science	(AP) Biology	(AP) Physics	(AP) Chemistry	(AP) Environmental Science
Foreign Language <sup>3</sup>	Foreign Lang I	Foreign Lang II	Foreign Lang III	(AP) Foreign Language
Non-core coursework <sup>4</sup>	Visual/Perform. Arts (AP) Art History (AP) Music Theory (AP) Studio Art	Team Athletics Basketball Dance Soccer	Individual Athletics Running Yoga/Meditation Weightlifting	Personal Wellness Nutrition Personal Finance (AP) Psychology

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

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

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

<sup>4</sup> The specific examples in each of the non-core coursework offerings (eg, AP Art History, Basketball, Running, and Nutrition) are subject to change. Different offerings will be made available each semester based on student input and availability of certified community providers and Regional Occupational Programs (ROPs).

Equally important, this flexibility in AP distinction allows students to tailor their learning progressions to their unique strengths and interests. Of note in **Figure 7**, there is no ‘9<sup>th</sup> grade math’ or ‘11<sup>th</sup> grade social studies’ designation. Instead, there are four offerings for each subject area. During their freshman orientation, students will work with family members and their designated SELC to build a four-year course plan;<sup>47</sup> this plan will be reviewed periodically—and at each parent conference—and updated as necessary.

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

Researchers have found that small schools (450 or fewer students) and low student-teacher ratios allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning.<sup>48</sup> At full capacity, the average ODA teacher will see 136 students each semester, with 68 students in each learning studio; each 68-student learning studio will have 4 ODA staff in it at any given time, with core teachers rotating between studios over the course of the day and 2 SELCs permanently staffed in a given studio. The roles of SELCs and certified instructors are designed to promote meaningful relationships and modes of interactions with students.

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

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<sup>47</sup> These offerings may be limited to students during our first three years of operation, when we have limited staffing and, by extension, limited course offerings.

<sup>48</sup> See, for example: Darling-Hammond, Linda, Jacqueline Ancess, and Susanna Wichterle Ort. "Reinventing high school: Outcomes of the coalition campus schools project." *American Educational Research Journal* 39.3 (2002): 639-673.

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

**Certified Instructors.** Our goal is to use digital content playlists in a way that frees teachers from their traditional lecturing duties, so that they can spend more time engaging students in one-on-one and small group settings that prioritize problem solving and higher order thinking. The benefits of this type of instruction are well documented, but practitioners have long believed that such a labor-intensive approach “is too costly for most societies to bear on a large scale.”<sup>49</sup>

We overcome this cost barrier by using blended-learning technology to free teachers from the time constraints of traditional classroom models. In place of the conventional approach, students use online content to direct their own progress through a given set of subject-specific standards and objectives (to achieve Level One mastery in Webb’s Depth of Knowledge framework);<sup>50</sup> SELCs monitor student work on these playlists to troubleshoot logistical challenges and ensure students are on task. This frees teachers to spend 50% of their time conducting small-group interventions, book clubs, and Harkness Tables to help students achieve Level Two and Level Three Webb’s mastery; teachers spend the remaining 50% of time in tutorials, which they will use to push students towards Level Four Webb’s mastery.

We have tested different pieces of our model in Khan Lab School (a predominantly high-income private school) and Alpha Public Schools- Cindy Avitia High School (a predominantly low-income public charter school) to ensure that our proposed systems are practically designed for effective implementation. We will continue piloting through the 2016 calendar year; we plan to include in upcoming work students from East Palo Alto, especially at-risk students. Based on the results of this pilot work, we feel confident that

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<sup>49</sup> Bloom, Benjamin S. "The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring." *Educational researcher* (1984): 4-16.

<sup>50</sup> Webb’s Depth of Knowledge taxonomy aligns closely with Bloom’s taxonomy, and is used to evaluate the depth of student learning. For more information, see (for example), <http://fuelgreatminds.com/webbs-depth-knowledge-vs-blooms-taxonomy/>.

the combination of SELC support and self-directed playlists will create the necessary space for freeing up teacher time, and thus making high school tutorials a viable reality.

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

If provided up-to-date and comprehensive student data, teachers and SELCs can make informed decisions on when and how to support each child. As a blended learning school, we will use multiple platforms to develop basic literacy and numeracy, test academic growth, monitor progress on collaborative challenges, track behavior and socio-emotional learning growth, and record basic data on student attendance (see **Appendix G**). Teachers will be trained to analyze and interpret this data in a way that informs who they work with, for how long, and in what ways (see Core Principle 4). Teachers, SELCs and students all will be required to use this data in regular cycles of goal setting, assessment, and reflection to ensure that every member of our community is growing into his or her full potential. These cycles will align with our intersessions, detailed in **Appendix H**.

To manage these integrated data needs, we are considering use of Illuminate and Illuminate DnA<sup>51</sup> to manage our data systems, though we have also applied to “Open Alt School”<sup>52</sup> and will continue to explore other data management systems. Tyler Bosmeny, the Co-Founder and CEO of Clever, sits on our Board of Directors and John Couch, the Vice-President of Education at Apple, serves as a technical adviser.<sup>53</sup> Their expertise provides the foundation required to successfully build out our data management platforms; we will also launch with a relatively small number of students (only 68 in our first year) to ensure our staff are not overwhelmed by the data analysis learning curve.

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

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<sup>51</sup> Information on these systems can be found at [www.illuminateed.com](http://www.illuminateed.com).

<sup>52</sup> Private venture Alt School has recently shared that it will be sharing its technology platforms with other schools through a program called “Open Alt School.” More information can be found at <https://www.edsurge.com/news/2016-03-10-looking-to-design-your-own-school-altschool-launches-partner-program-altschool-open>.

<sup>53</sup> See the **Letters of Support Tab** for a letter from John Couch.

ODA recognizes that exceptional student achievement is predicated upon exceptional human capital in the learning space. As evidence of this, research indicates that children in poverty “who [have] a good teacher for five years in a row have learning gains large enough, on average, to close completely the achievement gap with higher-income students.”<sup>54</sup>

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

Once teachers and SELCs join the school, substantial resources will be dedicated each year to their continual development, including three weeks of full-time Professional Development (PD) each summer, eight full days during the school-year, two hours each week of targeted professional development based upon individual, content- and grade-specific needs, and a minimum of one bi-weekly observation and feedback meeting with a professional mentor or coach. We believe this development will play a critical role in supporting teachers and SELCs for success, a key piece of teacher retention.<sup>55</sup>

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<sup>54</sup> Loeb, Susanna, et al. “Introducing the Issue.” *The Future of Children: Excellence in the Classroom*. 17.1 Spring 2007. [http://futureofchildren.org/futureofchildren/publications/docs/17\\_01\\_FullJournal.pdf](http://futureofchildren.org/futureofchildren/publications/docs/17_01_FullJournal.pdf).

<sup>55</sup> Retention of high quality staff is critical to students’ growth. See, for example, evidence from the following:

Darling-Hammond, Linda. "Teacher quality and student achievement." *Education policy analysis archives* 8 (2000): 1.

Ingersoll, Richard M., and Thomas M. Smith. "The wrong solution to the teacher shortage." *Educational leadership* 60.8 (2003): 30-33.

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

Over the course of the year, teachers will receive ongoing PD to help them successfully use the dashboard as well as the tutorial model; additionally, they will receive yearlong training on cultural awareness as well as the restorative justice practices we will use to handle challenging student actions and behaviors. Additionally, teachers, administrators, and staff will work with a professional mentor or coach to develop their own content-specific goals and to set up an evaluation process similar to the students', insofar as it is characterized by personalization, collaboration, and one-to-one mentorship. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address the career issues they care most about in a supportive environment.

For this personalized strand of PD, employees will identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an ODA educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a

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Zee, Marjolein, and Helma MY Koomen. "Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being A Synthesis of 40 Years of Research." *Review of Educational Research* (2016): 0034654315626801.

De Stercke, Joachim, Nancy Goyette, and Jean E. Robertson. "Happiness in the classroom: Strategies for teacher retention and development." *PROSPECTS* 45.4 (2015): 421-427.

standard rubric, indicates the employee’s annual goals for growth in one or more strands, articulates how the goals will be measured, and what will define success.<sup>56</sup> Additionally, a strategy for achieving each goal will be included, and subsequently supported by ODA and its professional development activities throughout the year.

Inside of the learning studio, we will draw from Kim Marshall’s *Rethinking Teacher Supervision and Evaluation* to develop constructive observations that can support these individual PD goals. Marshall quotes education researcher Dr. Jon Saphier to summarize the value of frequent short (10-15 minute) observations and feedback meetings: “Frequent high-quality conversations with a skillful observer who has evidence about what went on and how it is impacting students can be immensely valuable to teachers. We should focus on that.”<sup>57</sup> In addition to receiving feedback from a mentor or coach, teachers will also have the chance to observe one another and to subsequently collaborate around areas for improving the instructional team’s collective execution of blended learning and/or tutorial instruction in the learning studio.

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

True to our mission statement, ODA will prepare students for college and for lives of socially minded leadership by partnering them with meaningful, skills-based extracurricular partnerships within their communities. Success in this arena requires students to have an authentic sense of who they are, what they stand for, and how they most effectively serve and lead others. To develop such self-awareness, we will instill the six core values articulated previously in **Figure 6** through group discussions, community meetings, and other community building activities discussed below.

Our focus on authentic leadership development, built through our emphasis on our core values will prepare students to adapt to and thrive in high-performing four-year colleges

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<sup>56</sup> Professional development resources will be aligned to the specific needs of blended-learning environment. See, for example:

Staker, Heather, and Michael B. Horn. "Classifying K-12 Blended Learning." Innosight Institute (2012).

<sup>57</sup> Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. San Francisco, CA: Jossey-Bass. 2009. Print. Page 41.

and beyond. Recent research shows students are much less likely to drop out of high school when they are taught non-academic, resiliency-based skills such as these. A comprehensive study on factors determining successful transitions into ninth grade by the University of Chicago Urban Education Institute shows that “in addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”<sup>58</sup> ODA will ensure students are prepared for the rigors of a successful high school career and beyond by equipping them not only with content knowledge and academic skills, but also with the leadership and character traits required to for them to succeed within the self-directed environments that will define ODA, college, and the professional workplace.

Our core values and their definitions will be posted in each learning studio. Students will earn points for embodying these values, which accumulate towards a reward for their individual opportunities as well as whole-group (ie, learning studio) opportunities. For example, students with exemplary track records in this space may have more freedom over the structure of their service projects and/or the location in which those projects occur. Additionally, community partners will use a standard rubric to give students feedback on how well they embody these values in their electives and/or extracurricular leadership roles.

In addition to their foundational place in our school culture, character-based leadership development will be integrated into our academic curriculum at all grade levels. Lawrence Kohlberg’s seminal research on child development demonstrates that youths’ moral development is predicated upon developing intellectual capacity for moral reasoning<sup>59</sup> and establishes six stages of human moral development, grouped into three levels. In the

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<sup>58</sup> Farrington, Camille et. Al. “Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance.” A Critical Literature Review. University of Chicago Consortium on Chicago School Research, June 2012.

<http://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

<sup>59</sup> For more on Kohlberg’s theory of moral development, see W.C. Crain. (1985). *Theories of Development*. Prentice-Hall. pp.118-136. Available at: <http://staff.plts.edu/gpence/html/kohlberg.htm>.

lowest level, individuals react only to concrete consequences and rewards. At the middle level, individuals behave in accordance with rules, norms, and customs. At the highest level, individuals make decisions based on abiding personal beliefs, particularly as these beliefs feed into their personal identity and/or greater sense of self.

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

### **Instructional Design**

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

The ODA model starts with students out in the community, receiving A-G-aligned electives and foreign language credit for relevant work they do with certified teachers and Regional Occupation Programs (ROPs). For example, a student may earn Spanish credit by writing and reading short Spanish stories to children in a bilingual pre-school, or by writing an op-ed in the local Spanish newspaper.<sup>60</sup> That same student may receive PE credit for participating in an intramural soccer league at the YMCA, or by taking a dance class at the local multicultural center.

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<sup>60</sup> Students interested in a language other than Spanish will be allowed to complete coursework through an accredited online or community-based provider. They will be expected to complete similar service projects to supplement these experiences.

As appropriate, foreign language and electives teachers may choose to split student time between traditional lessons (in which students are taught standards-based content on ODA’s campus or in a classroom space on the community site) and site-based field work (where students will apply standards-based content to demonstrate mastery in a real-world setting); this flexibility will allow teachers to provide the appropriate amount of direct instruction required for students to attain a strong foundation in these non-core courses, especially foreign language courses. As mentioned earlier, these credits will all be A-G compliant through our petitions to the UC Office of the President (UCOP) and the Board of Admissions and Relations with Schools (BOARS).<sup>61</sup>

Once in their learning studios, students unpack the real-world experiences described above, and then identify a related social issue they would like to address. This process will be guided by the lessons and resources developed at Design For Change.<sup>62</sup> Each semester, students spend 16 weeks moving through the 4 phases of the design thinking process:

- **Feel:** “This step asks young to observe and list the issues in their community that bother them. Young people then choose one issue that they would like to change. They explore why this situation bothers them, why it is the way it is, who is part of the problem and who is affected by the problem.”<sup>63</sup> At ODA, this stage will be used to cultivate reading, writing, and oral communication skills in all students; it will occur in the community (in the form of interviews, focus groups, observation, and other research).

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<sup>61</sup> As with core classes, all electives coursework will be aligned with UC/CSU A-G requirements. We will be working closely with Arlene LePlante to make sure these real-world electives are developed in ways that are academically rigorous and aligned with A-G requirements. Ms. LePlante specializes in aligning real-world, experiential and expeditionary coursework with WASC accreditation and A-G requirements, and has used this expertise to guide organizations including Big Picture Learning and San Diego Unified School District. See the **Letters of Support Tab** for her letter of support.

<sup>62</sup> For access to these materials, see [www.designforchange.us](http://www.designforchange.us)

<sup>63</sup> “Design Thinking.” *FIDS*. Web. 1 Nov. 2015.

<<http://www.designforchange.us/pages/howdoesitwork/fids>>

- **Imagine:** “This step encourages young people to interact with the people of their community to identify points of intervention and possible solutions. Young people create their best-case scenario and re-design the situation to make it better.”<sup>64</sup> This step will be used to cultivate students’ empathy and creative thinking capacities; brainstorming and first-round prototypes will occur mostly during studio time.
- **Do:** “Young people develop a plan of action, keeping in mind the resources, budget, time and human resources they have available and those they need to acquire. They then implement this plan, iterating on it at every stage.”<sup>65</sup> In this execution phase, students will develop project management skills; this work will occur both in the community and during studio time.
- **Share:** “The final step is to share the story of change and inspire others to get involved or start their own project. We encourage teams to host celebration events and to invite members of the school/community!”<sup>66</sup> This will occur in the form of showcases at the end of each semester, in which students will present their work to local business, government, and media officials

In this way, design thinking projects bridge students’ real-world experiences with the core academic content completed during daily learning studios. For a sample narrative of how this design thinking curriculum would connect with students’ projects during learning studios, particularly in the tutorials held during learning studios, see **Appendix I**.

In addition to design thinking their way through service projects, students also use studio time to work through academic playlists for core subject areas. For math and science, these playlists will be anchored around completion of collaborative teacher-designed experiments each week. In contrast to these daily STEM challenges; students will first experience ELA and social studies curriculum through ‘book clubs.’ These groups will

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<sup>64</sup> Ibid.

<sup>65</sup> Ibid.

<sup>66</sup> Ibid.

meet together during studio time to read and discuss texts, and to answer together deeper learning questions posed by the instructor.

These daily STEM challenges and humanities book clubs are designed to be students' first exposure to new content, and to be entirely self-directed by individual students or small peer groups. Along the way, teachers meet with groups of 2-4 to complete tutorials like the samples described above; they also meet with groups of 10-13 to complete Harkness Tables. This combination of self-directed work, small-group tutorials and larger-group Harkness Tables requires more coordination than the standard classroom experience. As such, teachers will coordinate tutorials and Harkness Tables with students via Google Calendar, Asana and workplace email protocols. In so doing, ODA instructors will not only have the flexibility they need to tailor students' learning experiences, but will also have the invaluable opportunity to teach students about the 21<sup>st</sup> century office tools they will need to thrive in their internships, at college, and throughout their professional careers.

The many pieces of this instructional model (described above) are mapped into one summary diagram, shown in **Figure 8**. Referenced earlier, **Appendix D** narrates a sample daily schedule incorporating these different elements (comparing differences in the experiences for one 9<sup>th</sup> grade student and one 12<sup>th</sup> grade student); details of the pedagogy and instructional strategies used to make this model work can be found in **Appendix J**.

It is also important to note that the description above represents an 'aspirational' state, in which students already possess the autonomy, self-control, and personal agency required to successfully navigate a student-driven learning model. We do not expect students to arrive with these skills; as shown in **Figure 9**, entering students will begin with a much more teacher-driven school experience. In many ways, this starting point will look very similar to a high quality project-based learning model in a traditional school. Teachers will offer a gradual release of control as students demonstrate the mindsets, behaviors, and skills required to take more ownership. After at least one semester under the entering conditions, students will be granted different levels of autonomy as they are individually

**Figure 8. Summary of learning model elements**

Model component	Location	Adult supervision	Activities
Real-world electives and foreign language courses	On and off campus	<ul style="list-style-type: none"> <li>• Electives teachers</li> <li>• Regional Occupation Programs (ROPs)</li> </ul>	<ul style="list-style-type: none"> <li>• Students work with electives teachers at content-related off-campus locations</li> <li>• ROP designees support electives teachers' work with students off campus</li> <li>• Electives teachers help students to identify social issues for design thinking service projects</li> </ul>
Design-thinking service project	On and off campus	<ul style="list-style-type: none"> <li>• Regional Occupation Programs (ROPs)</li> <li>• Internship partners</li> <li>• Core content teachers</li> <li>• SELCs</li> </ul>	<ul style="list-style-type: none"> <li>• Students reflect on real-world electives experience to identify an issue that interests them (teachers, SELC support student)</li> <li>• Students may complete an off-campus field research and/or internships for the project, or may be required to stay an on-campus project depending on student behaviors</li> <li>• Core teachers use tutorials to coach students through the design thinking process, connect projects to core academic content</li> <li>• Students share final results with families, business leaders, and community stakeholders at semi-annual community exhibitions</li> </ul>
Learning studios	On campus	<ul style="list-style-type: none"> <li>• Core content teachers</li> <li>• SELCs</li> </ul>	<ul style="list-style-type: none"> <li>• Students master core academic content through playlists, Harkness Tables, book clubs, daily STEM challenges, and small-group interventions with core content teachers</li> <li>• Students working independently may work in learning café</li> <li>• Students synthesis academic content with design-thinking service project field work to prepare for tutorials</li> <li>• Core content teachers conduct tutorials to push students' higher order thinking around connections between service projects and academic content</li> <li>• SELCs support students with organizational, socio-emotional, and other non-cognitive skill development</li> </ul>

**Figure 9. Comparing experiences: Entering students vs. matured students**

<b>Item</b>	<b>Entering experience</b>	<b>Matured experience</b>
<b>Real-world electives: location</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> semester all electives done on school campus</li> <li>• 2<sup>nd</sup> semester some electives occur off campus, but as a whole class at a teacher-designed activity</li> </ul>	<ul style="list-style-type: none"> <li>• Electives completed on- or off-campus depending on student interest</li> <li>• Site locations personalized to student interest</li> </ul>
<b>Real-world electives: content</b>	<ul style="list-style-type: none"> <li>• Electives designed by teacher, students rotate through in groups</li> <li>• No student choice on electives</li> </ul>	<ul style="list-style-type: none"> <li>• Students propose topics to electives teachers, work with teachers and ROPs to design standards-aligned curriculum</li> </ul>
<b>Design thinking project: location</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> semester project identifies an issue to be improved on campus</li> <li>• All ‘field work’ conducted on campus, no off-site work</li> </ul>	<ul style="list-style-type: none"> <li>• Student works with teachers to identify potential internships, field work locations, and transportation based on project</li> </ul>
<b>Design thinking project: content</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> semester project topic selected by teachers, the same for all students</li> <li>• Tutorials draw from similar sets of guiding questions for students</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify topic and manage phases / work flow of the design thinking process</li> <li>• Tutorials tailored to student’s specific project topic</li> </ul>
<b>Learning studio schedule</b>	<ul style="list-style-type: none"> <li>• Set, school-wide schedule for all students determining which items are completed when</li> </ul>	<ul style="list-style-type: none"> <li>• Students have control over their schedule and when they work on different objective each day</li> </ul>
<b>Standards/content pacing</b>	<ul style="list-style-type: none"> <li>• Teachers are responsible for setting pace for students</li> <li>• More frequent check-ins to monitor pace and growth</li> </ul>	<ul style="list-style-type: none"> <li>• Students determine their pace (with teacher approval)</li> <li>• Check-ins on progress less frequent, usually at the beginning of tutorials</li> </ul>

ready. Students transferring into ODA after 9<sup>th</sup> grade will begin at the ‘entering’ independence level, and will work under those parameters for at least one semester.

## Curriculum

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

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

**English Language Arts.** To help students develop strong literacy skills, ODA uses a comprehensive language arts curriculum based on meeting students’ personal reading and writing needs through individual and small group instruction using a variety of texts. ODA English teachers may consider separating out reading and writing in order to teach key literacy skills.

So as to comprehensively develop students as college-ready readers and writers, we have a three-tiered approach to instruction: conceptual foundation building, discrete skill

development, and blended tutorial instruction. Mentioned above, the conceptual foundation for literacy comes through extensive reading and writing in the form of daily ‘Book Clubs.’ Adopted from Khan Lab School, these clubs consist of 4-5 students grouped by level and interest, each club then works with their ELA teacher to find a book that matches this skill and subject area (downloaded via LightSail). Teachers float from book club to book club, with struggling groups receiving additional teacher support.

For the second tier, discrete skill development, we will use No Red Ink, Achieve 3000 and other CCSS-aligned adaptive software programs to provide targeted language, grammar, and syntax instruction to students each day during learning studio time and for homework. Teachers will collect data from these platforms to determine when and how to provide targeted instructional interventions for students. Such teacher interventions will focus support on students struggling to reach grade level.

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

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

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

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

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

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

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

Third, and as with all subjects, science teachers will use tutorials to help students connect the content from daily challenges and digital content playlists with their real-world service project. Returning to the preschool example, students in biology learning about human anatomy may research the impact of preschool instruction on the human brain; students in physics may try to develop a curriculum that allows parents to teach their children basic physics concepts using only children's blocks.

**Social Studies.** Given our focus on multiculturalism and social justice, social studies are integrated into all parts of our instructional experience. During studio time, social studies teachers will use playlists to cover their academic content (just like the ELA, math and science teachers). As with science, social studies teachers will use this content as the foundation for Harkness Tables as well as tutorials that connect academic content to each student’s real world service project.

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

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

**Physical Education.** Students will be expected to develop their physical abilities and fitness, and ODA plans to offer opportunities to participate in league and club sports (both boys and girls), possibly in collaboration with other local schools. Physical education may also be offered as a separate class in high school, offered as a before- or after-school enrichment activity, or a personal trainer may be brought in to work with students on their goals (dependent on budget availability). All students will have fitness goals in their personalized learning plans. ODA will administer the mandated physical fitness tests.

**Technology.** Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. ODA will also integrate technology skill development in core academic classes.

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

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

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

Prior to school opening, ODA may hire curriculum developers to help design high level plans for all subject areas. As stated earlier, all curriculum will be based on innovative and best practices, backwards planned and standards based, and include formative, benchmark and summative (exhibitions and capstone) assessments. This approach will ensure that students feel grounded and set up for success as they move through the self-directed

content playlists. Significant time in intersession and August professional development days will also be dedicated to curriculum planning, including vertical (within subjects), grade level, and interdisciplinary planning. Teachers will also collaboratively discuss students' progress through interdisciplinary service projects during the designated professional development time.

### **Promotion and Graduation Requirements**

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

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

The ODA Board will write a promotion policy that is in line with ODA values and complies with California educational code.

Oftentimes, high school students get discouraged and may wonder if they have the ability and/or willpower to persist in a challenging program. When these situations develop, ODA staff will build a team including parents, teachers, SELCs and school leadership in order to make decisions about how to best support the struggling student. Response to Intervention (RtI) strategies may be employed, or other supports unique to each particular situation may be used. A few examples may be:

- Intervention meeting with parents, SELC and ODA leadership
- Dropping down from the AP-level designation for a course
- Dropping a course that is not required for graduation
- Using Intersession time to get caught up on academic courses
- Taking a course online or in a summer program to stay on track
- Working on a course until they finish it (ie, continuing through intersessions and/or summer school as opposed to stopping at the term's end)

**Grading Policy.** ODA expects all students to master Common Core State Standards, AP standards and/or California State Standards. Grades will include student work and assessments from independent learning, tutorials, small group work, whole group work, and and relevant fieldwork. Students will be expected to demonstrate mastery of both content and skills for all of 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 will be 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. **Figure 10** outlines the letter grade, percentage and description of grades; **Figure 11** summarizes ODA's graduation requirements.<sup>67</sup>

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<sup>67</sup> For explanation of how courses from these graduation requirements will align with accreditation from the Western Association of Schools and Colleges (WASC), see Element C.

**Figure 10. ODA Grade Summary**

Grade	Percentage	Description
A	90% or above	Student is consistently demonstrating advanced mastery of skills and content.
B	80-89%	Student is consistently demonstrating proficient mastery of skills and content.
C	71-79%	Student is consistently demonstrating a basic mastery of skills and content.
F	70% or below	Student does not demonstrate a basic mastery of skills and/or content. Mastery of the standards needs to occur before credit can be earned.

**Figure 11. ODA Graduation Requirements**

Criteria	Requirement
Complete the following number of approved year-long courses with a C grade or better:	4 History / Social Science
	4 English
	4 Mathematics
	4 Science (at least 2 lab-based)
	3 Language other than English
	1 Visual and Performing Art
Received credit for the following number of year-long courses or equivalent experiences:	3 Elective
	4 Physical Activity

Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year, upon new student enrollment, and posted ODA’s website.

**Attendance and the Standard School Day**\_\_\_\_\_

ODA will operate with an extended year, offering the needed supports to ensure all students are ready for success in college and career. The school year consists of at least 180 calendar days (the 2017-18 year, for example will have 197 calendar days). For new students, we have an additional orientation for 3 hours a day for 2 weeks scheduled each August, in order to acculturate them to ODA. Furthermore, 14 days of academic

acceleration courses during July may be required for students who do not meet grade level standards and/or promotion requirements at the end of the regular academic year or those incoming 9<sup>th</sup> grade students who need additional assistance as determined by placement tests. ODA's schedule of annual instructional days and minutes exceeds California State requirements for high school students (64,800 minutes/year required vs 68,820 minutes/year attended). Please see **Appendix L** for the proposed 2017-18 School Calendar, and **Appendix M** for a breakdown of instructional minutes for students and staff each year.

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

### **Strategies to Support Academically Low-Achieving Students** \_\_\_\_\_

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

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

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

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

**II. Intersession.** Students who need additional support will be assigned to receive academic acceleration support during intersessions. Students who have not learned all concepts from a cycle will be required to attend certain learning hours during these breaks from the typical schedule, as assigned by a teacher as a function of the level of support students require. For students who are only slightly behind in subject area, this may be as little as a daily check-in with the subject teacher each day of intersession, with assigned independent work in between sessions. Students who need considerable extra time to learn key concepts from math and English will be assigned an acceleration course that focuses on the key skills and concepts in math and English that a student is struggling with. These courses are taught in teams by ODA staff as part of their Professional Development process.

**III. Summer School.** Some students who need additional support beyond office hours and remedial intersession in order to pass their courses may be assigned to summer school at year's end. Budget permitting, these courses will be three weeks in length and will be taught in June and/or July each year. Additionally, new students entering 9th grade who, after being given a placement test, need additional support in math and literacy may be placed in summer school.

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

impact students looking to transfer to another school, and/or may result in some students spending more than four years in their learning studio.

Additional programmatic supports already mentioned include:

- **A personalized learning approach:** All students will have personal goals created in conjunction with their families and advisors. This will include supports for struggling students outlined in **Figure 12** below.
- **Differentiated instruction:** Via blended learning, tutorials, and Socratic instruction. During studio time, teachers will have the ability to create personalized learning experiences through playlists, tutorials and Harkness Tables, as well as small-group instruction; they will use these methods to give each student what s/he needs as appropriate to their readiness.
- **Competency-based learning:** Students will not move ahead in independent learning until they have mastered the concepts necessary.
- **Office hours:** Office hours will be provided by teachers to help support students. Teachers will be able to review key concepts and skills, answer questions and offer tutoring.
- **Data-driven instruction and a data cycle:** Using the adaptive learning and assessments in the independent learning time, teachers will know each child's level, including what content they have mastered and what supports they need. Additionally, teachers will administer benchmark assessments to determine mastery and readiness levels. After each benchmark assessment, teachers will identify gaps in skills and content mastery and develop instructional plans to address these gaps.
- **Professional development and high quality teachers:** Our innovative professional development program will train and support teachers in teaching EL students, students with special needs and struggling students. Additionally,

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

- **After-school tutoring (peer or professional):** Twice per week after school, students will have the opportunity to receive tutoring in their classes either from the assigned tutor for that class, or a peer.
- **Study hall:** Quiet area for homework completion.
- **Saturday school:** Students who need additional help meeting mastery may be required to attend Saturday school as determined by the teacher. These sessions will provide extra support and tutoring for these students, and may also provide support in preparing for end of year tests such as SBAC or AP. Additionally, Saturday school may be used for disciplinary reasons in order to teach SEL skills.

**Tiered-Service Model and At-Risk Identification.** In order to serve struggling students well, ODA must be able to identify them quickly and reliably. **Figure 12** details the Response to Intervention process used to identify struggling students with the correct targeted interventions of each tier of the model. Each learning studio will have a team of educators which meet every week for one hour. During this weekly meeting, the first agenda item will be to collect data from teachers on students who are struggling academically or behaviorally. Students are identified who are a) failing or are in danger of failing multiple subjects, or b) are having consistent behavior issues in the learning studio. The team then moves students from Level 1 to Level 2 as needed (i.e., assigning students to mandatory Office Hours, After School Study Hall, and Peer Tutoring). This process is done on a regular basis, no student will spend more than 4-6 weeks in a level if they are

**Figure 12. Tiered-Service Model for At-Risk Intervention**

Student Experience (Column A)	Faculty Expectations (Column B)	Resources (Column C)
Level 1: General Education Program for All Students		
Daily classroom experience	Standards based	Professional development and collaborative planning.
SIS posts data and tracking	Gradual release	Daily common planning time for vertical teams and interdisciplinary support
Homework completion	Vertically and interdisciplinary planning curriculum for skill development and spiraling, and differentiated homework	1 hour team planning weekly
Regular check-ins with SELC	Differentiated instruction	Online content resources to minimize planning burden
Personalized content playlists	Personalized topics to engage students	SELC support in all classes
Final exam review sessions	Differentiated homework	Looping and/or teaching the same subject two or more years in a row
Independent learning time during learning studios	Homework is meaningful, differentiated and extends learning	Uninterrupted teaching time, “learning comes first” (no assemblies, announcements, pulling students out of class etc.)
Tutorials with teachers	Longer assignments are chunked with frequent checks	Induction mentors
	Tutorials teach academic literacy skills	Existing developed curriculum for each course (available to all)
	Teachers help with independent learning and key skills	Existing developed curriculum for SEL
	Extensive scaffolding is used to support skill development	Personalized educator plans connected to PD and school goals
	Assignments are designed to allow students to demonstrate mastery of course standards and key skills	Shared decision making authority in school policy and procedures

	Students are assessed using multiple modalities	Designated grading days to ensure teachers are up to date on student data
	SDAIE/SIOP methodology for ELs	Non-tracked courses and multi-grade learning studios
	Common behavior norms and expectations with consistent follow-through	
Level 2: Additional General Education Supports as Needed		
Office hours	Two hours of office hours per week	A clear system for supporting assignment completion, resulting in ability to plan classes accordingly
Study hall	After school HW support system	Culture of revision and redemption
Peer tutoring	Consistent expectations for delivery of work on time	
Level 3: Additional General Education Supports Outside of Regular Schedule		
Academic acceleration during intersession	Small group academic acceleration support in English and Math during intersession.	Scheduled, coordinated time with students who need additional support
Extended semester	Extended semester sessions via intersession	
Saturday school		
Additional support from SELCs and teachers		
Level 4: Additional Supports for 504 Programming		
504 plan		10% of administrators' time
Extensive personal advisor support		Intervention documentation template
Multi-subject interventions and plans		504 plan template
Level 5: Full Special Education Supports		
IEP with services	Write 'Present Levels of Performance' statement when needed	Contracted resources as required
Resource support	Attend IEP meetings when needed	Contracted school psychologist as required
Speech and language therapy	Implement modifications / accommodations	Contract therapists as required

Occupational therapy		10-15% of administrators' time
Hearing		
County mental health		
Modifications to program/curriculum		

not being successful. Learning studio teams discuss student progress weekly. **As students move levels, their SELC, teachers and family are notified of the move.** If a student is still not responsive in Level 2, student's team may then opt to move the student to Level 3 of the Rtl tiered Service model. **When a student is moved from Level 2 to Level 3, an Intervention Meeting is scheduled.**

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

As noted above, ODA will provide extensive support to all students in Level 1, 2, and 3. It is a philosophical belief that all students benefit most from being part of general education classrooms with their peers whenever possible.<sup>68</sup> It is ODA's belief that high quality teaching incorporates most supports that are generally considered "additional supports" for struggling/at-risk student. For example, the independent learning time in ODA courses will all be highly personalized through use of data and 1-to-1 devices, as well as differentiated instruction. Or, Specifically Designed Academic Instruction in English (SDAIE) "sheltered" strategies used for EL students in the classroom, can help

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<sup>68</sup> Hehir & Sanchez, "The Best Ways to Integrate Special Needs Students" 2012.

almost all students. In addition, the intersession sessions provide extended time for students who need it, and also allow for intensive small group academic acceleration support and extension. All of these supports would generally be considered part of a program to assist special populations in a traditional school; however, these are supports that are available to all students at ODA that could benefit from them.

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

### **Student Success Team and Response to Intervention**

If the supports outlined above do not lead to sufficient progress in the student's achievement level for academic, behavioral or social emotional concerns, we will form a Student Success Team (SST) to consider additional or alternative supports to meet the child's specific needs. This team will be comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, SELC, the Special Education Teachers, and the administration. The team will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student's needs. The team will evaluate students every eight weeks to monitor progress, and will meet at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's achievement has not improved sufficiently, we will request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

## Serving Students with Special Needs & Disabilities

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

ODA will work to ensure that a free and appropriate public education (FAPE) is provided to all students with special educational needs. Pursuant to California Education Code Section 47641 (b), ODA intends to initially function as a “public school of the LEA that granted the charter”<sup>69</sup> for the formal administration and implementation of our special education program. As discussed in more detail below, ODA reserves the right to modify this option each year in order to best meet the needs of our students with special needs.

ODA and the authorizing agency will negotiate a memorandum of understanding (MOU) governing the roles and responsibilities of each party with respect to Special Education and related areas to ensure that the needs of all students with disabilities are met. The intent of the MOU shall be to treat ODA the same as other public schools of the charter authorizer for the purposes of special education. Under the MOU, ODA will agree to pay its pro rata share of the charter authorizer’s special education encroachment, and the charter authorizer shall retain state and federal special education funds attributable to ODA’s enrollment. The charter authorizer will be responsible for providing special education services to ODA’s students, and responsible for the excess costs, if any. The MOU will

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<sup>69</sup> <http://law.onecle.com/california/education/47641.html>.

also specify that delivery of special education services shall be at the site of the school unless it is mutually agreed or there is a legitimate educational reason for providing the service elsewhere. Additionally, the MOU will specify that delivery of the special education services shall be in accordance with Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), which generally requires that the District serve children with disabilities attending charter schools in the same manner as the District serves children with disabilities in other public schools within the District.

Under the terms of the MOU, the staff of ODA will work closely with the SELPA providers to make sure our special needs students have well-written Individualized Education Programs (IEPs) that address their specific individual needs, and then collaborate to help the students meet the goals of their IEPs, achieve mastery of grade level standards, make adequate yearly progress on standardized tests as a disaggregated subgroup, and develop the academic foundation and character that will prepare them for college preparatory secondary schools. ODA will assess the effectiveness of the special education program through a Special Education Family Survey given to families of students with special needs.

Pursuant to California Education Code Section 47641(a) and 56207, ODA also retains the right to apply in the future to a SELPA to become an independent Local Educational Agency (“LEA”) for special education purposes, or to participate in charter school consortia, Joint Power Authorities (“JPA’s”), SELPA’s or sub-SELPA’s created to serve special education students, as long as such arrangements meet all state and federal legal requirements pertaining to special education. In this case, ODA shall, in partnership with the relevant SELPA(s) and LEA(s) bear full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. If ODA elects this option in the future and is designated as an LEA for special education purposes, all special education funding attributable to ODA students will flow directly to ODA pursuant to the SELPA’s budget allocation plan, and ODA will not pay a portion of the charter authorizer’s special education encroachment.

### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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

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

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

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

The Charter School will either develop appropriate forms/504 guidelines or adopt those of their SELPA to which they have been accepted as an LEA.

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

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

### **Staffing**

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

in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the authorizer will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide the Charter School with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. The Charter School reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

### **Notification and Coordination**

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

### **Identification and Referral**

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

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

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

Parents will be invited to a student success team meeting to discuss their child's strengths, needs and program options or possibly a referral to special education for evaluation. Once a referral is initiated by a parent (in writing) or the team, referral timelines start and will be honored. All referrals will be responded to in writing by ODA within 15 days. ODA will notify the District and/or SELPA of the assessment request within 5 days of receipt. Parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

### **Search and Serve**

No assessment or evaluation will be used for admission purposes. Parents will be informed that special education and related services are provided at no cost to them.

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

If a student enrolls with an existing IEP, the Charter School will notify the district authorizer and/or SELPA within 5 days. An IEP meeting will be convened within 30 days.

### **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter

School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain written parent/guardian consent to assess Charter School students.

### **IEP Meetings**

The Charter School shall arrange and provide notice of the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

The charter school shall arrange and provide notice of the necessary IEP meetings. Meeting notices will be sent to the parent (in their native language) with enough time to allow them to plan to attend. Meetings will be held in a mutually agreed upon time and place. Parents will be provided with a copy of their procedural safeguards. Parents are mandatory, essential members of an IEP team. The timeline for IEP meetings will be as follows: Yearly to review the student's progress; Every three years to review the results of a mandatory comprehensive reevaluation; After the student has received a formal assessment or reassessment; Within 30 days of a parent's request; When an Individual Transition Plan is (ITP) required at the appropriate age; If manifestation hearing is required.

### **IEP Development**

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

### **IEP Implementation**

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

It is the intent of ODA to offer special education services in the least restrictive environment whenever possible. In addition, students will have access to services provided by an Education Specialist during independent learning time in learning studios.

As stated in IDEIA, ODA intends to implement IEPs as soon as possible following the development of the plan. Special Education and related services will be made available to the child in accordance with their IEP. ODA will ensure that each general education teacher, special education teacher, appropriate related service provider and other identified providers shall have access to the student's IEP, that each staff member will be informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for the students and that progress is monitored.

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

Professional development will be provided to staff in the following areas: Special Education compliance and responsibilities, positive school-wide behavior interventions and supports, child find, referral, identification, and interventions.

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

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a District-operated program under the same special education local plan area of the District within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the

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

### **Non-Public Placements/Non-Public Agencies**

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

### **Non-Discrimination**

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

### **Parent/Guardian Concerns and Complaints**

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. Parents have the right to file a complaint with the charter authorizer and/or California State Department of Education.

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

### **Due Process Hearings**

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. Any concerns or

disagreements raised by parents will be acknowledged by the school within five days, followed by a resolution meeting.

### **SELPA Representation**

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

### **Funding**

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

### **Reporting**

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

### **Serving English Learners**

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

ODA will uphold the same rigorous academic and behavioral expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL students. ODA is committed to the success of its EL population and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English

language learning. ODA will meet all applicable legal requirements for EL students, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

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

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

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

### **Home Language Survey**

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

### **CELDT Testing**

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

### **Implementation of Structured English Immersion**

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

### **Strategies for English Learner Instruction and Intervention**

The Charter School will serve EL students, either through self-identification or CELDT testing, through a sheltered English immersion program.<sup>70</sup> Under this program, the EL

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<sup>70</sup> Our tutorial-based pedagogy will be adapted to the specific needs of EL learners under the guidance of Professor Sara Smith at CSU-Hayward. Professor Smith focuses her research on the cognitive and

student is enrolled in regular academic coursework in the learning studio and receives differentiated instruction in order to learn English. For these students we will employ the Specially Designed Academic Instruction in English (SDAIE) teaching approach, which our teachers will receive regular professional development to practice. ODA's personalized learning process allows the Charter School to address additional needs of individual students in unique, targeted ways.

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

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

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

**3. Provide Reading Support.** As part of our differentiated individual learning time, we will provide reading, writing and speaking support to EL students. EL students will also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction.

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linguistic development of EL youth; she also completed her PhD at the University of Oxford and, so, is intimately familiar with the tutorial system. See the **Letters of Support Tab** for Professor Smith's letter.

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

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

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

**6. Schedule Peer Learning and Increase Production.** Students should be given ample opportunities to practice speaking and writing in English, as well as supported opportunities such as the use of sentence starters. This includes planned opportunities for interaction between all individuals in learning studios such as cooperative learning, collaborative groups and student-generated writing based on personal experience. Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities

that allow students to work together to provide practice and extension of language skills. One way we will concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups during book clubs, STEM challenges, Harkness Tables, and tutorials, which provide a significant cumulative increase in authentic language practice.

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

**8. Academic Acceleration.** Students who need support in literacy, including EL students will attend the summer school program as well as enroll in an academic acceleration intersession course.

### **Assessment and Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the pupil's content teachers, SELC, and any other staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and

encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Students who score above the established scores of 4-5 on CELDT will be deemed no longer EL - RFEP Re-designated Fluent English Proficient while those who score 3 or below on the CELDT will continue to be classified as EL. Appropriate assessments, instruction and interventions will be conducted to ensure students are re-designated early and appropriately.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

- Student progress on the CELDT test.
- Monitoring of student progress in all courses via meetings between the student's teachers and SELC. EL students who are not making progress will be supported by the Tiered Service Model for At-Risk Intervention outlined in **Figure 12**.

Metrics to Assess the Progress of EL Students Include:

- EL students are making strong academic progress as measured by school-based interim assessments.
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our EL program as needed.
- ODA will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. ODA will track how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

### **Professional Development for EL Supports**

ODA has an unwavering commitment to the academic achievement of all students and will provide the instructional support and professional development required to ensure we

meet the specific needs of our English Language Learners. Professional development needs will be determined by internal assessments during data cycles and external assessments via the CELDT, as well as student work. We will support teachers by providing: professional development on structured immersion instruction; specially designed academic instruction in English (SDAIE) teaching strategies; language acquisition and development; and monitoring and assessment of ELs. We commit to monthly professional development specifically addressing instructional effectiveness in promoting language development, reviewing assessment data, and revising instructional strategies to meet our EL students' needs.

### **Parent Notification**

Parents will be notified regarding their child's English Language Development progress and CELDT scores at every report card period, or more often as needed. If there are more than 21 EL students in the Charter School, an English Learner Advisory Committee (ELAC) will be established.

### **Supporting Socio-Economically Disadvantaged Students**

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ODA is geared to meet the needs of socioeconomically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. We will provide the structural, programmatic, and curricular elements outlined in this application to enable teachers to bridge their students' academic gaps and reach our academic achievement goals at all grade levels, regardless of socio-economic status.

Our key focus on literacy, as well as on math skills, is geared to assist students who may enter ODA from lower performing schools in high poverty areas of SUHSD, who may not have been provided with the resources or opportunities to learn these skills. Our summer and academic acceleration intersession programs also support these students who may enter ODA below grade level.

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

ODA will analyze assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we will create and implement a plan via their learning plan. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum, instructional methods, and student support services as necessary to address our students' needs.

### **Supporting Academically High-Achieving Students**

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

Additionally, in our instructional model above, students rotate between independent learning (through playlists), small group instruction (through book clubs, STEM challenges, and data-informed small group lessons), as well as tutorials and Harkness Tables. All independent learning and tutorial time is differentiated for students at each level, and students achieving above grade level will be provided "extension" activities, usually in the form of AP-level challenge content. Via small group instruction and individual learning time, students can also be assigned to appropriate flexible ability groupings to accelerate the pace and level of instruction the student receives. In addition, we will differentiate student homework with assignments and materials that accelerate their learning and address their needs.

Students achieving above grade level as determined by external (eg, AP) assessments or internal assessments (such as interim assessments), or those who chose to have an additional challenge in later years (11th and 12th grade) will have the opportunity to take

additional online and college courses (both during the school year and during the summer) as school funding allows. Parents will be notified of any findings by the student's SELC, one of the student's teachers, and/or another member of the ODA staff. The field work portions of our design thinking social justice projects provide access to internship opportunities commensurate with their skills and abilities, as can our real-world elective courses.

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, ODA is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them.

## **Element B. Student Outcomes and Other Uses of Data**\_\_\_\_\_

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

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

### **Measurable Student Outcomes**\_\_\_\_\_

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

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

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

**Goal 1: All students will become proficient readers and writers of the English Language.**

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

- 70% or more of all students will demonstrate significant growth as measured by the English portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the English portion of CAASPP assessments.
- 90% or more of all students will earn a passing grade of C or above in their English course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English portion of CAASPP assessments.

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

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

- 70% or more of all students will demonstrate significant growth as measured by the math portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the math portion of CAASPP assessments.
- 90% or more of all students will earn a passing grade of C or above in their math course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the math portion of CAASPP assessments.

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

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

- 70% or more of all students will demonstrate significant growth as measured by the science portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the science portion of CAASPP assessments.
- 90% or more of all students will earn a passing grade of C or above in their science course.

- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the science portion of CAASPP assessments.

**Goal 4: All students will become proficient in social science practice and content.**

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

- 100% of students will complete the full requirements of the design thinking social justice projects portfolio.
- 90% or more of students will earn a passing grade of C or above in their social science course.

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

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

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

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

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

- 75% of students will be rated proficient or above on the SEL rubric.
- 80% of students say other students consistently embody our six core values on the annual community survey.
- 80% of students will pass an AP exam with a score of 3 or higher.
- 100% of students complete UC A-G requirements.
- 85% of students demonstrate college preparedness via EAP or equivalent.

**Goal 7: ODA will demonstrate fiduciary and financial responsibility.**

- ODA will run a balanced budget
- Faculty will have input into budget.

**Goal 8: The Board of Directors will provide effective and sound oversight of the Charter School. Charter School governance and leadership will effectively support the essential work of the Charter School to promote teaching and learning in schools.**

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

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

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

**Outcomes Aligned to State Priorities**

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

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

<b>CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</b>		
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. Section 60119), and school facilities are maintained in good repair (E.C. Section 17002(d))		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #1</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"> <li>• ODA will hire and maintain a highly qualified staff.</li> <li>• ODA will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> <li>• School facilities are maintained and in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All staff will receive targeted professional development.</li> <li>• School leaders and staff will research and obtain the most up-to-date standards-aligned</li> </ul>	<ul style="list-style-type: none"> <li>• 90% satisfaction rating on annual community survey results</li> <li>• 85% of staff reach personalized professional development goals.</li> <li>• Number of high quality applicants per yearly staff job opening is greater than 5.</li> <li>• Less than 10% of staff leaving ODA after two or fewer years that are a cultural, philosophical and skills fit.</li> </ul>

	<p>materials and participate in a yearly updating process.</p> <ul style="list-style-type: none"> <li>• Annual community survey.</li> <li>• Faculty participates in shared decision making process.</li> <li>• Regular walkthroughs of school facilities by school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty does yearly assessment of materials during intersession PD time.</li> <li>• 90% of staff agree leadership meetings are productive on community survey.</li> <li>• 90% of community members agree that the school is clean and orderly on community survey.</li> <li>• School leaders rate the school condition as “excellent” on monthly walkthroughs.</li> </ul>
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**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All ODA curriculum will be aligned to CCSS.</li> <li>• All ODA curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps for each course and revisited yearly.</li> <li>• All curriculum maps will have goals and strategies to support ELs.</li> <li>• Professional development includes dedicated days each year for training on implementing CCSS, and on supporting ELs and other struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• School leadership / department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS have supports for ELs and struggling students.</li> </ul>

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

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• Parents view themselves as a key component of the schools’ and student success.</li> <li>• Parents demonstrate high satisfaction with the school’s program.</li> </ul>	<ul style="list-style-type: none"> <li>• Published list of differentiated opportunities for parental involvement.</li> <li>• Regular, designated times for parents to give feedback to school leadership.</li> <li>• Annual community survey.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents complete 5+ hours of volunteering.</li> <li>• 75% of parents complete community survey.</li> <li>• Parental attendance at community meetings is significant according to school leader.</li> </ul>

		<ul style="list-style-type: none"> <li>• 90% of parents agreeing to focused questions on annual community survey.</li> </ul>
<p><b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Statewide assessments (SBAC, or any subsequent assessment as certified by SBE)</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. Section 99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</li> </ul>		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All students will become proficient in English, math, science and social science.</li> <li>• Students perform well on all external tests.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments aligned to standards.</li> <li>• Extensive student support structures (summer school, intersession, office hours, tutoring, differentiated instruction)</li> <li>• Rigorous graduation requirements (beyond UC A-G)</li> <li>• Curriculum maps designed to support ELs and struggling students</li> <li>• Curriculum maps aligned with EAP assessments</li> <li>• Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups each year.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of ELs are re-designated yearly.</li> <li>• 70% or more of all students will demonstrate significant growth on CAASPP exams and/or internal benchmark exams.</li> <li>• 90% or more of students will earn a passing grade of C or above in their courses.</li> <li>• 75% of students are proficient or above on CCSS exams.</li> <li>• 75% of all subgroups score a proficient or above on CCSS.</li> <li>• 100% of students complete UC A-G requirements.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 80% of students have passed an AP exam with a score of 3 or higher by graduation.</li> <li>• 85% demonstrate college preparedness via EAP or equivalent.</li> </ul>

<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC Section 52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• Students attend school regularly, consistently and on time.</li> </ul>	<ul style="list-style-type: none"> <li>• SELC support for all students.</li> <li>• Social-emotional learning in learning studios.</li> <li>• Extensive support structures, including early intervention plans.</li> <li>• Extensive community building via orientation and learning studios</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Average Daily Attendance.</li> <li>• Less than 3% per day (average) tardy.</li> <li>• Less than 2% annual Chronic Absentee Rate.</li> <li>• Less than 3% Dropout Rate (cohort).</li> <li>• 95% High School Graduation Rate (cohort).</li> </ul>
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupilexpulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>• All students consistently demonstrate strong SEL skills and core values.</li> <li>• Students will show growth on all SEL skills and core values.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive community building via advisory, orientation and morning meeting as well as other school events.</li> <li>• SELC support for all students.</li> <li>• Social-emotional learning in learning studios.</li> <li>• Personalized tutorials.</li> <li>• Analysis of and action plans from community surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 5% suspensions.</li> <li>• Less than 1% expulsions.</li> <li>• 75% of all students will reach goals on the SEL rubric.</li> <li>• 75% of students rated proficient or above on SEL rubric.</li> <li>• 80% of students say other students consistently demonstrate core values on annual community survey.</li> <li>• 90% of students are satisfied with ODA on community survey.</li> <li>• 90% of parents are satisfied with ODA on community survey.</li> </ul>

		<ul style="list-style-type: none"> <li>• Less than 10% transfer rate.</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. Section42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. Section51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. Section51220(a)-(i))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A- G.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A- G.</li> <li>• Extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>• Comprehensive college admission process and program.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of students graduate on time.</li> <li>• 95% of students are accepted to a 4-year college.</li> </ul>
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• Goal 1: All students will become proficient readers and writers of the English Language.</li> <li>• Goal 2: All students will become proficient in mathematical skills and content.</li> <li>• Goal 3: All students will become proficient in science concepts and scientific thinking.</li> <li>• Goal 4: All students will become proficient in social</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum maps.</li> <li>• Regular benchmark assessments aligned to standards.</li> <li>• Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction).</li> <li>• Rigorous graduation requirements (beyond UC A- G).</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate significant growth as measured by the English, math, and/or portions of CAASPP assessments and/or internal benchmark assessments.</li> <li>• 75% or more of all students will be proficient or above as measured by the English, math, and/or science portions of CAASPP assessments.</li> </ul>

<p>science practice and content.</p>	<ul style="list-style-type: none"> <li>• Curriculum maps designed to support ELs and struggling students.</li> <li>• Curriculum maps aligned with EAP assessments.</li> <li>• Extensive professional development each year to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% or more of all students will earn a passing grade of C or above in their English, math, science, and social studies course.</li> <li>• Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English, math, and/or science portion of CAASPP assessments.</li> <li>• 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CCSS test.</li> <li>• School leadership/department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS and have supports for ELs and struggling students.</li> </ul>
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## **Element C. Methods of Measurement**

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

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

### **Assessment**

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

### **Technology-Based Content Delivery, Data Gathering and Assessment**

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Technology is central to ODA’s vision, to provide students with the skills required for the 21st century, to facilitate an effective and tailored experience for each student and to enable teachers the visibility and resources essential to prepare each child for success in college and beyond. Our technology model will be designed to maximize each stakeholder’s appropriate visibility into goals and outcomes, motivate students and align and unite student, teacher and parent efforts as the student progresses through his or her

education experience. ODA intends to be a leader in collecting, analyzing, and acting on data in order to maximize student learning, teacher time and school resources.

With strict adherence to FERPA guidelines and protocols, we will use data in order to personalize the learning experience for all students. ODA will research the best technology for data driven instruction and assessment. We will use a rigorous evaluation and selection rubric that measures vendors' alignment to our instructional program as well as each vendor's business solvency, customer service, training, FERPA and other security measures and user feedback.

At this time, ODA expects to use Illuminate as the Charter School's student information system, and as the data system of record for all student achievement data. Illuminate links to Activate Instruction, a free foundation sponsored curriculum management system which will enable our teachers, parents and students to access the very best curated content from high performing schools around the country. With Activate's highly modular structure, teachers can create custom playlists of assessments, instructional content and experiences based on individual student learning needs, while integrating other digital content and tools from providers like Khan Academy, No Red Ink, Gobstopper, and Show Evidence. To streamline the task of managing multiple online content options, ODA will likely use an application like Clever to facilitate the secure authentication synchronization (SSO) and centralized access to the portfolio of education systems and other learning resources, such as Google Apps, Edmodo, NASA kids, National Geographic, etc.

### External Assessments

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

- **CCSS/SBAC assessment** (or the California Alternative Assessment for qualifying students) for math and literacy (11<sup>th</sup> grade)

- **California Standards Test** (or the California Alternative Performance Assessment, CAPA, or the California Modified Assessment, CMA, for students who qualify) for science (10<sup>th</sup> grade)
- **CELDT/ELPAC** testing for English Learners (9<sup>th</sup>-12<sup>th</sup> grade)
- **FITNESSGRAM** testing for physical fitness (9<sup>th</sup> grade)

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

### Internal Assessments

In order for students to show mastery of a standard, they will take an assessment when they have completed the playlist of activities for each standard. However, to ensure that all students are on track, the ODA Head of School will determine a data and assessment schedule. The internal assessments will be mostly internally developed, although we will contract for assistance in developing the multiple choice sections so that they are accurate representations of the external assessments that our student will take (i.e., the CCSS assessments, CST assessments, ACT, and AP). The development of internal assessments is considered one of the key components of the teacher development cycle; therefore, internal assessments will always be at least partially developed within the ODA organization. The ODA data assessment cycle is shown below.

As shown, a large amount of time is spent analyzing internal and external data. Teachers at ODA have a number of weeks during the school year devoted to professional development and preparation, so that data can be analyzed and action plans built and updated to ensure solid personalized instruction for each student.

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

### Data Assessment Cycle

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

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

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

Alternatively, these data sessions may be in teams, and the steps would be as follows:

- Grade any short answer, open-ended responses with rubrics and upload data
- Work in teams to analyze data

- Work in teams to create action plans
- Work in teams to design playlists and plans for next unit

During longer data sessions in intersession, the same steps will occur. The biggest difference is that there will be:

- More in-depth collaboration and sharing of teachers around successes and challenges
- More in-depth work with school leadership on reflection and action plans
- Time for visits to great schools/teachers outside of the ODA organization.
- School-wide sharing of key learnings, successes, and challenges – staff will commit to being a powerful learning community that shares successes and struggles

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

### **Professional Development for Data Analysis**

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In order to ensure that staff members are highly skilled in data analysis, ODA will utilize the following approach for training all staff in effective data analysis:

#### **1. Leadership Data Analysis Training**

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

## **2. Technology Training**

Many data analysis processes are not effective because either a) the data is too complicated and therefore overwhelming, or b) the data is too difficult to access/process because the leaders and teachers are not experts in the technology tools. In order to avoid these pitfalls, ODA will make it a point of emphasis in hiring to find staff and leaders who are technology savvy and excited about the potential of data and technology to revolutionize education. In addition, a significant part of each data analysis session will be on training all educators on how to use the technology tools to analyze data.

## **3. Guided Practice with Data**

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

## **4. Collaborative Sharing and Feedback**

A core teacher (and student) development belief at ODA is in order to develop a high capacity staff; each staff member must have the courage and desire to commit to a public, collaborative growth process. One of the key strategies ODA will use to build capacity and trust among the staff is to have regular collaboration around strengths and challenges in each other’s teaching and learning. As part of each professional development session, staff will regularly share successes and failures with each other, as a way to build trust and communal knowledge around what is working (and not working) in our model. Faculty will also regularly practice giving and receiving feedback with each other, with the cultural belief being that compassionate feedback is a gift that helps everyone grow.

## 5. School-Wide and Sub-Group Assessment

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

### Use and Reporting of Data

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ODA will likely use an SIS system such as Illuminate as the primary tool for collecting student data. Illuminate is a Student Information and Data and Analysis System designed specifically for school use to analyze classroom achievement. In addition, when ODA students apply for college, ODA will likely use the Naviance data base system to capture all college application and acceptance data.

As described above, ODA will regularly collect data as outlined in the data and assessment cycle. The Charter School leader will set goals and metrics with staff at the start of the year and periodically review them during data days in intersession.

### Data Collection:

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

### **Data Analysis:**

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

### **Reporting:**

- Results from formative and summative assessments will be available for each individual student and his/her parents to view at all times via Illuminate's secure web-based platform. This platform can be accessed from any internet connection or on specifically designated computers at ODA during regular operating hours.
- Annually, ODA will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby.
- On an as-needed basis, ODA will publish bulletins reporting general student or school performance data.
- ODA will comply with the new Local Control Accountability plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control Accountability Plan shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions described in the plan and submitted to, but not approved by, its authorizer. Via our shared decision making process, we will engage staff, students, parents and the Board, in the plan development and review process.

**Continuous Improvement:**

ODA is committed to using student performance data to refine and improve the educational program. Specifically, the staff will dedicate time at staff meetings during each semester, and substantial time during intersession periods to analyze the data, and to propose research-based changes to the educational program based upon it. The data cycle outline above details this process. Changes will be adopted based on staff feedback, and planning for implementation will occur during the intersession periods. Additionally, ODA will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”).

## **Element D. Governance Structure**

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

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

### **General Provisions**

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

The Charter School shall comply with the Ralph M. Brown Act and the California Public Records Act.

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

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

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

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

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

The Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

The Charter School shall establish and provide a uniform complaint procedure, in conformity including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq., as required by state law.

The Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

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

### **Legal and Policy Compliance**

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

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

### **Responding to Inquiries**

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

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

### **Notification of the District**

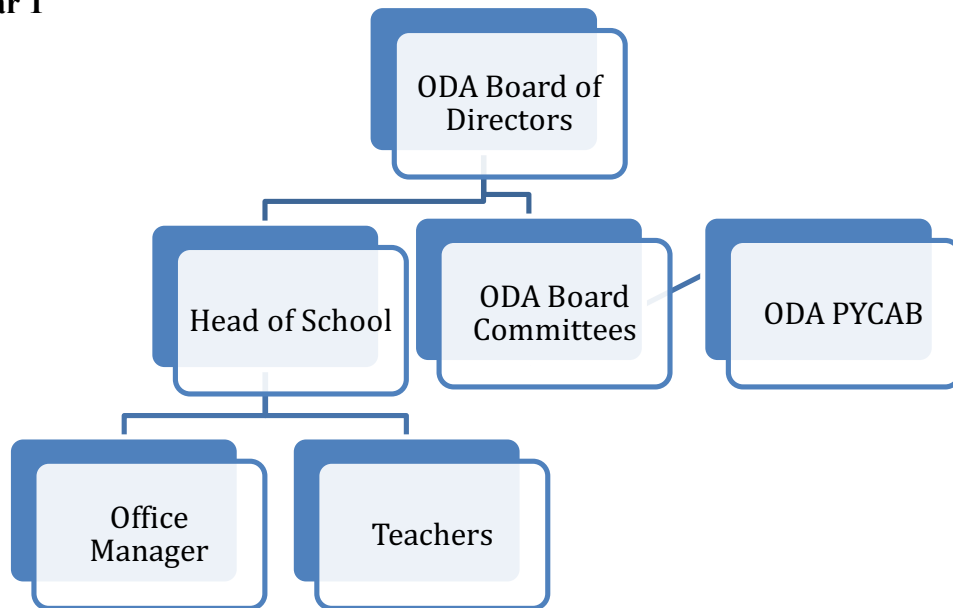
The Charter School shall notify the District in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of tax exempt status), or other formal complaints or notices, within one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

## Governance Structure

Oxford Day Academy will have a lean administrative structure. Internal management of the school will be run primarily by our Leadership Team, comprised in the first year of the Head of School (see **Figure 14**). In year 2 the Leadership Team will grow to include teachers serving as Department Leaders. These teachers are full-time teachers who have additional responsibilities outside the classroom. Their responsibility will be to assess emergent (data-informed) trends in their content area, and to create appropriate strategic responses; this will be done in collaboration with the Head of School, who maintains instructional oversight. At Oxford Day Academy we will encourage a hybrid-leadership model in which Department Chairs will remain teachers in the classroom with reduced non-instructional responsibilities to allow them more opportunities for responsibilities like analyzing grade level behavior trends, classroom observations or feedback on lesson plans.

**Figure 14. ODA Organizational Structure**

**Year 1<sup>71</sup>**

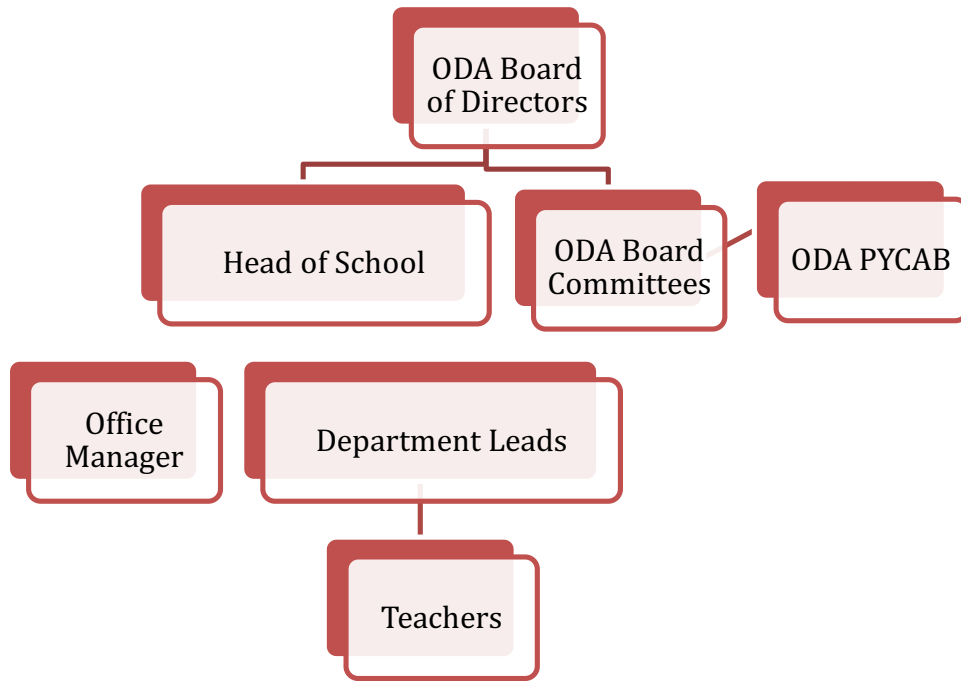


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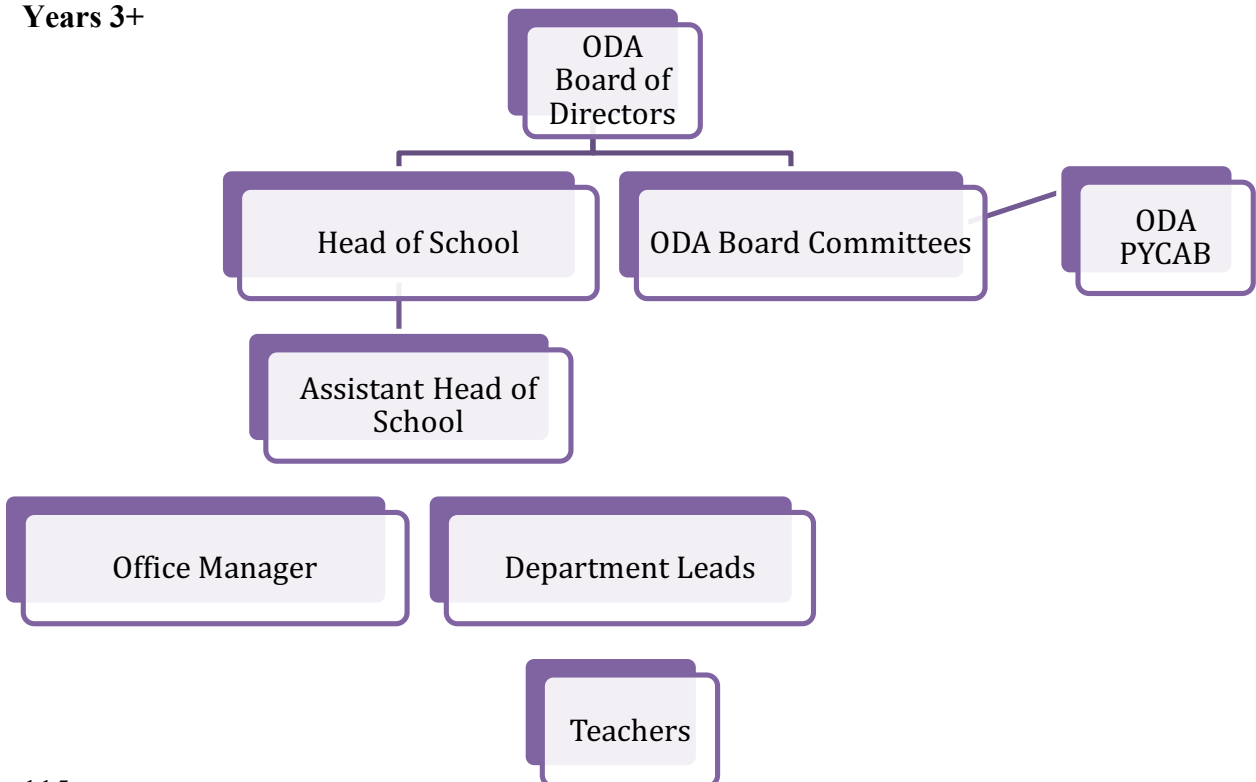
<sup>71</sup> “PYCAB” is the Parent, Youth & Community Advisory Board. Detailed later in this section, the PYCAB is designed to engage and solicit community feedback in matters on school design and management.

Figure 14. ODA Organizational Structure (cont'd.)

Year 2



Years 3+



There will be a Department Chair for each content area: English Language Arts, Math, Science and History / Social Studies. The Assistant Head of School, added in Year 3 of operations, will conduct formal evaluations of teachers, with final approval of all evaluations by the Head of School.

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

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget

The Board of Directors will be responsible for hiring, supporting and evaluating the Head of School, and will set the compensation for the Head of School to execute the day-to-day management of the school. To ensure the Head of School is effectively implementing the mission of Oxford Day Academy, the Board will evaluate the Head of School on a yearly basis and administer one written evaluation of the Head of School and one to the personnel file of the Head of School.

Oxford Day Academy will be governed by a Board of Directors that will engage in active oversight of the school. The Board will hold the mission of the school and will ensure the school carries out the terms of the charter. The Board of Directors, is accountable for the academic, financial, and operational success of the school, and is responsible for providing

financial oversight of the school. As such, the Board will designate a Treasurer and create a Finance Committee.

The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Finance Committee will work with the School Leadership team to develop an annual budget (by May of the previous year) and present it to the full Board of Directors for review and approval. Financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board of Directors along with an income statement and balance sheet. At the end of the fiscal year, the Board of Directors will contract with a CPA firm to conduct an audit – as required by the charter statute.

The Board of Directors will consist of 3 to 15 voting members, will maintain an odd number of members for voting purposes, and will function in accordance with its adopted Bylaws (see the **Bylaws Tab**). The Board of Directors will have three positions to meet specific organizational needs, chosen through board elections:

- **Board President.** The Board President presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to Oxford Day Academy, sets Board agendas, and performs all other duties normally incumbent upon such an officer.
- **Board Secretary.** The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to Board Members appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board members, files approved minutes, and maintains the official list of Board Members in accordance with procedure.

- **Board Treasurer.** The Board Treasurer manages, with the Finance Committee, the Board’s review of and action related to the Board’s financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties. The Board Treasurer works with the Head of School and financial back office vendor as hired to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Head of School in preparing the annual budget to the Board for approval.<sup>72</sup> Annually, the board will conduct a formal evaluation of all vendor contracts using a standard evaluation template. The board will conduct the evaluation at the midpoint of the fiscal year, no later than January 31, to determine if they anticipate renewing a contract for the following year and then again at the end of the contract term. The board will solicit the input of the Head of School within the evaluation process.

### **Board Committees**

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The Oxford Day Academy Board of Directors will include four initial committees, detailed below:

- The **Governance Committee** will be responsible for ensuring the Board’s compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.
- The **Finance Committee** will be responsible for providing financial oversight of Oxford Day Academy and ensuring that the school can provide for its educational and support programs in a fiscally responsible way.

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<sup>72</sup> We contract with EdTec, a non-profit provider of charter school business management services. EdTec will work closely with the Head of School and the Board Treasurer in preparing the annual budget.

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

In addition to these standing committees, task forces may be assembled from time to time to address current issues. For example, the Board may form a Facilities task force to develop a thoughtful plan for facilities usage,<sup>73</sup> or a Recruitment task force to fill a vacant Head of School position. These task forces are not permanent; they will be created and disbanded as appropriate, and any such changes do not constitute a material change to board structure.

### **School Founder Biography**

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

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

Mallory has spent the last seven years developing ODA’s instructional, operational, and financial systems required to bring a tutorial-based high school to life. Her experience with

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<sup>73</sup> We currently have a non-binding letter of intent to use facilities at the St. Francis of Assisi church. See the **Letters of Support Tab** to view the letter from Fr. Lawrence Goode

the Oxford tutorial system as a graduate student, as well as her instructional design background as a high school Spanish teacher and Department Chair provide her foundation for this work. Mallory graduated *summa cum laude* from Northwestern University with a B.A. in Economics, Spanish, and International Studies (triple major); additionally, she holds a Ph.D. in Education from Oxford University, which she attended as a U.S. Rhodes Scholar, and an M.B.A. from Harvard Business School.

### **Governing Board Composition and Member Selection**

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

### **Board Selection Criteria and Process**

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

The Oxford Day Academy Governance Committee will present potential Board members and officers for election by the Board of Directors. Bylaws governing such processes can be found in the **Bylaws Tab** of this petition binder.

The Governance Committee will provide initial training to new board members. The board will also engage in yearly retreats and ongoing training to ensure that all members have the necessary information and capacity to be effective.

### **Stakeholder Involvement**

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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. Board meetings will be held in a space that is accessible to families.

Strategies for gathering familial input include:

- Creation of an Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB) to supply input to the Board of Directors and Head of School
- Invitations to parents and families to attend regular Board meetings
- Posting of Board agendas in a standardized location within the school and on Oxford Day Academy's website
- Posting of Board minutes in a standardized location within the school and on website
- Oxford Day Academy will solicit parent input and feedback on the school's policies and practices regarding EL students and students with IEPs
- End-of-Year School Climate Survey

The Head of School, along with a designated parent liaison from the PYCAB,<sup>74</sup> will lead parent orientation to clearly outline hopes for parental involvement. The Head of School will work closely with the PYCAB parent representative to organize regular meetings with families. During those meetings, parents are invited to attend and participate in conversations with the school leader about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

### **Parent, Youth, and Community Advisory Board (PYCAB)**

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Whereas the Board of Directors is responsible for external development and high-level governance, the PYCAB is responsible for providing community perspective and priorities for the Head of School and Board of Directors. We have 8 committees with purposes as follows:

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<sup>74</sup> The members of the Parent and Family Association will elect a parent representative to lead the parent orientation. During the Founding Year prior to the first year of operation, the Head of School will select a parent volunteer to help with the Parent and Family Association orientation. The Parent and Family Association will then elect their representative in November.

- **High School Transition Team:** To design the systems and programs for helping students transition from middle school to high school
- **Special Education Committee:** To research best practices for supporting special education students in a rigorous high school setting
- **Community Outreach Committee:** To develop the strategies for finding, engaging and maintaining new families in participating on ODA design process committees
- **Facilities Committee:** To develop a list of priorities for an educational facility and start looking for buildings that fit this facility description in East Palo Alto / East Menlo Park
- **School Culture Committee:** To identify educational, social, mental health and spiritual values for the school as well as programs that will bring those values to life in every part of ODA
- **Extracurricular Experience Committee:** To identify, brainstorm and design desired extracurricular programs along with their projected costs
- **Staff / Human Resources Committee:** To develop list of criteria for hiring potential teachers and administrators, create job descriptions, and participate in the hiring and staff / volunteer evaluation process
- **Technology / IT Committee:** To identify the software and hardware technologies best suited to the different educational, social, emotional, and extracurricular programs at ODA

Similar to Board of Director Task Forces, PYCAB committees may change over time to reflect the current interests and needs of ODA without reflecting a material change to the PYCAB. These committees are open to anyone who wishes to join. Committees elect a chair, who sit on the PYCAB central board. The PYCAB central board ensures that all committee work is mission-aligned and inclusive of all members of our community. The head of the PYCAB will be a voting member of the Board of Directors; as such this PYCAB chair must be approved by a vote of the Board of Directors (just as would be the case for any other potential Board Member). Tiffany Hautau is the inaugural Chair of the PYCAB, and a voting member of the Board of Directors.

## **Element E. Employee Qualifications**

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*The qualifications to be met by individuals to be employed by the school.*

*California Education Code Section 47605(b)(5)(E).*

### **Equal Employment Opportunity**

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

### **ESSA and Credentialing Requirements**

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The Charter School shall adhere to all requirements of the Every Student Succeeds Act (ESSA) that are applicable to teachers and paraprofessional employees. The Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. The Charter School shall maintain current copies of all teacher credentials inspection.

Oxford Day Academy will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and

curriculum documented in this charter. All employees at the Charter School will be employees of Oxford Day Academy.

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

### **Employee Positions and Qualifications**

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

In year one of operation, the staff will include: the Head of School, Office Manager, SELCs and Teachers. At full capacity, the staff will include these same positions, as well as an Assistant Head of School and full-time teachers serving as grade level and department chairs. In all years during the term of the charter, the school will be supported by a financial back-office vendor.

Due to the “slow growth” model of the proposed charter school, job summaries, position descriptions, and job responsibilities are subject to change at any time and are subject to District approval pursuant to material revision/amendment procedures. A single individual may assume the responsibilities of more than one position for which he or she may be

qualified as determined by their resume, job performance, interview and cover letter, especially during the school's early years. We recognize that as Oxford Day Academy grows, the organizational chart and job descriptions may vary based upon the needs of our students and the continued growth of our educational program.

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

## **General Qualifications**

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### **Administrators**

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

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

## Staff

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

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school's core values
- Ability to successfully work with target population

## Teachers

Pursuant to Education Code section 47605 (l) all teachers at Oxford Day Academy will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses. A teacher of core academic subjects must have:

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

## Job Descriptions

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

- Head of School
- Assistant Head of School
- Socio-Emotional Learning Coaches (SELCS)
- Teachers and Enrichment
- Office Manager

### Head of School

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

#### Leadership Skills and Characteristics

- Embody, advocate, and operationalize the mission, vision, and strategic direction of Oxford Day Academy
- Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, staff, and leadership team
- Demonstrate a strong passion for education by developing mission-driven programs and policies
- Advocate on behalf of the students, families, and staff in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis

- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Support the professional development and growth of staff and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Comply with the charter, accountability requirements, and all relevant law

#### Administrative Duties

- Provide day-to-day leadership of the school
- Recruit, hire, evaluate, and terminate all staff members
- Manage leadership team
- Recruit and enroll students, including facilitation of public lottery
- Along with the Assistant Head of School, lead community meetings, staff meetings, and school leadership meetings
- Administer, teach, and lead professional development when appropriate
- Use data driven analysis to evaluate teacher performance and student academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
- Sets goals and objectives, evaluate performance, and develop growth/skill strengthening plans for the Director of Curriculum and Instruction and staff
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Provide leadership and empower Director of Curriculum and Instruction and staff to achieve both measurable and intangible academic deliverables
- Document and disseminate the school's academic and operational processes
- Develop and implement fundraising initiatives that contribute to student and staff development and meet school's financial commitments
- Mediate and manage school-related conflicts

- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training
- Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Work to ensure the school's commitment to diversity and visibility within the urban community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
- Work with the Board and its Committees to marshal resources for capital improvements, for extracurricular curricular opportunities, and supplemental academic programs
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Perform and execute any other tasks as assigned by the Board of Directors

#### Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges

- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked and measurable success
- Experienced public speaker
- Well-developed technical and persuasive writer

### **Assistant Head of School**

The Assistant Head of School will be responsible for executing the instructional strategy (s)he works to develop with the Head of School. In this way they serve as Director of Curriculum and Instruction and as a Special Education Coordinator (with the help of other staff members) to provide instructional leadership for the ultimate academic success of the school.

#### **Leadership Skills and Characteristics**

- Embody, advocate, and operationalize the mission, vision, and strategic direction of the school's academic program
- Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, staff, and administrators
- Advocate on behalf of the students, families, and staff in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- With the Head of School, recruit, interview, select, evaluate, and retain outstanding instructional staff
- Support the professional development and growth of staff
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the Head of School, lead community meetings, staff meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant laws
- Provide all relevant data, reports and information to the administrative team

- Advise the Head of School regarding monthly reports to the Academic Accountability Committee
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the staff in reaching the goal of all children learning
- Work collaboratively with the Head of School
- Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal

#### Administrative Duties

- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to staff and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer professional development
- Monitor student progress, participating in review and revision of IEP, as appropriate
- Ensure that students have appropriately written IEPs
- Monitor the plan to ensure program compliance: that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented across all school settings; and that the student is benefitting from the services provided
- Coordinate the provision of all specialized services at the school, including IEPs, 504 plans, and English Learners

- Coordinate the school's SST (Student Success Team) process and lead SST meetings when appropriate
- Coordinate the school's CELDT, RFEP, and related assessments and systems for supporting and re-classifying English Learners
- Coordinate administration to students of all standardized evaluations including CCSS/SBAC tests, CELDT and national norm-referenced exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core staff
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Serve as the substitute teacher as needed
- Perform other tasks as assigned by the Head of School

#### Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Three to five years of urban teaching and educational leadership experience is preferred

- Will hold valid Special Education Credential
- CA Administrative Credential emphasis preferred

### **Socio-Emotional Learning Coaches (SELCS)**

SELCS cultivate a safe and secure learning environment for all students. One SELC is responsible for 68 students across grades 9-12, and spends the entire day in the studio with those students (half of whom are enrolled in the morning learning studio, and the other half of whom are enrolled in the afternoon learning studio). As such (s)he is deeply aware of how the student is behaving across classes, and how that student is performing academically and socially.

#### Leadership Skills and Characteristics

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

#### Administrative Responsibilities

- Supervise the consistent and fair administration and tracking of student conduct and discipline data
- Create, implement, and evaluate programs that increase student motivation and reduce disciplinary referrals
- Provide all relevant data, reports, and information to the administrative team
- Advise and assist the Head of School regarding monthly reports to the Academic Accountability Committee relating to student discipline
- Investigate and resolve student disciplinary matters, referring more serious cases to the Assistant Head of School
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events

### **Performance Evaluation**

All Oxford Day Academy staff will be evaluated by the Assistant Head of School once a year (and by the Head of School in years leading up to the creation of an Assistant Head of School position). Annual goals and objectives will be developed jointly by each staff member and Assistant Head of School in accordance with the mission and vision of Oxford Day Academy. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the Leadership Team will provide appropriate support and training.

### **Procedures for Background Checks**

Employees and contractors of Oxford Day Academy will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School shall monitor compliance with this policy and report to the Oxford Day Academy Board of Directors on a quarterly basis. The Oxford Day Academy Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Services Provided Via Contractors**

Oxford Day Academy will receive service from employees of organizations with which Oxford Day Academy contracts. Oxford Day Academy will ensure that the qualification of the employees of contractors are consistent with the expectations for Oxford Day Academy employees.

- Assist in making formal reports to the Board of Directors on student conduct, school safety and related matters
- Implement policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement
- Organize events including home visits and parent conferences

#### Qualifications and Experience

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

#### **Teachers and Enrichment**

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

#### Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Work closely with the Assistant Head of School to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues

- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform best practices
- Be able to work cooperatively with colleagues
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

Responsibilities:

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

## Qualifications and Experience

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

## Office Manager

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

## Leadership Skills and Characteristics

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

## Administrative Duties

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

#### Qualifications and Experience

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

#### **Employment Policies and Procedures** \_\_\_\_\_

##### **Hiring Protocol**

The Board of Directors will hire the Head of School. All other staffing decisions will be made by the Head of School.

## **Staff Recruitment and Selection Process**

To ensure selection of the highest quality staff, we will implement the following staff selection process:

1. Posting of job openings (online, newspaper, through referrals, and email)
2. Use of teacher recruitment programs and career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief with Head of School and Assistant Head of School
6. Extensive interview with multiple members of the school's existing staff and students
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. The Head of School will make the offer of employment to the strongest candidates

## **Teacher Credential Assurance**

Oxford Day Academy agrees to comply with the provisions of the Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all Oxford Day Academy teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

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

Oxford Day Academy shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish and up-to-date

Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

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

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

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

### **Staff Compensation and Benefits**

The Head of School in consultation with the Board of Directors will develop a salary schedule for the school (see **Appendix N**). This salary schedule will be based on, but not be limited to, the salary scale of the Sequoia Union High School District, the salaries of leading private and charter schools in East Palo Alto and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate's experience and responsibilities. The salary of the Head of School will be set by the Board of Directors.

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

### **Professional Development**

Each staff and staff member has a Personalized Educator Plan (“PEP”). The plan is developed by the employee with the input and approval of the Head of School. The plan asks the employee to identify a set of professional development goals from areas that have been identified as the strands most pertinent to the success of an Oxford Day Academy educator. The plan indicates the employee’s annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year.

## **Element F. Health and Safety Procedures**

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*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

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

### **Health, Safety, and Emergency Plan**

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

### **Family Educational Rights and Privacy Act (FERPA)**

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

### **Criminal Background Checks and Fingerprinting**

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The Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of the Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. The Charter School shall maintain on file and available for inspection evidence that (1) the Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) the Charter School has obtained

certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **Immunization and Health Screening Requirements**

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The Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. The Charter School shall maintain TB clearance records on file.

The Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. The Charter School shall maintain immunization records on file. Students and staff will provide immunization records as is required pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### **Safe Place to Learn Act**

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

### **Facilities**

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#### **Facility Assurances and School Safety Plan Assurance**

The address of the facility is not yet determined. Oxford Day Academy intends to locate in the neighborhood of East Palo Alto. We will work closely with a financial back office vendor to ensure that all financial requirements, including all reporting elements, are managed efficiently and fully, including those involved with facility leasing, renovation, and/or purchase. As a community-based school, our goal is to find space inside of an existing youth-facing organization (eg, a public library, community center, or youth

center).<sup>75</sup> If authorized, ODA will prioritize finding this type of space, and covering associated rent costs through Senate Bill 740 or through the Charter Schools Facilities Innovation Grant (CSFIG). We believe this approach could create a ‘win-win’ situation by providing revenue (in the form of rent) to existing community service providers and by engaging students in our real-world community leadership approach in a learning space that is already connected to the ‘outside world.’ While we will prioritize these types of facilities arrangement, ODA reserves the right to submit an application for Proposition 39 space to the appropriate division of the San Mateo County Office of Education.

### **Facility Safety**

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

### **Fire, Earthquake, and Evacuation Drills**

Oxford Day Academy students and staff will participate in monthly earthquake drills, fire drills, and at least one lock-down drill annually.

Staff members will be trained by the Head of School or the Assistant Head of School during summer orientation on the school safety plan and before the first day of school each year. The school safety plan outlines all procedures to be followed in case of an emergency. Staff members are responsible for ensuring the safety of their students and as such will be trained to the highest degree possible regarding fire, earthquake and evacuation procedures.

### **Certificate of Occupancy Assurance**

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

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<sup>75</sup> See **Letters of Support Tab** for a non-binding letter of intent from Fr. Lawrence Goode for shared facilities at the St. Francis of Assisi Church.

## **Health and Safety Procedures**

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Oxford Day Academy will develop and implement health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts.

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

## **Food Service and Other Auxiliary Services Safety**

Oxford Day Academy may contract with an outside agency for its food service needs. Oxford Day Academy will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Oxford Day Academy will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

## **Background Checks**

All documentations of completed background check and associated reports will be maintained in secure files by the Head of School and available for inspection by appropriate authorities as required.

## **Mandated Reporters**

All staff members, certificated and non-certificated, are mandated reporters and are expected to report any suspicions, knowledge, or observation of abuse of a child. All staff members, new and returning, will undergo Mandated Reporter training each summer prior to the start of the school year. The Head of School will conduct the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The Head of School may choose to bring in outside trainers from the Department of Children and Family Safety to provide additional resources for all staff

members. The Charter School will adhere to and abide by all applicable reporting laws, as well as the same policies and procedures used by the District.

### **Medication in School**

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

### **CPR Training**

All instructional, certificated and credentialed, staff and school leadership at Oxford Day Academy will be CPR and first aid certified. Oxford Day Academy will employ the Red Cross or other appropriate group to train and certify staff during summer professional development each year.

### **Drug Free/Alcohol Free/Smoke Free Environment**

Oxford Day Academy will be a drug, alcohol, and tobacco free workplace.

### **Blood borne Pathogens**

Oxford Day Academy will meet state and federal standards related to blood borne pathogens. The Board shall establish a written infectious control plan (including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”)). Staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Comprehensive Sexual Harassment Policies and Procedures**

Oxford Day Academy feels a commitment to providing a harassment-free environment and will not discriminate against any party on the basis race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. A comprehensive policy will be articulated in the ODA school handbook.

## **Element G. Means to Achieve Racial and Ethnic Balance**\_\_\_\_\_

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

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

### **Federal Program Compliance**\_\_\_\_\_

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School-wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Oxford Day Academy will strive to recruit a student population that will be reflective of the general population of the District. Oxford Day Academy will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population.

These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations

- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

### **Student Recruitment**

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In anticipation of charter authorization, Oxford Day Academy has created a recruitment plan, meant to inform families in the area of the enrollment process at Oxford Day Academy. If authorized, we will implement this plan to ensure we are fully enrolled with 68 students in grade 9 prior to our proposed August 2017 opening.

Planned outreach will take place from authorization until April 2017; activities include, but are not limited to:

- Development of marketing materials (including flyers, posters, and websites) in English and Spanish, and in Tongan and Samoan as needed
- Mailers to families within the school district
- Information sessions and flyer distribution at local community meetings and events, including:
  - East Palo Alto Rotary Club meetings
  - One East Palo Alto events and meetings
  - Youth United for Community Action (YUCA) events
  - Reading Bonanza summer events
  - Live in Peace youth and family events
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:
  - San Mateo County Human Services Agency in East Palo Alto
  - Free at Last
  - Youth United for Community Action (YUCA)
  - El Concilio of San Mateo County
  - Ravenswood Family Health Center

- Ecumenical Hunger Program
- One East Palo Alto
- YESS Collaborative
- Community churches
- Public libraries
- Girls to Women
- Street Code Academy
- Live in Peace
- Information booths and flyer distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes
- Advertisements in local media, including:
  - Newspapers, including:
    - EPA Today
    - El Ravenswood
    - CA Patch
    - San Mateo Daily Journal
  - Radio stations, including Spanish-language outlets such as:
    - KZSU Stanford radio
    - KGO
    - KMEL
    - KBLX
    - KOIT

In addition to informational materials in necessary languages other than English, Oxford Day Academy will provide in-person translation services at information sessions and events. We will work with organizations like the Multicultural Education and Counselling Services of the Bay Area to provide translation services as needed.

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

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

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

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

## **Element H. Admissions Requirements**

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*Admission requirements, if applicable.*

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

### **McKinney-Vento Homeless Assistance Act**

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

### **Non-Discrimination**

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

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

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

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

- A brief description of what a charter school is and how it differs from traditional public schools.
- ODA's Mission Statement and a summary of the Charter School's educational philosophy.
- A description of ODA's educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards (exit outcomes).
- A description of ODA's governance structure (particularly the role of the PYCAB) and how the Charter School encourages parental involvement.
- A listing of the rights and responsibilities of ODA parents and teachers.
- Descriptions of admission criteria, public random drawing preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information (as described in the following sections).
- School Capacity.

Sample documents from the application packet, particularly those collecting student information, are included in **Appendix O**.

The Board of Directors shall have the sole authority to determine the size and grade-level breakdown of the student body at ODA. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

### Admission Criteria

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

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

There shall be no admission testing or other evaluation required of any applicant. ODA shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. ODA will not require any monetary or other contribution as a

condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

ODA shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

### **Public Random Drawing and Preferences**

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

1. Children of ODA staff (not to exceed 10% of total enrollment)
2. Siblings of currently enrolled students
3. Students residing within the boundaries of the District
4. All other students who wish to attend the Charter School

Should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such notifications are consistent with the laws and written notice is provided by the Charter School to the District. Note that ODA hopes to reach all students—including at-risk

students not typically reached by standard recruitment processes. ODA hopes to work closely with SUHSD, the Ravenswood City School District, and local service providers for at-risk youth to identify such students. ODA will use these referrals and recommendations to create targeted outreach for these at-risk youth; this strategy will ensure that more at-risk students from hard-to-reach backgrounds are entered into ODA's public lottery. For more information, see the subsection titled "Targeted Outreach for District and Community Partner Referrals" in **Element G**.

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

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

## Conditions of Enrollment

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

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

See **Appendix P** for sample forms from the enrollment and registration packet.

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

Admission tests will not be required; however, assessments will be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

## Element I. Annual Financial Audit Processes

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*The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

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

### Audit Compliance

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

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

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

ODA will be a fiscally independent, directly funded charter school.

## Budgets

Each spring, ODA will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Head of School will prepare the budget, and have the support of EdTec, a financial back-office vendor. EdTec provides sound assistance and guidance in a variety of areas critical to school management for over 100 charter schools in California.

The Head of School, with the support of EdTec or an equivalent back-office provider, will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges. A number of contingency budgets will also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

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

The Head of School and Finance Committee, with the support of financial back-office provider EdTec, will review monthly cash flow statements and will present comprehensive budget updates to the Board monthly. An EdTec representative, assigned to the charter school, will be present at all monthly board meetings to answer questions and provide further clarifications as needed. The Head of School and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. ODA places great value in being fiscally responsible. The five-year budget summary included in the **Financials Tab** details the expenditures and revenue for the first

five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

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

### **On-Site Financial Management**

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The Head of School of ODA will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school's Board of Directors. The Head of School will manage the day-to-day financial management needs of the school. EdTec will also support this on-site financial planning.

The Head of School will work with the back office business support provider to manage the school's financial operations. Services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

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

### **Annual Audit**

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

The Board Treasurer and the Finance Committee will oversee the independent audit and share out findings to the rest of the board.

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

EdTec and the Head of School will work in concert to ensure the auditor has full access to the school's financial statements, attendance and enrollment accounting practices, and internal controls.

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

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

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

The audit, expected to be completed within four months of the close of the fiscal year, will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government

Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the independent auditor plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit will also include assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. The independent auditor and ODA will prepare a financial report to be submitted to the district, the county office of education, the State Controller's Office, and CDE.

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

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

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

## **Element J. Suspension and Expulsion Policies**

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*The procedures by which pupils can be suspended or expelled.*

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

### **General Provisions**

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The Charter School shall use a restorative justice model for discipline, and provide due process for all students under consideration for suspension or expulsion, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

The Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

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

### **Students with Disabilities**

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

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

- a. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- b. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

### **Notification of the District**

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

- Completed “Notification of Charter School Expulsion,” including attachments as required on forms
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - a) Was the misconduct caused by, or directly and substantially related to the student's disability?
  - b) Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

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

### **Outcome Data**

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

### **Rehabilitation Plans**

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Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to the

Charter School for readmission. The Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **Readmissions**

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

### **Reinstatement**

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

### **Gun-Free Schools Act**

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

### **Policies for Suspension and Expulsion**

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This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the Charter Schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and

expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal

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

### **Grounds for Suspension and Expulsion of Students**

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

### **Enumerated Offenses**

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**1) Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,

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

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.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, or image.
  2. A post on a social network internet site including, but not limited to:
    - a. Posting to or creating a burn page. A "burn page" means an internet website 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.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

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

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

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.

- ii. A post on a social network internet 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.
  - d. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

### **Suspension Procedure**

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Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and,

whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

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

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

## **2. Notice to Parents/Guardians**

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

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the

Head of School or Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **Authority to Expel**

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A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

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

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

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

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

### **Specialty Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a)

- receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
  3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
  4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
  5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
  6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
  7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

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

### **Presentation of Evidence**

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

to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

#### **Written Notice to Expel**

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

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

### **Disciplinary Records**

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

### **No Right to Appeal**

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

### **Expelled Pupils/Alternative Education**

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

### **Rehabilitation Plans**

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

### **Readmission**

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The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board

following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

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### **1. Notification of District**

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

### **2. Services During Suspension**

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

### **3. Procedural Safeguards/Manifestation Determination**

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

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

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

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

Determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

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

#### **4. Due Process Appeals**

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### **5. Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;  
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element K. Employee Benefits

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*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*California Education Code Section 47605(b)(5)(K).*

The financial compensation for Charter School employees will include a base salary that is competitive with like jobs in other local public high schools. The Head of School will oversee the arrangements, including required contributions and deductions, for retirement coverage for all ODA employees.

To attract and retain teachers and staff of the highest quality, ODA will offer competitive retirement programs to its employees. In compliance with Ed. Code Section 47611, we will inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate.

ODA reserves the right to change the retirement program for full time employees if the school administration becomes aware of a more efficient retirement program for which they qualify.

In Year 1 of the operations, the Board of Directors will select one of two options for the staff:

### Option A

Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the California State Teachers Retirement system (STRS). ODA will implement all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Certificated personnel who participate in STRS are exempted from participating in federal social security. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account. For non-certificated, full-time employees,

ODA will contribute to Social Security and match up to 3% of an employee's salary contributions to a 403(b) account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.

#### Option B

All full time salaried employees will have the option to participate in a 403B plan with an up to 3% employer match. If this option is selected, ODA will contribute to Social Security for all full time, salaried employees.

ODA will make all legally required contributions required of employers in California such as workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

## Element L. Attendance Alternatives

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*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

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

No student will be required to attend the Charter School. Students who opt not to attend ODA may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in ODA shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in ODA, except to the extent that such a right is extended by the local education agency.

## Element M. Return Rights of Employees

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*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

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

Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## Element N. Dispute Resolution Procedures

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*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

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

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board Members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Head of School of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board Members/Trustees from their respective boards who shall jointly meet with the Superintendent and the Head of School of the Charter School and

attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Head of School shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Head of School. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. Both parties will not make public comment during this process. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

## Element O. Employee Representation

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*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

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

The Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from SUHSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

## Element P. Procedures for Closing

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*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.*

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

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Directors of Oxford Day Academy. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Mateo County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the

“responsibility entity” designated by the Board. ODA shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the “responsibility entity” designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As soon as reasonably practical, the Charter School shall prepare final financial records, including the audit by December 15<sup>th</sup>. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the District promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ODA.

ODA will complete and file any annual reports and academic reporting required pursuant to Education Code section 47604.33.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School,

shall remain the sole property of ODA and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ODA shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As ODA is organized by a nonprofit public benefit corporation under California law, if ODA will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.