SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Oasis Charter Public

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CDS Code:	27659616119663

Alisal Union

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SchoolCity

I   DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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.

II   ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	Alisal Union
Phone Number:	(831) 753-5700
Superintendent:	John Ramirez
E-mail Address:	john.ramirez@alisal.org
Web Site:	www.alisal.org

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:	juanitaperea@oasischarterschool.org
Web Site:	www.oasischarterschool.com
County-District-School (CDS) Code:	27659616119663

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 by providing our students with a variety of developmentally and grade level learning experiences to prepare them with the skill and mindset to become successful adults. 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 provides an educational environment that enables children to identify their own questions and equips them with the skills and helps them develop the mindset necessary to find answers to those questions. Oasis students are able to explore, evaluate, experience, experiment and explain.

Well-educated citizens evaluate options and makes 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 academic programs included Everyday Math, Delta FOSS, Read Naturally, Teacher Curriculum Press, Reading A-Z, Concepts and Challenges and Pearsons 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 2014-2015 academic year. Our main challenge was to maintain close personal relationships and staff retention. To meet these challenge we developed recruitment strategies, systems, procedures and schedules to provide a well-rounded education for all students. Oasis hired a number of new staff members include a physical movement teacher and an English Language Development specialist. We continued our contract with a 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. Fortunately, Oasis' students scored at least at the same level or slightly higher in comparison to their peers from the local schools in the Smarter Balanced Assessment. However, Oasis' scored slightly lower in a few of the ELA and Math domains . Our goal and responsibility is to provide rigorous, continuous, equivalent, and adequate services to all students.

Major Achievements – Most Recent Year

One of our major accomplishments during the 2014-2015 was the successful completion of the Advancement Via Individual Determination (AVID) and the the Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs. These programs are well aligned with our project-based teaching and learning approach. Our teachers explore the beauty and culture of our area by taking our students on various local field trips with their families providing additional supervision. Teachers and students are encouraged to explore, experiment, experience the local history of our county.

Oasis continued to offer multi-age enrichment classes and the students presented their creations during various community events. The students continued to show academic, social and emotional growth through their assessments, presentations, and standardized testing. Also, Oasis offered students an intervention program for all 1st -6th grade students who scored below proficiency in the benchmark, math, reading and writing assessments. The ratio was one adult to every six or eight students in a before and after-school setting. The after school groups were taught by certified and fully credentialed teachers.

Oasis continued to contract counseling services, five days a week and six hours per day, to serve additional students who need to strengthen their social skills and modify their emotional reactions. Teachers received a budget to purchase thematic literature for their classrooms. They were provided with the state adopted literature list, and selections were to be limited to that. The book fair, which took place twice a year, once in the fall and once in the spring, provided teaches with another opportunity to acquire books for their classroom library. Oasis also purchased sets of thematic literature for all grades.

Oasis' Life After School Program (LASP) was strengthened and it provided enriching learning activities such as: tutoring, sports, visual and performing arts, cooking, computer/technology sessions and Spanish classes. The LASP acquired more toys, games, computers, equipment for physical education, as well as arts and crafts. The program continued to provide healthy meals on minimum days and healthy snacks on regular days.

Oasis maintained a full-time Specialized Instruction teacher, as well as reading and math specialists to support our struggling students and students with exceptional needs during the school day. Oasis won the local lottery to sell fireworks for the third year and it provided a much needed source of funds to our school. The Oasis Community Council (OCC) planned fundraising events to bring additional revenue to fund more enriching learning activities and events.

Focus for Improvement – Most Recent Year

Oasis' plan of action for continuous improvement has several goals for the 2014-2015 school year. One goal is to provide continuous Love and Logic training for all of our staff members. This type of training will enable our professional team to serve our families and students in successful and effective ways. This is a method used by educators, educational leaders, districts, and families when working with students to promote healthy relationships and positive school-wide discipline.

Another area of focus is increasing student's academic achievement in math and English language arts to the proficient and advanced levels. We will provide small group math and reading intervention for every struggling student during their school day. To accomplish this, Oasis school day will need to be extended and re-structured. We will increase our instructional staffing to provide additional academic support in reading and math. We will use our adopted formal assessments, informal assessments, grade level bench marks, and Smarter Balanced Assessment (SBAC) results to determine students' academic growth and progress. The Life After School Program (LASP) will create a study center to provide additional academic support.

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

Another goal is to update our technology infrastructure and purchase new equipment, such as laptops, document readers, projectors, and educational software. Oasis will set up a computer lab and contract a licensed professional to provide computer/technology classes to all K-6th grade students. All of our computers will be laptops and will have wireless access to the Internet and the school's printers.

Oasis will hire part-time visual and performing arts, technology, dance, Spanish and physical education instructors to work with ALL students. Oasis will increase music, counseling and academic intervention services for all students. We will continue to provide multi-age enrichment experiences where the students can learn from a culturally relevant and multi-cultural curriculum. Family volunteers will actively participate in supporting our students, as we will need their assistance to ensure the success of these programs and the academic progress of the students.

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

Homework – Most Recent Year

For kindergartners and first graders, homework consisted of reading with family every night for 15-20 minutes. For children who know how to read, it was expected that they read at home for at least 20 minutes each night. Oasis students' homework packets might have included class presentations, individual projects, unfinished class work, math problems, or assignments in language arts. In 2014-2015 the Life After School Program provided students with homework support.

As students move up the grades, the homework expectations and requirements increase five minutes per grade level. Some of the homework assignments were family or group research projects. Oasis recognizes the importance and the significance of homework for first through sixth grade students. Oasis values and encourages families to build relationships with each other and with their community and to explore the world, as those learning experiences are as important as doing traditional homework. Oasis assigns projects and tasks that are relevant to the student's lives. Oasis believes that children miss out on their childhood when irrelevant homework assignments are given.

School Schedule – Most Recent Year

In the 2014-2015 school year, school began in mid-August and ran through mid-June. The school closed for one week in November for Thanksgiving break, three weeks for Winter break and two weeks for Spring break. Our school day began at 8:30 a.m. and ended at 3:15 p.m. for kindergarten through sixth grade. Every Wednesdays school ended at 12:30 p.m. to make time for teacher planning and meetings. By the beginning of May, we posted school events on the Oasis website to inform our families and our staff. Our events calendar is available to all families at meetings, on the school's website, and in the family handbook. Updates and reminders are sent in the Thursday folders.

Students are given a 45 minute lunch break and a 20 minute morning recess. During their lunch break students play for 20 minutes first out in the playground area and they come in to the Leopard Shark Den (SLD), multipurpose room, to eat their lunch for the last 25 minutes. Teachers pick up their students from the LSD.

Our recess supervisors have received CPR and First aid training as well as Play Works training to keep the students safe. Our staff use walkie talkies to communicate with office staff while they are out at recess supervising students. Students are dismissed in the Open Sea, playground area, where families and parents pick up their children. This system has worked well for the past few years.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	62
Grade 1	37
Grade 2	37
Grade 3	28
Grade 4	15
Grade 5	29
Grade 6	21
Total Enrollment	229

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.1%
American Indian or Alaska Native	0%
Asian	0.9%
Filipino	2.6%
Hispanic or Latino	76%
Native Hawaiian/Pacific Islander	0%
White	14.8%
Two or More Races	2.2%
Socioeconomically Disadvantaged	60.7%
English Learners	34.5%
Students with Disabilities	3.9%
Foster Youth	0%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	11	11	10	
Without Full Credential	0	1	3	
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Leadership – Most Recent Year

In the beginning of 2014-2015, Oasis' mission was to focus on and track the progress towards the goals and objectives created in 2013-2014. The different stakeholders had different roles, but the main goal was to start the year discussing and refining the actions for the current year as well as preparing for the upcoming year. The community groups were: the Oasis Community Council (OCC), the Under Construction Educational Network, Inc. (UCEN) Board of Directors, Oasis' Governing Board, District English Language Acquisition Committee (DELAC) members, Charter Renewal Committee, teachers, staff members among other community members and/or groups.

The Oasis community decided to address the different priorities throughout the school year. The different stakeholder groups met several times in the year and the agenda included a discussion, report or presentation of the 2014-2015 goals and objectives.
In June of 2014 the OCC and staff members planned two school-wide meetings, one in August of 2014 and another one in March of 2015. The goal of the meetings was to keep the community informed and involved in the progress and process.

The year began with an All Family Meeting on August 28, 2014, at which free child care, Spanish translation and snacks/finger food were provided. In this meeting different community members addressed several topics, which were directed related to the priorities, goals and objectives. The community was informed of the many specialized programs and services that were designated to serve the targeted identified sub-groups in order for them to reach maximum academic achievement.

The second All Family Meeting was held on March 4, 2015 and Oasis had different presenters speak about several topics of interest directly connected to the goals and priorities. Again, free child care, translation and snacks/finger food were provided. The presenters and speakers were informed of the topic goal and objective as it related to the 2014-2015 priorities.

The OCC and UCEN Board discussed different topics throughout the school year.   Free childcare and snacks/dinner were provided during the OCC meetings. Translation was offered and provided during the UCEN meeting, when requested in advanced. The agendas and minutes were posted on Oasis' website to inform the community of the topics being discussed and addressed.

The different groups reviewed student academic and testing data during various meetings for all groups as well as for the identified sub-groups. Some of the data was collected from Oasis' internal assessments and other was provided by a contracted independent consultant. The data was reviewed and analyzed with the purpose of making any necessary changes and to plan for the upcoming year.

The UCEN Board of Directors met at least once a month to discuss and review the topics related to the 2014-2015 priorities. In collaboration with the OCC, administration, teachers and staff the Board of Directors approved changes that directly benefited students, families, and the Oasis' staff. The Board welcomed the input and participation of the Oasis community as well as of the public when addressing the agenda items.

The stakeholders were available to meet and consider the changes that had to be made in an effort to meet the needs of all the students, but specially those of the identified sub-groups, Hispanic, English Language Learners, Low-Socioeconomically Disadvantaged. The learning experience for all community members was rewarded with the knowledge that the main focus and goal was meeting the needs of all learners, including the needs of the families and staff.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	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.

Month and year in which data were collected: August 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2015 Reach for Reading, National Geographic	Common Core	0%
Mathematics	2014 Everyday Mathematics	Common Core	0%
Science	2014 FOSS	Common Core	0%
History-Social Science	2015 Teachers Curriculum Press 2015 Concepts and Challenges	Common Core	
Foreign Language	NONE	N/A	
Health	NONE	N/A	
Visual and Performing Arts	NONE	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

GATE – Most Recent Year

The mission of Oasis Charter Public School's Gifted and Talented Education Program (GATE) is to provide gifted and talented students differentiated instruction and opportunities for greater challenge. The GATE program at Oasis occurs daily in the regular classroom as well as in afterschool courses designed to meet the needs of participating students. GATE students are taught in an atmosphere that provides more academically rigorous curriculum, fosters creativity and individuality and addresses the needs of the whole child.

The purpose of the Oasis Charter Public School GATE program is to provide challenging learning opportunities for students in the area of intellectual, creative, and high achievement areas, providing experiences that facilitate their development into autonomous lifelong learners. The GATE program is designed to:

- Offer students a challenge beyond their grade level curriculum.

- Provide opportunities to explore topics of interest at a deeper level.

- Introduce students to differentiated activities that require higher level and creative thinking.

The curriculum for the Oasis Charter Public School gifted program is based on the California academic state standards and curriculum frameworks in language arts, mathematics, history, science and visual and performing arts in grades 3-6. In the general education classroom, teachers use these standards to guide instructional content. GATE teachers expand these areas and offer a wider and/or deeper exploration to meet gifted student interest. Curriculum may be compacted for students who have already shown mastery in these areas. Oasis provides a differentiated learning experience to meet the interests, needs, and aptitudes of gifted students. Examples include instrumental music, engineering, art appreciation and application, and Steinbeck Young Authors program.

Curriculum is differentiated through advanced content and authentic products. Abstract thinking, big ideas and inquiry model are some of the instructional strategies used in the GATE program. The GATE Coordinator and GATE program teachers focus on depth, complexity, metacognition, debate, research and other strategies for students when designing courses. GATE students at Oasis Charter Public School receive differentiated curriculum planned for groups in the after school courses as well as for individual students in the anchor activities. Within the general education classroom, teachers use a variety of flexible grouping strategies to best meet the needs of their gifted students.

Teachers use their training in Bloom's Taxonomy, multiple intelligence, fixed versus open mindset and other pedagogy to encourage metacognition and stimulate student creativity. Oasis Charter Public School is founded on the Constructivist theory and employs the project-based model routinely. Each classroom has a minimum of four wireless laptops for student use. The after school courses have unlimited use of the computer lab. On-site specialists are teaching after school courses and can also serve as a resource to the program as a whole. For example, the music teacher has taught instrument exploration and our resident author has taught the advanced writing course. The entire school community (staff and families) has been surveyed to create a pool of specialists in a variety of areas.

Special Education – Most Recent Year

Oasis complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Oasis Charter Public School provides high-quality specialized education, where exceptional students receive specialized services based on their individual needs. We have both on-site full-time and contracted part-time fully credentialed personnel to meet the diverse needs of our students. Oasis follows the discrepancy model to special education.

Oasis Charter Public School has been a member of the Sonoma County Charter Special Education Local Plan Area (SELPA) since 2012. The Executive Director and Education Specialist attend meetings and trainings at the SELPA office in Santa Rosa, other school sites, and online through webinars and live on-line meetings. Oasis works closely with the assigned SELPA Program Manager to meet all compliance standards.

The Education Specialist oversees the special education program and is a liaison between classroom teachers, administration and the part-time, contracted staff. The Education Specialist serves students with exceptional needs with push-in and/or pull out services. He/she provides direct instruction in the RSP room, teaches small groups and is a member of the Student Study Team (SST) as needed.

Oasis contracts a speech therapist and a school psychologist to provide students with their particular services. The School contracts with an Occupational Therapist (OT) and a Counselor. Oasis will continue to have these specialists provide service to students as prescribed in their Individual Education Program (IEP). Oasis also has local county providers available for low - incident disabilities.

Oasis has two on-site administrators, the Executive Director and the Instructional Coordinator. The Executive Director is the administrative contact person for all Special Education related issues. She attends SELPA CEO and finance-related meetings to remain current and informed of the latest legislation and changes in Special Education.

English Learners – Most Recent Year

Oasis ensures that all English language learners have full access to all of the School's educational opportunities. We provide a high quality English Language Development (ELD) instructional program that enables our English learners (ELs)to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that Oasis offers to all students. As needed, Oasis will retain on staff CLAD certified, experienced teachers to work with the classroom teachers and ELs in ensuring that our ELs are meeting or making progress toward achieving the state English Language Development (ELD) standards.

Oasis identifies EL students upon enrollment, through the state required home language survey and previous school records. Identified students are tested for English proficiency on the California English Language Development Test (CELDT) within 30 days. Oasis annually assesses all ELL students on the CELDT in order to determine their ongoing progress toward achieving English proficiency. Oasis Charter Public School administers the California English Language Development Test (CELDT) in 2015-2016 or English Language Proficiency Assessments for California (ELPAC) in 2016-2017 annually in accordance with federal and state requirements.

Oasis provides an integrated and designated English Language Development (ELD) program.   The ELD Teacher/Coordinator has 27 years of district school experience as bilingual resource teacher and ELD classroom teacher. She provides direct instruction to English learners during pull-out sessions as well as during push-in sessions during core instructional time. Additionally, the ELD Teacher/Coordinator trains and supervises an Instructional Aide who provides pull-out ELD support to over 30 students. All English Learners receive designated and integrated ELD during the school day. In integrated ELD, classroom teachers support the linguistic and academic achievement of English learner students by providing effective instruction grounded in the appropriate standards for English language development, English language arts, and the specific content area.

During designated ELD, English learners are grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. During the rest of the day, English learner students participate in heterogeneous groups with proficient English speakers. Designated ELD instruction time is used as a protected time where English learners receive instruction that accelerates their English language and literacy development through (1) Intellectual Quality; (2) Academic English Focus; (3) Extended Language Interaction; (4) Focus on Meaning; (5) Focus on Forms; (6) Planned and Sequenced Events; (7) Scaffolding; (8) Clear Lesson Objectives; (9) Corrective Feedback; and (10) Formative Assessment Practices.

School Facility Conditions and Planned Improvements – Most Recent Year

Our facility provides for 250 students, kindergarten through sixth grade, and ten classrooms. We have two 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 2014-2015 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 2014-2015 Oasis upgraded its heating and cooling system. We finished fencing off our campus to connect our two buildings. We redesigned and restructured the main playground area to improve its use and safety. The plan involved moving the sandboxes from the asphalt to a dirt area and adding rubber mulch and wood chips in the high traffic areas. We removed two small trees, several rose bushes and other smaller plants that were a hazard to the safety of our students.
We improved our main facility by closing off and opening up additional access between the staff and storage rooms. We removed the multi-fold paper towel containers and installed paper roll dispensers in all the restrooms to conserve on paper products. We removed the soap dispensers and installed foam soap dispenser. We will install curtains and blinds in all of our windows and glass. Maintaining everyone's health and safety is our highest concern and priority.
To improve and maximize the use of space,wel rearranged and redesigned the playground area where students can exercise. Our wish is to create a track around the lot, a green field in the middle with an automatic sprinkler system, benches under the trees, picnic tables for lunch, bushes or plants with an automatic drip system and a fence around it to keep our students safe. Our plan is to add more playground equipment.
Oasis will re-paint the main facility and classrooms as well as the parking and handicap spaces. Oasis will add a tire play structure and play area made out of recycled materials. Oasis will add a wall to create a specialized instruction classroom/office. We will also add a dividing wall in the kindergarten classroom to create two separate spaces. Oasis will install speed bumps in the drop off and parking area. We will also install a surveillance system and will install a screen on the playground gate. This will limit access to the gate's release mechanism.

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

Month and year in which data were collected: June 2015

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	-	✓	-	Used a federal grant to upgrade and make our building energy efficient
Interior: Interior Surfaces	✓	-	-	All interior walls were painted in the common used areas.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	Contracted monthly service from a local pest control company
Electrical: Electrical	-	✓	-	Upgraded the lighting system, light switches and lamps
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	Fixed two leaking faucets in the restroom and one in the back alley
Safety: Fire Safety, Hazardous Materials	-	✓	-	Two metal storage containers were purchased and placed yards away from the main campus in an empty field. Containers have a double lock and paints are properly stored.
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	✓	-	A local and licensed company was hired to repair the fence and maintain the playground area.

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: August 2015

	Exemplary	Good	Fair	Poor
Overall Rating	-	✔	-	-

Library – Most Recent Year

Unfortunately, due to the lack of consistent support to provide organization or maintenance of the school's collection. The students' enthusiasm for the books often left the library area cluttered. Parent and college volunteers made efforts at straightening the area, however, with 250 students, it proved too daunting to manage. Teachers and administration decided to convert the school library into a dance and theater arts room. Each classroom had access to a wide selection of books. Therefore, in 2014-2015 each classroom has a class library. These were books provided by the school, donated by parents, or personally purchased by individual teachers. As a result they often varied in number and quality from classroom to classroom. An effort was made to provide teachers with funds to purchase books, however, with current budget limits we have had limited success.
A class library of fiction, reference, and non-fiction books is available for student use.

In 2014-2015, classroom teachers and students mainly used online libraries. Oasis had laptop computers in the classroom and each computer had wireless capabilities. Those computers were connected to the wireless printers on campus and were stored. A computer technology support team maintained all of the computers and printers. Twice a year, a technician also updated the laptops. Teachers and students had a weekly schedule to visit the computer lab and the computer instructor helped them with their research projects as well as with their literacy and writing assignments.

Computers – Most Recent Year

Per teacher request, in 2014-2015, the technology instructor position was eliminated early in the year and they took on the responsibility of teaching computers and technology. They followed the arranged technology schedule until the end of the school year. However, a part-time Technology Instructor will be hired from the beginning of the year in 2015-216 and will continue until the end. Coaching, support and accountability systems will be implemented to make sure full implementation of the technology standards. Monthly lesson plans must be submitted to administration and coach. Instructor will receive on-site and job-embedded professional support by the instructional coach.

The computer lab had 32 wireless laptops and a wireless black and white printer. The lab was equipped with a pull-down screen, a document viewer, speakers and a projector. Twice a year, a technician also updated the laptops. The internal technology infrastructure was updated with the latest filters, virus protection, and software updates. Microsoft provided some funding and Oasis was also the recipient of the BIIG federal grant, which upgraded our internet connection.

B.   PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	19%	20%	44%
Mathematics (grades 3-8 and 11)	17%	13%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	31	29	93.5%	52%	28%	14%	7%
Male	31	12	38.7%	42%	33%	17%	8%
Female	31	17	54.8%	59%	24%	12%	6%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	31	24	77.4%	54%	29%	13%	4%
Native Hawaiian or Pacific Islander							
White	31	4	12.9%	–	–	–	–
Two or More Races	31	1	3.2%	–	–	–	–
Socioeconomically Disadvantaged	31	14	45.2%	36%	50%	14%	0%
English Learners	31	8	25.8%	–	–	–	–
Students with Disabilities	31	3	9.7%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	17	17	100%	59%	18%	12%	12%
Male	17	6	35.3%	–	–	–	–
Female	17	11	64.7%	55%	27%	9%	9%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	17	14	82.4%	57%	21%	7%	14%
Native Hawaiian or Pacific Islander							
White	17	3	17.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	17	6	35.3%	–	–	–	–
English Learners	17	5	29.4%	–	–	–	–
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	27	27	100%	59%	22%	15%	4%
Male	27	15	55.6%	73%	13%	13%	0%
Female	27	12	44.4%	42%	33%	17%	8%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	27	1	3.7%	–	–	–	–
Hispanic or Latino	27	22	81.5%	68%	18%	14%	0%
Native Hawaiian or Pacific Islander							
White	27	3	11.1%	–	–	–	–
Two or More Races	27	1	3.7%	–	–	–	–
Socioeconomically Disadvantaged	27	15	55.6%	60%	20%	20%	0%
English Learners	27	5	18.5%	–	–	–	–
Students with Disabilities	27	2	7.4%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	21	20	95.2%	45%	40%	15%	0%
Male	21	7	33.3%	–	–	–	–
Female	21	13	61.9%	38%	46%	15%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	21	1	4.8%	–	–	–	–
Hispanic or Latino	21	16	76.2%	50%	38%	13%	0%
Native Hawaiian or Pacific Islander							
White	21	3	14.3%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	21	11	52.4%	45%	27%	27%	0%
English Learners	21	3	14.3%	–	–	–	–
Students with Disabilities	21	2	9.5%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	31	29	93.5%	41%	31%	24%	0%
Male	31	12	38.7%	42%	33%	25%	0%
Female	31	17	54.8%	41%	29%	24%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	31	24	77.4%	42%	33%	21%	0%
Native Hawaiian or Pacific Islander							
White	31	4	12.9%	–	–	–	–
Two or More Races	31	1	3.2%	–	–	–	–
Socioeconomically Disadvantaged	31	14	45.2%	36%	36%	21%	0%
English Learners	31	8	25.8%	–	–	–	–
Students with Disabilities	31	3	9.7%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	17	17	100%	35%	47%	18%	0%
Male	17	6	35.3%	–	–	–	–
Female	17	11	64.7%	55%	36%	9%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	17	14	82.4%	43%	43%	14%	0%
Native Hawaiian or Pacific Islander							
White	17	3	17.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	17	6	35.3%	–	–	–	–
English Learners	17	5	29.4%	–	–	–	–
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	27	27	100%	52%	33%	15%	0%
Male	27	15	55.6%	60%	33%	7%	0%
Female	27	12	44.4%	42%	33%	25%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	27	1	3.7%	--	--	--	--
Hispanic or Latino	27	22	81.5%	55%	32%	14%	0%
Native Hawaiian or Pacific Islander							
White	27	3	11.1%	--	--	--	--
Two or More Races	27	1	3.7%	--	--	--	--
Socioeconomically Disadvantaged	27	15	55.6%	53%	33%	13%	0%
English Learners	27	5	18.5%	--	--	--	--
Students with Disabilities	27	2	7.4%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	21	20	95.2%	65%	20%	10%	0%
Male	21	7	33.3%	–	–	–	–
Female	21	13	61.9%	69%	23%	8%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	21	1	4.8%	–	–	–	–
Hispanic or Latino	21	16	76.2%	69%	19%	13%	0%
Native Hawaiian or Pacific Islander							
White	21	3	14.3%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	21	11	52.4%	64%	27%	9%	0%
English Learners	21	3	14.3%	–	–	–	–
Students with Disabilities	21	2	9.5%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	40%	36%	40%	33%	32%	31%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	31%	Native Hawaiian or Pacific Islander	
All Students at the School	40%	White	–
Male	42%	Two or More Races	–
Female	36%	Socioeconomically Disadvantaged	46%
Black or African American		English Learners	–
American Indian or Alaska Native		Students with Disabilities	
Asian		Students Receiving Migrant Education Services	
Filipino	–	Foster Youth	–
Hispanic or Latino	38%		

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.

Other Measures of Student Achievement – Most Recent Year

Oasis Charter School, Formative Achievement Data, 2014-15

Oasis Public Charter School (hereafter Oasis) contracted Public Works (hereafter PW), a non profit educational consulting firm with experience in program evaluation, to analyze both summative and formative assessment data in English/Language Arts (ELA) and Mathematics. This brief summarizes formative data from Oasis for 2014-15. The formative data record student progress on assessments administered on a trimester basis (September, January, and May).

PW reviewed school-provided data for the 2014-15 school year in the following academic skills and domains:

Sight Frequency Words, SFW, (K-2)
Reading Fluency (grades 1-6)
Letter Sounds (K only)
Letter Names (K only)

Reading Accuracy (grades 1-6)
Reading Comprehension (K-6)
Writing (K-6)
Math (K-6)
Science (grades 1-6)
Social Studies (grades 1-6)
Data were analyzed overall (all grades covered), as well as by grade level.   Data were further disaggregated by gender, ethnicity, English Learners, low-income (Free and Reduced Meals), and Parent Education level. Complete data with samples size (N), mean percent overall and disaggregated by subgroup are included below.

English/Language Arts

The performance of Oasis students increased on nearly all measures of literacy.   As explained below, student scores on formative assessments (reported as mean or percentage correct) increased 0%-197%. Mean SFW scores increased the most (197%), followed by Reading Fluency (34%) and Letter Sounds (30%) and Letter Names (25%). More modest progress occurred in Writing (17%), and Reading Comprehension (5%). There was no change in student performance on Reading Accuracy overall.

In general, literacy gains were most pronounced in grades 1 and 2. Hispanic student performance largely paralleled overall school trends. Performance of low-income students tended to exceed school-wide average growth trends, indicating closure of the achievement gap based on household income. English Learner performance also increased at a greater rate compared to school-wide averages on five of the seven measures. However, English Learner declined on Reading Accuracy and underperformed relative to the school-wide trend on Writing. It is important to note that the English literacy achievement gap is closing but is widest with regard to English Learners.

Information below explains the change in student performance in other subject areas. Student progress in Math, Science, and Social Studies grew only modestly or declined over the school year as measured by the mean percent correct on formative assessments. Math scores declined 3% overall with similar or slightly lower rates of decline for all subgroups. Science scores essentially remained unchanged for all but English Learners who increased 6% compared to 1% school-wide.   Social Studies performance increased 3% overall, with increase for all subgroups, particularly English Learners with 10% growth. There was no clear trend on performance based on grade level (i.e., grade levels performed differently depending on subject areas).

Summary Implications

Formative data for 2014-15 indicate a school-wide focus on literacy. Six of seven assessments of literacy showed improvement, with one unchanged. Rates of improvement tended to exceed school-wide averages for both low-income and English Learner students, indicating progress in terms of closing achievement gaps. Data appear to suggest a need for additional focus on Reading Comprehension as this experienced the least growth over time.   In addition, average student scores in Reading Comprehension (64%) and Writing (70%) were lowest (64%) in May 2015, compared to other literacy formative assessments, which typically were above 80% at the end of the school year. In sum, a data-driven model of instructional planning would suggest focusing on Reading Comprehension and Writing for 2015-16.

Formative data for the other academic subject areas indicate much lower rates of growth over the school year.   Math scores on formative assessments declined slightly, with Science virtually unchanged. Only Social Studies showed clear evidence of small improvement both school-wide and for all subgroups.   At the same time, the average achievement level in these subject areas was not especially low (typically 76% in May 2015). Math likely represents the area most in need of further discussion and planning in order to reduced declining performance trends.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

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	14.8%	18.5%	18.5%
7			
9			

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 State priority: Parental Involvement (Priority 3):

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

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.

In 2014-2015, decreased from 95% to 80% of the families who completed their family participation commitment of at least 60 hours fo the school year. Oasis scheduled three family nights per grade level. 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.

For 2014-2015 families will be required to volunteer 60 hours per school year. Families are asked to select and sign a family participation plan that best meets their needs. They can also customize their plan or buy out 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 and at the same time increase family participation. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.0	1.8	1.0	2.05	1.92	1.1	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

Discipline – Most Recent Year

Oasis recognizes and values family support when educating our students. We decided to include the families in the Love and Logic training. Child care, translation, and dinner were provided to encourage the families' attendance. The sessions were offered weekly every Wednesday, and every other week on Monday and Tuesday as well. This approach was in an effort to gain greater family support and understanding of the Love and Logic Program.

Over the summer, two staff members attended the Love and Logic training in Colorado to provide on-going and on-site PD for teachers and families. One of the Love and Logic coaches had education, training and years of experience in psychology. Oasis will continue to contract to provide high quality training and support for families and staff.

The results of this program were significant; Oasis had a significant decline in student suspension. Referrals to the office also dropped 55%. We attribute this positive change to the school-wide and home implementation of the Love and Logic strategies. We also believe that the collaboration between families and school was important to improve student behavior and lower the discipline cases.

All staff members received Love and Logic training throughout the year. For 2014-2015, we calendar those in June of 2015 to be implemented throughout the year with greater frequency and higher fidelity.   Professional Development for all instructional staff was provided by two on-site staff members who attended a Love and Logic training during the summer in Colorado.

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.
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 copy of 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, as well as guidance for appropriate behavior and entertainment.
Students are supervised on the playground before school, beginning at 7:30 a.m., and we have an afterschool program until 6:00 p.m. daily. Our school office is situated at the back of the building and all other public access doors are locked from the outside after classes begin. All visitors enter campus through our office, register and get a visitor's pass. We have an emergency preparedness plan and each class has two emergency backpacks, containing water and other essential equipment. We have altered our fire, earthquake, and intruder drill procedures so that children are gathered further away from the building, if needed, or secured in a safe place away from intruders.

Oasis is committed to creating a safe and nurturing environment for all members of our school community. We teach our students to respect diverse perspectives and become caring, empathetic individuals. We support our students by teaching appropriate problem-solving and conflict resolution strategies for dealing with disappointments and difficult situations. 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 expectations and consequences, are printed and distributed in the Family/Student Handbook. Upon enrollment, administration ensures that students and their family are notified in writing of all discipline policies and procedures. This policy and its procedures are available on request at the Director of Education'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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	8
Percent of Schools Currently in Program Improvement	N/A	66.7%

NOTE:　Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		2		23		2		18	3		
1					22		2					
2	22		2						23		3	
3	22		1		21	1	1					
4									21		2	
5	26		2		28		2					
6									24		2	
Other	24		1									

* 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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development	.85	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	.13	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.25	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.

Specialized Program/Staff – Most Recent Year

Oasis Charter Public School increased the variety of specialized programs and services for the identified sub-groups, English Language Learners, low income and foster youth. These include: an ELD teacher, ELD paraprofessionals, mental health services, before and after school math and literacy intervention teachers, literacy and math coaches for all grades (K-6th), coordinators for AVID Elementary, GATE, field trips, new curriculum, and family collaboration and engagement.

AVID (Advancement Via Individual Determination): The AVID curriculum teaches skills and behaviors for academic success; provides intensive support with tutorials and strong student/teacher relationships; creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination[1] Teachers, administrators and board members participated in on-site professional development and/or conferences by AVID trainers. An Oasis staff member served as the AVID Administrator/Coach. All students received instruction in the AVID Elementary curriculum, utilizing AVID binders, planners, and organizing tools. T?he School's annual budget allocated funds to support AVID membership fees and travel expenses. Most of our students in grades 3-6 will tour/visit at least one community college or university.

 Love and Logic is a classroom management approach that promotes healthy parent/teacher and teacher/student relationships and positive school wide discipline.[2] Love and Logic develops students' problem-solving skills and provides teachers with a positive framework for student discipline and communication.

Project G.L.A.D (Guided Language Acquisition Design) is an instructional model with clear, practical strategies promoting effective interactions among students and between teachers and students that develop metacognitive use of high-level language and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills within the context of Common Core State Standards, Next Generation Science Standards, and California Social Studies Standards.[3]

Enrichment classes are a major component of the Oasis curriculum. At least three times a year, students are grouped across multiple grade levels to explore a different subject matter in visual or performing arts. Students may choose from singing, dancing, theater arts, instruments, arts and crafts projects, among other forms of artistic expression.

Interventions are designed to support individualized student learning. Each trimester, teachers will review assessment data in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

Students who are not meeting grade-level standards are referred for intervention instruction by their teacher or a family member. Intervention instruction in phonics, writing, comprehension, fluency, and mathematics is provided for one hour before and after school in addition to during the instructional day. Students who demonstrate weakness in a core content area attend intervention instruction for eight weeks, until they demonstrate on an interim assessment that they are successfully mastering the class material. At the end of the session, students are re-tested, and if necessary, continue for another session.

100% of the teachers will participate in STEAM, and AVID, GATE, and GLAD training.

[1] http://www.avid.org/what-is-avid.ashx
[2] http://www.loveandlogic.com/t-what-is-for-Love-and-Logic-teachers.aspx
[3] http://begladtraining.com/

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,571.31	$2,787.14	$4,784.17	$47,190.33
District	N/A	N/A		$66,202
Percent Difference – School Site and District	N/A	N/A		-28.72%
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A	-10.54%	-35.35%

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

Types of Services Funded (Fiscal Year 2014-15)

In 2012-2013 Oasis elected to stop accepting Federal Title I funding. However, for the fourth year Oasis was granted SB 740 funding to cover 70% of its lease cost.
Most of our 2012-2013 funding came from the state, supplemented by fundraising and donations. Unfortunately, the state and federal governments have deferred and/or significantly cut funding to our school in each recent fiscal year.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,876	$43,091
Mid-Range Teacher Salary	$63,212	$70,247
Highest Teacher Salary	$87,106	$89,152
Average Principal Salary (Elementary)	$102,512	$112,492
Average Principal Salary (Middle)		$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$180,000	$192,072
Percent of Budget for Teacher Salaries	38%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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.

During the 2014-2015 academic year staff development fostered and encouraged positive and effective professional relationships. Traditional off-site professional development has 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 is a highly productive and efficient approach due to the constraints of teachers' schedules, responsibilities, and other professional demands. The job-embedded model required a strategic planning of the process, a monitoring system as well as an evaluation system.

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.

The Culturally Responsive Curriculum coach worked 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.

In early August, all teachers and staff participated in math and literacy training. The Quality Literacy Instruction team provided staff development and coaching in literacy during the 2012-2013 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.

At the beginning of the school year our teachers, instructional support staff and administrators received training on the 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 ideals 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.

Evaluation/Improving Teachers – Most Recent Year

The Executive Director and Instructional Coordinator perform formal evaluations and weekly review of lesson plans. In 2014-2015 Oasis used the standards for the teaching profession, which provided a common language and a vision for teaching. The standards were used to promote reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of the teacher's practice towards reaching their professional goals. Oasis asked our teachers to reflect on and gather evidence to demonstrate their competency by assessing their own ability to do the following:

- Engage and support all students in learning: connecting student's prior knowledge, life experience, and interest with learning goals and engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

- Understand and organize subject matter knowledge for student learning and development.

- Assess student learning: collecting and using multiple sources of information, and involving and guiding students in assessing their own learning.

- Create and maintain an effective environment for students: planning and implementing classroom rules, procedures, and routines.

- Plan instruction and design learning experiences for all students: drawing on and valuing students' backgrounds, interests, and developmental learning needs.

- Develop as a professional educator: engaging families in student learning, working with communities, families, and colleagues to improve professional practice.

Each standard had the following domains: beginning, emerging, applying, integrating and innovating. The goal was for teachers to move up on the continuum. Oasis provided many opportunities for teachers to show their professional growth in a variety of ways throughout the year. In the 2014-2014, Oasis improved the adopted staff assessment rubric, which had the following components: professional growth goals, six outcomes, a narrative feedback section, and a follow-up improvement and support plan. The six outcomes were: productive participation in our collaborative professional community, development and implementation of the curriculum, evaluation and assessment of students' progress towards Oasis outcome goals, self-evaluation and assessment of progress towards professional goals, effective communication with the community (families, students, staff), creation and management of learning environments. This assessment tool is used to support our staff to become successful professionals and reflective practitioners.

In the 2014-2015 academic year, Oasis developed two Walk-Through Observation forms aligned with our Constructivist philosophy and student-centered practice. This form included information about class room organization, nature of the activity, teacher activity and strategies, standards aligned curriculum, student actions, classroom management, student evaluation, and assessments. The form also had a section for written comments, areas of strength and areas for improvement. To provide immediate feedback, a copy of the walk-thru form was given to the teacher the same day as the observation.

The second form, in a narrative format, was designed to give teachers additional information about the observation. The feedback addresses the following: standards aligned curriculum, constructivist theory implementation, effective classroom management, high quality instruction, a section to comment on effective practices and questions for the teachers. These observations are done at least twice a month in every classroom by one of the administrators.

Oasis also adopted the newest iwalk tool version, which included:
- Noticings and Wonderings
- Classroom Rapport
- 4 Corners
- 4x20 Lookfors
- On Task
- Higher Level Questioning
- < >60 Comments
- Advanced Tasks
- Characteristics of Good Instruction
- Custom Look-Fors
- Expanded Rubric

Substitute Teachers – Most Recent Year

Oasis recruited substitute teachers from ads placed on the Edjoin Web site as well as from the Monterey County Office of Education consortium. All of the substitute teachers had valid a California Multiple Subject Teaching Credential issued by the California Commission on Teaching Credentialing. Every substitute was required to submit their fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Oasis must receive background clearance prior to engaging substitute teachers. Oasis built strong relationships with its substitutes to increase consistency for students. Some substitutes were Oasis family members. The requirements and expectations are the same for all substitutes, regardless of their relationship with Oasis.

In 2014-2015, Oasis had a small number of prefered substitutes teaching their classes. Classroom teachers were encouraged to request a substitute of their preference. Administration attempted to provide the class with the substitute of their choice. Students evaluated the substitute teacher performance during a class meeting after their teacher returned with their feedback then being submitted to administration. Student, staff, and family input was valuable because Oasis wishes to ensure our substitutes match our Constructivist and Student-Centered learning environment.