

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Oasis Charter Public

Address: 1135 Westridge Pkwy. Salinas, CA 93907-2529

Principal: Dr. Juanita Perea, Director of Education

Phone: (831) 424-9003

Email: info@oasischarterschool.org

Web Site: www.oasischarterschool.com

CDS Code: 27659616119663

Alisal Union

Superintendent: Hector Rico

Phone: (831) 753-5700

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Web Site: www.alisal.org



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 and 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 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: Hector Rico
 E-mail Address: hector.rico@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, Director of Education
 E-mail Address: info@oasischarterschool.org
 Web Site: www.oasischarterschool.com
 County-District-School
 (CDS) Code: 27659616119663

School Description and Mission Statement (School Year 2016–17)

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 Eureka Math, Reach for Reading from National Geographic, 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 2015-2016 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 and an engineer instructor. We continued our contract with an outside agency for counseling services 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 had scored at least at the same level or slightly higher in comparison to their peers from the local schools in the Smarter Balanced Assessment (SBAC) in the prior year. However, Oasis' had scored slightly lower in a few of the ELA and Math domains. Unfortunately, due to a misunderstanding from a letter received from the state on January 7, 2016 our students did not take the four questions from performance task of the SBAC assessment and therefore did receive a score, even though they took the multiple choice, which had over 40 questions. 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 2015-2016 school year was the renewal of our charter by the Alisal Union School District for another five academic years, 2016-2021. The AUSD Board of Trustees voted unanimously and their glowing comments affirmed and gave public recognition to our work. In the petition, our community of learners and the Under Construction Educational Network, Inc. (UCEN) Board of Trustees made several affirmations and commitments, which will be monitored yearly.

Another success was the completion of a second year of implementation 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. Year after year, 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 teachers 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 among other 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. 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 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, engineering, 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. 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 2015-2016 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 the school year, school events were posted 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 and via Parentsquare, which is an family communication online system.

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 2015-16)

Grade Level	Number of Students
Kindergarten	76
Grade 1	37
Grade 2	32
Grade 3	37
Grade 4	20
Grade 5	18
Grade 6	21
Total Enrollment	241

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	0%
Asian	0%
Filipino	2%
Hispanic or Latino	82.7%
Native Hawaiian/Pacific Islander	0%
White	12.9%
Two or More Races	1.6%
Socioeconomically Disadvantaged	65.3%
English Learners	37.5%
Students with Disabilities	5.0%
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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	11	10		
Without Full Credential	1	3		
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	2	

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 2015-2016, Oasis' mission was to focus on and track the progress towards the goals and objectives. 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 2015-2016 goals and objectives. In June of 2015 the OCC and staff members planned two school-wide meetings, one in August of 2015 and another one in March of 2016. 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 27, 2015, 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 February 25, 2016 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 2015-2016 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 2015-2016 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 2015-16)

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	95%	5%
All Schools in District	92.61%	7.39%
High-Poverty Schools in District	92.61%	7.39%
Low-Poverty Schools in District	.00%	.00%

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 (School Year 2016–17)

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	2015 Eureka Math	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, a school nurse, and a school psychologist to provide students with their specialized services. Oasis Charter 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 administered 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 28 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

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 2015-2016 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 2015-2016 Oasis continue to hire a licensed and insured gardening company to maintain its outdoor spaces to ensure the students, staff, families and guest have a safe learning environment. Maintaining everyone's health and safety is our highest concern and priority.

To improve and maximize the use of space, we rearranged and redesigned the playground area where students can exercise. We now have the following: a track around the play area, a green field with an automatic sprinkler system, picnic tables for lunch, bushes or plants with an automatic drip system and a fence around it to keep our students safe. Oasis added a tire play structure and play area made out of recycled materials. Oasis added a wall to create a specialized instruction classroom/office. We also added a dividing wall in the kindergarten classroom to create two separate spaces. Oasis installed speed bumps in the drop off and parking area. We also upgrade the surveillance system and install a screen in the playground gate. This limits the access to the gate's release mechanism.

Our plan is to add more playground equipment and to upgrade our current one. Oasis will re-paint the main facility and classrooms as well as the parking and handicap spaces in 2016-2017. Oasis will upgrade its gravel parking lot area and it will replace its chain link fence for a rod iron fencing. Oasis will add a light pole in the gravel parking area and will replace the cement slab for pavers. Oasis will add at least one more handicap parking space near the track and picnic area.

School Facility Good Repair Status

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: January 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	HVAC system monthly contract. Major maintenance in 12/16. HVAC was replaced in 01/17
Interior: Interior Surfaces	✓	-	-	Deep cleaning in 8/16 & 12/16
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	Monthly contract and services with a pest control company. Two custodian onsite Weekly gardening & maintenance services
Electrical: Electrical	✓	-	-	Contractor made repairs in 9/16 & 1/17
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	HM kept locked & off campus FS checked yearly, 9/16 & 12/16
Structural: Structural Damage, Roofs	-	✓	-	Leak was repaired in 12/16
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	Fence repaired in 1/17

Overall Facility Rate

Month and year in which data were collected: January 2017

	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 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 2015-2016 each classroom had 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. A class library of fiction, reference, and non-fiction books is available for student use.

In 2015-2016, 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 2015-2016, 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. Each classroom was also provided with 3-4 new ipads for educational purposes.

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 update 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. As of June of 2016, the BIIG grant funds were on hold due to the lack of service providers in our area.

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) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	19%		20%	24%	44%	48%
Mathematics (grades 3-8 and 11)	18%		13%	18%	34%	36%

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 Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	37	90.24%	
Male	18	16	88.89%	
Female	23	21	91.30%	
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	30	90.91%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	25	89.29%	
English Learners	13	12	92.31%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.24%	
Male	--	--	--	--
Female	14	14	100.00%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19	18	94.74%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	11	91.67%	
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	18	100.00%	
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	15	100.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	21	91.30%	
Male	18	16	88.89%	
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	14	13	92.86%	
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	37	90.24%	
Male	18	16	88.89%	
Female	23	21	91.30%	
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	30	90.91%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	25	89.29%	
English Learners	13	12	92.31%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.24%	
Male	--	--	--	--
Female	14	14	100.00%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19	18	94.74%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	11	91.67%	
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	18	100.00%	
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	15	100.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	21	91.30%	
Male	18	16	88.89%	
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	14	13	92.86%	
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	36%	40%	39%	32%	31%	28%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	18	18	100.00%	38.89%
Male	–	–	–	–
Female	–	–	–	–
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	15	100.00%	40.00%
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races				
Socioeconomically Disadvantaged	–	–	–	–
English Learners	–	–	–	–
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

Other Measures of Student Achievement – Most Recent Year

Oasis Charter Public School, Formative Achievement Data, 2015-2016

This brief summarizes formative data from Oasis for 2015-16. Students were pre-assessed in August and their progress benchmarks were administered on a trimester basis (October, March, June).

Students were assessed in following academic skills and domains:

Sight Frequency Words (HFWs), (K-2)
 Reading Fluency (grades 1-6)
 Letter Sounds (K only)
 Letter Names (K only)
 Reading Comprehension (1-6)
 Writing (K-6)
 Math (K-6)
 Language Arts & Math Interims (3-6)

English/Language Arts

Fluency:

The assessments used to track fluency progress were from EasyCBM fluency passages. The desired end of year benchmarks scores were to be: 1st 60 wpm, 2nd 102 wpm, 3rd 116 wpm, 4th 138 wpm, 5th 166 wpm, and 6th 165 wpm. Students in all grades showed gains in fluency. Overall, the school fluency scores increased at the end of the year by 41%.

Comprehension:

The assessments used to track reading comprehension progress were from Reading A-Z reading benchmark passages. Students in grades 1st, 3rd, 5th, and 6th showed gains in comprehension. Overall, the school comprehension scores increased at the end of the year by 7%.

The assessments used to track writing comprehension progress were teacher created based on their Language Arts Unit. Students in K-2 were scored using a teacher created 28 point rubric and converted to a percentage score. Overall student percentage scores averages on the passages. Students 3-6 were scored using the SBAC state writing rubrics. Students grades' average scores based on the 4 point rubric. Students in grades 1st, 2nd, 5th, and 6th showed gains in writing. Overall, the school writing scores increased at the end of the year for 1-2 by 35% and 3-6 by 25%.

Math

The assessments used to track math progress were the Everyday Math benchmark tests. Students in grades 1st, 2nd, and 3rd showed gains. Overall, the school math scores increased at the end of the year by 3.6%. Oasis Charter will switch from Everyday Math to Eureka Math for 2016-2017 in an effort to increase student academic achievement.

Summary Implications

The formative data for 2015-2016 shows a need for additional focus on reading comprehension and math for the 2016-2017 school year. Students progressed in writing and fluency. A consultant will be contracted for 2016-2017 to help the school find ways to increase student academic achievement. The hope is that the consultant can be contracted for over the term of the charter to have solid and clear data on student academic achievement. Also, Oasis Charter will consider contracting a system that will track student academic achievement.

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.10%	5.60%	16.70%

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 - (School Year 2016–17)

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. Families are strongly encouraged to attend one Family Meeting at the fall 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 2015-2016, decreased from 50% to 40% of the families who completed their family participation commitment of at least 60 hours for 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.

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. In 2016-2017 Oasis will recruit a Family/Community Liaison in order to strengthen and bridge the Family and School communication. However even though we strongly encourage family participation, volunteer hours is not a condition of admission, enrollment, continued enrollment, sibling preference, attendance, participation in educational activities or receipt of credit or privileges related to educational activities at Oasis Charter Public School.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.00	0.00	2.6	1.92	1.10	0.96	4.36	3.80	3.65
Expulsions	0.00	0.00	0.00	0.00	0.00		0.10	0.09	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 on Monday mornings and every other Wednesday in the afternoon and Tuesday in the evening. This approach was in an effort to gain greater family support and understanding of the Love and Logic Program.

In June of 2016, two office staff members, one instructional leader and two administrators attended the Love and Logic training in Colorado to provide on-going and on-site PD for teachers and families. 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 discipline, but not in student suspension. Referrals to the office also dropped significantly and student suspensions increased. We attribute the 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. The increase in student suspension was attributed to the enrollment of new older students into our program. Those students were facing many behavioral challenges while in school. Our goal is to reduce student suspension.

All staff members received Love and Logic training throughout the year. For 2015-2016, we calendar those in June of 2016 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.

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 main 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.

Federal Intervention Program (School Year 2016-17)

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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		2		18	3						
1	22		2									
2					23		3					
3	21	1	1									
4					21		2					
5	28		2									
6					24		2					
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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non - teaching)	.5	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.

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. The 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. 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10016	\$2855	\$7160	\$49348
District	N/A	N/A		\$65397
Percent Difference – School Site and District	N/A	N/A		-24.54%
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A	26.12%	-34.32%

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

Types of Services Funded (Fiscal Year 2015-16)

In 2013-2014 Oasis elected to not accept Federal Title I funding. However, for the seventh year Oasis was granted SB 740 funding to cover 70% of its lease cost. Most of our 2015-2016 funding came from the state, supplemented by fundraising and donations. Most likely Oasis will accept Title I funding for 2016-2017.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40042	\$44573
Mid-Range Teacher Salary	\$65108	\$72868
Highest Teacher Salary	\$89719	\$92972
Average Principal Salary (Elementary)	\$114289	\$116229
Average Principal Salary (Middle)		\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$190800	\$201784
Percent of Budget for Teacher Salaries	35%	39%
Percent of Budget for Administrative Salaries	7%	5%

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

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

The primary area of focus for staff development for the school year of 2016-2017 has been solely around implementing research-based, effective teaching strategies in the classroom to improve teacher performance and student academic achievement. In addition, all of the professional development has been aligned with our school academic growth goals in reading. The school goals were determined based on the student achievement data from the previous school year's in-house benchmark assessments, as well as the results for the SBAC assessment of 2015. Based on the analysis of the student achievement, the academic reading focus was to for one hundred percent of the students to make a growth of at least five percent on the SBAC Language Arts section. In order to achieve our goal, professional development has been strategically created to help teachers and students attain the goal.

In attempts to reach our school goal, Oasis Charter Public School has focused its professional development in using Guided Language Acquisition Design (GLAD) strategies to support all learners, especially ELL's. Furthermore, there has been a focus on effective literacy teaching practices in the classroom such as using depth of knowledge skills and questioning strategies in the classroom to alter rigor. Professional development at Oasis Charter Public School (OCPS) is delivered in a variety of ways. Intense professional development has been delivered through full and half day in-house workshops that take place during Teacher Professional Days (TPD's), Teacher Work Days (TWD's), team planning time, and staff meetings. In addition, all of the teachers at OCPS receive one on one conferencing and individual mentoring with the school's instructional coach and, teachers have the opportunity to attend conference that align with our school goals. Moreover, teachers are supported in the implementation of effective teaching strategies by monthly learning walks across all grades, school and team collaboration sessions, lesson demonstrations from the instructional coach, and in-house students assessment data analysis.

The primary area of focus for staff development for the school year of 2015-2016 was selected by a survey given to the teachers the previous school year. Due to the fact that professional development was a fairly new concept for the school, OCPS gathered teacher data to select the professional development for the school year. The focus for 2015-2016 was Science, Technology, Engineering, Art, and Mathematics (STEAM). OCPS was adopting STEAM and teachers were eager to learn effective ways to implement it to their instruction. While implementing STEAM, teachers also receive training in Guided Language Acquisition Design (GLAD), which provided teachers with effective teaching strategies to be able to apply STEAM. Professional development at Oasis Charter Public School (OCPS) was delivered through full and half day in-house workshops, attending local conferences and trainings, during TPD's, team planning time, and staff meetings. In addition, the majority of the new teachers at OCPS received one on one conferencing and individual mentoring with the school's instructional coach. Moreover, teachers were supported in the implementation of effective teaching strategies related to STEAM by observational feedback and lesson demonstrations from the school's instructional coach.

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.

Evaluation/Improving Teachers – Most Recent Year

The Executive Director and Instructional Coordinator perform formal evaluations and weekly review of lesson plans. In 2015-2016 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 2015-2016, 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 2015-2016 academic year, Oasis continued to use the Walk-Through Observation forms which were aligned with our Constructivist philosophy and student-centered practice. One of this forms 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 2015-2016, Oasis had a small number of preferred 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.