

Oasis Charter Public School

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A project of Under Construction
Educational Network, Inc.

Programmatic Audit Report for 2013-2014

This Programmatic Audit is written for the Board of Trustees of the Alisal Union School District. It is the intent of this audit to inform the Board of Trustees and the Alisal Community as to our successes and challenges in fulfilling the terms of our Charter during our twelve year of operation.

Element A The Educational Program

Oasis has offered an elementary school program which spans the grades from Kindergarten through Eighth. In 2013-2014, Oasis decided to discontinue its upper elementary school program for seventh and eighth grader students for 2014-2015. With a stable student enrollment it has maintained a total faculty of eleven full-time credentialed teachers. For most of the school year our attendance was 250, although our ADA remained at 243 due to illnesses and absences. These students represented a cross section of the community (Chart # 1 & 1a) and 8 local school districts. (Chart #2).

During our twelve years of operation Oasis has created a thriving community of families, teachers, community volunteers and children. Families and other volunteers from a variety of places, come together to support the mission: TO EDUCATE RESPONSIBLE CITIZENS FOR A DEMOCRACY, and the vision: a school where children reap the benefits of a consistent approach to teaching and learning. An Oasis education is based on Constructivist learning theory. Oasis is a place where children come together from all areas of the city resulting in a better understanding of themselves and to value diversity. Children at Oasis learn in the context of multi-age groupings and through rich community experiences.

Because of our remodeled and re-designed facility and the lease of an additional play area, we have accepted new students throughout the grades. The majority of our new students however, approximately 50 of the 60 new students, were added in Kindergarten or first grade. It is our firm belief that the primary students who stay at Oasis through the upper grades will demonstrate the true value of a consistent approach to education. Those children who entered Oasis in the upper elementary grades and have continued into our eleventh year of operation have made significant progress in accepting a different view of school. Research indicates that children who come to constructivist education from a



more traditional setting have a more difficult time giving up their dependence on being told the problems and given specific directions as to how to find the solutions.

In compliance with the state law, Oasis administered all required tests. These tests included all parts of the STAR testing program and the CELDT and CMA as appropriate. The majority of students at Oasis are English speaking. Twenty three English Language Learners (ELL's) who began the school year at Oasis did receive the CELDT test. In the 2013-2014 assessment administration of CELDT indicate the following:

Advanced	3
Early Advanced	14
Intermediate	32
Early Intermediate	7
Beginning	5
Number Tested	61

Teachers' observations of ELL students indicate that all of them have demonstrated significant growth in their ability to speak, write and understand English. We attribute that growth primarily to their exposure to formal English language instruction through the SDAI methodology. The students also receive inclusive and exclusive English Language Development instruction in a pull-out setting.

During year twelve, we have continued with the implementation of the strategies learned through Guided Language Acquisition Design Program, (GLAD). GLAD is a program originally designed to be an English Language Development program. GLAD's design specifically helps children master academic English so that they can increase both their understanding of the world and their ability to more articulately explain that understanding. Because of reduced funding we found it difficult to provide our new teachers with the full amount of GLAD training. Each of them did attend a two day beginning introduction to Project GLAD. As is the case for many non-profits, grant money, which has funded these trainings in the past, has become much more difficult to find. However, we have budgeted prudently to offer the full seven day GLAD training in 2014-2015.

Our teachers and students have continued to make use of our academic programs including Everyday Math, Delta FOSS, Read Naturally, Teacher Curriculum Press, Algebra Carnegie Learning, Concepts and Challenges and Pearson Science. We are certain that these programs positively impact our students' success. In addition, we continued to implement a behavior program called Love and Logic. This is a useful and Oasis-friendly approach to helping students identify and solve problems.

In the 2013-2014 academic year Oasis' staff also received on-site and job-embedded professional development on literacy development and explicit direct instruction.



One of our major accomplishments during the 2013-2014 was the successful completion of Oasis second year in the Sonoma County Charter SELPA. This membership fulfills the requirement to meet federal mandates to ensure the identification and eligibility for students with exceptional needs. We began the year in Special Education under consulting supervision of Cliff Siegel, school psychologist for Salinas City Unified School District. Cliff continued providing us with his professional and specialized services throughout last year. We also began the school year with our returning Specialized Instruction Teacher, Jennifer Armenta, with over a decade of experience in the teaching profession,. She began the year working as a full-time employee because our caseload merited offering her full-time contract. Jennifer is a life-long learner and is committed to advancing her own educational goals. Jennifer is enrolled in the Special Education Master's Program at CSU Monterey Bay.

All of the children who have been referred for testing have been tested. For each child tested an Individualized Education Plan (IEP) meeting was held. For all special education students with a triennial assessment a meeting was held before the IEP due date in an effort to assure compliance with Federal mandates. Those who qualified are now being provided services. This year we continued with the services of Maureen McGuire, a Speech and Language Therapist. She has been able to provide consistent high quality services for our students who need speech services. Maureen accepted our part-time position and was referred to Oasis by another local charter school.

Oasis continued offering the services of a full-time specialized instruction teacher. Every year more and more of our students are identified as having exceptional needs. It goes without saying that our goal and responsibility is to provide, continuous, equivalent, adequate and proper services to those students. Oasis also continued to strengthen and improve its Response to Intervention (RTI) Program under the guidance of the Specialized Instruction Teacher and school psychologist. We also purchased new instructional curriculum, online services, acquired new technology, and testing materials to better serve the students with exceptional needs.

Oasis hired reading and math specialists to support our struggling students. Those teachers were trained and along with the specialized instruction education teacher they organized and offered, for the first time, an intervention program for all academically challenged students. The service was provided during school hours for second through eighth grade students.

For the third time in the past eleven years, in 2013-2014, Oasis once more offered students a reading and math intervention program for all 1st - 8th grade students who scored at the basic level in the 2012-2013 California Standardized Test or in the EZ CMB. The ratio was one adult to every six students in an after-school setting. The groups were taught after school by certified and fully credentialed teachers.



Element B Measurable Pupil Outcomes & Element C Methods to Assess Pupil Progress Toward Meeting Outcomes.

In 2013-2014 the California Department of Education decided to opt out from taking the California Standardized Assessment. However, Oasis participated in the State Pilot Smarter Balanced Assessment for 3th-8th grade students. Therefore, Oasis will not receive an overall score for 2013-2014. Instead, Oasis will receive an average of the last three years, which shows a score of 711 and 712. Therefore, the data below is non-

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	128	695	159	700	149	739	711	712
Black or African American	5		5		1			
American Indian or Alaska Native	1		0		1			
Asian	0		2		2			
Filipino	2		3		2			
Hispanic or Latino	88	677	122	685	113	723	695	696
Native Hawaiian or Pacific Islander	0		0		0			
White	26	766	26	734	26	808	769	769
Two or More Races	1		0		4			
Socioeconomically Disadvantaged	77	700	155	698	88	722	707	705
English Learners	13	578	43	642	37	646	622	635
Students with Disabilities	20	718	18	672	10			

weighted and weighted three year average API.



Teachers at Oasis carefully reviewed Common Core State Standards in order to fully implement it in 2013-2014 and use them to guide learning activities in their classrooms. As per our charter we administer all state mandated assessments. In terms of the state mandated tests, Oasis did administer the Science Standardized Testing (CST) for 2013-2014 for 5th and 8th grade. Below are the scores.

Grade Level	Performed Data by Grade Level Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Grade 5 CST	27	36	32	5
Grade 5 CMA	50	50	0	0
Grade 8 CST	50	36	7	7
Grade 8 CMA	100	0	0	0

Status	Performed Data by Economic Status for 5 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Not Economically Disadvantaged	40	30	30	0
Economically Disadvantaged	17	42	33	8
Not Economically Disadvantaged	100	0	0	0
Economically Disadvantaged	0	100	0	0

Status	Performed Data by Economic Status for 8 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Not Economically Disadvantaged	33	67	0	0
Economically Disadvantaged	18	27	9	9
Not Economically Disadvantaged	100	0	0	0
Economically Disadvantaged	0	0	0	0



Gender	Performed Data by Gender for 5 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Male CST	22	33	33	11
Female CST	33	33	33	0
Male CMA	0	100	0	0
Female CMA	100	100	0	0

Gender	Performed Data by Gender for 8 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Male CST	45	36	9	9
Female CST	66	33	0	0
Male CMA	100	0	0	0
Female CMA	0	0	0	0

English Classification	Performed Data by English Proficiency for 5 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
English Only and Fluent English Proficient CST	32	37	26	5
English Learner CST	0	33	67	0
English Only and Fluent English Proficient CMA	50	50	0	0
English Learner CMA	0	0	0	0



English Classification	Performed Data by English Proficiency for 8 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
English Only and Fluent English Proficient CST	50	36	7	7
English Learner CST	0	0	0	0
English Only and Fluent English Proficient CMA	100	0	0	0
English Learner CMA	0	0	0	0

Ethnic Group	Performed Data by Ethnicity for 5 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Hispanic or Latino CST	28	33	33	6
Filipino CST	0	100	00	0
White CST	33	33	33	0
Hispanic or Latino CMA	0	100	0	0
White CMA	100			

Ethnic Group	Performed Data by Ethnicity for 8 th Grade Science			
	% At or Above Proficient	% Basic	% Below Basic	% Far Below Basic
	2013-2014	2013-2014	2013-2014	2013-2014
Hispanic or Latino CST	44	33	11	11
Filipino CST	0	0	0	0
White CST	67	33	0	0
Two or More Races	50	50	0	0
Hispanic or Latino CMA	0	0	0	0
White CMA	100	0	0	0



The Oasis community of families and teachers worked together as a collaborative team to improve those scores. We examined the situation and attempted to understand reasons for the lack of adequate improvement in our CST scores from 2012-2013, especially for the subgroups. It is our belief that the reason for our testing performance was due to extensive personnel changes, for example; two new administrators for the same position, four new teachers, three new support staff, and an influx of new students most of whom were not familiar with the programs that we had adopted and Oasis' unique methodology.

1. Everyday Math is a program that is designed to have teachers move through the curriculum quickly. In the 2013-2014 school year teachers were better able to trust the program's spiraling design and cover more of the program. Because of the increase in teachers' familiarity with the new program, and their developing trust in the spiraling scheme of the content, they were able to move the children through the program at a faster pace than that of the previous years.
2. Teachers and students were also more familiar with the various strategies employed by Project GLAD.

The outcomes outlined in Element B of the Charter document remain the focus of our work. It is through the development of these four outcomes that we reach our mission's goal, educating responsible citizens for a democracy. Those four outcomes are the development of:

- skills for responsible citizenship
- literacy and language skills
- logical thinking and creative problem solving
- a variety of ways with which to represent their thinking

3. FOSS Science is a hands-on project based science curriculum. This program meets all of the California Standards and teachers have well adapted the lessons to meet the needs of every learner. This program is used by the K-5th grade students at our school. FOSS Science is designed and is aligned with the Science Content Standards for California Public Schools and the Science Framework for California. This is a very interactive program full of learning experiences that help our children think critically and explore the world of science.

4. Pearson Science: Concepts and Challenges is the program Oasis adopted in 2010-2011 for the 6th through 8th grade students. This program was adopted as it was aligned with our philosophy and educational practice. It also met all of the Science Content Standards for California Public Schools and the Science Framework for California.



5. History Alive is the social studies program Oasis adopted this year. This program provides a variety of perspectives when discussing historical events. It provides a venue for our students to think critically and to analyze different historical events from various points of view. This program also meets all of the Social Science Content Standards for California Public Schools and the Social Science Framework for California.

6. Carnegie Learning: Algebra 1 was adopted in the 2010-2011 school year to meet the academic needs of the upper grade students. Oasis adopted the Carnegie Learning program as we found it to be the most well aligned program with our philosophy and practice. Also, this math program meets all of the Math Content Standards for California Public Schools and the Math Framework for California

7. Read Naturally Program: This reading intervention program was adopted in 2012-2013 to serve students in small groups during instructional time. This is a research based program that supports students to develop their fluency, comprehension and vocabulary development.

8. Phonics and Friends: Although this program was published many years ago it is a state adopted program to support English Language Learners. English Language Learners are served in a small pull-out group of 4-6 students. Students are assessed every two weeks, after each lesson has been taught.

9. A-Z Reading Program continued to be used in the K-5th grade classrooms. This program supports our students with their comprehension skills and vocabulary development. It is a leveled reading program aligned with constructivist learning theory. It provides initial assessments for the students in order to place each one at the appropriate reading level. It also provides summative and formative assessments.

10. The Quality Literacy Instruction team provided staff development and coaching in literacy during the 2013-2014 academic school year. The coaches also provided training in the Literacy Gradual Release of Responsibility Strategies. The seminars and one-on-one coaching provided our staff with a unique experience of individualized professional support.

11. At the beginning of the school year our teachers, instructional support staff and administrators continued implementing the strategies learning from *Contexts for Learning Mathematics* curriculum by Catherine Fosnot and colleagues which uses real life math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Based on the concept of a math workshop, each unit provides a sequence of investigations, mini-lessons, games, and other teaching and learning strategies. The series' units are organized into age-appropriate packages, which are well aligned with the Oasis' philosophy. Along with the current program, Everyday Math, it provided our students with additional hands-on (and minds-on) experiences.



12. A Culturally Responsive Curriculum coach continued working with teachers to develop interdisciplinary thematic units that included and built on students' home and community cultures. These units were grade-level appropriate and addressed the Common Core Standards. The coach also observed all teachers individually in their classrooms, to learn about teachers' styles and about their students. The coach then met with grade-level teams to help them formulate plans for their units, as well as helping them to locate resources to carry out their lesson plans. These included books and magazine articles, films, guest speakers, field trip possibilities, and family involvement.

During the 2013-2014 academic year staff development fostered and encouraged positive and effective professional relationships. Traditional off-site professional development had turned off teachers' interest in continuing their professional growth. Therefore, a more effective and practical model was developed to support the professional growth of Oasis' teachers. A job-embedded model has proven to be a highly productive and efficient approach due to the constraints of teachers' schedules, responsibilities, and other professional demands. Certainly a job-embedded required a strategic planning of the process, a monitoring system as well as an evaluation system.

In addition to the programs and curriculum offered at Oasis, Oasis' instructional team experienced a job-embedded and on-site professional development model where they learned strategies to navigate the institutional and calendar-related pressures. Oasis' teachers learned strategies to shift their paradigm to create an equitable learning environment for all students. This professional development model has been researched extensively and has proven to be an effective and powerful way to create change and impact student learning.

Oasis developed an intentional and strategic Professional Learning Community Plan by implementing academic conferencing/team planning, on-site peer observations and coaching. Oasis explored, experimented and experienced a more effective and innovative model to support, enhance and challenge teachers' instruction and learning strategies due to the demands of accountability and the different needs of our diverse student population. Peer observations were done once a month while a substitute covered the class. Academic conferencing/team planning took place every other Wednesday.

In addition to administering the mandatory state tests, Oasis used a variety of school-developed assessments. However, some of the assessments were provided by the publishers of those programs. Multiple measures were used to assess student's academic, social and moral development. Multiple measures were used to assess students' academic, social, and moral development. In addition to standardized tests, we used student portfolios, informal classroom observations, teacher-created tests, pre- and post-reading and writing assessments, and end-of-unit tests in math to measure student progress. Teachers used the Developmental Reading Assessment (DRA) to measure student progress in language arts. Other assessments included the Quick San Diego, Easy CBM, Read Naturally, and A-Z Reading. Teachers used the unit assessments from the adopted Every Day Math Program, Into Algebra and Algebra 1 from Carnegie Learning



as appropriate. We also used the assessments from the Delta FOSS science program. Social Studies assessments came from the Teachers Curriculum Press for students in the kindergarten through fifth grade and Concepts and Challenges from Pearson for sixth through eighth grade students.

The list above is an array of assessment tools that were used to determine student's progress towards meeting the pupil outcomes. The curriculum listed above was used in 2013-2014 in an effort to meet the needs of all students. Our students demonstrated their knowledge in many ways including; plays, assemblies, presentations, portfolios, and performances. Oasis monitored students' academic performance through anecdotal notes, parent feedback, semester, quarterly, and trimester, assessments, unit assessments, as well as through standardized assessments. We have been able to incorporate the assessment strategies outlined in element #C of the Charter. In year eleven we were more consistent across classes as to which strategies were used to assess student progress.

We believe a quality of responsible citizenship is to be able to express oneself, not only with words but in a wide variety of ways. Equally important is the willingness and understanding of the need to be able to listen respectfully to another's point of view. We have maintained a rotation system where the classes take turns presenting something for our weekly assembly. We believe that this constitutes the beginning of public exhibitions where we are enabling future adult citizens to express themselves in front of an audience of peers. In addition individual classroom teachers ask children to make oral presentations which the students seem to enjoy. The assessment strategies we have employed include, but have not been limited to: Standardized Tests, Portfolio Assessments, On-going Teacher Assessments and both school developed and published pre and post tests.

Home Visits continue to be a very successful means of getting to know and understand our students and their families. In the 2013-2014 teachers continued to do home visits during the months of August and September. Home visits have been institutionalized at Oasis. Each child's home was visited within the first two months of school. It is at this time that teachers have an opportunity to build a strong and understanding relationship with the student and their family. The question raised at each home visit is, "What are your hopes and dreams for your child?" Being able to identify those things with the family allows the teacher an entry point for future conversations regarding necessary steps to reach the identified hopes and dreams. Additionally, Home Visits are a means by which we gather information for personalizing classroom assignments and curriculum. The home visit also serves as an opportunity for teachers to make some observations as to the environment from which our students come. These observations help teachers build a more personalized relationship with both students and their families.

Element D Governance Structure of the School



Oasis Charter Public School operates as a duly constituted entity of Under Construction Educational Network, Inc. (UCEN), a California Nonprofit Public Benefit Corporation and is governed by UCEN in accordance with the California Corporations Codes. UCEN is a fiscally and operationally independent entity, which assumes responsibility for all debts and liabilities of Oasis Charter Public School. The UCEN Board of directors serves as the oversight and decision-making body governing the school.

Currently the UCEN Board of Directors is made up of five voting- members and three non -voting members. The non-voting members are: Director of Education, the Assistant Director of Education and the AUSD Director of Finance, James Koenig. The Board does set and approve policies that affect the school. These policies include, but are not limited to: personnel, operational, and fiscal policies.

The members of the board were:

- Juan Sanchez, President (May 2012 – May 2015)
- Augustine Nevarez, Vice-President (May 2013 – May 2016)
- Jorge Gonzales, Treasurer (May 2012-May 2015)
- Pete Cryer, Secretary (May 2013 – May 2016)
- James Koenig, Non-Voting Member (July 2014 – July 2017)

The Alisal Union School District (AUSD) Board changed the appointment of Mr. James Koenig as a voting member to the UCEN Board representing Oasis Charter Public School. Currently, Mr. Koenig is a non-voting member.

The UCEN Board delegates to the Oasis Community Council the responsibility to carry out all board-adopted policy and the day-to-day operations of the school. The Oasis Community Council (OCC) functions as outlined in Element D of the Charter. The purpose of the Oasis Charter Public School Community Council (OCC) is to guide, direct, and promote Oasis in accordance with the mission and vision as stated in its Charter and to advise the UCEN board of directors. The director of education serves as a liaison between the Oasis Community Council and the UCEN board of directors. The Oasis Community Council, made up of parents, teachers, and administrators, helps decide on issues related to the day-to-day operation of the school and carries out the policies of the board. Oasis strongly encourages the participation of an adult family member to represent each Oasis family at Oasis programs and functions.

We have found that finding volunteers to serve on OCC and its committees is a bit of a challenge. During this 2013-2014 school year we had a stable group of adults from the community participate. The committees that are functioning and active are: the Fund Raising Committee, the Parent Teacher Liaison Committee and the Enrichment Club Committee.

Those members were:

EJ Hampton, Chair



Rhonda Bassham, Vice-Chair

Veronica Moore, Secretary

Irene Vivanco, Teacher Representative.

- Connie LaMar, Administrator Representative

Amanda DeNoyer, Family Member

Dawn Leavitt, Family Member

Karen Rood, Family Member

Lucette Zepeda, Family Member

Shawn Mauricio, Family Member

Element E Employee Qualifications

All core teachers at Oasis hold valid California Teaching Credentials. They are responsible for teaching math, language arts, science and history/social science. All other staff and volunteers possess the skills and expertise outlined in the Charter.

At the close of the 2013-2014 school year Oasis staff consisted of 11 credentialed teachers, one Director of Education, one Assistant Director of Education, one Office Manager, and one Clerical Assistant. As support staff we work with two part time community liaisons, consulting school Psychologist and a Speech Therapist to provide speech services. Additionally Oasis hired two after school program coordinators, a reading intervention teacher, three paraprofessionals and two recess supervisors. In the 2013-2014 school year we were also able to continue the Sticks and Stones counseling program. Our families and staff have been very pleased with the addition of that program.

Element F Health and Safety

During our eleventh year of operation all of the policies mentioned in Element F of the Charter are set in place. The Oasis Family Handbook was revised and distributed to all families. We have also written an Oasis Staff Handbook and with the hard work of the Oasis' legal counsel we have a Handbook for New Employees. As part of each year's opening procedures we review each handbook to make sure that they are up to date and descriptive on any changes that have been made to policies and/or expectations.

Element G Means to Achieve Racial and Ethnic Balance Reflective of the Greater Salinas Community



A small school for kids with **big** ideas.

In July of 2008 we located and leased a new facility. The new and larger facility allowed us to grow our student population. The location also places us geographically closer to the Alisal Union School District.

As the attached graph indicates, (Chart #1), Oasis was successful at attracting an ethnically diverse student population. All of the means of attracting students named in the Charter have continued to be used. Our student population does not reflect as many residents of the Alisal Union School District as we would like. Our suspicion is that transportation is an issue for many Alisal families.

The Oasis before school program continues to function and meet the needs of our community. In 2013-2014 we continued with our “after school program” and we also provided and homework support program Monday through Friday from 3:00 – 4:00 p.m. and some competitive sports activities. We continue to field a girls’ volleyball team and boys’ and girls’ basketball teams. Our sports activities are organized and managed by family volunteers in coordination with the Salinas Recreation Center.

The Oasis Community Council in collaboration with staff and administration created a calendar of events to encourage family involvement though out the year. Oasis’ families are encouraged to complete 60 hours per school year per family. The family volunteer hours were totaled twice a year, once in December and once in May. Families were notified in writing and they also received a phone call reminder to ensure their active and full participation in all school functions and activities.

Element H Admission Requirements

Oasis held a consistent enrollment of 249 students throughout our twelfth year. Chart 1, shown below, shows the enrollment over time since 2002 until 2014. All students admitted were required to have their parents/guardians follow the procedures as outlined in Element H of the Charter document. All admission requirements and procedures outlined have worked successfully in order to fill the available seats at the school. Detailed description below: Attachment 1.

The following information is Oasis’ demographics for 2013-2014

School Demographic Characteristics for 2013-2014			
Enrollment on first day of testing	N/A	English Language Learners	61
Number of students Tested	N/A	Free or Reduce Price Lunch	141
Students Excused-Parent Waivers	N/A	Multi-track year-round school?	No
Ethnic/Racial		School Mobility	12%



African American not Hispanic	1	Average Class Size (K-3)	23
American Indian or Alaska Native	1	Average Class Size (4-8)	27
Asian	2	Parent Education Level	
Filipino	3	Not high school graduate	25
Hispanic or Latino	195	High school graduate	55
Pacific Islander	0	Some college	98
White not Hispanic	37	College graduate	51
Two or More Races	5	Graduate school	12
Not Reported	1		

The following is the data of our student enrollment by grade level and by ethnic groups.

Enrollment by Grade Level for 2013-2014

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
45	43	26	16	33	23	25	22	16	249

Enrollment by Ethnicity for 2013-2014

Ethnicity	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enroll
Hispanic or Latino of Any Race	37	31	22	13	27	18	20	17	10	195
American Indian or Alaska Native, Not Hispanic	0	0	0	0	0	0	0	1	0	1
Asian, Not Hispanic	1	0	0	0	0	0	1	0	0	2
Filipino, Not Hispanic	1	0	0	0	0	1	0	1	0	3
African American, Not Hispanic	0	3	0	0	1	0	1	0	0	5
White, not Hispanic	6	7	3	3	4	4	3	3	4	37
Two or More Races, Not Hispanic	0	1	1	0	1	0	0	0	2	5
Not Reported	0	1	0	0	0	0	0	0	0	1

Every grade level had a wait list of over 10 children. However, more students were added to the wait list throughout the school year, but also many were admitted to our school as spots became available.

Element I Financial and Programmatic Audit



The financial audit will be prepared and send by the 15th of December. This Program Audit will also arrive on time this year by January 15th. As a staff we have been working to create appropriate ways to formalize and report the many types of assessment data collected regarding the progress students are making in reaching the stated goals. Many of the goals we have set for our students are demonstrated in and through non tangible means such as performances at assemblies, participation in enrichment clubs, class meetings etc.

Element J Pupil Suspension and Expulsion

As mentioned earlier we have a Family Handbook that clearly outlines a discipline policy. This policy states the possible reasons Oasis would/may consider suspension or expulsion.

During the school year we had to suspend 25 students for 1 day each and seven for more two or more days. Oasis did not expel any students in the 2013-2014 school year.

Element K Retirement System

As mentioned in the Charter, all teachers are participating in the State Teacher Retirement System and all non certificated employees participate in Social Security.

Element L Attendance Alternatives

Students who opt not to attend the charter school may attend schools in their district of residence. Or they may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Element M Description of Employee Rights

At this writing all portions of element #M as outlined in the Charter Document are being followed. Employees receive a copy of an updated employee handbook every beginning of the school year, or whenever the employee begins employment. Such handbook was reviewed by Oasis' legal counsel.



Element N Dispute Resolution, Oversight, Reporting Term and Renewal

Internal Disputes

We have been able to follow our dispute resolution process as outlined in our charter. Fortunately we have not had to deal with too many disputes. The UCEN Board of Directors did create an internal dispute procedure including a Communication Form. To date we have not had to use the procedure. We encourage our families to use this process and they were reminded at the family meetings.

External Disputes

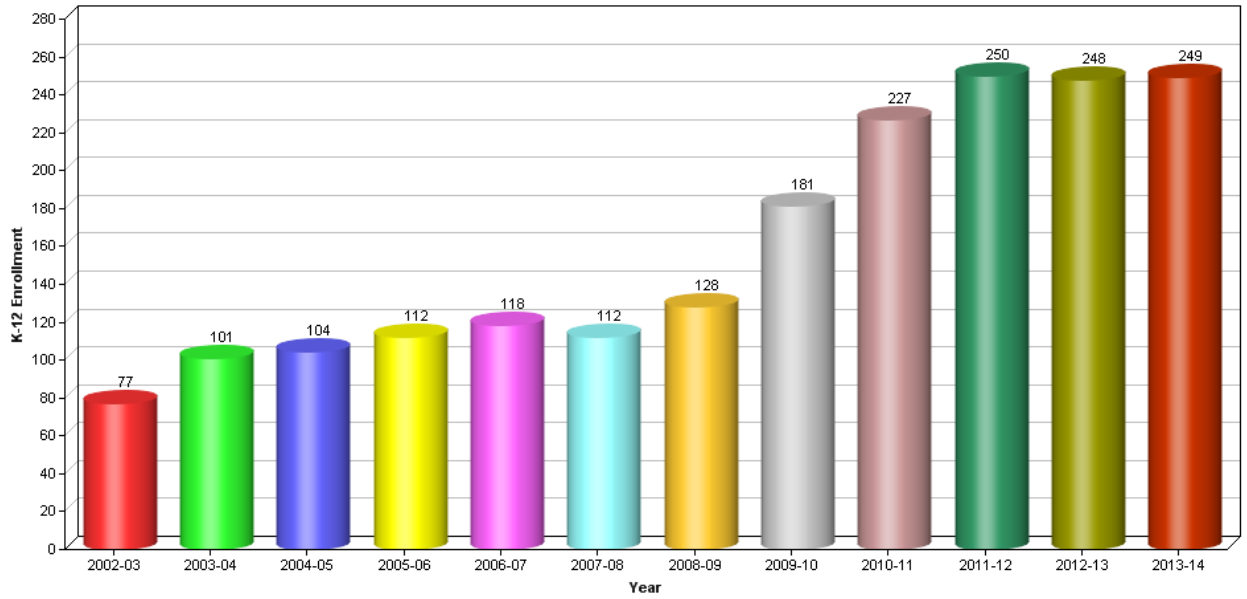
The Board of UCEN and the Oasis Leadership Council are pleased to have such a good working relationship with the District. Everyone we have asked for assistance and/or for information has been very helpful. A detailed description is provided below in attachment 2.

Annual Site Visit

Although no formal plan has been developed for an annual site visit Oasis welcomes an annual visit from the AUSD. In the past we have received positive reports and some suggestions from the District. The staff at Oasis welcomes visitors from the District as well as from the community at large.



Chart 1



ChartDirector (unregistered) from www.advsofteng.com



A small school for kids with **big** ideas.

Chart 1a

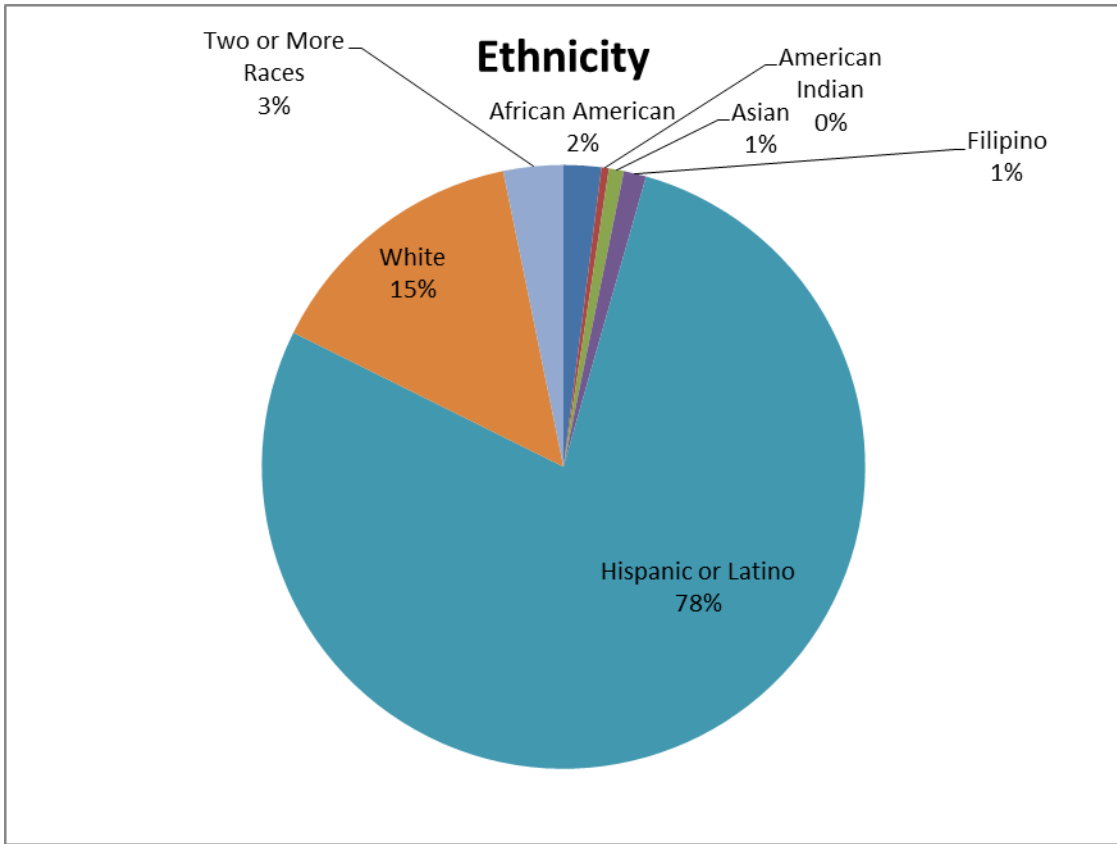


Chart 1b

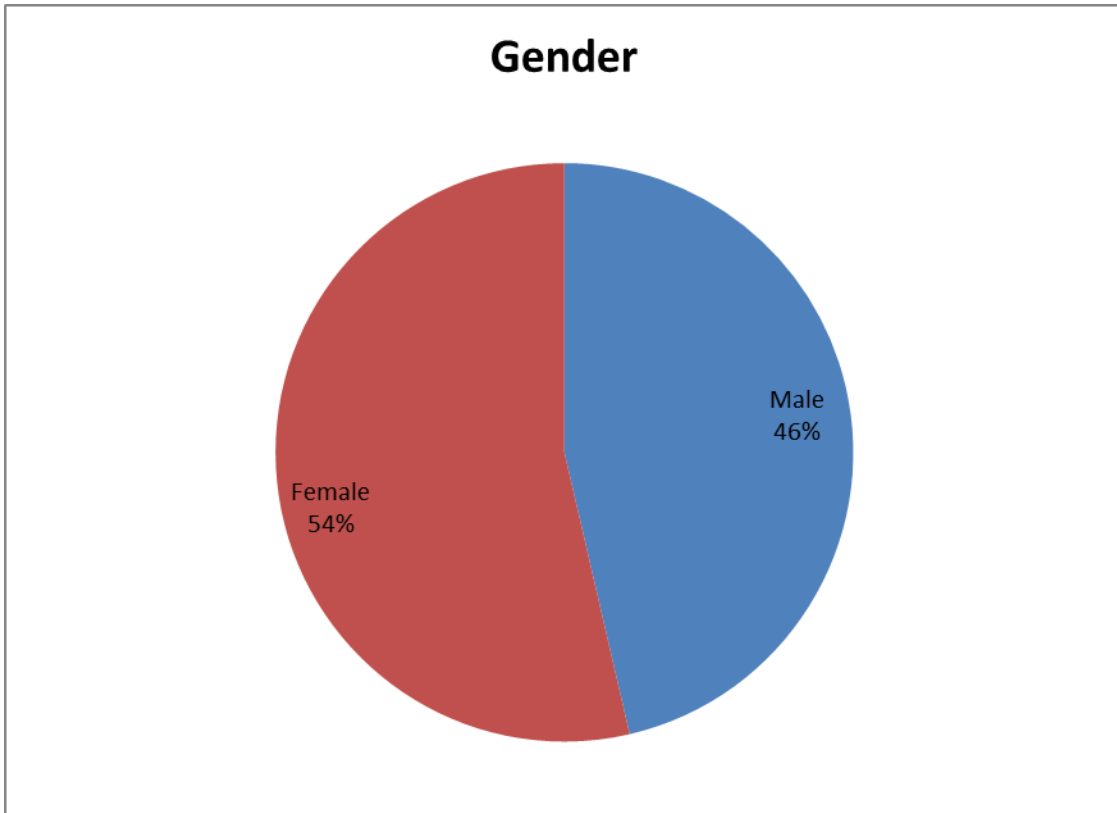
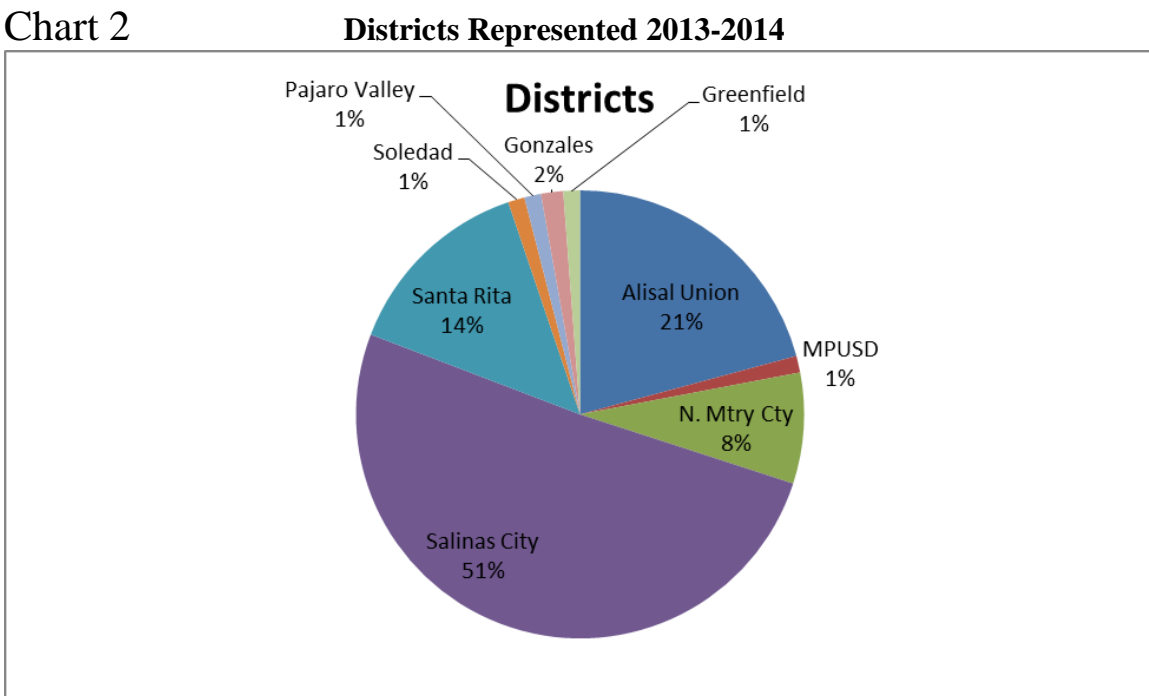


Chart 2



Attachment 1

Admission Policy

The Oasis Charter Public School will actively recruit a diverse student population from the District and surrounding areas, whose families understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the state of California.

In order for a student to be admitted to the Oasis Charter Public School parents/guardians of the child shall:

- attend an **enrollment/orientation Meeting**,
- fill out a confidential **application**
- sign a **letter of understanding** indicating their support for and acceptance of the mission, philosophy, educational strategies and schedule of the OCPS
- Complete and sign a **Family Participation Plan** indicating specifically in what ways the adults who support the student will actively participate in the school community.

If needed a lottery will be held in order to fill available seats (see below)

Our intent is to limit the enrollment of Oasis to never more than 250 students, as amended by the AUSD in June of 2010.

Our goal was to start the year with a student enrollment of approximately 230-240 students in the fall of 2013. We worked to attract children between 5-14 years of age. Our intent was to grow the age range one year each year until the OCPS had an enrollment of 249 children between 5-14 years of age. At that time, Oasis had 249 enrolled in Kindergarten through Eighth grade.

In order to insure a diverse student body we do extensive outreach. We target families throughout Salinas. Applications will be accepted for a one-month period. At the end of the enrollment period, if the number of applicants for a multi-age class group exceeds the number of slots available, admission shall be determined by a random public drawing held in stages according to the following preference groups:

1. Current students, siblings of currently enrolled students of Oasis Charter Public School, and pupils who reside in the Alisal Union School District and the Salinas City Elementary School District.
2. Children of Founders and Planning Committee members and OCPS employees; if space remains...
3. All other students



Interested applicants not enrolled, will be placed on a wait-list, separated as mentioned above, to fill vacancies which may occur during the school year. Applications received after the enrollment period will be held during the school year. In the event a vacancy occurs that cannot be filled by a wait-listed student, another enrollment period will be opened for five days. All applications collected will be added to the applications already held by the School. Subsequently, enrollment will take place up to capacity, after which a public random drawing will be held in accordance with the above steps.

Attachment 2

Dispute Resolutions

Intent: The intent of this dispute resolution process is to (1) resolve disputes within the school in accordance with the school's policies (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution to disputes and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments: The staff, OCPS Leadership Council members, the UCEN Board of Directors and representatives of the Alisal Union School District agree to attempt to resolve all disputes regarding this charter in accordance with the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has been resolved.

Disputes arising from within the school: All disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and UCEN Board of Directors, shall be resolved following the policies and processes developed by the school.

The Alisal Union School District shall not intervene in any such internal disputes without the consent of the UCEN Board of Directors and shall refer any complaints or reports regarding such disputes to the UCEN Board or the OCPS Teacher-Director for resolution in accordance with the school's policy. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the UCEN Board of Directors has requested that the District intervene in the dispute.

Disputes between the school and the charter granting agency: In the event that OCPS or AUSD have disputes regarding the terms of this charter or any other issue regarding the school and District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute the staff and UCEN Board of Directors and the District agree to first, frame the issue in written format and refer the issue to the District Superintendent and OCPS Director. In the event that the District believes that the dispute relates to an



issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The OCPS Teacher-Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal Meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards/council who shall jointly meet with the Superintendent and the Executive Director in an attempt to resolve the dispute. If this joint Meeting fails to resolve the dispute, the Superintendent and Executive Director shall meet jointly to identify a neutral third party mediator. The format of the arbitration session shall be developed jointly by the Superintendent and the Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the UCEN Board of Directors and the District jointly agree to bind themselves. The cost of mediation and/or arbitration shall be split equally between OCPS and AUSD.

