

# Oasis Charter Public School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

## Oasis Charter Public



## Contact Information (School Year 2014-15)

1135 Westridge Pkwy.

Salinas, CA 93907-2529

(831) 424-9003

Principal:

Dr. Juanita Perea, Executive Director

Contact E-mail Address:

[juanitaperea@oasischarterschool.org](mailto:juanitaperea@oasischarterschool.org)

County-District-School (CDS) Code: 27106676119663

## Oasis Charter



## Contact Information (School Year 2014-15)

(831) 753-5700

[www.alisal.org](http://www.alisal.org)

Superintendent:

John Ramirez, Jr.

Contact E-mail Address:

[john.ramirez@alisal.org](mailto:john.ramirez@alisal.org)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information - Most Recent Year

District Name	Oasis Charter
Phone Number	(831) 753-5700
Superintendent	John Ramirez, Jr.
E-mail Address	<a href="mailto:john.ramirez@alaisal.org">john.ramirez@alaisal.org</a>
Web Site	<a href="http://www.alaisal.org">www.alaisal.org</a>

### School Contact Information - Most Recent Year

School Name	Oasis Charter Public
Street	1135 Westridge Pkwy.
City, State, Zip	Salinas, CA 93907-2529
Phone Number	(831) 424-9003
Principal	Dr. Juanita Perea, Executive Director
E-mail Address	<a href="mailto:juanitaperea@oasischarterschool.org">juanitaperea@oasischarterschool.org</a>
Web Site	<a href="http://www.oasischarterschool.org">www.oasischarterschool.org</a>
County-District-School (CDS) Code	27106676119663

### School Description and Mission Statement- Most Recent Year

The mission of Oasis Charter Public School is to educate responsible citizens for a democracy. At Oasis we take our mission seriously, providing our students with a number of developmentally appropriate opportunities to provide input into school decisions. At Oasis we believe that to be a responsible citizen, one must know how to evaluate options, make decisions, and then assume responsibility for those decisions. Oasis believes that an educated person of the 21st century is a self-motivated, competent, lifelong learner. Oasis Charter Public School provides an educational environment that enables children to articulate their own questions and equips them with the skills necessary to find answers to those questions. Well-educated citizens evaluate options and make important choices. A well-educated individual is one who is highly skilled and able to identify problems, raise questions, and work with others to find possible solutions. These skills include traditional academic skills as well as social and moral values in preparation for responsible participation in a democracy. Such individuals know how to fulfill their aspirations and advocate for the common good. Oasis students are independent thinkers, capable of representing their own ideas and open to the ideas of others. Our teachers and students have made effective 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. Oasis faced a number of challenges in the 2012-2013 academic year. Our main challenge was to maintain close personal relationships after an increase in enrollment and class size (dictated by budget issues). To meet this challenge we created more systems, procedures and schedules to provide a well-rounded education for all students. Oasis hired a number of new staff members including a music teacher, a math specialist, and literacy coaches. We also hired a curriculum coach to fully implement culturally relevant pedagogy to ensure the academic, social and emotional success of every student. Institutionalized teaching practices exert pressures on teachers that contradict their autonomy. The most significant institutionalized pressure that public schools face is high-stakes testing based on standardized testing. Oasis also faced the major challenge of meeting the state and federal expectations of No Child Left Behind (NCLB) without undermining our constructivist philosophy and student-centered practice. NCLB expects the majority of students to perform at a proficient and advanced level on the California Standardized Test (CST). Fortunately, Oasis far exceeded its Academic Performance Index (API). However, Oasis did not meet a few of its Adequate Yearly Progress (AYP) targets in 2012-2013. Our goal and responsibility is to provide, continuous, equivalent, adequate and proper services to all students

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	45
Grade 1	43
Grade 2	26
Grade 3	16
Grade 4	33
Grade 5	23
Grade 6	25
Total Enrollment	249

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	1.2
Hispanic or Latino	78.3
Native Hawaiian/Pacific Islander	0
White	14.9
Two or More Races	2.00
Socioeconomically Disadvantaged	65.5
English Learners	26.5
Students with Disabilities	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	11	10	11	11
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Four Blocks/2002		0%
<b>Mathematics</b>	Everyday Math/2007	Common Core Standards Based 2014	0%
<b>Science</b>	Delta Foss/2007	Common Core Standards Based 2014	0%
<b>History-Social Science</b>	Teacher Curriculum Press/2005		N/A
<b>Foreign Language</b>	Spanish Literature		N/A
<b>Health</b>			N/A
<b>Visual and Performing Arts</b>			N/A
<b>Science Laboratory Equipment (grades 9-12)</b>			N/A

### School Facility Conditions and Planned Improvements - Most Recent Year

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Oasis moved into its new facility in August 2009. Our facility provides for 250 students, kindergarten through eighth grade, and ten classrooms. We have custodians who, on a daily basis, maintain the school. A professional company cleans our carpets and windows twice a year and the building is pressure washed every August. In the 2013-2014 academic year Oasis' total facility is 19,000 square feet and meets our needs. Our fire alarms and sprinkler systems are inspected and maintained annually. Our facility meets all local, state and federal access and safety requirements.

We hire a licensed local general contractor to inspect our campus to ensure the health and safety of everyone who enters our campus. Those modifications are inspected by the appropriate municipal authorities. After the inspection is performed, we prioritize projects based on necessity and urgency.

In 2013-2014 Oasis expanded its playground area and leased over an acre of land. We designed the new playground area with picnic tables, a track, a fence, bushes, playground equipment, and a garden area, making safety a priority. We continued to maintain all facilities in working order to ensure the safety of students, staff, families, volunteers and visitors.

We added windows to all doors from every room and included shades for any lock down emergency. Maintaining everyone's health and safety is our highest concern and priority.

Oasis re-painted the main facility and classrooms as well as the parking and handicap spaces. Oasis added a tire play structure and made out of recycled materials. Oasis added a wall to create a specialized instruction classroom/office and dividing wall in the kindergarten classroom to create two separate spaces. Oasis installed speed bumps in the drop off and parking area. We also installed a surveillance system and installed a screen on the playground gate to limit access to the gate's release mechanism.

To improve and maximize the use of space, in 2014-2015 Oasis will rearrange and redesign our facility so that students and staff can utilize a variety of learning experiences. Our plan is to add more playground equipment, benches, art and a new structure to provide shade during hot days. We will upgrade our fence from a chain link to an ornamental iron type. We will install new blinds in all exterior windows. Our wish is to have an assigned space for the various services Oasis provides to its students and families.

### School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>		—	—	HVAC is maintained regularly and will be updated with Prop 39 funding in 2015-2016.
<b>Interior: Interior Surfaces</b>		—	—	New Counter tops were installed in all classroom in 2013-2014. All floors are waxed and carpets cleaned twice a year.
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		—	—	A monthly pest control service was contracted in 2013-2014.
<b>Electrical: Electrical</b>		—	—	Electrical system will be upgraded in 2015-2016 with Prop 39 funding.
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>		—	—	A new water fountain was installed in the playground and two others were replaced in 2013-2014.
<b>Safety: Fire Safety, Hazardous Materials</b>		—	—	Two metal storage containers were purchased and parked off campus in 2013-2014.
<b>Structural: Structural Damage, Roofs</b>	—		—	The roof is repaired yearly to stop water leaks and water damage has been repaired by the landlord in 2013-2014.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—		—	New blinds will be installed in 2014-2015 in all exterior windows and playground fence will be upgraded.

### Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	51%	45%	36%	35%	34%	33%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33%
All Students at the School	36%
Male	35%
Female	40%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	35%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	43%	37%	34%	39%	40%	54%	56%	55%
Mathematics	30%	26%	45%	49%	53%	58%	49%	50%	50%
History-Social Science	N/A	25%	N/A	25%	25%	30%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	1	2
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.



### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-32	3	39
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-45	5	38
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-30	-6	24
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement - Most Recent Year

Students' family members are elected to serve on the Oasis Community Council (OCC). The OCC works with the administration and teaching staff to make fund-raising decisions, plan and organize events, and help guide the direction of the school. Family members have the opportunity to elect representatives to sit on the Community Council. Family member volunteers are recruited by the Community Council to serve on and do the work of the various committees. Adult family members have the opportunity to bring forward any area of concern or suggestion to the community council, including suggestions for additional committees. Volunteers help with special projects, chaperone field trips, classroom support, recess supervision, facility clean up, donating school supplies and/or educational materials, among other things. The OCC holds fund-raisers and community-building events throughout the year. Family members are required to attend orientation before they enroll their children at Oasis, as well as two family meetings, one at the beginning of each school year and one in the spring. Teachers visit each student's home early in the academic year to get to know the families and the children. Since our school does not provide transportation, families are asked to be drivers on fieldtrips. Drivers are asked to get fingerprinting clearance, submit evidence of insurance, driver's license and current vehicle registration. Oasis often relies on family participation to coordinate and lead our school events and activities. The main school office is the contact for the families to receive information and instructions about the requirements to be drivers, volunteers or chaperones. For specific classroom fieldtrips or events, families may contact the classroom teacher, or classroom liaison, for additional details. For the 2013-2014 academic year Oasis encouraged its families to volunteer 60 hours per school year, per family. In 2013-2014, close to 96% of the families completed their family participation commitment. Oasis scheduled three academic family nights, math, science and reading. The purpose of these nights was to achieve several goals; create a strong relationship between families, students and teachers, inform families of methods and curriculum, and create an improved learning environment for the students of Oasis. Families are asked to select and sign a family participation plan that best meets their needs. They can also customize their plan or make donations in place of their volunteer time. Family participation at any level is crucial to the success of the school's vision and mission. Community members are encouraged to share their expertise and creativity by bringing forward new ideas and possibilities for the school. Regularly scheduled meetings of the Community Council and school-wide meetings provide all Oasis families an opportunity to have input into the future direction of the school. An area of focus is to strengthen our positive school climate and culture. We will accomplish this by establishing a strong and open communication with families and the community at large through home visits, website, weekly news, grade level family nights, school-wide events, Oasis Community Council and board meetings, class, student council meetings, enrichment clubs, and the overall family participation. The increase of family participation requirements and implementation of an accountability system will work toward accomplishing these goals.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
<b>Suspensions</b>	0.4	2.2	0.9	1.4	4.2	1.9	4.4	10.2	11.4
<b>Expulsions</b>	0	0	0	0	0	0	0.1	0.2	0.2

### School Safety Plan - Most Recent Year

Safety is of the utmost concern for everyone at Oasis. The health and safety of the students and staff members of the Oasis Charter Public School is of highest priority. Therefore, Oasis Charter Public School has adopted and implemented a comprehensive set of health, safety, and risk-management policies, developed in consultation with the school's insurance carriers, community, staff members, and health practitioners. The school safety plan is revised every beginning of school year. New employees must submit a set of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. All volunteers, including family members, who will work outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance. All family volunteer drivers must be fingerprinted and receive background clearance before driving with Oasis students to any field trips. We must also have on record a valid driver's license, a current vehicle registration, and full insurance coverage. Volunteer drivers are provided the safest route(s), contact numbers of teachers and the school, and guidance for appropriate behavior and entertainment.

Oasis established a Pupil Suspension and Expulsion Policy to promote learning and protect the safety and well-being of all students. When the Policy is violated, students may be suspended or expelled from regular classroom instruction. Charter School staff will enforce disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures, which describe student behavior expectations and consequences, are printed and distributed in the Student Handbook.

Upon enrollment, administration ensures that students and their parents/guardians are notified in writing of all discipline policies and procedures. This policy and its procedures are available on request at the Executive Director's office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	83.3%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	1	0	23		2		23		2	
1	12	2	0	0	17	2			22		2	
2					7	4			13	2		
3	20	2	0	0	15	2			8	2		
4	23.5	1	1	0	8	3			17	2		
5					15	2			12	2		
6	27	0	2	0	9	2			25		1	
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,479	\$2,440	\$4,039	\$43,521
District	N/A	N/A	N/A	\$64,853
Percent Difference - School Site and District	N/A	N/A	N/A	-32.89
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	-13.88	-38.52

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

For the fifth year Oasis was granted SB 740 funding to cover 70% of its lease cost. Most of our 2013-2014 funding came from the state, supplemented by fundraising and donations.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,743	\$41,507
Mid-Range Teacher Salary	\$61,371	\$67,890
Highest Teacher Salary	\$84,569	\$86,174
Average Principal Salary (Elementary)	\$96,789	\$109,131
Average Principal Salary (Middle)	\$0	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$179,000	\$185,462
Percent of Budget for Teacher Salaries	36%	42%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Oasis' plan of action for continuous improvement for since 2012 has several goals. One goal is to provide continuous Love and Logic and Project Guided Language Acquisition Design (GLAD) training for all of our staff members. This type of training and support enables our professional team to serve our families and students in successful and effective ways. Love and Logic is a method used by educators, educational leaders, districts, and families when working with students to promote healthy relationships and positive school-wide discipline. Project GLAD is a professional development model for language acquisition and literacy. The strategies and model promote English Language acquisition, academic achievement for all students and cross-cultural skills development.

Another area of focus has been to increase student's academic achievement in Math and English Language Arts to a proficient and advanced level. We have provided small group math and reading intervention to every struggling student during their school day. To accomplish this, Oasis school day has been extended and re-structured. We have increase our instructional staffing to provide additional academic support in reading, English Language Development and math. We have used our adopted formal, informal assessments and grade level bench marks as well as the CST yearly results to determine their academic growth and progress. The Life After School Program has a study and homework center to provide additional academic support.

To achieve greater and faster gains Oasis has strengthen its on-site professional development plan. The plan has continued to provide team planning time, monthly peer observations, professional reflections and peer feedback, acquire additional instructional materials that are aligned with Oasis student-centered teaching practice.

Another goal is to continue updating our technology infrastructure and purchase new equipment, such as laptops, document readers, projectors, and educational software. Oasis has a computer lab and has contract a licensed professional to provide computer/technology classes to all K-8th grade students. All of our computers are laptops and have wireless access to connect to the Internet as well as to the school's printers.

Oasis hired part-time visual and performing arts, American Sign Language (ASL), Art, Spanish and physical education instructors to work with ALL students. Oasis increased music, counseling and academic intervention services for all students. We continued to provide multi-age enrichment experiences where the students can learn culturally relevant as well as multi-cultural curriculum. Family volunteers actively participate in supporting our students, as we need their assistance to ensure the success of these programs and the academic progress of the students. Another area of focus has been to continue building a strong relationship with other local charter schools. Our goal is to create a coalition with the local charter schools to share resources and information to support each other.

The above strategic plan has increased family participation, student engagement, and has also increase the overall student academic achievement for all students and particularly for Oasis' identified subgroups, Hispanic and the socioeconomically disadvantaged. The main goal is to close the achievement gap between the high and the low academically achievement groups. Another important and continuous goal is to fully engage all students with the culturally relevant and academically leveled curriculum.