

Appendices

Appendix A. Founding Board Member Biographies.....	201
Appendix B. Founding Families Biographies.....	208
Appendix C. Sample Distribution Materials.....	212
Appendix C. Letters of Support.....	219
Appendix D. A Day in the Life.....	220
Appendix E. A ‘Day in the Life’ of Teachers and SELCs.....	225
Appendix F. Five core components of CASEL’s social-emotional framework	227
Appendix G. Sample Data Dashboard	229
Appendix H. Overview of Intersession programming.....	231
Appendix I. Sample Narrative of Design Thinking Projects and Tutorials.....	233
Appendix J. Instructional systems to promote learning.....	237
Appendix K. Overview of Standards-aligned Curriculum	241
Appendix L. Projected Calendar for 2017-18 School Year	247
Appendix M. Breakdown of Instructional Minutes	248
Appendix N. Proposed Salary Schedule	249
Appendix O. Sample Lottery Application	250
Appendix P. Sample Enrollment and Registration Forms.....	251

Appendix A. Founding Board Member Biographies



Tyler Bosmeny, *CEO, Clever*

Tyler Bosmeny is the CEO of San Francisco-based Clever, whose software platform helps schools eliminate student login and data integration hassles. Since launching in 2012, Clever's platform is now used by hundreds of edtech applications and 1-in-4 U.S. schools. Clever has been named SIIA's Most Innovative Company, SXSW's LaunchEDU Winner, and ASU GSV's Return on Education leader. In 2014, Bosmeny was named to Forbes' 30 Under 30 in recognition of Clever's impact on education. Bosmeny graduated from Harvard University with both a BA degree in Applied Mathematics and an MA degree in Statistics.



Dany Ceseña, *Director of Community Relations, Mural Music & Arts Project*

Dany Ceseña was born and raised in the South Central neighborhood of Los Angeles, CA, an area reflective of the environment in which MMAP youth live. After receiving a Bachelor's Degree in Philosophy from UCLA, Dany moved to South Korea to work as an English teacher and teach with a YMCA theatre troupe. After returning to the U.S., Dany relocated to the Bay Area to participate in Americorps' social justice oriented Public Allies fellowship and partnered with MMAP in the role of Social Justice Program Coordinator. Americorps is a year-long a civil society program supported by the U.S. federal government, foundations, corporations, and other donors engaging adults in intensive community service work with the goal of "helping others and meeting critical needs in the community".

Dany was promoted to Director of Partner Relations, and has led many of MMAP's programs, including Health Education through Art (HEArt), History through Hip Hop (HHH), Teen Mural Program (TMP), Youth Leadership Academy (YLA), Gateway to Science, and is currently leading Public Art Consulting (PAC) projects installing

community designed murals with community members, municipalities, local business leaders, and organizations.

Because of Dany's deep involvement with youth and community, he consistently participates in city task forces, consults for law enforcement agencies and youth-serving nonprofits, and speaks at national conferences about his work with MMAP and the East Palo Alto Police Department's anti-violence and public health initiative, FIT Zones.



Rachel Cochran, *Senior Human Resources Business Partner, Evernote*

Rachel began her career as a 3rd grade teacher in New Haven, Connecticut as a Teach For America corps member. She graduated from the University of Connecticut where she studied business management and minored in human rights and sociology. After her corps commitment, Rachel transitioned into the talent field beginning by managing outreach for Achievement First, a growing charter management organization in New York, Connecticut and Rhode Island. She later went on to helping support the New York City Department of Education implement their Talent Management and Principal Evaluation pilots which impacted over 100 schools. Following that, she founded a Talent & Recruitment team at a community based organization, East Harlem Tutorial Program where she supported EHTP's expansion from 40 to 150 staff members and created a strategic talent management plan aligned with EHTP's 5 year growth plan. While in New York, Rachel received her Master's in Public Administration from New York University. In 2014 Rachel moved to the Bay Area to support Teach For America Bay Area's efforts to attract, retain and develop their educator alumni base. Currently, Rachel leads efforts at Evernote build a high performing talent system including coaching, training and managing other human resources programming.



Lorena Cuffy, Operations Manager & Bookkeeper, Ravenswood Education Foundation

Rena was raised in the Belle Haven neighborhood of Menlo Park. After receiving her A.A. in Accounting from Cañada College and going on to study International Relations at Florida International University, Rena returned to serve in her local community.

Over the past decade Rena has worked with a myriad of non-profit organizations within East Palo Alto, providing education and services to high needs residents. Rena was also a community liaison and field supervisor with the United States Census Bureau. She enjoys serving as a volunteer Program Coordinator for EPA Jr. Golf and Financial Services Agent for One America. Rena joined Ravenswood Education Foundation at the end of 2013.

Rena lives in East Palo Alto with her sprouting son, Yeshua. They both have a passion for the outdoors, music and dance. They love calling the vibrant East Palo Alto community their home and are inspired by its legacy, cultural diversity, and beauty.



Tiffany Hautau, Chair, ODA Parent, Youth, & Community Advisory Board (PYCAB)¹

As an East Palo Alto native, Tiffany has a deep passion, pride, and commitment to the local community. For the past 15 years, she has exercised this passion as a community health and outreach worker for local organizations including the San Mateo County AIDS program, Ravenswood Family Health Center, and the Pacific Tonga Ma'a Tonga. In her role as ODA's inaugural PYCAB Chairperson, she has led a team of more than 10 parents and community members to

¹ The PYCAB is a community-governed advisory board comprised of eight different committees: High School Transitions, Special Education, Community Outreach, Facilities, School Culture, Extracurricular Experiences, Staff / Human Resources, and Technology / IT. The chairs of these 8 committees comprise the PYCAB's central advisory board, which is governed by a 9th member, appointed as the PYCAB Chair. As discussed in Element D, this Chairperson also holds a voting position on the school's governing board. For more information on how the PYCAB and governing board interact, see Element D.

educate others on the ODA model and to solicit community input and feedback. To this end, she has coordinated five major town hall events as well as weekly home meetings, and has also led the organization's initiative to connect parent signatures, teacher signatures, and community letters of support.

Tiffany is a dedicated mother to her 5th grade daughter, Genesis, and her 3-year-old daughter, Avaya. She also holds an Associate of Arts (AA) in Human Services Management from the University of Phoenix.



Shara Hedge, *Chief Schools Officer, Alpha Public Schools*

Ms. Hegde currently serves as Chief Schools Officer for Alpha Public Schools, a K-12 network of charter schools in San Jose, CA, focused on preparing students for college and career. In this role, she supports school leaders across four school sites and partners with the CEO to provide leadership, vision, and strategic direction for the organization. Prior to joining the Alpha team, Ms. Hegde served as the Founder and Executive Director of Cornerstone Academy, a K-6 elementary charter school. Since its opening in 2010, Cornerstone Academy has been amongst the highest performing schools in the city of San Jose and was named a California Distinguished School in 2014. Cornerstone has since merged operations with Alpha Public Schools and serves the organization's youngest learners. Ms. Hegde also serves on the California Charter Schools' Association Member Council for Region 5, chairs the Sonoma County Charter SELPA CEO Council, and is an advisory board member for several non-profit education startups. Prior to founding Cornerstone, she taught elementary school in Miami, Florida for several years through the Teach for America program. Ms. Hegde received her Bachelor's Degree in History from Brown University in Providence, RI and has her Masters Degree in Education Policy, Organizations, and Leadership Studies from Stanford University. She also has an additional Master's Degree in Instructional Leadership from the Reach Institute for School Leadership in Oakland, CA.



Siggi Hindrichs, *JD Candidate, Stanford Law School*

Siggi Hindrichs earned her Bachelor of Science degree in Commerce from the University of Virginia and her Master's degree in Education from Boston University. Siggi taught 8th grade math in Boston Public Schools, leading teacher recruitment for her academy in her first year and acting as grade level leader in her second year of teaching during an intensive turnaround effort. Outside of her classroom, Siggi worked with Teach for America, delivering webinars with prospective STEM teachers, conducting informational interviews and official phone interviews with prospective teachers, and engaging sponsors in development efforts.

Siggi has experience as a discrete trial therapist for children with autism, working one-on-one to develop language and communication skills through applied behavior analysis, as well as experience as a teaching consultant to improve classroom performance for graduate students and researchers learning English as a second language.

In 2015, Siggi worked full-time in the Youth and Education Law Project at Stanford Law School; there, she delivered direct legal services to local students and their families in need of representation before their school or district with respect to special education and school discipline. Today, in addition to her studies at Stanford Law School, Siggi is the teaching coordinator/curriculum director and former alumni mentor for Project ReMADE, working with formerly incarcerated individuals to start and manage businesses with the goal of facilitating reentry and economic independence.



Rosalyn Menon-Kennedy, *Executive Communications, Google*

Rosalyn Kennedy leads Executive Communications at Google for their North and South America business operations. An experienced and award-winning communications strategist, she previously served as Director of Global Communications at the Coca-Cola Company, where she led the company's communications on sustainability efforts for global health and well-being. Prior to joining The Coca-Cola Company, Rosalyn was a two-time, Emmy award-winning producer of The Dr. Oz Show, an internationally syndicated daytime talk show. She has a 10-year history of television production and journalism experience at the network level. Her previous roles include producing for CNN, where she was honored with Peabody Award recognition for her contribution to the network's 2008 Presidential Election coverage, 60 Minutes and the CBS Evening News with Dan Rather, where she was awarded an Investigative Reporters and Editors award. A graduate of Brown University and the Columbia University Graduate School of Journalism, she is a former Miss Pennsylvania, where she was honored for her work in children's health advocacy and was a top 20 Finalist and Overall Interview winner at the Miss America pageant. Rosalyn is an active volunteer with the Miss America organization and serves on the Alumni Advisory Board of the Coca-Cola Scholarship Foundation and the Board of Directors of The Scholar's Choice, a cutting-edge software solution for teachers and students.



Anupam Mishra, *Managing Director, Hellman & Friedman*

Anupam is a Partner at Hellman & Friedman, a \$20b+ global private equity firm, where he leads the firm's investing efforts in software and education. Over the past eleven years at the firm, and fourteen years in private equity, Anupam has spearheaded the evaluation, investment, and ultimately governance of companies in a broad range of industries. In education specifically, he currently manages the firm's investments in Ellucian, a \$700m+ leading developer of software solutions to higher education institutions, and Renaissance

Learning, a \$200m+ leading vendor for assessment and digital learning tools to the K-12 marketplace. As a Lead Director of these companies, Anupam works closely with the respective CEOs on issues such as driving corporate strategy, improving operational effectiveness, and recruiting & developing talent.

Outside of his professional focus on education and education technology, Anupam serves on the Leadership Council of the New Schools Venture Fund, a non-profit venture philanthropy firm working to transform public education for low-income children.

Anupam graduated Magna Cum Laude in Economics from Harvard College and later received his MBA from Harvard Business School. Today Anupam, his wife Kavita and their two boys live in Hillsborough, California.

Appendix B. Founding Families Biographies

1. **Pamela Breckinridge** is a proud mother of three children. Her oldest daughter is currently in college, and she lives with her two other children in East Palo Alto. After seeing the experiences made available to her daughter in a local private school, she has come to recognize the need for more meaningful enrichment opportunities for students in her neighborhood. She is excited to bring these types of experiences to life in Oxford Day Academy.
2. **Nicole Steward** is a 3rd generation resident of East Palo Alto. She is the proud single parent of 3 children: David – graduate of Menlo Atherton class of 2009; Janae – graduate of Menlo Atherton class of 2011; and Jahkim – 13 years old, who is a current student at the 49er Academy. She is proud to support ODA because our children deserve a quality education reflective of their heritage, pride and faith in their community.
3. **Jennifer Lyons** was born in Louisiana before moving to East Palo Alto as a child. She home schools her son, Jules, who is 13 years old and in the seventh grade. Their homeschool work emphasizes real-world experiences and field trips. Jennifer believes that students learn best through personalized, meaningful engagement opportunities, and is excited to contribute to the development of a school that provides such opportunities to all students.
4. **Stephanie and Booker T. Robinson** have two children, Booker T. Robinson III (age 21) and Isaiah Adair Robinson (age 13). They have lived in East Palo Alto all their lives and support Oxford Day Academy for various reasons. Chief among those reasons, they want a school that encourages children to explore the world around them as well as their own personal interests and strengths.
5. **Aigasafaleaosa and Taliga Sama** are both from the islands of Samoa. They have four beautiful young girls; being raised in the church. The Sama family are deeply rooted

in keeping their family close to the Lord. Teaching their children rich values such as the importance of faith, prayer, respect and working hard. They arrived on the Peninsula in the year 2007 and they love East Palo Alto because it has a sense of "village" and "togetherness". They are very passionate about raising their children with core values that they grew up on and Oxford Day Academy has the platform to keeping not only their culture ties but the sense of community too. Although they have not fully assimilated to the "American" culture, they plan on keeping what is priority such as their faith, family collective responsibilities and respect. They plan on volunteering with ODA and partnering agencies to enrich their students with a positive learning experience.

6. **Ben and Kaleti Tuipulotu** have lived in East Palo Alto for the last 6 years. They have 5 children: Sione 18, Ben Jr. 15, Josalyn 10, Semisi 9, and Sebastian 5. They want to have this school in their community because they believe its emphasis on multiculturalism will benefit many local families.
7. **Meleana and Tesimoni Tameifuna** are both of Tongan descent. Their large family's foundation is based around their faith; together, they nine kids in the Pacific Islands and arrived to the United States in 1999. Since migrating to the US; they've worked hard to uphold their strong Tongan heritage. The Tameifuna family has had rough times and they've managed to stick together as a family. There have been cultural and linguistic barriers when it comes to understanding the "American" educational system. Oxford Day Academy has been a breath of fresh air for the two. The concept of each child identifying with their culture will bridge the gaps they've struggled to make since they've been here. They're passionate about integrating cultural practices into the daily culture of their child's school.
8. **Tiffany Hautau** is an East Palo Alto native and mother to two beautiful girls, Genesis (age 10) and Aveaitaua (age 2). Tiffany is passionate about Oxford Day Academy because of her own adolescent experiences in a multicultural- and social justice-based school, Shule Mandela, later named the School of Wisdom and Knowledge. She wants

to bring this type of empowerment curriculum back to life so that her own children may grow through it like she did.

9. **Ana Ramirez** has two children, Lia (11) and Carlos (7), that have grown up in both Redwood City and East Palo Alto since birth. Ana supports Oxford Day Academy because it's tailored to meet her children's individual needs and offers a diverse environment that will make them more culturally aware.
10. **Ellie Oropeza** is a Mexico native and has been a resident of East Palo Alto for the past 10 years. Mother to a boy (Steve 17 and two daughters (Abby 15 and Anhely 12). Ellie is passionate about Oxford Day Academy because after experiencing private and public schools with her children she sees the need of a school that will help raise, not only her youngest child but also generations to come, to be well rounded individuals who are ready to face any aspect and situation life brings to them in an environment that embraces a child's uniqueness and also their cultural and ethnic background.
11. **Mariana Castaneda** is the mother to two amazing children: her 7th grade son, Moises, and her 5th grade daughter, Maya. She is excited about ODA's use of the tutorial method, as well the opportunity for ODA students to work with local organizations and businesses in the community. She is involved because she wants to make sure kids have the best education possible, and that they are raised to see themselves as positive change makers in the world around them.
12. **Jonathan Borgo** is an East Menlo Park native and current East Palo Alto resident and father to four children Giana (16), Jonathan (9), Irelyali (6), and Nicolas (10 months). After attending elementary school and high school in Atherton Jonathan is impassioned with the idea of bringing quality culturally competent education to the community of East Palo Alto. He hopes that Oxford Day Academy will afford to his children the opportunity to attend a High School within their own community that provides a quality education only available in neighboring communities.

13. **Chavella Montantes** is the mother of two beautiful children, ages 10 and 3. Originally from Stockton, CA, she has lived in East Palo Alto since her oldest daughter began school. She is a strong advocate for the education of her children, and believes that schools can and should give young people the opportunities to chase their dreams. She is excited about ODA because she believes its focus on real-world experiences and personalized learning will help students to realize their dreams.

Flyer 1²

OXFORD DAY ACADEMY Opening Fall 2017  ACADEMY Discover. Share. Grow.	
A tuition-free public charter school, grades 9-12 For nearly a millennium, the University of Oxford has relied on its renowned ‘tutorial’ system to produce the world’s most influential business leaders, academics, and heads of state. At ODA, expert teachers combine the traditional tutorial model with cutting-edge technology to recreate the Oxford experience, relying on self-directed, inquiry-based learning projects to develop students’ critical thinking and problem solving skills. Our students may also supplement this challenging curriculum with study abroad, lab research, and community leadership experiences, preparing them for life at and beyond the world’s most rigorous colleges and universities.	Now recruiting supporters and board members 
Our Promise • Personalized learning plans that encourage students to customize their high school experiences • One-on-one teaching and mentoring to push student learning to the next level • A diverse student body that celebrates and explores differences in language, culture, and belief • College guidance counseling tailored to students’ specific goals and interests	We hope to serve the Sequoia Union High School District. To find out more, contact: Dr. Mallory Dwinal <i>Lead Founder</i> 650.260.3152 (English, Español) mdwinal@OxfordDayAcademy.org www.OxfordDayAcademy.org We look forward to meeting you!
Visit www.OxfordDayAcademy.org to learn about tutorials, the ODA experience, and more.	
Enrolling 9th grade students for fall 2017	

² All materials in Appendix B were produced in English and Spanish. Spanish versions available upon request. Note, colors, logos and the mission statement have evolved over time as a function of quality feedback from and collaboration with the Parent, Youth and Community Advisory Board (PYCAB).

Is your child college-bound?



Come find out.

Learn more about the milestones your child must achieve each year to attend college.

This event is free to all, light refreshments will be served.

Join us
Oct 19
6:30-7:30p
YMCA

Questions? Contact Dr. Mallory Dwinal 650-260-3152 mdwinal@oxforddayacademy.org

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ACADEMY



Help us design a NEW kind of public high school

Our Promise

- A small, safe learning environment that allows each student to feel respected and known.
- More real-world experiences that celebrate different cultures through hands-on learning
- One-to-one college counseling services for all students beginning in the ninth grade

Questions?

www.OxfordDayAcademy.org or 650.260.3152

Join Us!

Wednesday, Nov. 11
7:00-8:30p
YMCA (Bell Street)

No admissions criteria
No tuition or fees

OXFORD DAY ACADEMY



Help us design a NEW kind of public high school

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- More real-world experiences that celebrate different cultures through hands-on learning
- One-to-one college counseling services for all students beginning in the ninth grade

Questions?

www.OxfordDayAcademy.org or 650.260.3152

w
Join Us!

**Thursday, Dec. 3
7:00-8:30p
EPA City Hall**

**No admissions criteria
No tuition or fees**

Model Overview 1

OXFORD DAY ACADEMY

Opening Fall 2017



OXFORD DAY ACADEMY

Discover. Share. Grow.

Introduction to Oxford Day Academy

Please visit www.OxfordDayAcademy.org for more information

As a public charter high school, Oxford Day Academy (ODA) seeks to provide educational opportunities typically reserved for students of our nation's most elite private preparatory programs. More specifically, we recreate the exceptional rigor and personalization of [the Oxford tutorial](#) approach by building on existing blended learning technology to make the model feasible within the constraints of a public school budget.

In their traditional form, tutorials develop deep content mastery as well as strong interpersonal and critical thinking skills by requiring students to create and defend carefully-evidenced responses to open-ended prompts. In this way, tutorials are tightly aligned with the goals and priorities of the Common Core State Standards; unfortunately, they also require exceedingly low student-teacher ratios that are cost-prohibitive for public schools.

Our educational model solves this problem, recreating the tutorial experience by combining a digital, project-based curriculum with specially designed student teaming and accountability systems. Under this new approach, students grades 9-12 collaborate with one another while still moving at their own pace through a personalized learning plan. They demonstrate content mastery by working independently and in small groups to complete skills-based projects, orally presenting and defending this work in the same way that a student at Oxford University would in his or her undergraduate courses (4-5 projects per class per semester). Adjusted to the high school setting, each tutorial unfolds in a five-step process, wherein students:

1. Use class discussions and a self-guided, digital curriculum to **learn about the topic** of a given project
2. Synthesize the content learned in order to **complete the project** for their tutorial
3. Write a short paper (usually 500-1,000 words) to **explain the logic** behind their work
4. Present their project and paper to a small tutorial group, and then **orally defend** their findings
5. Reflect on diagnostic data and tutorial feedback to **track progress** and set goals for the next tutorial

To facilitate appropriate student behaviors in this self-directed environment, ODA will rely on teaming systems and processes designed with professors specializing in organizational behavior at Harvard Business School and at Harvard University's Graduate School of Education. Alongside our digital curriculum, these teaming models will allow students to master basic content knowledge on their own and with their peers, freeing teachers to monitor student growth, implement targeted interventions, and provide intellectually rigorous tutorial-based instruction.

Tutorials are most enriching when students engage peers of different backgrounds and beliefs. To maximize this diversity of thought, ODA will serve a truly heterogeneous student population within the Sequoia Union High School District of San Mateo County, California; we will rely on the recruiting methods used by [Valor Collegiate Academy](#) to produce a student body representative of the many races, languages, religions, and income levels present within this diverse community. Once the model has shown demonstrable success, we will expand our organization directly while also encouraging other public schools to adopt the tutorial approach.

The charter will be submitted by March 2016 so that ODA will be ready to open in fall 2017; during that time, we will continue pilot testing our academic model and building out the necessary back-office supports. [Silicon Schools Fund](#) and [Innovate Public Schools](#) have agreed to jointly back ODA throughout the launch process.

For additional information, please contact:
Mallory Dwinal, Lead Founder, Oxford Day Academy
650.260.3152 | mdwinal@OxfordDayAcademy.org

Model Overview 2

OXFORD



ACADEMY

Opening Fall 2017

Discover. Share. Grow.

Executive Summary

Instructional vision. ODA will be a 21st century leadership academy. Here, students will spend their days thinking and working the same way they would as a high-skill employee at Apple or Facebook—collaborating with one another to explore and tackle authentic challenges. But instead of figuring out ways to sell more iPads or build a better search engine, they will be charged with solving their community's most pressing problems and needs. This approach will transform high school by unleashing our young adults as change agents, and treating them as mature professionals along the way.

Key design elements. At the core of our model, students are responsible for identifying and addressing the issues they care most about. Teachers use Oxford-style tutorials to 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 interdisciplinary studios for four hours each day; the remainder of their days will be spent out in the world bringing those ideas to life through field research, internships, and service project implementation. Studios provide the space and resources required to build, prototype, and test student ideas. 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, conduct tutorials (see below), conference with SELCs (see below), and design think their way through social challenges.
- 2. Design thinking for service projects*— Each semester, students work in groups of four on a local issue they care about (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. Each phase requires students to split their time between community work (making observations, interviewing stakeholders, prototyping solutions, etc.) and learning studios (described above).
- 3. Tutorials with academic teachers*— Oxford and Cambridge have used tutorials for nearly a millennium as a way to drive critical thinking and open-ended problem solving. At their 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 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 academic teachers 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 21st century workplace. Students use email, Asana, and office calendar tools to coordinate their work with teachers, community partners, and one another. This allows them the flexibility they need to be creative and autonomous; it also equips them for professional settings.

Our approach expands the definition of success by prioritizing students' civic growth and service capacity; our use of SELCs and personalized academics ensure that all students are equipped to achieve these high expectations.

For more information, visit www.OxfordDayAcademy.org

Join our family.

When and how do I register? We will begin accepting applications in early 2017, or as soon as our school is approved to open. Names will be drawn from the lottery in March 2017; anyone not selected in the lottery will be placed on a waiting list and admitted as space is available.

What is the expectation for parents? We seek to include all families in our school so that they can feel connected to their child's social and academic growth. As such, we strongly encourage any kind of parent/guardian participation, though this is never required for admission in the school.



Let us Introduce Ourselves!

We know that great schools are built on strong relationships. We'd love to meet you!

We are open to all questions and comments, and love the chance to partner with other members of our community. Please contact our school founder, Mallory Dwinal, through the information below.

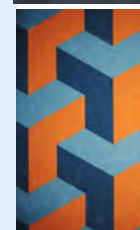
Contact us at
650-260-3152

or on the web at www.OxfordDayAcademy.org

*"To grow all students as
leaders of today and
champions of tomorrow."*

ODA Mission

Oxford Day Academy
152 Daphne Way
East Palo Alto, CA 94303



Frequently
Asked
Questions



Oxford Day
Academy



All are welcome at our school. Any student who will start 9th grade in August 2017 is welcome to enter our lottery.

What is Oxford Day Academy?

How are we different from other high schools? Oxford Day Academy (ODA) is a free public college preparatory where students have the space and support to explore their passions. Our focus on personalization and real-world learning sets us apart.

Are you affiliated with other schools? No. We are a brand new organization, and are not a part of any other charter or private systems.

What is the sources of funding? We have received start-up funding from numerous education non-profits. Once we are open, we will use local, state, and federal government funds to operate.

Personalized learning meets real-world experience

What does 'personalized education' mean? Personalized learning is a style of teaching that allows every student to focus on his or her individual learning needs. Each student receives their own learning plan, tailored to their individual interests and abilities.

Our Curriculum >>>

What is the curriculum?

Our curriculum requires students to apply their real-world internships and learning experiences to academic content. To help them achieve this balance, our expert teachers use the Oxford tutorial method.

What are tutorials?

Tutorials are miniature debates between students and teachers; they have been used in Oxford and Cambridge for over 1,000

years to prepare leaders for each new generation. This style promotes creative thinking, deep knowledge, and cultural identity building.

Our Culture >>>

Will the school be open to our family's culture?

Yes. Our school is built with cultural identity in mind. Each student will be assigned a 'coach' who will work closely with family members to design a learning program

that fits with the family's cultural identity.

What about testing?

We recognized that the SATs, AP tests, and other common standardized exams can be important to success. But we also know that these exams will never capture the whole picture. We prepare our students to succeed on these tests, but focus most on deep student learning.

Our Staff >>>

How will the school be staffed and selected?

We are committed to finding expert teachers for each student, and

ODA is a free public school – we will never charge tuition or require admissions exams.

are especially committed to finding those educators living within the local area.

We seek out teachers who recognize that culture and family are an integral part of a student's life and seek to include these aspects in their teaching.

Our timeline >>>

Where will the school be located? We are looking for a space, and hope to find a building in East Palo Alto or Redwood City.

When will it be opened? August 2017.

What is the size of the school? We will begin with 68 9th graders in 2017, adding 68 more students each year. We will have 272 students grades 9-12.

A better school experience >>>

What will a typical day look like? Students spend half of the day completing **real-world** volunteer work and internships for class credit. The remaining time each day is spent on campus with their 'house'—a group of peers who help each other connect real-world work with academic content.

This unique approach allows students to develop high-demand job training as well as social and emotional support, all while teaching them a rigorous, **college preparatory curriculum**. This daily experience is also combined with field trips, study abroad activities, and an abundance of **extracurricular opportunities**. The result? A world-class education for tomorrow's leaders.



Appendix D. A Day in the Life

ODA is guided by the belief that, in order for students to be prepared for our nation's most rigorous college and career opportunities, they must first develop a strong sense of self-management as well as ownership of their academic growth. Our daily schedule is designed with the daily life of the student in mind, and crafted in a way that provides rigorous academic opportunities while simultaneously cultivating their sense of personal responsibility; viewed through the eyes of a student, this schedule provides ample opportunity and strong motivation to grow into disciplined, self-directed learners.

In the narrative below, we meet Marie, a 2nd semester 9th grade student. This narrative articulates her experience, as well as what her experience may be when she's a 12th grader.

9:00-11:00 Breakfast and arts elective credit. Marie is in the afternoon studio block (which runs from 1:00-5:00pm), so she begins each day working on non-core class credits. On Mondays, Wednesdays, and Fridays she earns Spanish credit; she does this by taking courses with her Spanish teacher on Mondays and Wednesdays to learn Spanish content that she is responsible for converting to a lesson for preschool children. On Fridays, she actually teaches this lesson to a small group of preschool students at a school down the street.

On Tuesdays and Thursdays, Marie works with her art teacher and a group of her peers to create a mural on the side of that same elementary school; their art teacher helps them to see how the various art techniques they are practicing come to life in this project, which is lead by a member of the Mural, Music & Arts Program (MMAP).

Note that Marie did not get to choose these electives and is completing them with a group of students under certified teacher supervision. When Marie is a senior, she will be allowed to design her own non-core

experiences, and may conduct work under the supervision of ROPs and adults who are not certified teachers.

11:00-12:30 **Design thinking project fieldwork.** Marie's teacher walks her and her peers back to campus, where they begin working on the fieldwork for their design thinking project. Working with preschool students has been really rewarding, and Marie has heard some teachers/peers complaining about how hard it is to get their younger children/siblings care during the school day. It's given Marie the idea to design a low-cost on-site preschool and daycare for ODA staff, families, and neighbors. Right now, ODA is in the 'imagine' phase of their design thinking projects, so Marie has four weeks to take all of the feedback she heard from staff and students to design a dream program, taking into account facilities constraints, legal requirements, and financial limitations. Today, she is mapping out the cost constraints to help her build a budget down the road.

Note Marie was required to choose an on-site project (ie, she completed all fieldwork on ODA's campus). When Marie is in 12th grade, she will have the option to complete projects off-site, and may complete relevant internships as a part of her design thinking research.

12:30-1:00 **Lunch.** Marie eats with her friends until the two-minute warning. At that time, they all throw away their trash and walk over to the laptop charging stations to collect their individual chromebooks. Marie has put stickers and decals on hers so that it's not only personalized to her individual interests, but also easy to identify. She then walks to her learning studio to begin her daily studio time.

1:00-5:00 **Daily studio time** _____

1:00-2:00 **Silent reading and book club.** To begin studio time, Marie pulls out her latest novel and reads alongside every community member for the first thirty-five minutes of school. Over time she begins to realize that her enjoyment of reading is increasing, as is her reading comprehension. Marie is also excited, because she's read articles for several class discussions that explain how reading every day has been linked to improved student performance on the SATs and in college-level courses. After thirty-five minutes of silent reading, Marie meets with four other people to complete their daily book club. Together, they discuss questions set by their teacher, who pops in to offer guidance throughout book club.

2:00-3:00 **Math tutorial.** Marie checks her Google calendar, and remembers that she has a math tutorial at 2:15. She gets her materials together before Ms. Jones and a small group of students (Marie, Joe, and Alicia) move to an empty breakout room.

For this tutorial, Ms. Jones has asked Marie to focus on materials related to the Common Core standard CCSS.MATH.CONTENT.HSA.SSE.A.1 (Interpret expressions that represent a quantity in terms of its context) to help her better understand her pre-school challenge. Over the last few weeks, Marie has had to prepare data on the number of preschool aged students in her community and the average cost of preschool education; she then used this data to calculate the projected costs of establishing a preschool program. She also had to collect and graph data showing lifetime outcomes (around employment, incarceration, etc.) as a function of preschool enrollment. Using this material, she will debate with Ms. Jones the mathematical evidence that the benefits of an on-site ODA preschool outweigh the financial costs.

During the tutorial, Ms. Jones has an opportunity to guide and assess the content mastery of each student on this three-person team; she gives them

feedback and updates their grade in real time, so that they immediately know what they mastered and what areas of improvement remain for the next project. After the tutorial, Marie uses content mastery data, Ms. Jones's feedback, as well as their daily reflection entries (all of which are stored on their Illuminate learning platform) to reflect on their growth. Based on this reflection, they are also setting new learning goals for the next tutorial project.

Note Marie's schedule for learning studio has been set by her teachers. As Marie gets older, she will have more control over when and how she completes her learning tasks each day.

3:00-4:00 **Social Studies tutorial prep.** They are now a little more than halfway through their four-hour studio time. Marie has a tutorial with her Social Studies teacher, Mr. Smith, scheduled for next week; during that time, she will have to compare and contrast the tenants of Lyndon B. Johnson's Great Society plan with her own plan for affordable community preschool. Knowing this, Marie spends her time today watching playlist videos on Johnson's policies, taking notes to prepare for next week's tutorial.

Note Marie is only in 9th grade and not yet ready for AP-level materials. As a senior, this same tutorial would require her to complete a document based question (DBQ) connecting Johnson's policies to social outcomes as preparation for AP-level writing; she would then compare that document to her own service project during the tutorial.

4:00-4:40 **STEM challenge prep.** Tomorrow, Marie and a group of her peers will be completing a challenge for their biology class in which they have to recreate the human metabolic system. Marie's biology teacher, Mr. Perez, gathers the 20 students who will be completing this challenge together today to teach a small lesson on metabolic functions. Marie and her peers take notes

in their science notebooks, as they know they will need this information to successfully complete tomorrow's challenge.

Note again that Marie is not yet at AP-level abilities, so she does not need to supplement this lesson with additional, AP Biology-level details. In 12th grade, if Marie opted into AP-level Biology, Marie's teacher provide a supplemental playlist (in addition to this lecture) that builds on the basics of the lecture to explain AP-level details. She would then use those details to complete a more advanced version of tomorrow's project.

4:40-5:00 SELC check-in. In the last 20 minutes of studio time, Marie meets with her SELC. They discuss what she accomplished today and whether or not she is on track to meet the week's learning goals. They also discuss whether or not this progress has her on-track to meeting her semester-long challenge (ie, creating an on-site preschool). They spend part of the class time discussing what their goals should be for the other days this week; they close the day by Marie and 33 of her peers meeting with their SELC for a group close out, where they share announcements and shout out peers who embodied one of their six core values at some point during the day.

As a senior, Marie may be asked to take more of a leadership role in these closeouts, helping younger students to reflect on the core values and the culture of ODA.

After school Extracurricular activities and homework. Once studio time is over, Marie prepares to leave. Marie finished all of the daily learning objectives today, so her only homework tonight is to read the next forty pages of her book for tomorrow's book club. As such, she takes her chromebook back to the charging station and plugs it in before changing into workout clothes for soccer practice.

Appendix E. A ‘Day in the Life’ of Teachers and SELCs

Sample daily schedule for a credentialed English teacher:

Morning studio time:

8:00-9:00	Support morning learning studio student book clubs Small group instructional interventions as needed
9:00-10:30	Complete two tutorials with four students each Record feedback/grades from tutorials in real time
10:30-11:00	Small-group instruction for EL students
11:00-12:00	Prep for afternoon’s Harkness Table
12:00-1:00	Lunch break

Afternoon studio time:

1:00-2:00	Support afternoon learning studio student book clubs Small group instructional interventions as needed
2:00-3:30	Complete two tutorials with four students each Record feedback/grades from tutorials in real time
3:30-4:30	Complete Harkness Table with 13 students Enter feedback for student participation on Illuminate
4:30-5:00	Review tomorrow’s schedule, finish preparations

Sample daily schedule for a non-credentialed SELC:

Morning studio time:

- | | |
|------------|--|
| 8:00-9:00 | Check attendance, contact any unexcused absences
Review schedule for student check-ins |
| 9:00-12:00 | Complete ten 15-minute check ins with individual students
Monitor behavior, correct off-task / discipline issues
Help students troubleshoot technology / scheduling issues |
| 12:00-1:00 | Lunch break |

Afternoon studio time:

- | | |
|-----------|--|
| 1:00-2:00 | Check attendance, contact any unexcused absences
Review schedule for student check-ins |
| 2:00-5:00 | Complete ten 15-minute check ins with individual students
Monitor behavior, correct off-task / discipline issues
Help students troubleshoot technology / scheduling issues |

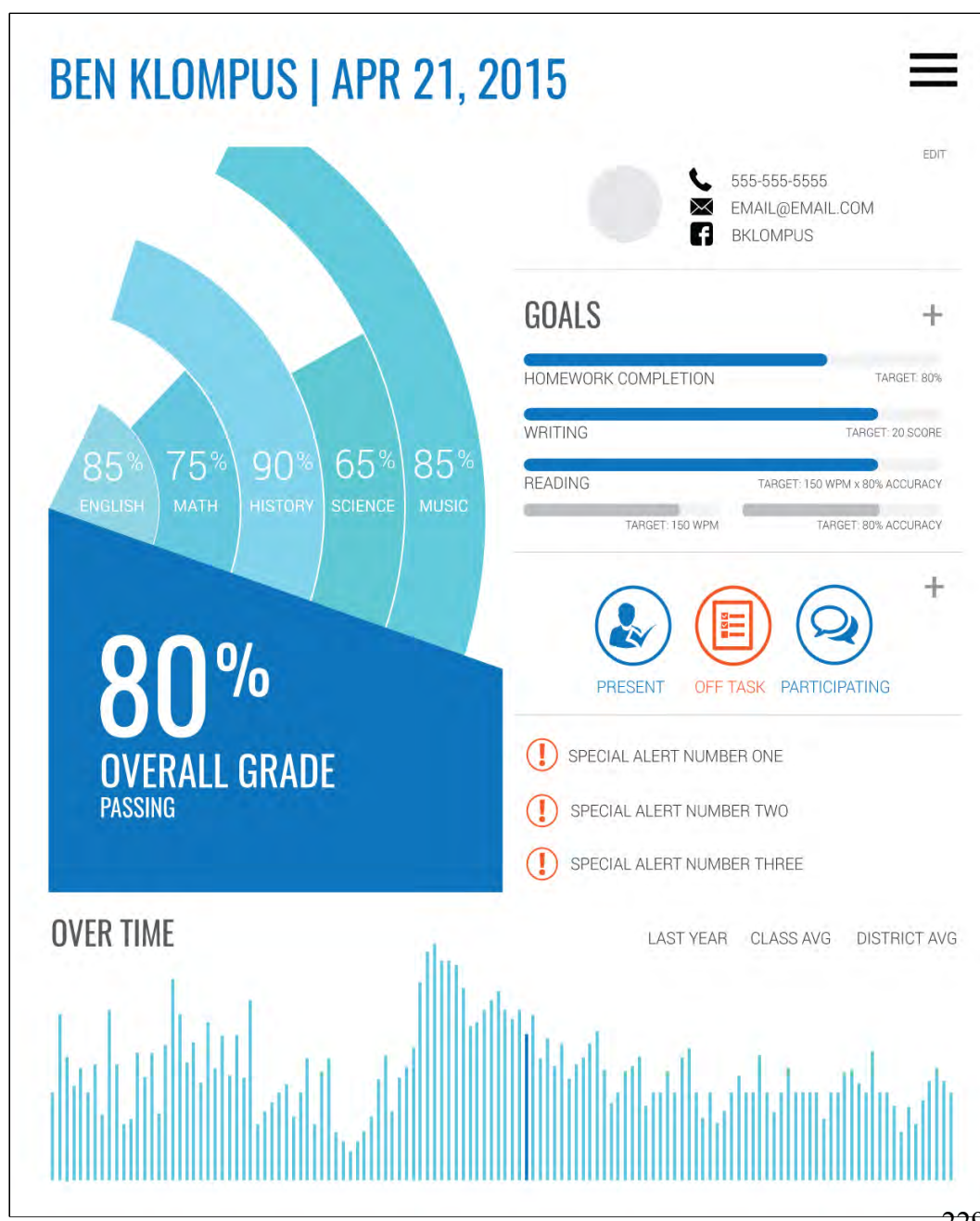
Appendix F. Five core components of CASEL's social-emotional framework_____

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations, taking responsibility for one's own actions, and possessing a well-grounded sense of confidence and optimism and maintaining the strength of character needed to make choices that may be unpopular, to avoid succumbing to negative peer pressure, and to counter bias.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, persevering through challenging situations, and displaying motivation to set, and work towards achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand ethical norms for behavior, and to recognize family, school, and community resources and supports. Additionally, to treat others with respect and demonstrate tolerance and appreciation for others' differences, whether cultural, linguistic, socio-economic, or personal.
- **Relationship skills (interpersonal skills):** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, and cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of

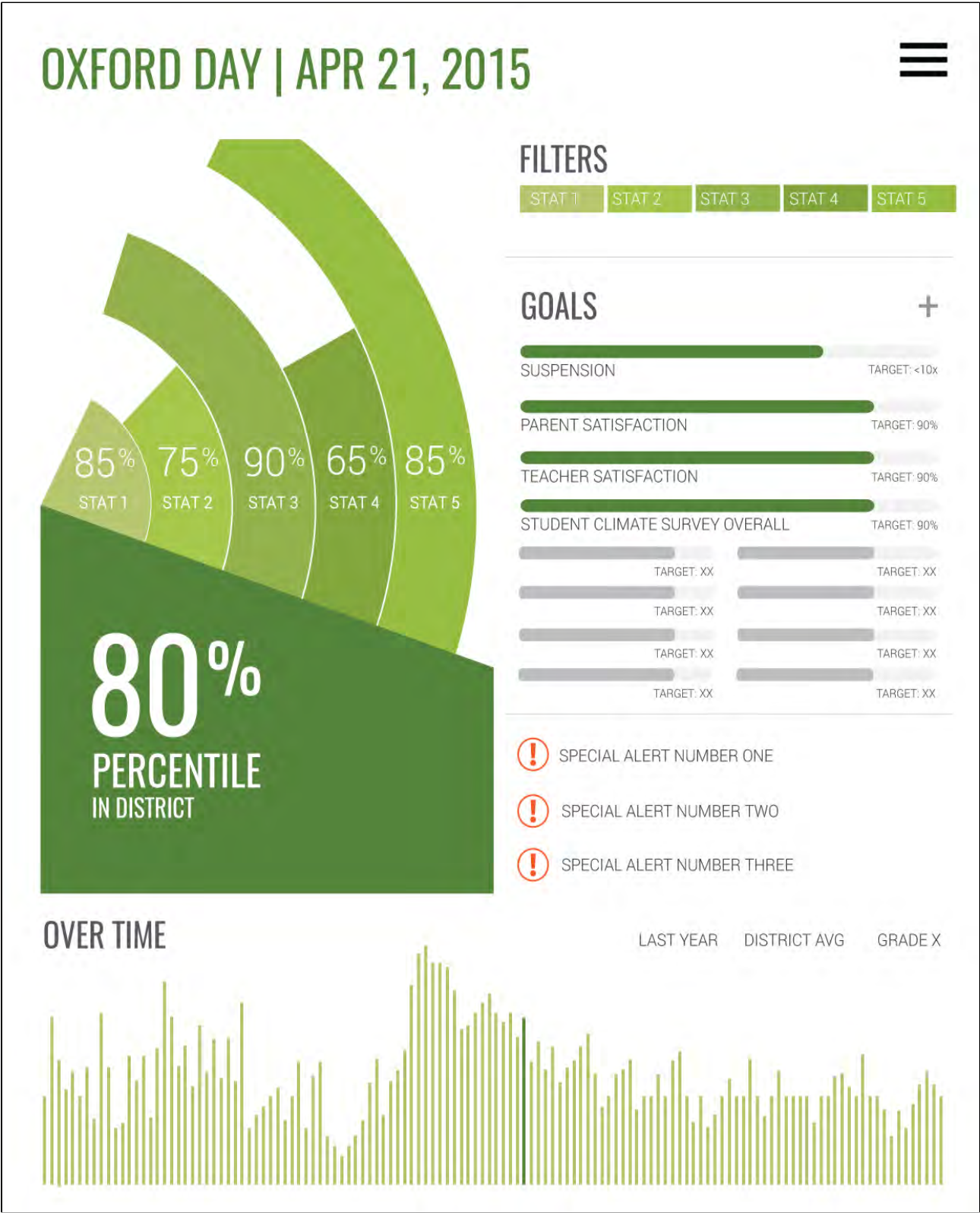
consequences of various actions, and the well-being of self and others. This includes consistently demonstrate honesty and integrity in all situations.

Appendix G. Sample Data Dashboard

As our bandwidth allows, ODA's many sources of data will be compiled into a single, integrated dashboard for every teacher, SELC, administrator, student and parent to; these parties will also receive tools and supports for interpreting and acting on the information. Shown below is a student level dashboard that provides an overview of a students academic progress, behavioral progress, progress towards student defined goals, and allows for special alerts/notifications that could be used to raise awareness of a particular issue (attendance has dropped below x., this student is approaching a 70% in one or more classes, etc.)



This is the school level version of the above that would allow a school leadership team the ability to monitor indicators that matter most.



Appendix H. Overview of Intersession programming

Students at ODA will participate in intersessions after every four weeks of learning (See **Appendix L** for a calendar of intersession dates for the 2017-18 school year). These intersessions occur after each phase of the Feel, Imagine, Do, Share curriculum we will be using from the Design for Change non-profit education organization; that is to say, we will have four mini intersessions each semester, one after each of the four phases, which last four weeks each.

For students and staff alike, intersessions are an opportunity to gain an even greater degree of personalization around individual needs. Intersession begins with all students reviewing their individual mastery data on the standards they were covering over the last four weeks. With the help of teachers and SELCs, students determine whether or not they achieved the expected progress and set progress goals for the next four-week cycle. The remainder of intersession time is differentiated by need.

For students who are struggling academically and/or who did not meet their mastery goals for the last four weeks of learning, these experiences offer small-group remedial support opportunities, as well as extra time to catch up on basic skills. For students who are already thriving in their classes, our intersession program provides additional access to internship opportunities commensurate with their skills and abilities, as well as service learning and additional elective courses. Meanwhile, this truncated school time allows ODA faculty an enormous opportunity to grow as educators in the ODA tutorial model. These days allow teachers an opportunity to focus on developing as professionals, collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty. SELCs use this time to review each student's academic and socio-emotional development, and to conference with families around this growth.

To help realize our ambitious academic goals, intersession will provide the following specific academic supports:

1. **Extended semester:** These intersessions push our semesters to approximately 100 days each, giving students extra time to reach mastery for skills and content for each course. These intersessions particularly focus on student progress and targeted interventions for students' academic needs.
2. **Academic Acceleration courses:** Students who are not demonstrating basic skills in English and Math will be placed in a half-day academic acceleration course during intersession. As students enter ODA at different levels, these courses are designed to support students' regular coursework in all subjects, but especially in English and Math.
3. **Academic Make-Up Course:** in collaboration with their advisor and their families, students who are falling behind in their coursework and mastery of the skills and standards for several courses may elect to take an academic make-up course as their intersession class. SELCs and teachers will ensure that they will still be able to be on track for all their graduation requirements.

In addition to utilizing these academic supports, students who are academically on track will use intersession to go deeper in their electives and design thinking service projects. ODA will partner with local organizations and corporations to find providers of courses for students prior to Year 1 and on an on-going basis. See the **Letters of Support Tab** for letters from Chris Balme and Ray Ruiz, two experts willing to support ODA in this area.

Appendix I. Sample Narrative of Design Thinking Projects and Tutorials_____

Each four weeks represent one phase of Design for Change’s design thinking curriculum. During each of these phases—feel, imagine, do, share— students will have one tutorial per core subject (English, math, science, and social studies). This averages to one tutorial per week, and students completing four tutorials per subject each semester.

Teachers use tutorials to help students integrate their service projects with core academic content. In this example, a student named Sylvia is working to lower litter rates in her local community. Preparing for tutorials is hard because her teachers push her to see how each subject can more deeply inform this project. Moreover, in tutorials, she doesn’t just turn in or describe her work— she has to defend it. While the rest of her peers focus on other learning studio goals, she’ll meet in a breakout room with one of her 4 core teachers each of the 4 weeks of the ‘feel’ phase. There, the teacher will push her to articulate the rationale behind her work, and to justify any findings or assumptions. Between each 4-week phase, students will have a weeklong intersession to catch up on work and/or to complete intensive mini-courses on a skill they think they need for the next phase of their project (eg, a crash course on introductory JavaScript, or an internship etiquette course to prepare for their work with members of the local city hall; see **Appendix H** for a description of the intersession experience. Teachers use this time to catch up on planning and PD. These intersessions extend the semester from 16 weeks to 20 weeks.

Over the course of the semester’s 16 weeks, students will pass through all four phases of the Design for Change design thinking curriculum (feel, imagine, do, share). In each phase, core content teachers use tutorials to help students make relevant connections between the design thinking process and the particular academic content they are working on in that moment. **Figure I1** gives a sample of how tutorial topics from one phase are connected to CCSS and NGSS standards; **Figure I2** shows a sample schedule of the tutorial questions Sylvia might complete across all four phases of a given semester. This process gives her the chance to hone her interpersonal communication skills at the same time that it helps her to see the connections between her academic and community work. It gives her teachers

Figure 11. Sample tutorial topics for the 4-week ‘feel’ phase

Course	Current standard	Tutorial questions
Algebra	CCSS.MATH.CONTENT.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Create a word problem that defines litter output as a function of a major force you’ve identified as relevant. Explain the significance of the slope and intercept variables in the resulting equation.
AP Environmental Science	CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. ³	Create an ecosystem map that illustrates the ways in which litter affects our local environment. Use this map to evaluate the direct and indirect impacts of litter, and approximate the relative magnitude of each impact.
Modern World Literature	CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	Compare selected excerpts from Rousseau’s <i>The Social Contract</i> and Confucius’s <i>The Analects</i> : which do you think better summarizes the social complexities leading to litter in our community?
Government	CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Research Rachel Carson’s work; evaluate her tactics for producing US policy changes.

the chance to comprehensively assess Sylvia’s growth in a way that simultaneously allows them to coach her through higher order thinking exercises. This results in a rigorous and meaningful learning experience tailored to Sylvia’s individual interests and abilities.

³ Taken from the Next Generation Science Standards (NGSS) for high school students.

Figure 12. Sample tutorial schedule for one semester

	Feel (Weeks 1-4)	Imagine (Weeks 5-8)	Do (Weeks 9-12)	Share (Weeks 13-16)
Modern World Literature	Compare selected excerpts from Rousseau's <i>The Social Contract</i> and Confucius's <i>The Analects</i> : which do you think better summarizes the social complexities leading to litter in our community?	Write a dystopian short story to illustrate the risks of unchecked litter and waste	Create 1 radio and 1 TV PSA persuading people to change their littering habits	Develop a trash reduction strategy brief for relevant officials
Government	Research Rachel Carson's work; evaluate her tactics for producing US policy changes	Map out our local government systems to identify relevant gatekeepers	Compare your strategy to the tactics of green movement leaders from the 70s	Create a proposal for scaling parts of your plan to other parts of the city
Algebra	Create a word problem that defines litter output as a function of a major force you've identified as relevant. Explain the significance of the slope and intercept variables in the resulting equation	Use basic algebraic equations to graph the impact of potential solutions on local litter rates; use these graphs to estimate the magnitude of your solutions' total impact	Create a budget for your plan (costs and revenues), assess its financial viability	Graph the results of your initiative; use this graph to evaluate your plan's efficacy
AP Env. Science	Create an ecosystem map that illustrates the ways in which litter affects our local environment. Use this map to evaluate the direct and indirect impacts of litter, and approximate the relative magnitude of each impact.	Create the specs for an eco-friendly trash management system	Identify the 5 most critical bio-system locations, install waste receptacles there.	Build a replica of your city that models your plan's additions to civil infrastructure

At the end of the semester, Sylvia may present her solution to community members; in this example, she may have figured out a way to install low-cost, solar-powered trash compactors in the areas with the worst litter rates. Sharing her findings with members of city hall, local ecological action groups, and/or trash and recycling companies, she will have the chance to further refine her public speaking skills before a professional audience. Depending on the success of these compactors in reaching the projected target rates, she can move through the same design thinking process in the next semester to dig deeper into this issue, or move on to address a new social issue.

Appendix J. Instructional systems to promote learning

ODA recognizes that there is no single pedagogical strategy that is best for all students at all times; that said, we also feel a strong commitment to those approaches that prioritize individualized student learning, interpersonal communication, and open-ended problem solving. Therefore, we will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research, but will give greater weight to those practices aligned with our college-focused, skills-based approach. Summarizing the instructional strategies from the model described above, our primary form of instruction will include:

- **The Oxford Tutorial:** Teachers will be trained to facilitate student learning through a modified, five-step version of the Oxford tutorial. Under this approach, teachers will manage student progress through the following five-step process:
 1. **Learn:** Students use class discussions, a self-guided curriculum, and other resources to learn about concepts underlying the topic of a given project;
 2. **Build:** Students synthesize the information they’ve learned to complete the project;
 3. **Reason:** Students write a paper (usually 500-1,000 words) to explain the logic behind their work;
 4. **Defend:** Students present their project and paper to a small group, and then defend their findings; and
 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 project.

Each student will complete one intensive design-thinking project each semester, and will complete weekly tutorials with his or her content teachers to receive formative guidance and feedback. Tutorials will be brought to life by the simultaneous employment of supporting instructional modalities including:

- **Harkness Tables and Socratic Seminars:** Teachers will lead students in group discussions that clarify core content (Harkness Tables) and explore the complexity of ethical reasoning in book club novels and texts (Socratic Seminars). These interactions will include a portion of

the class or the whole class (at the teacher's discretion), and are designed to push students' critical thinking and interpersonal communication skills.

- **Small-group differentiation:** Teachers will be trained to effectively develop and deliver curriculum to heterogeneous groups of students; specifically, they will learn to interpret data from students' numeracy and literacy progress reports in real time to identify, group, and instruct students based on clear evidence of need.
- **Interdisciplinary curriculum:** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.
- **Project- and Challenge-based instruction:** Students will be responsible for building projects that explore and address challenges they see in their own community, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the "world beyond the classroom." Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.
- **Integrated technology:** Technology will be used as a tool throughout a student's experience ODA to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at ODA and at other schools or organizations, and as a vehicle through which a student can express his or her knowledge and understanding of content.
- **Direct instruction:** Direct instruction has a purpose and a role in college preparation. Lectures will be given when appropriate, and students will work to develop their note-taking, recall, and response skills.
- **Complex Instruction:** Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and

success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions.

- **School-wide procedures:** We will develop streamlined, school-wide processes so that students have clear reference points as they work in self-directed spaces. Such processes will manage work around team collaboration, design thinking and learning studio time, management of technology devices, and other activities that contribute to daily operations of a high-functioning 21st century school.
- **Focus on character development:** As previously discussed, a strong foundation in character and ethics is essential for supporting students' success in the future, and in ensuring that students' education assists them in developing and pursuing worthwhile goals. To that end, character and ethics will be taught using the findings of: (a) research by Lawrence Kohlberg on moral development; (b) research of practices employed by three successful schools in Boston, MA by Boston University Professor Scott Seider; (c) reporting on effective character education programs and research by Paul Tough; and (d) the philosophical work establishing the importance of providing an ethical foundation through education by Martha Nussbaum.⁴

These different strategies are summarized in **Figure J1**. Taken all together, this variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding. As discussed above, the personalized academic experience resulting from these teaching methods will provide a foundation for students to complete enriching, curriculum-aligned extracurricular opportunities and also develop an attitude that supports growth-oriented self-determination. In turn, this blend of challenging academics, service-oriented fieldwork, and college-oriented personal responsibility will prepare all ODA students to compete for admissions to a rigorous four-year college program, regardless of their race, economic background, or previous record of academic success.

⁴ See Scott Seider, *Character Compass: How Powerful School Culture Can Point Students Toward Success*. Cambridge, MA: Harvard University Press, 2013; Martha Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*; 3rd Edition

Figure J1. Instructional Model Matrix

Type of Instruction	Setting	Led by	Feels like...	Samples of the Types of Tasks	Other attributes
Independent Learning	Individual on computer	Student led. Content is “curated” by teacher, teacher or aide would facilitate.	College Library or homework.	- Lecture/ PowerPoint - Independent assessments - Reading/SSR - Writing - Film clips/photos - Independent practice problems - Preparing for small group, lab or seminar - Independent work on a playlist or a project - Talking with an expert via Skype - Re-learning based on data cycle	- Adaptive - Differentiated - Personalized and optimized: students work towards their own mastery of content
Small Group	Groups of 2-4	Student or teacher led. Tutor or teacher facilitates, monitors, or works with small groups of students.	Study groups or project groups	- Tutorials - STEM challenges - Pair work - Project based learning - Book club - Re-teaching based on data cycle analysis - Book clubs	- Can be differentiated - Interdisciplinary
Large Group	Group of 10-15	Teacher facilitated.	Seminars, “section,” or labs	- Socratic seminars - Harkness tables - Direct instruction/re-teaching by standard - Debates - Presentations - Labs - Simulations	- Can be differentiated - Can be inter or multidisciplinary

Appendix K. Overview of Standards-aligned Curriculum

We recognize the challenges of creating a high quality, standards-aligned learning experience for high school students, especially those students who arrive significantly below grade level. Our teachers will draw from curricular resources shown in **Figure K1** (and elsewhere) to create a rigorous, standards-aligned experience for all students and student sub-groups. All curricular choices will align with one or more of the standards outlined in **Figure K2**, with CCSS and NGSS standards serving as the primary structures for developing and organizing core content.

Figure K1. Curriculum Resources by Subject and Grade⁵

Student Ability Level	English	Social Studies	Math	Science
Below Grade Level – (6th Grade Level)	Sample Books: Seedfolks; Odyssey; Book of Greek Mythology; House on Mango Street; Julius Caesar; WriteSource AP SpringBoard Literature and Language Arts (Holt, Rinehart and Winston) Poetry (Achieve 3000 / Compass Learning Fountas and Pinnel Leveled Reading Accelerated Reader Program	Core Knowledge Sequence Teachers Curriculum Institute (TCI): Ancient World Primary documents	KIPP National Math Curriculum Singapore Math i-ready Achieve 3000/Compass Learning/Khan Academy/ST Math Quantum Camp	FOSS Science Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart, and Winston) E Science 3000 Quantum Camp
Below Grade Level –	Sample Books: The Giver; The Canterbury Tales;	Core Knowledge Sequence	KIPP National Math Curriculum	FOSS Science Holt CA Science: Earth, Life and Physical Science

⁵ The Charter School is working with EdSurge's Concierge Service to identify any remaining instructional resource needs based; they will help to fill any gaps in skill building and/or conceptual development by soliciting contracts from potential content providers.

(7th Grade Level)	Literature Circle selections on Medieval Times; WriteSource Literature and Language Arts (Holt, Rinehart and Winston) AP SpringBoard Poetry Achieve 3000 / Compass Learning Fountas and Pinnel Leveled Reading Accelerated Reader Program	TCI: The Medieval World Primary documents	Singapore Math i-ready Achieve 3000/Compass Learning/Khan Academy/ST Math Quantum Camp	(Holt, Rinehart, and Winston) E Science 3000 Quantum Camp
Below Grade Level – (8th Grade Level)	Sample Books: Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry WriteSource Literature and Language Arts (Holt, Rinehart and Winston) AP SpringBoard Poetry Achieve 3000 / Compass Learning Fountas and Pinnel Leveled Reading Accelerated Reader Program	Core Knowledge Sequence TCI: The United States Through Industrialism, Manifest Destiny Famous American Speeches; primary documents	KIPP National Math Curriculum Singapore Math i-ready Achieve 3000/Compass Learning/Khan Academy/ST Math ACT Explore: Grockit Quantum Camp	FOSS Science Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart, and Winston) E Science 3000 Quantum Camp
9th Grade	Sample Books: The Bean Trees; Bless Me Ultima; To Kill a Mockingbird; Romeo & Juliet WriteSource AP SpringBoard	KIPP King World History DSST World History Achieve 3000 TCI: Modern World Primary Documents	KIPP National Math Curriculum i-ready Achieve 3000/Compass Learning/Khan Academy/ST Math	Conceptual Physics: Hewitt Quantum Camp Stanford Online High School Apex Learning

	ACT Plan: Classworks Great Books Foundation: Literacy Empower 3000/Compass Learning	Stanford Online High School Apex Learning	ACT Plan: Grockit Quantum Camp Stanford Online High School Apex Learning	
10th Grade	Sample Books: Fahrenheit 451; Animal Farm; Lord of The Flies; Antigone; All Quiet on the Western Front; Night; Chronicle of a Death Foretold; Night, 1984 WriteSource AP SpringBoard Great Books Foundation- Literacy ACT Plan: Classworks/Grocki t	TCI: Modern World KIPP King World History DSST World History Achieve 3000~Primary Documents Stanford Online High School Apex Learning	KIPP National Math Curriculum i-ready Achieve 3000/Compass Learning/Kahn Academy/ST Math ACT Plan: Grockit Quantum Camp Stanford Online High School Apex Learning	Biology: McGraw- Hill Compass Learning: AP Biology Quantum Camp Stanford Online High School Apex Learning
11th Grade	Sample Books: The Crucible, The Great Gatsby, Catcher in the Rye, The Adventures of Huckleberry Finn, Raisin in the Sun, The Joy Luck Club;, The Things They Carried, The Scarlet Letter ; American Poetry WriteSource Great Books Foundation: Literacy ACT Prep: Grockit	TCI: US History Brinkley, A. <i>American History</i> . Mc-Graw Hill. Achieve 3000~Primary Documents Stanford Online High School Apex Learning	CCSS KIPP National Math Curriculum i-ready Achieve 3000/Compass Learning/Kahn Academy/ST Math ACT : Grockit Quantum Camp Stanford Online High School Apex Learning	Chemistry: Houghton- Mifflin/DSST Chemistry Curriculum Quantum Camp Stanford Online High School Apex Learning

	Empower 3000/Compass Learning			
12th Grade	Sample Books: The Metamorphosis; Things Fall Apart; Blood Wedding; Hamlet; Siddhartha; Fences; Invisible Man; In the Time of Butterflies; Brave New World; Their Eyes Were Watching God; WriteSource Great Books Foundation: Literacy ACT Prep: Grockit Empower 3000/Compass Learning	Economics by McConnl and Brue [McGraw-Hill] Burns, James MacGregor, et al. <i>Government by the People</i> . Prentice Hall Achieve 3000 Primary Documents Stanford Online High School Apex Learning	AP Calculus AP Statistics Compass Learning AP Calculus Achieve 3000/Compass Learning/Kahn Academy/ST Math Quantum Camp Stanford Online High School Apex Learning	APES: McGraw- Hill/ K12 AP Physics, AP Chemistry Quantum Camp Stanford Online High School Apex Learning
PBL	Project Based Learning (PBL): Big Picture Learning, Expeditionary Learning, High Tech High, Buck Institute			
SEL	Social Emotional Learning: Six Seconds SEI, CA approved Health Curriculum.			

Note the books shown in **Figure K1** are for illustrative purposes only – teachers may modify these booklists according to student interest and/or the curriculum they design, in alignment with Common Core State Standards.

Figure K2. Curriculum Standards Matrix

Subject	Standards
English	CCSS Standards* Explore ACT $\bar{A}$ Plan ACT ACT AP English Literature AP English Language MYP IB $\bar{A}$
Math	CCSS Standards * Explore ACT $\bar{A}$ Plan ACT $\bar{A}$ ACT MYP IB AP Statistics $\bar{A}$ AP Calculus $\bar{A}$ MYP IB $\bar{A}$
Social Science	CC Literacy CA State Standards AP World History Explore ACT $\bar{A}$ Plan ACT $\bar{A}$ Pre-IB AP US History $\bar{A}$ AP Government $\bar{A}$ AP Microeconomics JumpStart Finance
Science	CC Literacy CA State Standards Next Gen SS Explore ACT $\bar{A}$ Plan ACT ACT AP Environmental Science AP Physics $\bar{A}$ AP Biology $\bar{A}$ AP Chemistry
Foreign Language	CC Literacy CA State Standards AP (specific to language)
Health and PE	CA State Standards National Standards

The Arts	National Standards
Social Emotional Skills	Kansas SECD̄ Illinois State Standards Character Education Quality Standards
Service Learning	K-12 Standards for Service Learning CA State Standards

* In accordance with state law, CCSS will replace CA State Standards for English and Math along with coinciding assessments.

2017

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Major Dates

Jul 4 Independence Day	Sep 4 Labor Day (No School)	Nov 10 Veterans Day (No School)	Dec 22 Last Day of Semester	Feb 5-9 Intersession 5	May 21-25 Intersession 8
Jul 24-31 Teacher PD (No School)	Sep 11-15 Intersession 1	Nov 20-22 Intersession 3	Jan 8-9 Teacher PD (No School)	Feb 19 Presidents' Day (No School)	May 28 Memorial Day (No School)
Aug 1-11 New Student Orientation	Oct 9 Columbus Day (No School)	Nov 23-24 Thanksgiving (No School)	Jan 10 First Day of Semester	Mar 12-16 Intersession 6	June 15 Last Day of School
Aug 14 First Day of School	Oct 16-20 Intersession 2	Dec 21-22 Intersession 4	Jan 15 M.L. King Day (No School)	Apr 16-20 Intersession 7	Jun 18-29 Summer Extension

Federal Holidays 2017-2018

Jul 4 Independence Day	Nov 11 Veterans Day	Jan 15 Martin Luther King Day
Sep 4 Labor Day	Nov 23 Thanksgiving Day	Feb 19 Presidents' Day
Oct 9 Columbus Day	Dec 25 Christmas Day	May 28 Memorial Day
Nov 10 Veterans Day (obs.)	Jan 1 New Year's Day	

Key

	Holiday, No School		First or Last Day of Semester
	PD, No Student Activities		Instructional Day
	PD, New Student Orientation		Wednesday PD schedule
	Intersession		Optional Summer Extension

Appendix M. Breakdown of Instructional Minutes

Oxford Day Academy proposed the following breakdown in instructional and support times over the course of the 2017-18 calendar year. All following years will follow this structure:

Figure M1. Breakdown of Calendar Days by Month (197 calendar days)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Development	6	6	3.5	3.5	3	2.5	4	3.5	3.5	3.5	3.5	1
Full Instructional Days	0	10	12	13	12	10	11	11	14	13	13	8
Half Instructional Days	0	3	3	3	4	3	4	3	3	3	4	2
Intersession	0	0	5	5	3	2	0	5	5	5	5	0

Figure M2. Breakdown of Instructional and Support Minutes per Year

Required Instructional Minutes	ODA Proposed Minutes	Additional Minutes
64,800	68,820	4,020
Additional Support Activities	Additional Proposed Support Minutes	
After school tutoring	23,640	
Saturday tutoring	8,400	
Summer Extension	2,400	
Total Available Time	34,440	

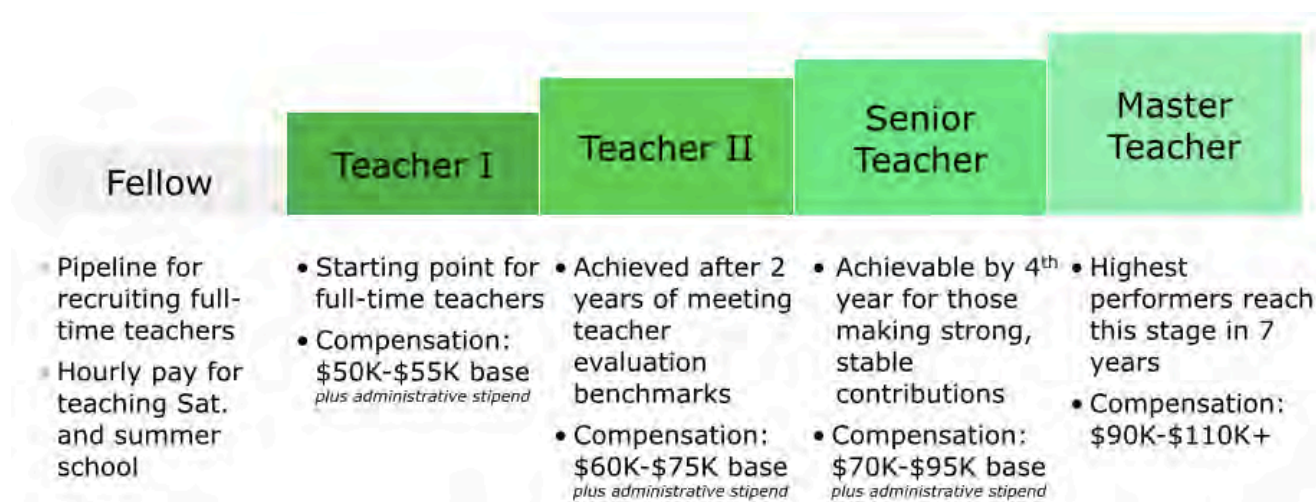
Appendix N. Proposed Salary Schedule

The following figures represent the projected base instructional salary for full-time instructional positions at ODA. Note, this figure does not include stipends for those taking on administrative tasks.

Figure N1. Description of Teaching Responsibilities



Figure N2. Description of Salary as a Function of Teaching Responsibilities



Appendix O. Sample Lottery Application

Oxford Day Academy Enrollment Application 2017-2018

Apply online! Visit www.oxforddayacademy.org

1. STUDENT INFORMATION (PLEASE PRINT CLEARLY)		
Student First Name	Middle Name	Student Last Name
Date of Birth:	Gender: ☐ Female ☐ Male	
Grade Student is Applying For: ☐ 9 ☐ 10 ☐ 11 ☐ 12		
Current School:	Current District:	

2. FAMILY INFORMATION			
	MOTHER	FATHER	LEGAL GUARDIAN
Name			
Street Address			
City, State, Zip			
Cell Phone			
Work Phone			
Home Phone			
Email			
Student Lives with: ☐ Mother ☐ Father ☐ Both ☐ Guardian/Other			

3. OTHER INFORMATION		
How did you hear about us? ☐ Family/Friend ☐ Website ☐ Flyer ☐ Staff Member (Name: _____)		
Do you know anyone who might be interested in Attending Oxford Day Academy for high school?		
Parent Name:	Student Name:	Phone Number:

4. INSTRUCTIONS		
Please return this application in one of the following ways:		
Mail: Oxford Day Academy, 1085 Santa Cruz Ave, Menlo Park, CA 94025	Fax: 650-260-3152	Email: mdwinal@oxforddayacademy.org

5. AGREEMENT		
I certify that the information given in this application is true, correct and accurate. I understand that submitting this application does not guarantee that my student will be accepted.		
Parent Name:	Parent Signature:	Date:

6. FOR OFFICE USE ONLY		
Date Rec'd	Rec'd by:	17-18 Grade:

1085 Santa Cruz Ave, Menlo Park, CA 94025



**OXFORD DAY
ACADEMY**
Discover. Share. Grow.

Registration Forms Checklist / Lista de Formas de Registro

DUE: Friday, January 20th, 2017

**ALL SIGNED FORMS AND DOCUMENTS ARE DUE TO THE FRONT OFFICE NO LATER THAN
January 20th, 2017 / TODAS LAS FORMAS Y DOCUMENTOS SE DEBEN DE ENTREGAR EN LA
OFICINA PARA EL DIA January 20th, 2017.**

Student Name / Nombre de Estudiante: _____

Grade / Grado: _____

- ☐ New Student Registration Form / Solicitud De Inscripción
- ☐ Home Language Survey / Cuestionario del Idioma del Hogar
- ☐ Student Health Records / Historia Clinica de el Estudiante
- ☐ Students Record Request / Solicitud de Expediente Estudiantil
- ☐ Immunization Records / Archivos De Vacunacion

Received By _____ **Date** _____



Oxford Day Academy

New Student Registration Form 2017-2018

Last Name	First Name	MI	Birth Date	Gender M F	2017-2018 Grade 9 10 11 12
Street Address		City	Zip Code	Home Phone	Cell Phone
Birth City	Birth State	Birth Country	Email Address		

Parent/Guardian: ☐ Mother ☐ Father ☐ Other First & Last Name: _____ Address _____ (if different from student: _____) Cell Phone: _____ Work Phone: _____ Highest Level of Education Completed: ☐ Not High School Graduate ☐ High School Graduate ☐ Some College ☐ College Graduate ☐ Graduate School ☐ Decline to State		Parent/Guardian: ☐ Mother ☐ Father ☐ Other First & Last Name: _____ Address _____ (if different from student: _____) Cell Phone: _____ Work Phone: _____ Highest Level of Education Completed: ☐ Not High School Graduate ☐ High School Graduate ☐ Some College ☐ College Graduate ☐ Graduate School ☐ Decline to State	
--	--	--	--

Preferred Language: ☐ English ☐ Spanish ☐ Other: _____

Emergency Contact: I am/we are the parent/guardian of the above named student. In case I am/we are unable to be reached during an emergency, I/we hereby authorize a representative of the school, pursuant to the provisions of Family Code Section 6910, to act as an agent to consent to the giving of any and all medical, dental, hospital or surgical care to the above named student.			
Name	Relationship	Phone Number #1	Phone Number #2
Name	Relationship	Phone Number #1	Phone Number #2

Last School Attended		District	Grade(s) Attended
Previous School Attended		District	Grade(s) Attended



Oxford Day Academy

New Student Registration Form 2017-2018

SPECIAL EDUCATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

As with all other information, this information will be kept strictly confidential and will have no effect on your child's enrollment status.

Does your child or has your child ever received Special Education Services at his/her current school?

☐ YES ☐ NO

If yes, please select which services he/she receives:

☐ Speech (SLI) ☐ Resource Specialist Programs (RSP) ☐ Special Day Class (SDC)
☐ Occupational Therapy (OT) ☐ Other _____

IMPORTANT: If your child has an Individual Education Program (IEP) or a 504 plan, please submit it with this application

STATE/FEDERAL SURVEY QUESTIONS

What is your child's ETHNICITY? (Please check one) ☐ Hispanic or Latino ☐ Not Hispanic or Latino

What is your child's RACE? (Please check up to five racial categories.)

* This part of the question is about race, not ethnicity. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

☐ American Indian or Alaska Native (100)	☐ Vietnamese (204)	☐ African American or Black (600)	☐ Filipino or Filipino American (400)	☐ Other Pacific Islander (399)
☐ Chinese (201)	☐ Laotian (206)	☐ Tahitian (304)	☐ Cambodian (207)	☐ White (700)
☐ Japanese (202)	☐ Hmong (208)	☐ Korean (203)	☐ Hawaiian (301)	☐ Decline to State (999)
☐ Other Asian (299)	☐ Guamanian (302)	☐ Asian Indian (205)	☐ Samoan (303)	

RESIDENCE – Where is your child/family currently living? (Federally mandated by No Child Left Behind: Please check appropriate box)

☐ In a single family permanent residence (house, apartment, condo, mobile home)	☐ In a motel/hotel
☐ Doubled-up (sharing housing with other families/individuals due to economic hardship, loss, or other reasons)	☐ In a sheltered or transitional housing program
☐ Other _____	☐ Unsheltered (car/campsite)

PARENT/GUARDIAN SIGNATURE

I/We have reviewed this document and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parents or legal guardians of the above-named student and grant the above authorizations.

Signature _____ Date _____

Printed Name _____



Oxford Day Academy

Home Language Survey

Student Name: _____ Date of Birth: _____

HOME LANGUAGE SURVEY

Federal law requires that each state establish language proficiency standards and assessments. The Home Language Survey is used to refer possible English learners for assessment testing. Public Schools in California use the CELDT (California English Language Development Test) for assessment.

The purpose of the CELDT is to identify students in grades K-12 who are English learners, determine their level of English proficiency and annually assess their progress toward becoming English proficient (FEP).

A student will be referred for testing if the parent/guardian enters a language other than English on lines 1, 2, or 3 below:

1. What language/dialect did the student learn when he/she first began to talk? _____
2. What language/dialect does the student use most often in the house? _____
3. What language do you use most frequently to speak to your child? _____
4. What language is spoken most often by the adults in the home? _____

MOBILITY

Required/Mandated for State Testing Reports

1. What grade/date did your child first attend public school in California? _____
Grade Month/Year

If your child was **NOT** born in the United States, please answer the following questions:

2. What date did/will your child first attend school in the United States? _____
Month/Year
3. When did your child first enter the United States? _____
Month/Year
4. From what country did your child enter the United States? _____

PARENT/GUARDIAN SIGNATURE

Signature _____ Date _____

Printed Name _____

Confidential

1/9/16



Oxford Day Academy

Student Health Record

Student Name: _____ Date of Birth: _____

VISION

1. Does your child have eye problems? Yes ____ No ____
2. Does your child wear glasses? Yes ____ No ____
- IF YES please answer questions 3 and 4
3. When was his/her last exam: _____
4. Glasses are to be worn: At all times ____ Close work only ____ Far work only ____

HEARING

1. Does your child have a history of earache or ear infection? Yes ____ No ____
 2. Does your child have hearing problems? Yes ____ No ____
- IF YES please give reason: _____

MEDICAL HISTORY

Has your child ever had:	YES	NO		YES	NO
Allergies	____	____	Tuberculosis	____	____
Breathing problems with bee sting	____	____	Tuberculosis contact	____	____
Asthma	____	____	Operations	____	____
Orthopedic problems	____	____	Serious injuries/accidents	____	____
Convulsions/Seizures	____	____	Kidney Disease	____	____
Diabetes	____	____	Hospitalization(s)	____	____
Heart Disease	____	____	Toothaches	____	____
Currently taking medication	____	____	Other Health Problems	____	____

IF YES to any of the above, please explain: _____

Please note any additional information you feel would be helpful: _____

PRIOR SCHOOL HISTORY

1. Has your child ever repeated a grade? Yes ____ No ____
- IF YES, which grade and where? _____

PARENT SIGNATURE

Signature: _____ Date: _____

Printed Name: _____



Oxford Day Academy

152 Daphne Way, East Palo Alto, CA 94303

(650) – 260 – 3152

Student Records Request - *Solicitud de Expediente Estudiantil*

Student Name: _____

Nombre del estudiante

Birthdate: _____

Fecha de Nacimiento

Previous School Name: _____

Nombre de la escuela anterior

School Address: _____

Domicilio de la escuela

School Phone Number: _____

Número de teléfono

Previous School District: _____

Distrito Escolar anterior

I have enrolled my child at Oxford Day Academy. I give permission for his/her records to be released to Oxford Day Academy.

He registrado a mi hijo/a en Oxford Day Academy. Doy mi permiso para que transfieran el expediente de mi hijo/a a Oxford Day Academy.

PARENT SIGNATURE / FIRMA DEL PADRE

Parent/Guardian Signature – Firma del padre/tutor

Date – Fecha

OFFICE USE ONLY / USO DE LA OFICINA

The above mentioned student has enrolled at Oxford Day Academy High School. Please forward all student records for this student, including:

- Cumulative File
- Health Records
- Special Education Records
- Confidential Files

Please send all records to:

Oxford Day Academy
152 Daphne Way
East Palo Alto, CA 94303
Attn: Student Records

Should you have any questions, please contact the office at (650) 260-3152. Thank you!

Confidential

1/9/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Oxford Day Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sequoia Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Oxford Day Academy. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del Sequoia Union High School distrito apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

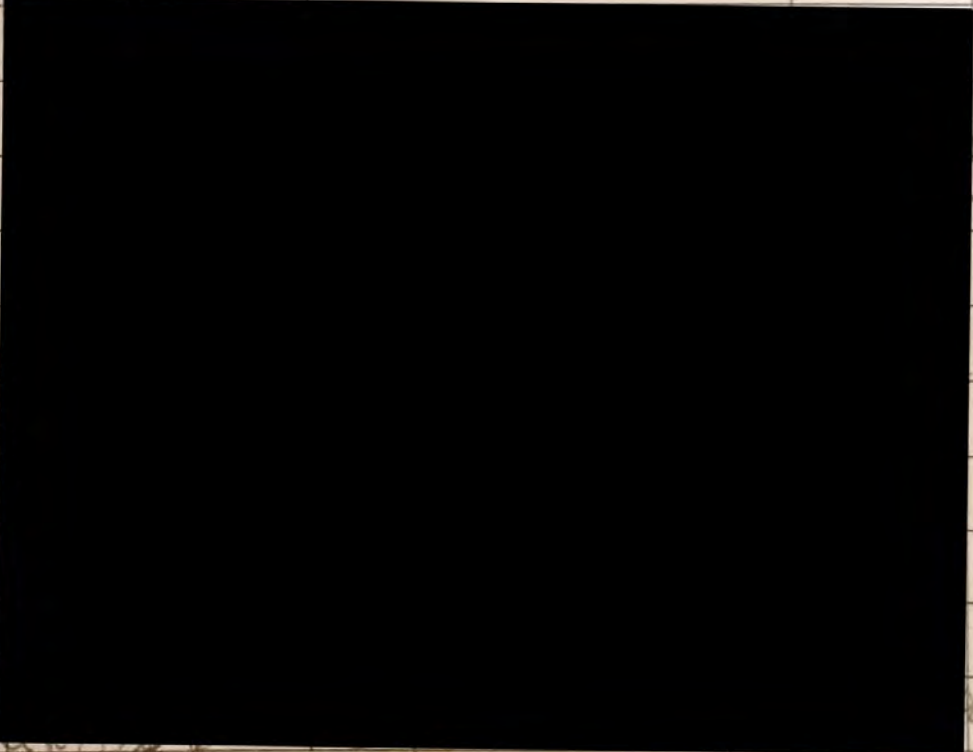
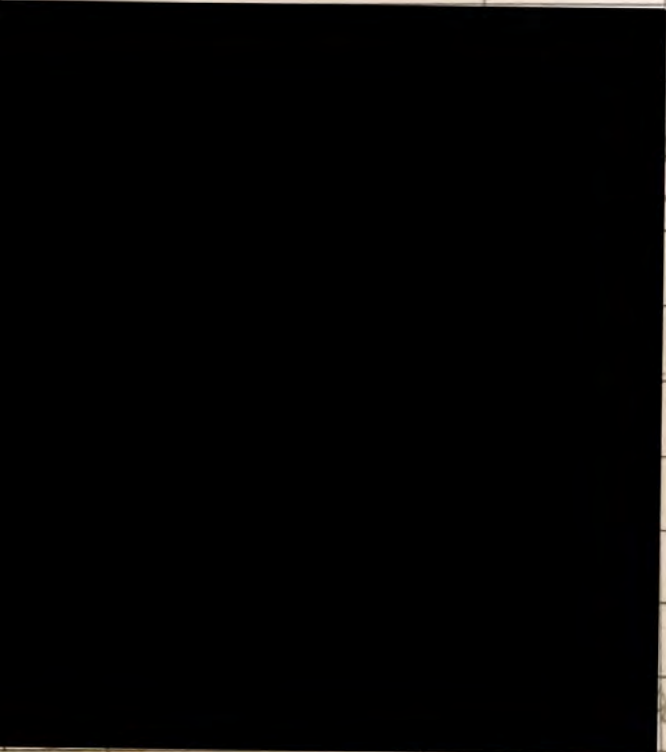
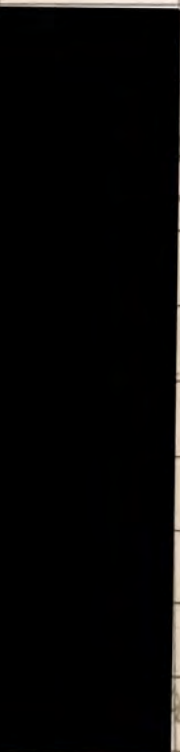
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
M. Castellano				7 th	EMP	3/13/16
E. Castellano				7	"	3/13/16
Graciaraazane				4	Sesar Chavez	3/12/16
Ignacio Ramirez				4	Willow Oaks	3-13-16
Carmela Castro				7	Los Ravenswood Robles	3/13/16
David Martinez				4-5	Ravenswood	3/13/16
Marlene Barrera				5-6-8-10		3/13/16
Raquel Gonzalez				4	Willow	3/13/16
MARIA CECILIA G				6	Ravenswood	3/13/16
Malia Vea				5th	49ers Academy	3/13/16
					Costano	

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Eva Malagon				4th	Ravenswood	2-16/16
Patricia Ortiz				4	Ravenswood	6/2/16
USCAR CHAVEZ				4 622	Ravenswood	2-16
Patricia Ortiz				4 16	Ravenswood	2-16
Nayeli Nunez				5	Ravenswood	2/16
Mario Valencia				3	Ravenswood	2/16
GABRIELA PENA				5	Ravenswood	2/16
Crystal Porter				5	Ravenswood	2/16
Ellie Oropesa				7	Ravenswood	2/16/16
Janelle Spence				5	Ravenswood	2/16/16

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Tyler Robinson				1 th	Ravenswood	2/23/16
Veronica Delacruz				7 th	Redwood City	2/23/16
Guadalupe Gonzalez				4 th	Ravenswood	2/23/16
Juana Magana				4 th	Ravenswood	2/23/16
Brenda Melendez				6 th	Ravenswood	2/23/16
Lea Ioffe Feau				6 th	Ravenswood	2/23/16
Eva Orozco				4 th	Ravenswood	3-10-2016
Paula Vargas				4 th	EPACS	3/10/16
* Mete Makasiri				4 th	Ravenswood	3/10/16
Lina Toro				5 th	Ravenswood	3/10/16

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Alenda				4	Connect Charter School	2/24
Dianne Kirby				4	Ravenwood	2/24/16
				7	McNair	2/24/16
Haulana Bohanna				6	Seiby Lane	2/25/16
SETAREKI NAKAFI				5	Farfield	2/25/16
Erika Herro				5	Fair Oaks	2/25/16
Tamara Milo				4	Clifford	2/25/16
JACK Peli Kar				5	Fair Oaks	2/25/16
Sue Cole				4	Garfield	2/25/16
Sara Tamejira				5	RCS D	3/8/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Oxford Day Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sequoia Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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FACUGA Talamo				3 RD	RAVENSWOOD Sch, Dist	2/9/16
POGISA Evarnab				3 RD 2 RD	"	2/9/16
Javier. Iosca				4 RD 3 RD 2 RD	"	2/17/16
Sally Segal				3rd 5th 1rd.	"	2/17/16
Facuga Segal				3rd 6th 4th	"	2/17/16
Taliga. Sama				5th 6th	"	2/17/16
P. Puliza. W. off				4th 5th 6th	"	2/17/16
Maria. Herrera				3rd	"	2/17/16
Tiutina FinesH16					"	2/19/16
Griselda Alvarado				5th	"	2/19/16

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Marlena White				4th	Ravenwood	1/12
						1/12/16
Regina F				4th	Ravenwood	1/24/16
Janeyn				2th	Ravenwood	1.21.
James R. L.				2th	Ravenwood	1/24.
Alex Teo				4th	Ravenwood	1/25
Sina Teo				4th	Sequoia	1/24
Taito Tawit				4th	Costano? 4th	1/24.
Soli Tumbapua				2th	E.P.A High School	1/24
WILFRED				4th	Ravenwood	1/24/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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Joana Paaga				4th grade	Ravens- woods	01/26/16
" "						
Salafai Minjarez				4th, 5th, 6th 5th grade	Ravenswoods	1/31/16
Faroo Opeta				4th grade	Ravenswood	1/31/16
Thermon McDonald				5th, 3rd 4th grade	CASTANO	2/1/16
Alafu				6th grade	Ravenswood	2/1/16
Julie Brown				5th/6th	Ravenswood	02/10/16
Angela heafa				7th/8th	Ravenswood	02/10/16
Esther				4th	Ravenswood	2/11/16
Mary Mary				5th 6th	Ravenswood	2/11/16

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 20 <u>15</u> -20 <u>16</u> SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Lisi Vili				4th	Ravenwood	1/20
ANBULA SANCHEZ				4th	Ravenwood	02/03
Marisela S				5th	Ravenwood	02/03
Telesia Kanongata				6th	Ravenwood	02/03
Lucy Animatangi				6th	Ravenwood	02/03
SOANE KOFELUA				7th	Ravenwood	02/03
ELIZABETH LAVULO				7th	Ravenwood	02/03
Uma Fifi				6th	Ravenwood	2/3
Levita MAMUDFOTOS				6th	Ravenwood	2/3
MATRI TAU				6th	Ravenwood	2/3

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Cynthia Gonzalez				4	Ravenswood	02/11/16
Rosa Perez				6	Ravenswood	02/11/16
Aida Gonzalez				6	Ravenswood	02/11/16
Maria Pamiro				6	Ravenswood	02/11/16
Belinda Borgo				4	Ravenswood Menlo Park	02/11/16
Maria Cortez				4	Ravenswood	02/11/16
Maria Aguilar				4	Ravenswood	02/11/16
Rosalia Pulido				7	Ravenswood	02/11/16
Palu F. F. F.				6	Ravenswood	02/11/16
* Ana Rangel				6/7	Ravenswood	2/16/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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TWYLA CANTRELL				6	Ravenswood	2/16/16
GANDY CLARK				7th	RAVENS WOOD	2/14/16
Laura Higgins				4th	Ravenswood	2/10/16
* Katherine Webb				4th	Ravenswood	2/10/16
Adelicia Lopez				6th	Ravenswood	2/10/16
Trismonifameifuna				7th	Ravenswood	2/10/16
Livia Tameifuna				4	Ravenswood	2/10/16
Sukar Ross				3 6	Ravenswood	2/10/16
Elizabeth Oliver				7	Ravenswood	2/10/16
Maria Sanchez				5	Ravenswood	2/18-16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Tara Vaea				3 rd	Ravenswood	02/02/15
Luslane Kuku Fifita				6 th	Ravenswood	2/2/16
Fonuku Tanielu				4 th	Ravenswood	2/2/20
Malia Tofaual				6 th	Ravenswood	2/2/16
Mele Tuiono				6 th	Ravenswood	2/3/16
Evelia Cruz				5 th	Ravenswood	2/5/16
Roxana Peraza				6 th	Ravenswood	2/5/16
Merelea Suvai				5 th	Ravenswood	2/6/16
Miniam Navam				7 th	Ravenswood	2/6/16
Athina Finan				6 th	Ravenswood	2/6/16

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Angel Nava				7th	Ravenswood	2/6/16
Reynna P				3837	Ravenwood	2/6/16
Sela Jimenez				7th	Ravenwood	2/5/16
Alejandra McAtee				4th	Ravenswood	2/6/16
Falemei Moeaki				6th	Ravenswood	2/6/16
Leonorilda Rading				6th	Ravenswood	2/5/16
Cris Figueroa				7th	Ravenswood	2/19/16
Brenda Lopez				7th	Ravenswood	2/10/16
Argelia Barrios				6-7	Ravenswood	2/10/16
Laura				5th	Ravenswood	2/19/16

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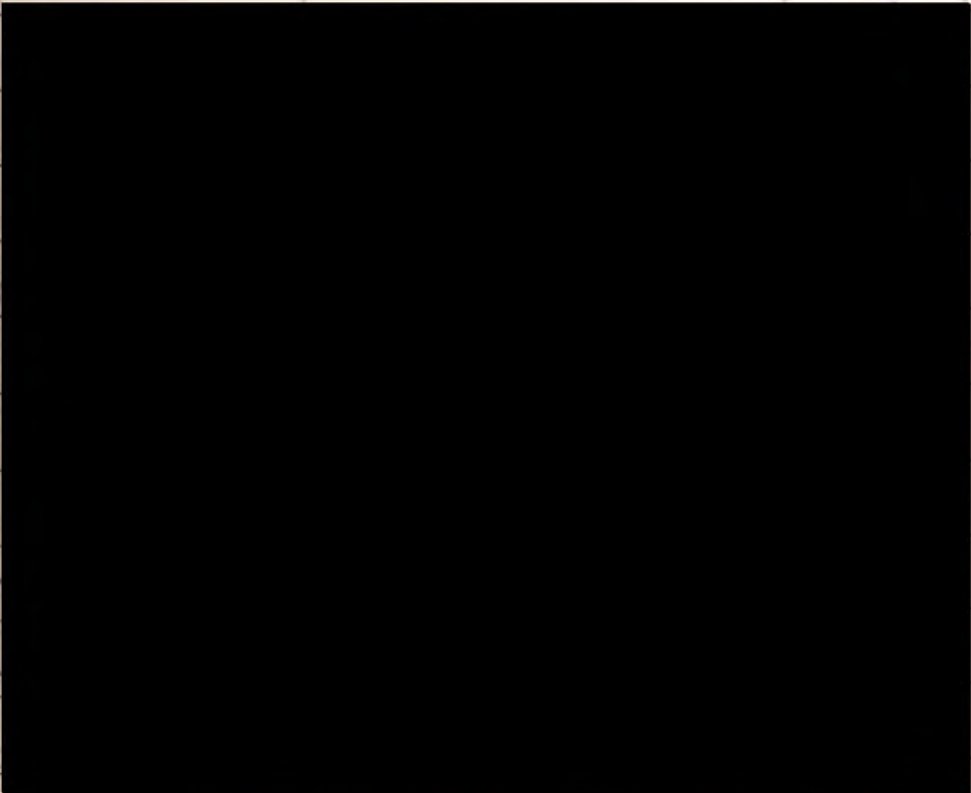
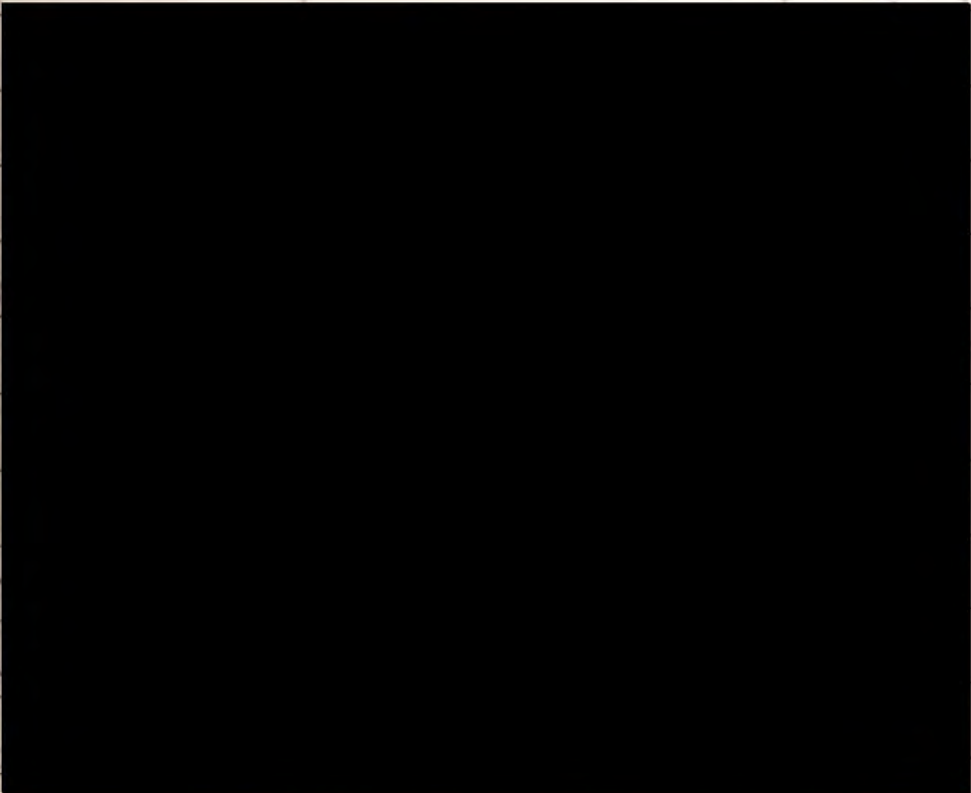
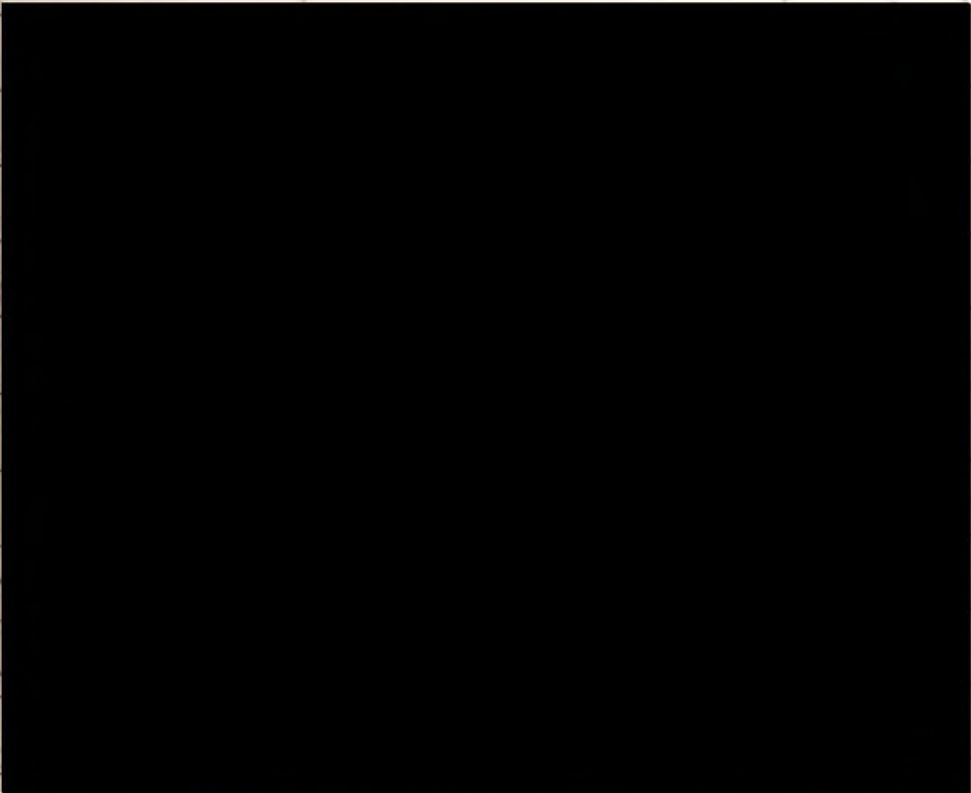
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Vanessa Hernandez				5th	Ravenswood	2/10/16
DOMINGO SORIANO				4th	ROBESON	2/10/16
FENURY VEA				4th	Ravenswood	2/10/16
ANTONIO				2532	5th Ravenswood	2/10/16
Angela Hall				15th	Ravenswood	2/10/16
Monica Manon				7 6th	Ravenswood	2/10/16
Kaleth Timpone				5th	Ravenswood	2/10/16
TOKANGA K.				5th	Ravenswood	2/10/16
SAIPATA PINTO				4th	Ravenswood	2/10/16
MILLER				7th	Ravenswood	2/10/16

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Sisy Camo				6 th	Ravenswood	2/11/16
* Fern Cirui				6, 7	Ravenswood	2/11/16
Maria				6 th	Ravenswood	2/11/16
Ana Escobar				5 th	Ravenswood	2/11/16
Cecilia Reyes				5 th	Ravenswood	2/12/16
Tina Guttenberg				4 th	Ravenswood	2/12/16
Mele Langi				4 th	Ravenswood	2/13/16
Vai Finau				7 th	Ravenswood	2/13/16
Ahi Ane				6 th	Ravenswood	2/13/16
Lina Azikiri				5 th	Ravenswood	2/13/16

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Feldina Sanft				7	RSCD	2/1/16
Danny Niu				7	RSCD	2/1/16
Lanta Autist				864	Sequoia	2/1/16
OFA Mataele				03 6 th	RSCD	2/10/16
Leona Kailch				92497	(RSCD) Jordan	2/16/16
Viola Vatur				6	RSCD	2/1/16
Veronica Elliot				K/5 th	RSCD	2/14/16
John Mahoni				4/	RSCD	2/23/16
DAVID Taut				5	S.D	2/23/16
Pattato				4	RSCD	2/23/16

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William Mahon				4	RCSD	1/26
Sylia Talisq				4th	RCSD	1/26
William Luta				4	RCSD	2/16
Paul MARK				4th	RCSD	2/16/16
Aisea Uhi Sa				2 8th	RCSD	2/16/16
Robert Neal				5th	RCSD	2/16/16
Danung Jones				6	RCSD	2/23/16
Elizabeth Talles				86.9	RCSD	2/23/16
Edilberto				7	RCSD	2/25/16
Pablo Ariza				4455	RCSD	2/25/16
ASumerson Jan				4	RCSD	2/23/16

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maria B					RCSD	2/23
Eupenia A					RCSD	2/23
ALICIA H. T					RCSD	2/23
Geoffina					RCSD	2/23
Sara Kistau					RCSD	2/23
Yameth					RCSD	2/23
Germain A.					RCSD	2/23
Dolores					RCSD	2/23
Colonia					RCSD	2/23
Manca Mad					RCSD	2/23
Rosaura G					RCSD	2/22

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

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GIANNA BAUE			716	4th	RCSD	1/26
Monroe BAUE				4th	RCSD	1/26
Viliani Mahoni				4th	RCSD	1/26
Ronell Mahoni				4th	RCSD	1/26
Viliani Leta				4th	RCSD	1/26
ERONIKA NAVA				4th	RCSD	1/26
Suliasi Talisa				4th	RCSD	1/26
Amelia Talisa				4th	RCSD	1/26
John Mahoni				5th	RCSD	1/26
Maile Mahoni				5th	RCSD	1/26
Clarice Richards				4th	RCSD	1/26

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

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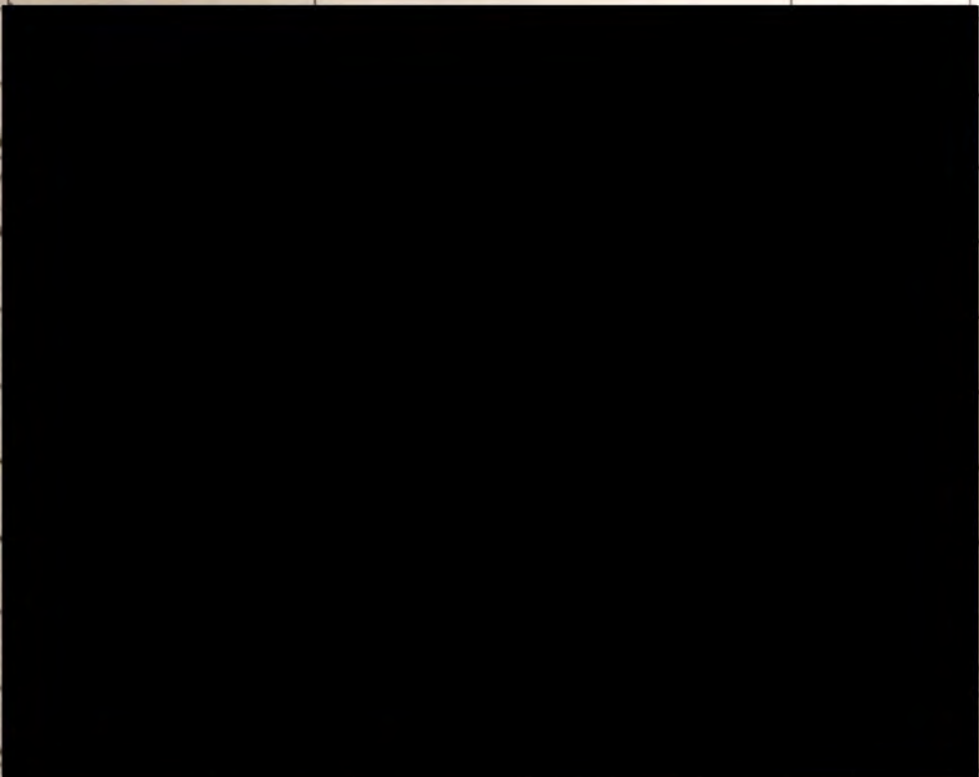
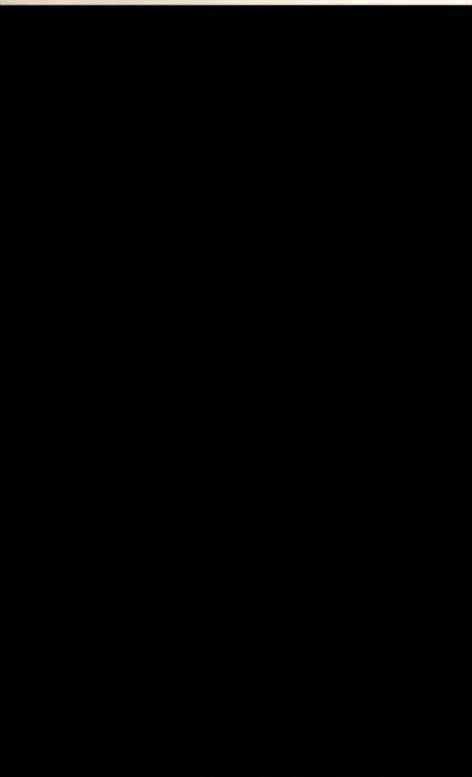
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OLANA NORTON				4	C.C.E.	2/1/14
Kirolagi Lesu				4	Ravenswood	2/1/16
Kalake Fonua				3	11	2/1/16
Michael Sandoz				4		2/1/14
Elsa Sandoval				6203	Ravinswood	2/1/16
Kathy Lachese				27 658	Ravenswood	2/1/14
Peter Sandoval				650-776-4782		
John Thompson				7	Ravenswood	2/1/16
Rachel Garner				6	Ravenswood	2/1/14
Jim Sandoval				6	Ravenswood	2/1/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL
Petición para establecer la Escuela Charter Oxford Day Academy

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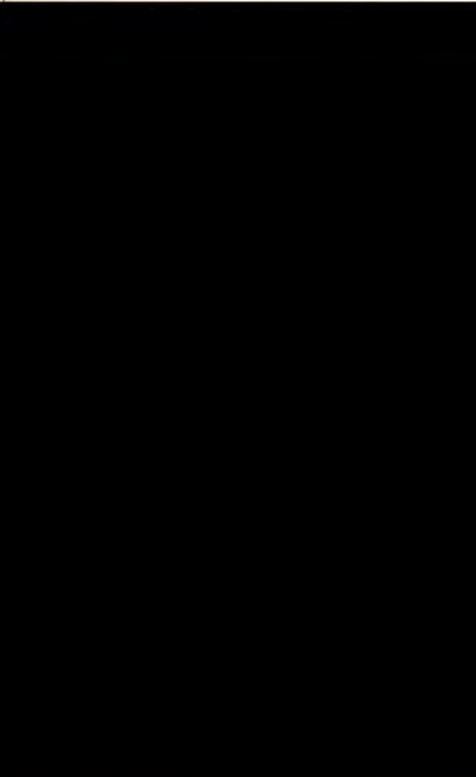
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Michael				4	MONTALCINA	2/23
Iris				4	Belle Haven	2/23
Caroleo Bay				4	11	11
Maria Flores				6	Belle Haven	11
Maria Aguilar				4	Reverwood	11
Eliphe Diaz				5	Belle Haven	2/23
Maria Reyes				4	Belle Haven	2/23
Yanira Luc				4	Sesardale	2/23
MARIA				4	McNair	11
Adriana Lopez				5	McNair	11

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

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Asinate Pulu				4	Brentwood	02/11
Nese Lexas				5 th	Redwood	02/11
Tary Pohaku				4	Ravenwood	2/11
Linda Mulo				4 th	Redwood City	2/11
Spencer Anna				4 th	Lawnswood	2/11
Isabelle Davis				5 th	Redwood	2/16
Lomio Huli				6 th	Redwood City	2/16
AMELIA LATU				4 th	Clifford	2/16
Meleane Phala				5 th	Clifford	2/16
Lulama Espanos				5 th	"	2/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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OTTO FARSOL				6	Ravenswood	02/14
OSIRIS SOLA				6	Ravenswood	2/16
MAHUEL MORALES				5	Ravenswood	2/16
GUADALUPE				5-27	Ravenswood	2/16
MARICELA BLANCO				6	Ravenswood	2/16
VERONICA ANJULIA				4625	Ravenswood	3/14
GLORIA SARGA				1726	Ravenswood	2/16
ALMA VILLA					Los robles	2/23
GRACIELA MORALES				7,5	Ravenswood	2/25
MIREYA JIMENEZ				4	Mento Park	3/8.

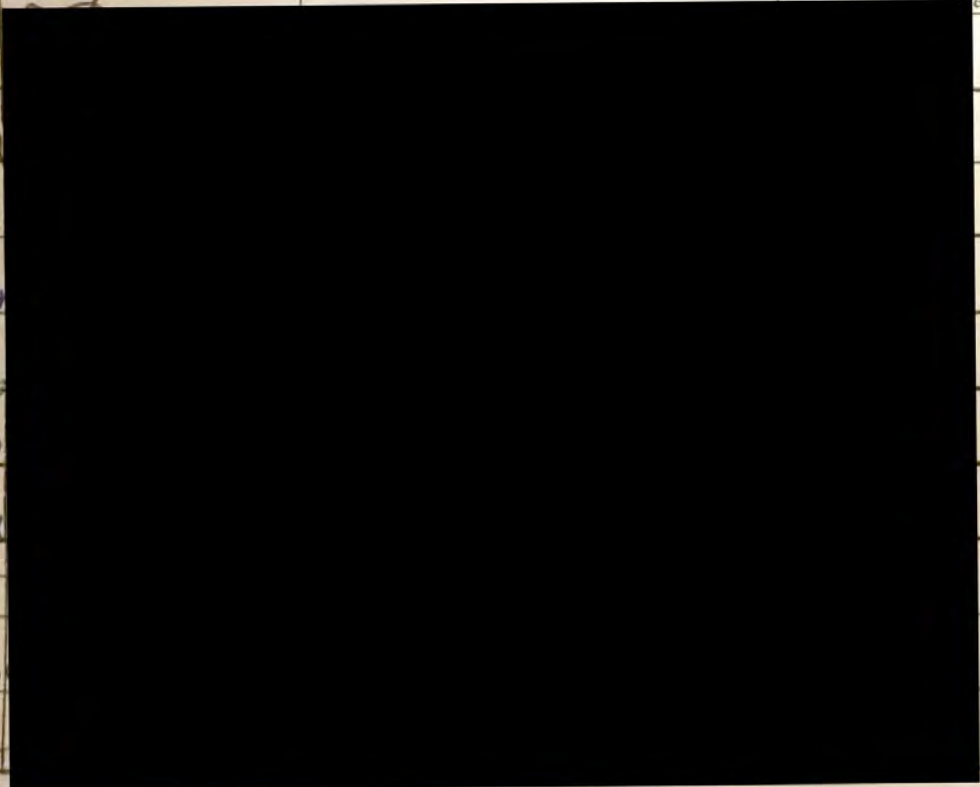
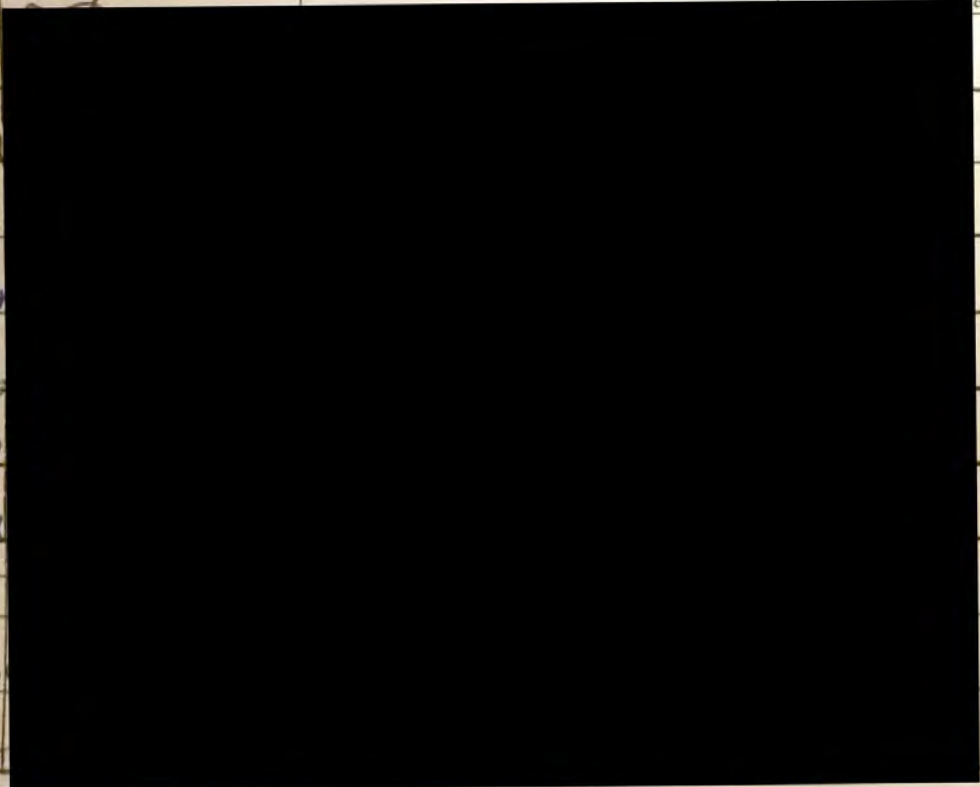
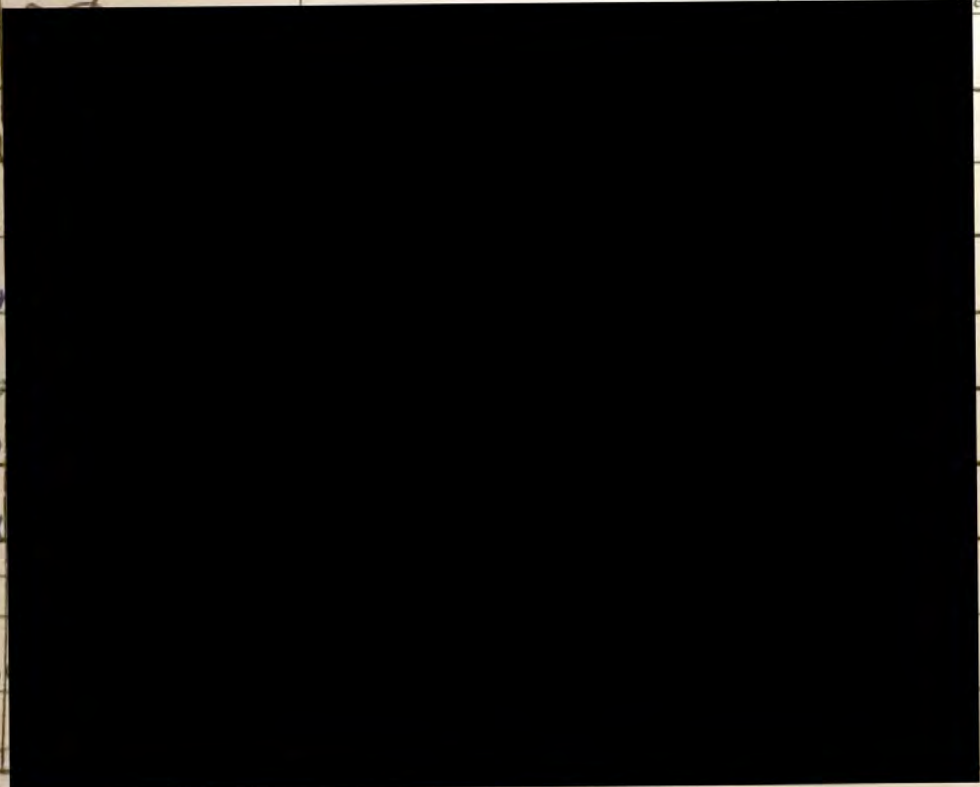
Alipate Faulao

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ELINI MAPA				6	Ronald Monair	1/20
Kely Fuentes				7th	Ravenswood	1/20
Una Pohahau				4	Garfield Elementary	1/20
Sulieni-Ledger				5	Costano Elementary	1/20
Kathy Lauree				5	Costano Elementary	1/22
Falemei Fehoko				6	Costano elementary	1/23
Lotelua Fonua				4	Ravenswood	1/23
Tane Emelio				4	Ravenswood	1/23
Sosefina Moran				6	Ravenswood	1/23
Lupe Sakali				4	Ravenswood	1/23

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Una. Mataele				4th	Ravenswood	2/25/16
Ana Ramirez				6th	Redwood City	2/25/16
David Raass				6th	Ravenswood	2/25/16
Marlene Smith				7th	Ravenswood	2/25/16
Mariana Casta				4, 7	Ravenswood	2/25
PATRICK SMITH				7th	Ravenswood	2/25/16
JENNIFER LYONS				7th	Ravenswood	2/25/16
Fonkaronga Tahaafa				7th	Ravenswood	2/25/16
Maria Torres				4th	Ravenswood	2/26/16
Mele Taulakita				4th	Redwood City	3/9/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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Alberto Vidal-Sal			#6 (650)		RAVENSWOOD	03/13/2016
Hilda Madrigal				8-4 th	Ravenwood	03/13/2016
Liz Vazquez				8-5 th	Ravenwood	03/13/2016
Ama Rosa Landa				7 th	RAVENSWOOD	3/13/16
Sofia Mendoza				9 th	Ravenwood	3/13/16
Bartolo Montec				3-5-6	Ravenwood	3/13/16
Jose Guadalupe				5 ^o	Ravenwood	3/13/16
Maria				6	Redwood City	3-13-16
Antonio Arceo				7 th	Ravenwood	3/13/16
Lizet Rocha				4 th	Las Lomitas District	3/13/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL
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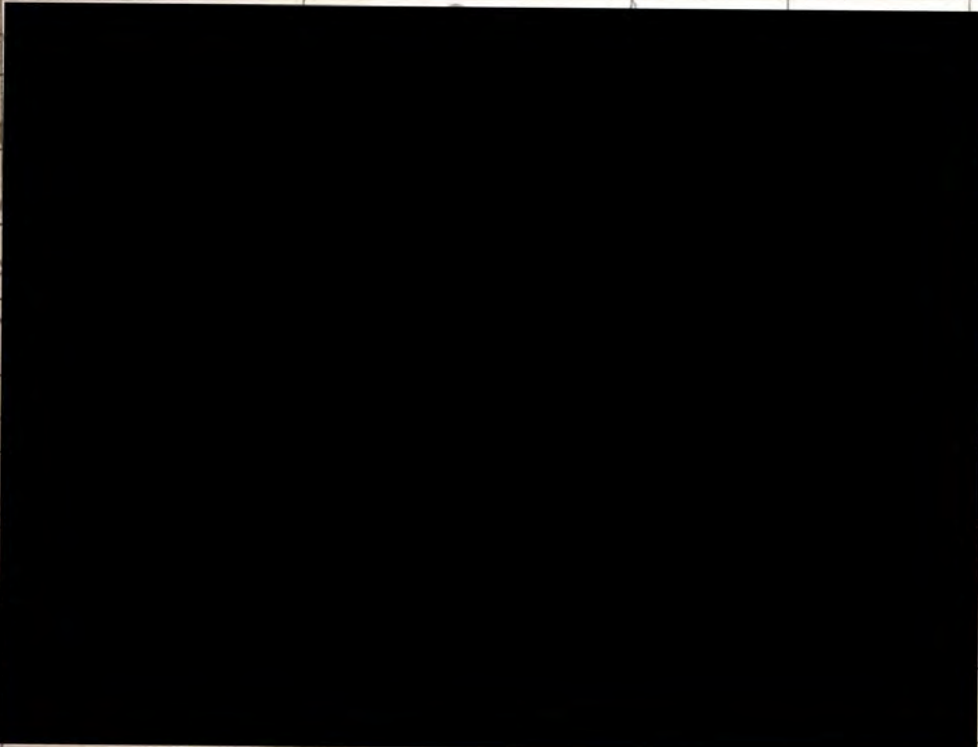
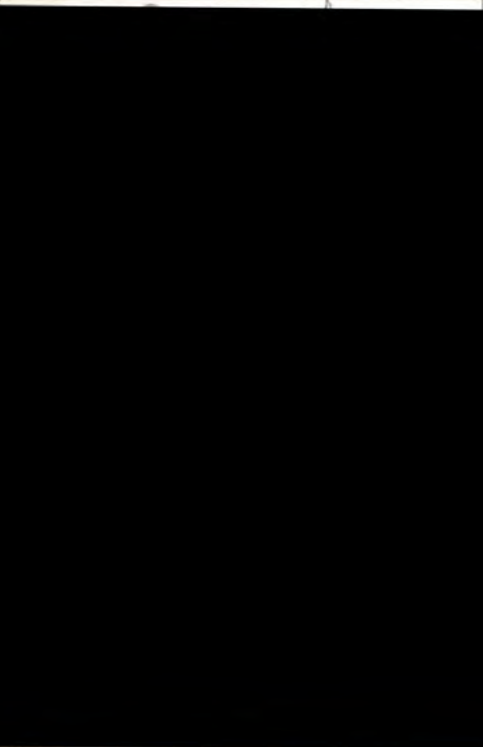
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maritza Portillo				5th 7th	Raven School	2/19/14
Faye Singh				4th	RCS	2/19/14
30- Juliana Vaca				10th 7th	RCS	2/25/14
Pamela Wicks				6th	Ravenwood	2/25/14
maritza Portillo				4th 6th	Ravenwood	2/25/14
Maurice Hays				6th 7th	RCS	2/25/14
Maria Romero				4th 6th	RCS	2/25/14
Tatiana H				7th	RCS	2/29
Tamara Parry				4/5th	RCS	3/10/14

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Graciela Zarate				5	RCSD	02/01/16
Marquez Houston				6	RCSD	02/01/16
Angelica Inui				7	RCSS	02/01/16
Hilda Richardson				5	RCSD	02/01/16
Geidy Molina				4,7	RCSD	02/01/16
Losalia Fusi				5	RCSD	02/01/16
Hermania Gong				5	RCSD	02/01/16
Marisela Cris				5	RCSD	02/01/16
Villegas				4,2	RWESD	02/01/16

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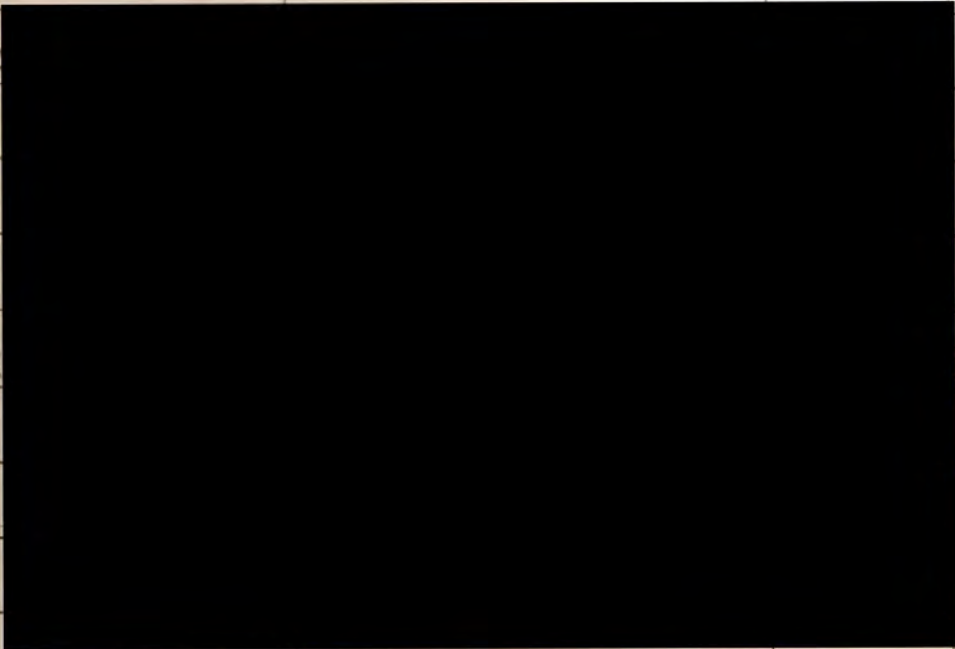
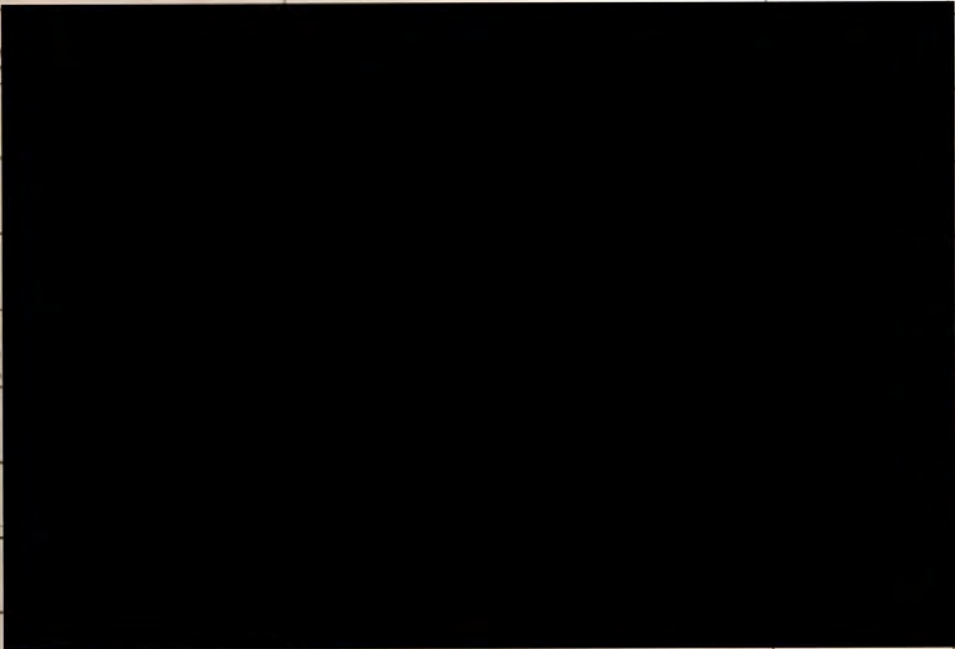
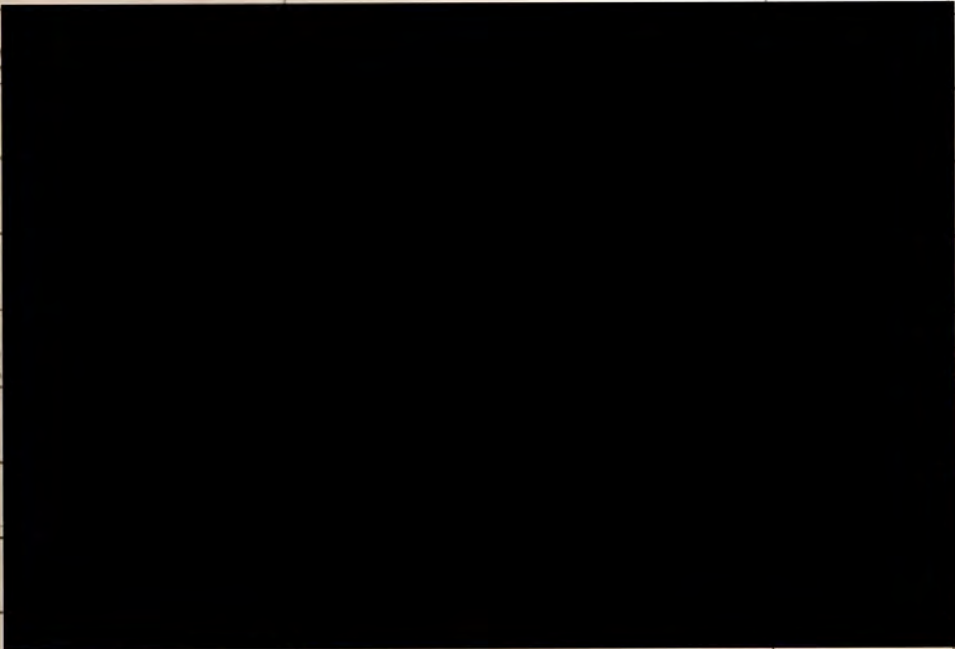
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Miki Shinohara				6	Ronald Mcnair	1/26
Sione Latu				5	RCSID	1/29
Neelili Ofa				5	Costano	1/29
Sela Mahoni				6	Belle Haven	1/31
				4	RCSID	1/31
				5	RCSID	1/31
Caroline Latu				4	Garfield	2/4
Leselia Barraga				6	Clifford	2/6
Tenisi Guttenberg				5	RINC	2/7
Tolini Helu				5	Cesar Chavez	2/7

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Petición para establecer la Escuela Charter Oxford Day Academy

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Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Oxford Day Academy. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del Sequoia Union High School distrito apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
UNA AFUHaamanga				5	Roosevelt elementary	2/17
Lisa Finani				5	ROSD	2/17
TRISA VAKA				4	Clifford	2/19
June K Finani				4	RNC Roosevelt	2/19
Holewa Tamilepa				Sub 4	Ravenswood	2/19
Lupe Havili				6	Cesar Chavez	2/19
Alicia Davenport				4th	Brentwood	3/8
OBah Pope				5	Ravenswood	3/8

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

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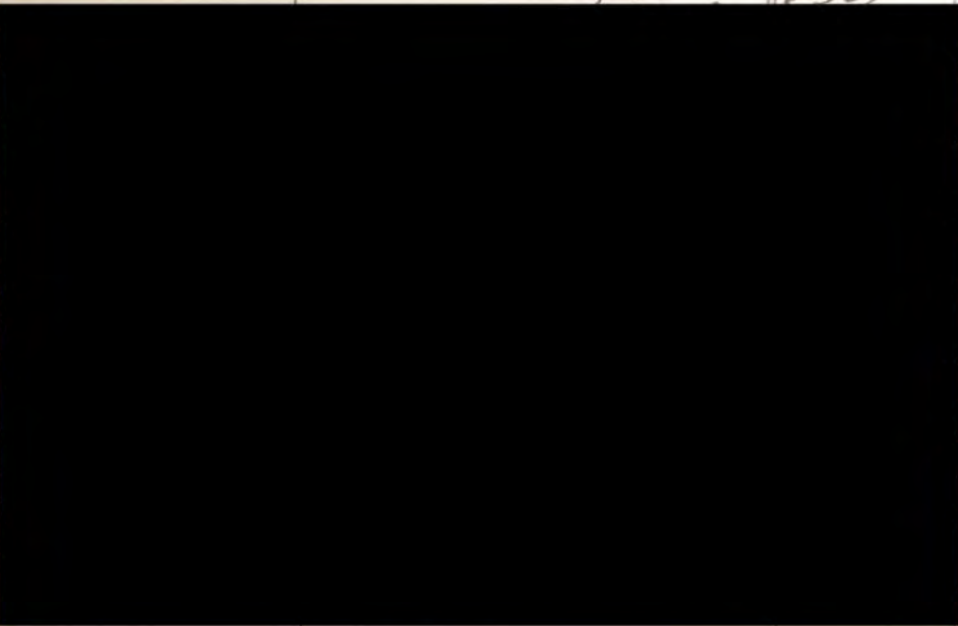
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
* Datin Saelo				6th	Ravenswood Distr.	2/16/16
Epasomayfi				7th	Ravenswood	2/16/16
Claudia Cortez				4th	Ravenswood	2/16/16
Estherina Padilla				6	Ravenswood	2/16/16
Amelia Hernandez						
Amelia Hernandez				5.7	Ravenswood	2/16/16
Trina Wilk				5th	Ravenswood	2/16/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

Petición para establecer la Escuela Charter Oxford Day Academy

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Alberto Vidal Salazar			ST: 86501			25
Benny Smith				5th	Ravenswood	8/25
Pamela Brockford				6th	Ravenswood	9/25
Nicole Howard				7th	Ravenswood	2/25
RACHAEL HINES				7th	RAVENWOOD	3/25/16
Shirri Brockett				5th & 7th	Ravenswood	2/25/16
Fredy Caspeles				4th	RCS	03/10/16
Maria Elva Gonzalez				5th	Ravenswood	3/10/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL

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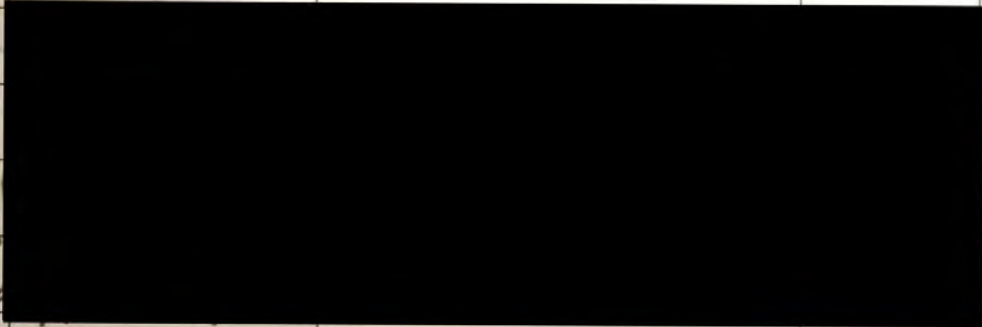
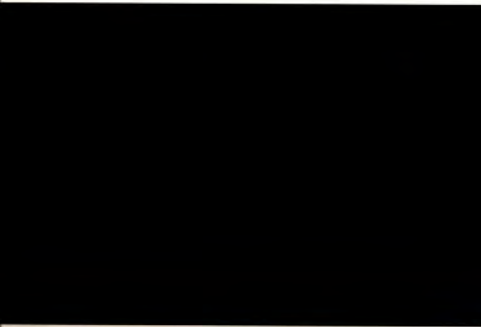
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Maria Del Rosario Aguilar				11,4	EPAPA	3.13.16
Ramiro Lopez				S.	R.W.	3/17/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL
Petición para establecer la Escuela Charter Oxford Day Academy

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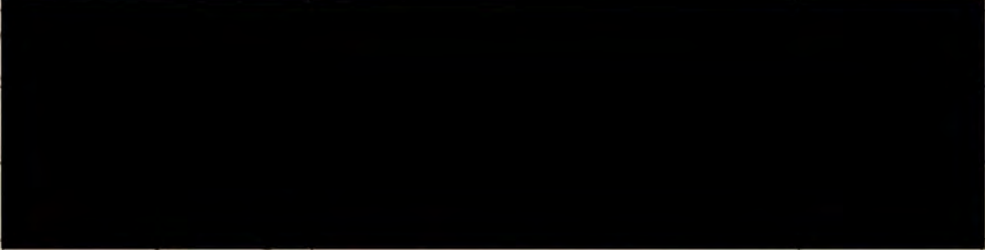
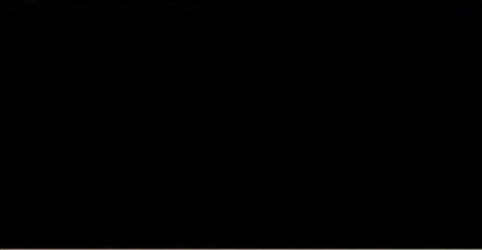
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Maria Camacho				6th	Paverswood	3/13/16
Isabel Moreno				3rd	Ravenswood	3/13/16
Maria Sandra				4th	EPACS	3-13-16
Marta Gueza				5th, 3rd	Ravenswood	3/13/16

PETITION FOR THE ESTABLISHMENT OF OXFORD DAY ACADEMY CHARTER SCHOOL
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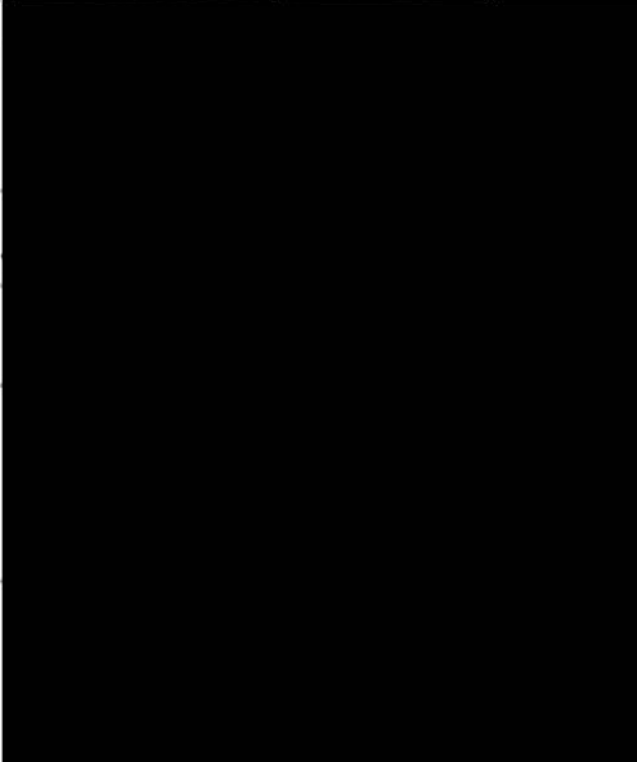
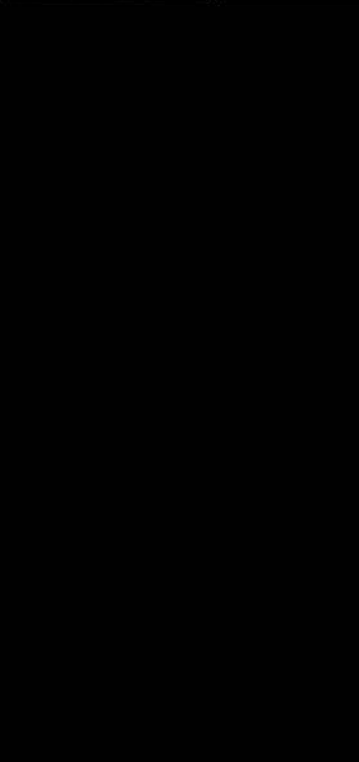
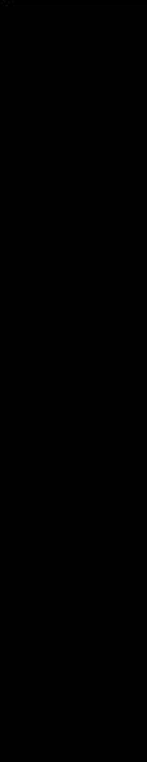
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Christine Davis				6th	Ravenswood	3/24
STEPHANIE RUBINSON				7th	Ravenswood	3/24
Shontaya Ellis				7th	Ravenswood	3/24

CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF
OXFORD DAY ACADEMY

START-UP SCHOOL: Total number of teachers estimated to be employed at school during the first year of operation: 3

We agree to the contents of the attached charter proposal dated March 1, 2016 and will work toward its implementation.
 Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school.

#	Teacher's Name (Please Print)	Signature	Address	Telephone #	Type of Credential(s) and Credential #	Exp. Date	College Degree Held
1.	Eva Cuffy				Biology		Yes B.S. Bio.
2.	Bennett Walden				Special Education mild/moderate	2018	yes/ graphic Design
3.	Anthony L. Byers				Special Education moderate/severe	2016	yes Journalism Advertising
4.	Cecilia Ortega				Multiple subject + Masters in Ed	2019	Masters in Education
5.							
6.							
7.							

**CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF
OXFORD DAY ACADEMY**

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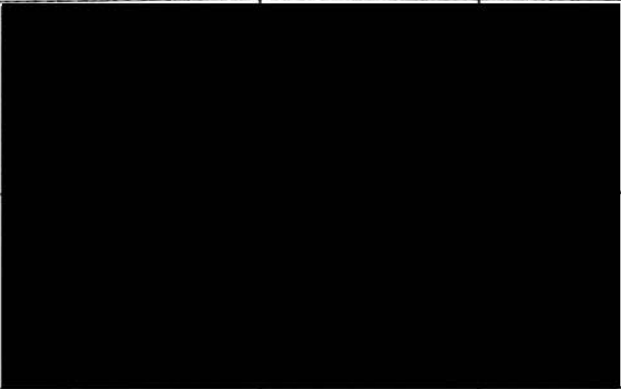
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#	Teacher's Name (Please Print)	Signature	Address	Telephone #	Type of Credential(s) and Credential #	Exp. Date	College Degree Held
1.	Sophia Kokores				Multiple Subject Single Subject	2019	BA Communications MA Education Policy
2.	Ellen Bartow				MULTIPLE Subject	2020	BA Environment & Economics
3.							
4.							
5.							
6.							
7.							

CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF OXFORD DAY ACADEMY

START-UP SCHOOL: Total number of teachers estimated to be employed at school during the first year of operation: 3

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#	Teacher's Name (Please Print)	Signature	Address	Telephone #	Type of Credential(s) and Credential #	Exp. Date	College Degree Held
1.	Edmund Cardona				Social Studies	2020	B.A. (Govt) M.S. Communications B.A. (Ed. Adm.) J.D. (Law)
2.	Ann Myers				Liberal Studies	~~20~~ —	B.A. Liberal Studies M.S. ~~Ed. Adm.~~
3.							
4.							
5.							
6.							
7.							

CDR Community Development Resources, Inc.

Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 27, 2016

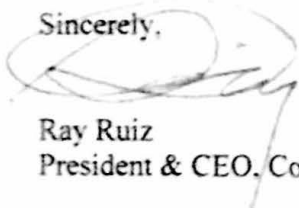
To Whom It May Concern:

My own personal and professional experiences have led me to believe that professional work experiences are a critical piece of a young person's growth. After successfully brokering internship opportunities between local colleges and Silicon Valley leaders, I am excited to assist in developing similar programming options at Oxford Day Academy.

Meaningful real-world experiences are critical in the development of any young person, but especially so for youth from disadvantaged backgrounds. Schools must recognize their role in developing opportunities for youth to prepare for and access professional networks throughout their educational experience. This type of work requires considerable time, as well as logistical coordination and access to local business networks. I am excited to lend my support to Oxford Day Academy in building out these capacities.

I am confident that Oxford Day Academy's lead founder has the potential to effectively coordinate meaningful real-world field work and learning experiences within their school model. I am optimistic that our collaboration will create meaningful education and work-experience opportunities for students within East Palo Alto for years to come.

Sincerely,



Ray Ruiz
President & CEO, Community Development Resources, Inc.

Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 21, 2016

To Whom It May Concern:

Having worked extensively in the field of student apprenticeship / internship and work experiences, I am pleased to lend my support to Oxford Day Academy. I am especially excited to help them design and coordinate the field work students will complete as a part of their real-world electives and as a part of their social justice design thinking projects. ODA's leadership team has put considerable thought into this component of their school model, and I feel confident they will be able to execute on their vision in a way that creates powerful learning opportunities for all types of students.

From 2004 to 2013, I served as co-founder and CEO of Spark, a nonprofit that helps underserved youth become motivated learners and connected community members by coordinating mentorship experiences in local professional communities. Nearly all Spark students come from neighborhoods suffering from high dropout rates, yet 90% of Spark alumni exit the program on track to graduate. This success has stemmed from the genuine interest our students feel when given meaningful professional opportunities, coupled with the robust mentorship and workplace development curriculum we developed. I know this type of model can be replicated at the school level, and am excited to help ODA leadership and staff members build out the organizational infrastructure, professional networks, and professional skillsets required to create meaningful real-world experiences for ODA students.

I have had the opportunity to get to know ODA's lead founder, and I feel full confidence in her as well as her team's capacity to effectively coordinate meaningful real-world field work and learning experiences within their school model. I am excited to lend them my full support in this development process.

Sincerely,



Christopher Balme
Co-Founder & Former CEO, Spark



Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 10, 2016

To Whom It May Concern:

I wish to express my highest support for Oxford Day Academy. Based on my work with the school's founder, I am wholly confident that their new model will provide an exceptional educational opportunity for each student. Equal parts inspiring and rigorous, ODA's challenge-based learning approach will transform the lives of its young people.

I've engaged with K12 education in numerous capacities over the course of my life-time. As the Vice President for Education at Apple and the former board chair for a private Christian school, I am well versed in the complexities of educational systems. As a proud, dedicated parent and grandparent, I am similarly familiar with the social and emotional impact of schools on their families' lives. My work with Dr. Dwinal leads me to believe that she is attentive to the many facets of schools—be they financial, operational, instructional, or interpersonal. She is an exceptional leader, and I am fully confident that she will successfully navigate the launch and management of Oxford Day Academy.

Schools of the 21st century must adapt to the challenges of modern times. This new organization promises to do exactly that, supporting students as they uncover their unique interests and abilities in meaningful ways. I am excited by the passion and rigor they bring to this work, and look forward to the opportunities they will provide their students and families.

Sincerely,

A handwritten signature in dark ink, appearing to read "John D. Couch", is written over a horizontal line.

John D. Couch
Vice President of Education
Apple, Inc.

Apple
1 Infinite Loop, MS 301-3VG
Cupertino, CA 95014
T 408 996-1010
F 408 996-0275
www.apple.com

Arlene P. LaPlante
4828 Seda Drive
San Diego, CA 92124
(859) 560-4688

Board of Trustees
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

March 21, 2016

To Whom It May Concern:

It is my great pleasure to offer my support and years of experience to Oxford Day Academy, both in this letter and in the form of ongoing support around its development of real-world courses that also meet the UC/CSU a-g subject requirements.

As you will see on the enclosed resumé, my career in education has been varied and reflects continuous growth and promotions. Most recently, until I retired and resumed my career as a consultant, I worked 7-1/2 years for ConnectEd: The California Center for College and Career, as a Director. Prior to that, I spent 26 years with the San Diego Unified School District, and was a consultant for numerous California school districts and non-profit organizations to align experience-based courses with the UC/CSU a-g subject requirements. During this time, I worked with and coached nearly 100 content area teachers in the writing of their course proposals to submit to the UC Course Articulation Unit for its approval. I have been trained by this Unit and am intimately familiar with the course approval process, as well as the underlying rigor required to meet the a-g subject requirements. Based on my conversations with Dr. Mallory Dwinal, the lead founder of Oxford Day Academy (ODA), I am certain that ODA's model will provide its students with the academic foundation they need to gain admission into competitive colleges and universities. Equally important, by meeting these requirements, they will be well prepared to thrive in a challenging undergraduate environment.

I look forward to working with Dr. Dwinal and the faculty of ODA in the coming months and years. Together, we will create courses that meet the subject area requirements and, at the same time, are tailored to each student's real-world interests and experiences. This approach will equip ODA graduates for the high standards of both college and career.

Sincerely,



Arlene P. LaPlante
Consultant

Arlene P. LaPlante
4828 Seda Drive
San Diego, CA 92124
858-560-4688 (Office) 619-993-4844 (Cell)

AREAS OF EXPERTISE:

- Transformative high school redesign to improve student achievement
- Design and implementation of standards-rich, multidisciplinary, integrated, project-based
- Small, career-themed high schools, pathways and academies curriculum
- Development of content area course proposals to meet the UC/CSU subject area requirements
- Work-Based-Learning
- Professional communities of practice
- Master schedule to support innovation, including work-based learning
- Teambuilding, conflict resolution, and mediation

PROFESSIONAL EMPLOYMENT

2007-2014 ConnectEd: The California Center for College and Career (www.connectedcalifornia.org)

Director, ConnectEd Network

- Directed and certified a statewide network of programs and schools that exemplify the Linked Learning approach to high school reform that prepares all students for both college and career
- Provided technical assistance, coaching, and professional development to districts, schools, and programs in the planning, development and implementation of Linked Learning pathways
- Developed and provided professional development on Linked Learning, school redesign, experiential instructional methodologies, and the design and development of multidisciplinary, project-based curriculum
- Worked with districts and schools to build motivation to change and engage all stakeholder groups in the development and implementation of high-quality Linked Learning pathways
- Planned, developed, and implemented convenings that brought together Linked Learning pathways and districts for professional development and sharing of best practices
- Administered a program of grants to school districts implementing the Linked Learning approach to high school improvement and reform
- Directed contract administration and managed budgets
- Developed Work-Based Learning tools for pathways

Director, Pathway Certification Services

- Directed a collaborative team of stakeholders and partners - including representatives from Linked Learning districts and pathways, EdTrust-West, Career Academy Support Network, National Academy Foundation, and National Career Academy Coalition – in the development and implementation of a data-driven system of continuous improvement that includes the certification of high quality Linked Learning pathways and schools
- Engaged stakeholders in strategic planning to improve student achievement
- Designed a continuous improvement model for pathway quality review, certification, and the criteria that serve as a common standard for quality Linked Learning pathway implementation
- Developed certification tools and resources to support the certification criteria and process
- Directed and stimulated a dialogue between certified pathways and others who were planning to implement Linked Learning in their district and schools
- Trained and led a diverse team of Professional Lead Reviewers to conduct data and evidence review and site visits to Linked Learning pathways throughout California for the purpose of guiding pathway quality review and continuous improvement

Co-Director, New Teacher Preparation through a Linked Learning Lens

- Developed a strong partnership with the College of Teacher Education at San Diego State University (SDSU):
- Developed and implemented at SDSU a new model of pre-service teacher preparation and credentialing to prepare new teachers with necessary skills, knowledge, and proficiencies to work in Linked Learning pathways
- Built a network of nine public and private universities in California that prepare pre-service teachers with the unique skills, proficiencies, and knowledge needed to teach in Linked Learning pathways, career academies, career-themed small schools, and atypical schools.
- Collaborated with the CSU Chancellor's office to increase the number of CSU campuses that are implementing this program
- Provided professional development for the faculties of network campuses on a variety of topics, including research-proven components of high quality Linked Learning pathways, and career-themed academies and small schools
- Developed teacher externship model for pre-service teacher candidates
- Created tools and materials to support pre-service teacher candidates in the implementation of Work-Based Learning (WBL) programs for their students
- Enhanced the foundation of teacher preparation as described in California's SB 2042 Single Subject Credential Program Standards by ensuring that new teacher candidates understand and apply additional teacher skills and proficiencies to work in these unique environments
- Developed and implemented a model for pre-service teacher externships
- Collaborated in the design and implementation of 5-course, online certificate program focused on the skills, knowledge, and proficiencies needed to teach successfully in a Linked Learning Pathway

2003-2009 CALIFORNIA LEAGUE OF HIGH SCHOOLS

Director, Small Learning Communities Support Team

- Created, trained and led team that provided consulting services, professional development, and coaching for pathway, school, and district staff in the planning, development and implementation of career-themed Small Learning Communities (SLCs)
- Created and implemented SLC design process based on research-proven elements of successful SLCs including:
- Developed, coached, and provided professional development for districts, schools, and SLCs including:
 - Selection and implementation of broad-based career themes that integrate curriculum, engage stakeholders, motivate students, and contextualize learning
 - Design and implementation of high quality work-based learning programs
 - Student-centered instructional methodologies, including project-based learning, that are standards-rich, rigorous, and engaging for students
 - Implementation of high quality work-based learning programs

1980-2005 SAN DIEGO UNIFIED SCHOOL DISTRICT

Program Manager, School-to-Career, Office of Secondary School Innovation

- Directed high school renewal project
- Designed and implemented process to close three large, low performing, comprehensive high schools and open fourteen new, career-themed small schools on their campuses
- Collected and analyzed data to evaluate success of small schools
- Developed, obtained School Board approval, and implemented the San Diego Met, a Big Picture School, on the campus of Mesa College

- Directed and coached teachers in development of non-traditional courses to meet the UC a-g subject requirements
- Designed and implemented standards-based project-based learning professional development
- Created and directed "Learn and Work," a unique summer school program in which students earned academic credit in English and/or mathematics by mastering course content within the context of a paid summer internship
- Designed and implemented Work-Based Learning (WBL) model for the district that included scope and sequence, design and implementation of orientation and debrief for student internship and teacher externship experiences
- Established and directed intermediary employer outreach system to increase WBL opportunities and obtained grant funding to support it
- Provided leadership to expand, improve, and sustain Employer Outreach System and Business/Industry Advisory Committee and obtained grant funding to support it
- Co-directed Tech Prep partnership with San Diego Community College District
- Developed and managed budgets
- Directed district partnerships and served as district liaison to Chamber of Commerce, San Diego Community College District, San Diego Workforce Partnership, and Career Technical Education Advisory Committee
- Developed and implemented annual School-to-Career Best Practices Conferences and U.C.S.D. School-to-Career Summer Institutes
- Wrote and directed implementation of federal, state, and private foundation grants to support high school renewal, SLCs, and innovative career technical education programs
- Responsible for supervision and evaluation of staff
- Developed and managed department and program budgets and ensured program compliance

Facilitator, Race/Human Relations Team

- Designed and implemented court-mandated Race/Human Relations program, including workshops for all district certified and classified staff and students on racism and its impact on students and society
- Developed and implemented district's "Equity in Student Placement Practices" program to insure all students had equal access to core curriculum including advanced, honor, and Advanced Placement classes
- Developed and provided workshops in cross cultural communication, team building, conflict resolution, and alternative instructional strategies for culturally diverse classrooms
- Provided mediation and crisis intervention services to district schools
- Developed and implemented national Race/Human Relations Conference
- Created, directed, and implemented student leadership development program adopted by twenty-two district schools

School Counselor

- Provided academic, personal, and career counseling to students
- Reviewed students' transcript to ensure they had the credits needed to graduate and, upon graduation, would be college-ready
- Trained students in conflict resolution and problem solving
- Mediated student-student, gang-based, and staff-student conflicts
- Provided articulation between middle and high schools
- Worked with community non-profit agency to develop and implement peer counseling program

Teacher

- Taught English and journalism and developed innovative curriculum
- Developed and successfully implemented recruitment plan to increase enrollment of under-represented students in honors, advanced, and Advanced Placement classes and school programs responsible for award-winning student newspaper and yearbook
- Designed and implemented curriculum for new courses
- Developed and implemented programs to improve student achievement
- Served as master teacher and coached and mentored students teachers from local colleges and universities
- Developed and successfully implemented recruitment plan to increase enrollment of under-represented students in honors, advanced, and Advanced Placement classes and school programs
- Wrote and implemented curriculum for new courses
- Developed and implemented programs to improve student achievement
- Served as master teacher and coached and mentored student teachers from local colleges and universities

EDUCATION

Point Loma Nazarene College, San Diego, California

Preliminary and Professional Administrative Services Credentials

San Diego State University, San Diego, California

M.S. - Counseling

Pupil Personnel Services Credential

University of Wisconsin, Madison, Wisconsin - Teaching Credential - English

University of Wisconsin, Madison, Wisconsin - B.A. - English

SPECIAL TRAINING

- Professional Learning Communities
- UCOP a-g subject requirements (training provided by UCOP)
- Project-Based Learning
- Implementation of Advisory Period
- LEAD, San Diego
- California School Leadership Academy (CSLA)
- Mediation and Conflict Resolution
- WASC Accreditation Self-Study
- Cooperative Learning
- Team Building - trainer
- Teacher Expectations and Student Achievement (TESA) - trainer
- Gender Expectations and Student Achievement (GESA) - trainer
- Program Quality Review
- Learning Styles
- Multiple Intelligences
- Socratic Seminars

REFERENCES: Professional references provided upon request



CALIFORNIA STATE UNIVERSITY, EAST BAY

25800 Carlos Bee Boulevard, Hayward, California 94542-3051

College of Letters, Arts, and Social Sciences (CLASS)

Department of Human Development and Women's Studies

Telephone: (510) 885-3076 Fax: (510) 885-3071

Board of Trustees

Sequoia Union High School District

480 James Ave

Redwood City, CA 94062

March 14, 2016

To Whom It May Concern:

As a member of the Special Education Advisory Committee and as a Special Advisor to the Founding Team, it is my great honor to support the development of English Language (EL) and other special education services at Oxford Day Academy (ODA). My research and professional work experience at California State University, East Bay (CSUEB) provide both empirical and practical insights to this work; moreover, having completed my PhD at the University of Oxford, I am particularly aware of the adjustments needed to make the Oxford tutorial model of instruction suitable for students in need of additional linguistic, academic, and/or non-academic supports.

I am passionate about educational access for students with EL and special education designations; I also believe that the founding team of ODA shares this passion, and that they have designed a model with the flexibility and personalized supports required to serve this population especially well. For these reasons, I am willing to provide pro bono services in advising the design and implementation of special education and EL programming at ODA. I offer this assistance as an unaffiliated individual with an interest in community service and desire to share my expertise for free. I feel confident that this support will help the school's leadership team to create an enriching and efficacious learning environment for all students.

It is my great pleasure to offer my support to Oxford Day Academy in this letter, and in the form of ongoing support for their EL and special education student populations. I look forward to working with members of this organization, and am happy to answer any questions as requested.

Sincerely,

Sara Smith, PhD

Assistant Professor of Cognitive and Language Development

Department of Human Development and Women's Studies

California State University, East Bay

Sara Smith

Digitally signed by Sara Smith
DN: cn=Sara Smith, o, ou,
email=sara.smith@csueastbay.edu,
c=US
Date: 2016.03.21 15:45:17 -0700



SAINT FRANCIS OF ASSISI CHURCH

1425 Bay Road • East Palo Alto, California 94303 • 650/322-2152

Friday, March 18, 2016

Board of Trustees
Sequoia Union High School District
480 James Ave.
Redwood City, CA 94062

To the Board of Trustees:

This letter is to show my support for Oxford Day Academy. We've talked to them and are considering sharing our facilities with them. But they will need your approval. I only hope that you will give them a fair hearing. The more opportunities our young people have for staying home for school the better. The busing of our young people to other communities may solve the problem of racial equality in those schools in those communities but is not helping our young people to get a good education.

Yours truly,

Fr. Lawrence C. Goode

Pastor



One East Palo Alto Neighborhood Improvement Initiative

One community where residents are celebrated for their diversity and are engaged, informed and empowered to attain ...and maintain a good quality of life.

February 26, 2016

Board of Trustees
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

To Whom It May Concern:

As Executive Director of One East Palo Alto (OEPA) Neighborhood Improvement Initiative, I am pleased to provide this letter in support of the launch of Oxford Day Academy (ODA) in Sequoia Union High School District (SUHSD). OEPA is a youth-focused, community-based, intermediary and 501(c)(3) nonprofit whose mission is to develop resident leadership, broker resources and services, build the capacity of individuals and organizations, and advocate for change leading to the improved social, physical, spiritual, educational and economic well-being of East Palo Alto (EPA), CA. As such, this exceptional agency has worked since 2000 to improve quality of life in EPA, CA through a broad-based coalition of residents and more than 75 nonprofit, public sector and faith-based organizations. OEPA's operations comprise community organizing and convening activities and selected direct services initiatives (increased access to quality mental health services, youth-focused substance abuse prevention and summer jobs), all of which are designed to build resilience of EPA youth and young adults at highest risk and their families via development of a mega-network continuum of care.

Of particular relevance to this support letter is the fact that one of OEPA's flagship convening operations is the Youth Empowerment Strategies for Success (YESS) collaborative, a strong, Collective Impact-based membership network whose mission is to ensure that East Palo Alto and Belle Haven/eastern Menlo Park children, youth and young adults, ages 0 – 24, are able to achieve their full potential through education, employment and a healthy community. Since its establishment in 2011, YESS has attracted a membership of 41 local youth-serving organizations and institutions, one of which is the Oxford Day Academy.

Having learned more about ODA's mission, vision, and instructional model, I can assert that this emerging organization will make a positive contribution to the local educational landscape and accrue a multifaceted array of benefits to young people residing in East Palo Alto and Belle Haven/eastern Menlo Park. ODA's curriculum focuses on developing students' individual identities as well as enhancing their understanding of their heritage, culture and sense of collective community. Executed effectively, these foci will cultivate students' socioemotional capacities and facilitate their self-empowerment as thoughtful, civically engaged leaders. Additionally, ODA's utilization of real-world project-based learning has the potential to help students develop those 21st century skills all citizens need most: capacities for collaboration, critical thinking and open-ended creative problem solving, to name a few. Having worked closely with leaders of this school in other contexts, I am confident in their abilities to maintain the integrity of ODA's vision as well as in their abilities to realize that vision in a positive and impactful way.

OEPA looks forward to working with ODA teachers and parents and supporting their efforts to create a charter school. We also have the highest expectations for success of those efforts to benefit the EPA and Belle Haven/eastern Menlo Park communities as well as the SUHSD family at large.

Sincerely,

Faye C. McNair-Knox, Ph.D.
OEPA Executive Director



**TOGETHER,
WE CAN CREATE
A BETTER US.**

March 22, 2016

Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

To Whom It May Concern:

East Palo Alto, California has been the focus of many new initiatives. Most are attracted to the community's need for adequate programs and services.

When considering the pillars of most communities—home, businesses, faith institutions, and schools—it is easy to understand that if these pillars themselves are not strong, the community cannot be strong.

Working in East Palo Alto on a daily basis, I see the need for community based organizations to assist in stabilizing a city that is underserved in some of its most basic areas.

With a high school graduation rate of less than 50 percent, East Palo Alto has a lot of room for improvement. It can benefit from a school partner and team that has a sincere interest in the future of not only the child but also the family and the community at large.

Over the last year or so, the Oxford Day Academy staff has taken the time to engage in the day to day lives of the East Palo Alto community, learning and taking volunteer and participatory roles in community efforts to positively affect the future of East Palo Alto. This is not a common practice, and having worked with Mallory Dwinal on several community initiatives, I am confident in her leadership, expertise and absolute passion.

I trust in her ability to make an immediate impact by establishing the Oxford Day Academy in East Palo Alto. If there is any way that I can personally assist the Oxford Day Academy in securing a charter, I am more than willing to do so. East Palo Alto is in need of talented educators that focus their efforts on teens that are in jeopardy of not graduating and are at risk of making poor life choices. These challenges inevitably affect their ability to be successful contributing adult citizens. East Palo Alto is full of intelligent and capable students who only need attention and the commitment of concerned adults, and I believe Oxford Day Academy is well-equipped to provide that support.

Thank you for your consideration.

Sincerely,

Delayzio Amerson
Executive Director, EPA YMCA

The Y.™ For a better us.™



CITY OF EAST PALO ALTO
POLICE DEPARTMENT
PAL Jr Golf
736 Green Street
East Palo Alto, CA 94303

ROBERT HOOVER
DIRECTOR
Phone: (650) 776-9116
rhoover@cityofepa.org

To Whom It May Concern:

As Director of the East Palo Alto Jr Golf Program, I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. The primary purpose of our organization is help youth understand the value of education and make a commitment to being the best student they can be]. Therefore we are pleased that the Oxford Day Academy is interested in establishing a school in East Palo Alto. This will provide more of our children with an opportunity for a quality education.

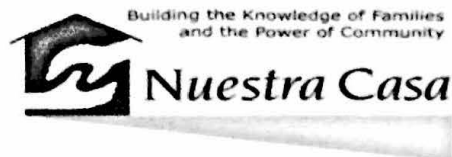
Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

A handwritten signature in black ink that reads "Robert Hoover". The signature is stylized with a large, sweeping "R" and "H".

Robert Hoover
Director
East Palo Alto Jr Golf.



Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 21, 2016

To Whom It May Concern:

I would like to offer my support to Oxford Day Academy (ODA), as I know many families are interested in and would benefit from the school's emphasis on social justice and multiculturalism. Equally important, ODA's team developed a robust system for engaging parents, and for educating them on the process students must follow to achieve in college and career. My own work with local families suggests that this type of engagement will be critical to students' long-term success.

At Nuestra Casa, we have seen time and again the power of culturally-aligned parent outreach and education. We tailor our parent education programs to the different traditions and beliefs of the different populations of East Palo Alto. This approach has allowed us to create a comfortable environment for parents from all walks of life, which in turn, has allowed us to reach more of them in a more meaningful way. The success of this cultural emphasis is a success for students, and I am delighted to hear that ODA will be adopting a similar approach.

In that same vein, ODA's curriculum promotes exploration and celebration of students' different cultures. This approach will prepare them for the diversity of the 21st century workplace while also building a sense of pride and belonging in our young people. This conscientious effort to build students' nonacademic identities will ultimately give them the confidence to tackle rigorous academics. For this reason, I believe ODA's curriculum will benefit student engagement in the same way that the school's parent education strategies will build parent engagement in a meaningful way.

East Palo Alto is a rich, vibrant community with thousands of promising young minds. I am pleased to offer my support to Oxford Day Academy, as I am confident that they will help all students to realize their full potential.

Sincerely,

Andrés R. Connell, MNA
Executive Director, Nuestra Casa de East Palo Alto



Mid-Peninsula Athletic Association/1259 Madera Avenue/Menlo Park, CA 94025/(650) 906-1954

Website: www.leaguelineup.com/mastodons Email: mpaamastodons@gmail.com

February 13, 2016

To whom it may concern:

As programming director for the Mid-Peninsula Athletic Association I am pleased to support the launch of the Oxford Day Academy in the Sequoia Union High School District. The alignment of the models values and our organizations work promises to be a valuable link in following the "cradle to career" model of child development. This model which has been implemented in other parts of the country has proven to be a great success in reducing crime, and increasing educational levels for students who have traditionally fallen through the cracks.

The main component of the Oxford Day Academy which aligns itself with our work, is having counselors in every classroom setting. These counselors are there to identify possible mental wellness challenges in the students that they are serving. We have for the past four years now worked within our organization to increase the awareness of the importance of good mental health detection in our young people. Bringing to bear collaborative efforts with the county and state to assess and refer young people that show the propensity of possible mental health illnesses through our Life's Playbook surveys for unresolved traumatic occurrences in the lives of our participants.

Having learned more about the Oxford Day Academy mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. The counselors in every classroom, the individualized attention, and the passionate leadership are all factors which support our stance for their inclusion in the educational opportunities for our young people.

We look forward to working with the teachers and parents of Oxford Day academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High school District.

Sincerely Submitted,

Jeff Austin

Programming Director

Mid-Peninsula Athletic Association



Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 18, 2016

To Whom It May Concern:

It is with great pleasure that I write The Sequoia Union High School District Board of Trustees in support of Oxford Day Academy (ODA).

The Mural Music & Arts Project (MMAP) has a longstanding history in East Palo Alto. MMAP's mission and drive to educate, empower, and inspire youth through the arts led to joining the Youth Empowerment Strategies for Success (YESS) collaborative [formerly known as the East Palo Alto Youth and Young Adults Serving Agencies Consortium].

YESS is a collaborative of member organizations that focuses on improving quality of life for EPA children, youth, young adults and their families. Its mission, which was recently formulated in a strategic planning process conducted during 2014 and 2015, is to ensure that East Palo Alto and Belle Haven/eastern Menlo Park children, youth and young adults, ages 0 – 24, are able to achieve their full potential through education, employment and a healthy community.

ODA has recently joined the YESS collaborative, and has been strategically partnering with organizations throughout EPA to increase its impact, and further our collective vision of developing a thriving community where all children, youth, young adults, families, and residents are engaged, connected, healthy and economically self-sufficient.

I am pleased to support Oxford Day Academy (ODA); my work as the Executive Director of the Music, Mural & Arts Program (MMAP) provides constant reminder as to how important ODA's focus on culture and social justice is to students. Equally important, ODA's team is committed to connecting this focus to meaningful, rigorous academics for students. I believe such an approach will greatly benefit the lives of young people in our community.

MMAP is proud to engages students as positive community leaders; our programs not only enrich the community, but also empower youth along the way. This approach ensures that students become life-long community advocates who contribute to the well-being of those around them. ODA's model prioritizes a similar focus on civic leadership, and I am pleased to hear that our young people will have access to such an educational model that reinforces these values and vision.

I am proud of the work our teenagers and young people have done to give back to their community. East Palo Alto has a rich heritage that MMAP youth celebrate in their work with us each and every day. Given this focus, I offer my support to ODA, in the hopes that they will create similar opportunities for students during the academic school day.

Sincerely,

Tefferi Mogus Brook
Executive Director, Music, Mural & Arts Project

Aretoula Arvanitidis Hickson
President
Executive Producer, Flickerbox, inc.

Ryan Karpf
Vice President
Co-Founder, Below92

Michelle Deasy
Treasurer
Managing Director, Atlas Capital Advisors LLC

Eugene Clark-Herrera
Secretary
Partner, Orrick, Herrington & Sutcliffe LLP

Samy H. Allm
Professor, School of Education
Anthropology and Linguistics,
Stanford University

Enrique Allen
Co-Director, Designer Fund

Pratheepan Gulasekaram
Professor, Santa Clara University
School of Law

Jeremiah Jackson
Vice President, Strategic
Planning, Wells Fargo & Co

Paul Olivera
Vice President, Morgan Stanley

Douglas Overman
Immediate Past President
Executive Vice President,
Golden Gate National Parks
Conservancy

Denise Roberson
Founder & President,
Jadi Communications

Maureen Tracey
Business Operations &
Community Outreach, Spotify

Milibrey McLaughlin
Emeritus
Founder, John W. Gardner
Center for Youth and Their
Communities

Honorable LaDoris Cordell
Emeritus
Independent Police Auditor, City
of San Jose

Stephen DeBerry
Emeritus
Chief Investment Officer, Bronze
Investments



Multicultural Counseling and Educational Services of the Bay Area

Teaching culturally appropriate problem-solving strategies for managing life's challenges and transitions, that support, affirm, and promote individuals' and families' cultural values, inherent worth, and dignity.

March 9, 2016

Board of Trustees
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062

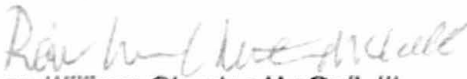
To Whom It May Concern:

As Executive Director of the Multicultural Counseling and Educational Services of the Bay Area (MCESBA), I am pleased to provide this letter in support of the launch of Oxford Day Academy in the Sequoia Union High School District (SUHSD). MCESBA is a 501(c)(3) nonprofit whose mission is to **assist individuals and families in developing their cultural problem-solving strategies for managing life's challenges and transitions. Our Institute responds to the increasing need to provide culturally appropriate services for individuals and families in our communities. We offer support that affirms and promotes individuals' and families' cultural values, inherent worth, and dignity. We advocate for change leading to the improved social, physical, spiritual, educational and economic well-being of East Palo Alto (EPA) CA.**

Having learned more about Oxford Day Academy's (ODA) mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. ODA **uses Oxford-style tutorials to combine multicultural humanities with social justice and service leadership. This is the type of educational program that meets our goals and objectives as a multicultural educational organization.**

We look forward to working with the teachers and parents of ODA in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,


Rev. William Chester McCall, III
Executive Director, MCESBA



Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

March 12, 2016

To the Board of Trustees:

I am excited to offer my support to the proposed public charter high school, Oxford Day Academy. As an alumna of the Sequoia Union High School District, I feel a powerful commitment to ensuring an excellent education for all students; in service of this, my professional work centers around the academic development of young people in East Palo Alto. This experience has given me a rich understanding of the aspirations and needs of our youth, and I am convinced Oxford Day Academy will provide the support required to fulfill both.

High school students need rigorous academic offerings, combined with the social and emotional skill development required to achieve at these high levels. They also need the flexibility and personalization to tailor experiences to their individual interests. The traditional school model makes it nearly impossible for teachers to provide this to students; a new school model that prioritizes flexibility and student choice offers our educators the space they need to help all students succeed. Oxford Day Academy will be a valuable addition to our community as it provides just such a model.

Equally exciting, the leadership team of Oxford Day is genuinely invested in developing partnerships with current service providers in the community. Their commitment to openness and collaboration will ensure that students receive aligned supports inside and outside of the school building. This continuity will be critical to the holistic development of our young people, and I look forward to collaborating with Oxford Day's leadership team in the coming months and years.

Given their commitment to rigorous and personalized academics, whole child development, as well as collaboration with existing service providers, I am proud to offer my support to Oxford Day Academy. I am confident their efforts will positively transform the lives of students in our community.

Sincerely,

Mary Sol Alvarado
Program Director, Catholic Charities SF



March 18, 2016

To Whom It May Concern:

As the operations manager at Electronic Scrip, Inc., I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. Being involved directly with fundraising by many of our participant groups for their schools and programs, I see it being an essential part of the East Palo Alto community to ensure the children are given the opportunity for a great education. Teachers, parents and the community can work together to ensure the success of the children in the community. This can benefit the entire East Palo Alto community with a ripple effect on the achievements for students who can be role models for their extended families and friends.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. By ensuring the local kids are the direct beneficiaries of this great education model, it would create greater involvement of the local families. This would increase great success at all levels within the community. This is a very real opportunity to affect their lives in a concrete level thus changing the mindset of their family and positively influencing all those around them.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lilia Lopez', with a long, sweeping flourish extending to the right.

Lilia Lopez
Merchant Operations Manager
llopez@escrip.com
650-655-3721 Office
650-312-1087 Fax

LEGAL ADVOCATES FOR CHILDREN AND YOUTH

Law Foundation of Silicon Valley

152 North Third Street, 3rd Floor

San Jose, California 95112

www.lawfoundation.org

Telephone (408) 280-2416 • Fax (408) 288-8850

Karina Ferreira
2261 Brentwood Court
East Palo Alto
3/17/2016

To Whom It May Concern:

As a Legal Secretary at Legal Advocates for Children And Youth, I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. My office represents all the kids in foster care in Santa Clara County and we are struck daily with some of the most sad stories and struggles these youth face. Unfortunately a large percentage of our cases come from teen parents.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. May sound cliché but education is EVERYTHING. Education keeps young people out of the streets, education generates goals, unveils passions. Minors are all different and I believe exploring different system, structures, norms is a positive change. Especially when we are working with unprivileged youth. We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,



Karina Ferreira
Legal Secretary



Victor Gonzalez
1114 Madera Ave.
Menlo Park Ca 94025

03-23-2016

To Whom It May Concern:

As a Senior Banker for Wells Fargo, I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. It would be a great addition to the community. Having options is always a good thing. Growing up in this community I remember taking the 296 Samtrans bus ride which would take me to Sequoia High School. The bus ride was 45-50 minutes long.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. Their focus is key for the community and seeing them plan this project for a positive outcome is something great. This will help with current and future generations to come.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

A handwritten signature in black ink, appearing to be "V. Gonzalez", written over a horizontal line.

Victor Gonzalez
Senior Banker

Jason Little
5730 La Honda Road
San Gregorio, CA 94074

3/20/2016

To Whom It May Concern:

As Program Director of Vida Verde Nature Education, I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. Vida Verde's mission is to promote educational equity by providing free, overnight environmental learning experiences for students who don't otherwise get the opportunity. For 15 years, Vida Verde has been positively and powerfully impacting Bay Area students' academic performance, character development, and connection to the outdoors. Vida Verde is a unique program that is specifically designed to ensure success and long-term positive impacts for urban, low-income youth.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. Sustainable systems and practices like; curriculum that is applicable in the real world, free tuition to all students that attend, and practical expectations from parents with the desire for their involvement. With this model of community based interactions, I feel that Oxford Day Academy is perfect for East Palo Alto.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jason Little', with a long horizontal flourish extending to the right.

Jason Little
Program Director
Vida Verde Nature Education

3/23/2016

Lucia Ramirez
120 Sonja Road
South San Francisco, CA 94080

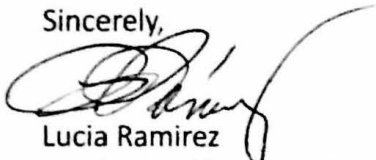
To Whom It May Concern:

I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lucia Ramirez', with a long, sweeping flourish extending to the right.

Lucia Ramirez
Teacher's Aide, Sequoia Union High School District

Golden Roofing Company, Inc.

License 508101

March 21, 2016

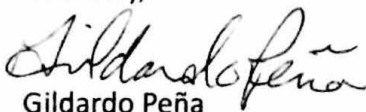
To Whom It May Concern:

I am pleased to support the Oxford Day Academy in the Sequoia Union High School District. A great number of my employees with children in elementary schools in East Palo Alto, and they are excited to learn the school is launching in their own town.

After learning more about Oxford Day Academy's mission, vision, and instructional model, I feel confident they will be an asset to the local community. The city needs a school which will help the local children.

I look forward to helping the community of East Palo Alto in every way possible. I have confidence the teachers and parents of Oxford Day Academy will create a charter school that will benefit the all students of the Sequoia Union High School District.

Sincerely,



Gildardo Peña
President/Owner

March 18, 2016

RE: Oxford Day Academy

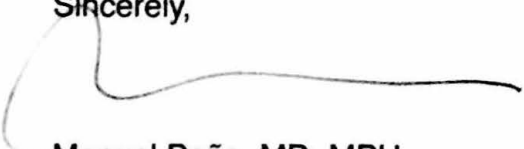
To Whom It May Concern:

It is my pleasure to write this letter to support the launching of Oxford Day Academy, a tuition-free public charter school proposed to open in East Palo Alto next year. As a community pediatrician, I have worked with the children, youth and families of East Palo Alto, East Menlo Park, and North Fair Oaks/Redwood City for the past twenty years. I grew up in Redwood City and graduated from Menlo-Atherton High School of the Sequoia Union High School District. Upon completing my medical training and residency, I eagerly returned home to serve the very same communities in which I was raised.

Much of my desire to practice pediatrics stems from the opportunity to help poor families achieve an optimum record of health and wellness. But this requires support far beyond the exam room in the clinic. For our children and youth to reach their potential, there must exist greater opportunities that foster their thirst for knowledge in a context that is socially and culturally relevant to their experience, while simultaneously promoting the academic and life skills that will better equip them for a higher education. In my experience, the other charter schools in these neighborhoods have fallen short on their promise, or have deviated their attention to students beyond the local neighborhood. Oxford Day Academy will fill the gap by cultivating generations of youth from our ethnically diverse communities to be our future leaders through excellence in secondary education.

This is no small endeavor. However, I am confident that the collaboration of our community members with the Sequoia Union High School District will make this investment in our youth a venture we will embrace and can be proud of. I urge you to support the opening of Oxford Day Academy for the betterment of our community and its residents.

Sincerely,



Manuel Peña, MD, MPH
219 Jeter Street
Redwood City, CA 94062
drmanuelpena@gmail.com

Board of Trustees
Sequoia Union High School District
480 James Ave
Redwood City, CA 94062

February 26, 2016

To Whom It May Concern:

I am pleased to write this letter of support for Oxford Day Academy. As the founder of East Palo Alto's annual Reading Bonanza in the Park program, I am committed to the development of exceptional academic programming for *all* students. Further, as the only Samoan-American, Bay Area Native, Stanford alumna, I see the gap that many of the current high schools that serve the East Palo Alto/East Menlo Park community are not able to fill, as evidenced by the substantially low number of students from this community continuing on to four-year universities, graduating from college, and filling high-skilled positions at neighboring technology companies. Oxford Day Academy is well-aligned to the vision and belief of supporting youth from this community from various cultures and socioeconomic backgrounds, and I have deep confidence that the school's founding team has the capacity to realize its ambitious goals.

Having experienced firsthand the challenges of growing up a woman of color from a low-income household to attending Stanford and getting degrees in Electrical Engineering and then working in the Technology industry in Silicon Valley, I am acutely aware of the many obstacles facing students sharing my background. These barriers, coming from all directions, accumulate in ways that can easily derail promising young minds without a strong educational foundation. We need schools that support academic growth of these unique individuals by targeting these systemic barriers in real and culturally appropriate ways. Oxford Day Academy promises to do just that by adopting the community schools approach, and by delivering a curriculum that emphasizes culture, heritage, and social equity. This lens will help students to 'see' themselves in the subjects discussed, and will equip them to face the many challenges that surround them.

Equally important, the school's focus on socio-emotional development and culturally sensitive counselling will push this training beyond a purely intellectual exercise; it will help students to internalize these important lessons on emotional, psychological, and interpersonal levels. My own journey tells me that this holistic approach will be critical to our students' long term success. Oxford Day Academy is committed to collaborating with families and community partners to create a comprehensive support system for students. For these reasons, I offer the school my support in this letter, and in the form of meaningful collaboration in years to come.

Sincerely,



Marlayna Tuiasopopo, Stanford University BSEE '02, University of Southern Cal MSEE '04
Founder, Reading Bonanza in the Park | tui3@stanfordalumni.org | c.408-598-5876

Karen S. Canty
1555 Oxford Street
Redwood City, Ca 94061

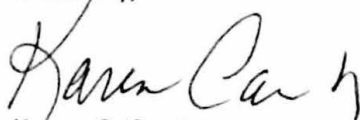
January 18, 2015

To Whom It May Concern:

I am pleased to support the launch of the Oxford Day Academy in the Sequoia Union High School District. As a former school board member in the Menlo Park Elementary School District and as a parent whose two children attended Menlo Atherton High School, I have studied educational policy for many years. I have been most concerned about high school educational opportunities for students since the move to "one size fits all" began some years ago. The Oxford Day Academy model mirrors what I believe is important in educating students for the future they face today –with its emphasis on self-directed learning, leadership opportunities and parent involvement – ODA graduates will be prepared for whatever awaits them beyond the high school classroom.

I look forward to working with the founders, teachers, andS parents of the Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all the students in the Sequoia Union High School District.

Sincerely,



Karen S. Canty

Community Member



325 Sharon Park Drive, Suite 327 • Menlo Park, CA 94025
P 650-868-0590 F 650-561-9476
cmargot@csiconsulting.net

Charlene Margot
CSM Consulting
325 Sharon Park Drive, Suite 327
Menlo Park, CA 94025

January 26, 2016

To Whom It May Concern:

As Board Chair at Challenge Success, Stanford Graduate School of Education, and Director of The Parent Education Series, SUHSD, I enthusiastically support the launch of Oxford Day Academy in the Sequoia Union High School District.

Born and raised in Palo Alto, I have watched the community and culture of the SF Bay Area and the Peninsula change dramatically over the past several decades. When I graduated from Cubberley High School in Palo Alto, classmates in the neighboring town of East Palo Alto were graduating from Ravenswood High School.

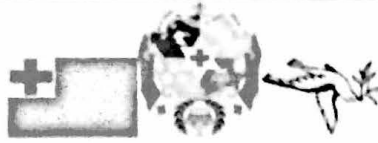
Given my understanding of Oxford Day Academy's mission, vision, and instructional model, I believe that this school will be a positive contributor to our local community. At Challenge Success, we endorse a school model that challenges traditional definitions of "success," so that all students can reach their potential. With its emphasis on self-directed learning, community-based leadership experiences, and parent involvement, I believe that ODA graduates will be prepared for college and life's challenges beyond the classroom walls.

As a parent and parent educator, I look forward to forming collaborative relationships with the parents and teachers of Oxford Day Academy, a charter school that will benefit the students and community of East Palo Alto and the Sequoia Union High School District.

Best Regards,

Charlene Margot
Chair, Board of Directors, Challenge Success, Stanford University
Founding Director, The Parent Education Series, SUHSD

SIASI UESILIANA TAU'ATA'INA 'O TONGA EAST PALO ALTO THE FREE WESLEYAN CHURCH OF TONGA



1214 Jervis Avenue

East Palo Alto, CA 94303

Regarding: Support for Oxford Day Academy

March 15, 2016

To whom it may concern:

The Free Wesleyan Church (FWC) (Tongan: Siasi Uesiliana Tau'ataina 'o Tonga) is the largest Methodist denomination in Tonga, and also the state church. It is the world's only state church in the Methodist tradition. The Tongan royal family of the country are prominent members, and the late king was a lay preacher.

As the head deacon of Siasi Uesiliana Tauaitaina 'o Tonga (S.U.T.T.) in East Palo Alto, we are excited to the opening of the charter school, Oxford Day Academy. Our church is very dedicated to the East Palo Alto and east Menlo Park communities. We are a primarily Pacific Island church. Our congregation is part of a big network of other churches with roots based from the Island of Tonga. We were established 25 years ago in East Palo Alto because of its diversity, and its location. Our church has seen first hand the decline of the educational system in East Palo Alto.

Oxford Day Academy's vision will help our children in the community. We have over 100 members and the majority of our members are youth and young children whom fall in the category of needing a school like Oxford Day Academy. Oxford Day Academy's tutorial guidelines, individual lesson plan, and instructional model will be the forefront to what this community needs. The children will also be able to receive the personal attention and also will be able to thrive in this type of environment.

We look forward with Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District. We pray that this school and hope this school can come to East Palo Alto.

Sincerely,


Tanginoa Kanongata'a

Head Deacon of church in East Palo Alto

S.U.T.T.

Jesse Medina
936 Mouton Circle
East Palo Alto, CA 94303

3/16/2016

To Whom It May Concern:

As an owner of a small business in East Palo Alto and an educator, I am pleased to support the launch of Oxford Day Academy in the Sequoia Union High School District. I've been teaching music in East Palo Alto and the surrounding areas since 2010, and over the last few years I've moved my center of operations to the sole proprietorship my wife and I run out of our home in East Palo Alto. We're both educators, and big believers in the idea of lifting up the community by starting with our local children. This is something that can't just happen in one aspect of a child's life, but throughout the community in many ways.

Having learned more about Oxford Day Academy's mission, vision, and instructional model, I feel confident that they will be a positive contributor to our local landscape. This is a school that's built on the model of putting the children, their needs, their culture, and their community first. As communities in East Palo Alto work to give our children opportunities in the future, we have to consider all of those things, and we need participation from families and community members as much as possible. Oxford Day Academy's mission statement has more consideration for those elements than any other local programs I've come to know in my time in the area. This is something for our people by our people that considers our local children's past, present, and future. I really believe this is presence we need for our community to develop and flourish.

We look forward to working with the teachers and parents of Oxford Day Academy in creating a charter school that will benefit the East Palo Alto community and all students of the Sequoia Union High School District.

Sincerely,

Jesse Reyes Medina
Owner of Musician Training Solutions

A handwritten signature in dark ink, appearing to read "Jesse R. Medina", is written over a horizontal line.

3816042

ARTICLES OF INCORPORATION

OF

OXFORD DAY ACADEMY, INC.

(A California Nonprofit Public Benefit Corporation)

FILED
Secretary of State
State of California

AUG 12 2015

Article I.

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

Article II.

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

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

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

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

Article III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Richard J. Hansberger

524 Rainier Road

Lake Arrowhead, CA 92352

Article IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

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

Article V.

This corporation shall have no members.

Article VI.

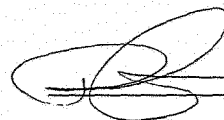
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and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

Article VII: Address of Corporation

The initial street and mailing address of this corporation is:

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

August 10, 2015
Date


Richard J. Hansberger, Incorporator

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **FEB 12 2016**

OXFORD DAY ACADEMY INC
1085 SANTA CRUZ AVE APT 3
MENLO PARK, CA 94025

Employer Identification Number:
47-4929970
DLN:
17053281300025
Contact Person:
JERRY FIERRO ID# 31119
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 12, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

OXFORD DAY ACADEMY INC

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

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Cooper', with a stylized flourish at the end.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements