

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



### Oasis Charter Public

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

Principal: Dr. Juanita Perea, Director of Education

Phone: (831) 424-9003

Email: [oasischarter@sbcglobal.net](mailto:oasischarter@sbcglobal.net)

Web Site: [www.oasischarterschool.com](http://www.oasischarterschool.com)

CDS Code: 27659616119663

### Alisal Union

Superintendent: Hector Rico

Phone: (831) 753-5700

Email: [hector.rico@alisal.org](mailto:hector.rico@alisal.org)

Web Site: [www.alisal.org](http://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/guardians 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 county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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](mailto:hector.rico@alisal.org)  
 Web Site: [www.alisal.org](http://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: [oasischarter@sbcglobal.net](mailto:oasischarter@sbcglobal.net)  
 Web Site: [www.oasischarterschool.com](http://www.oasischarterschool.com)  
 County-District-School  
 (CDS) Code: 27659616119663

## School Description and Mission Statement (School Year 2017-18)

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 make important choices. A well-educated individual is one who is highly skilled and able to identify problems, raise questions, and work with others to find possible solutions. These skills include traditional academic skills as well as social and moral values in preparation for responsible participation in a democracy. Such individuals know how to fulfill their aspirations and advocate for the common good. Oasis students are independent thinkers, capable of representing their own ideas and open to the ideas of others.

Oasis Charter is located in the outskirts of the City of Salinas. The agricultural fields are the main scenery and the most spectacular view from the main office as well as from most of the classrooms. There are many stores near us and our students, often times, take walking field trips to the pet store or to the local restaurants. Oasis is in the boundary of the City of Salinas and the Monterey County line, which makes our school a unique learning environment given the access we have to the Adobe Historical Center as well as to the busy life of the city.

Oasis Charter offers an educational environment for kindergarten through sixth grade students since 2003. Our students come from the City of Salinas as well as from the surrounding communities such as Castroville, Gonzales, Soledad, among other small towns. Its current maximum enrollment is 250 students and there are about 190 families. Oasis Charter ethnic demographics is as follows: Hispanic or Latino, Caucasian or White, Filipino, Black or African American, Native Hawaiian or Other Pacific Islander, Asian and American Indian or Alaska Native. Oasis Charter has females and males enrolled.

Oasis Charter serves its community in a variety of ways with its Science, Technology, Engineering, Arts and Mathematics (STEAM) focus and approach. It offers weekly Family Seminars for parents and legal guardians and a wide variety of volunteer opportunities. It also offers the entire spectrum of academic and social/emotional services to students, from Gifted and Talented Education (GATE) to Specialized Education and from counseling to behavior intervention. Oasis Charter also offers math, literacy and English Language Development (ELD) intervention and support for its students, families and staff members. 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 continue to implement a behavior program called Love and Logic. This is a useful and Oasis-friendly approach to helping students identify and solve problems.

## Major Achievements – Most Recent Year

One of our major accomplishments during the 2016-2017 school year was completion of a third year of implementation of the Advancement Via Individual Determination (AVID) Elementary and the the Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs. Oasis Charter became fully AVID certified in the 2016-2017 school year, which we were all looking forward to completing. Another major achievement was the full implementation of the robotics and technology programs which are well aligned with our project-based teaching and learning approach. Another accomplishment was the implementation of the Culturally Relevant teaching and learning approach and the alignment of the assessments, the scope and sequence, the curriculum, and the teaching methodology. 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 their surroundings and learn its story.

Oasis continued to offer multi-age enrichment classes and the students presented their creations during various community events, such as the Harvest Feast, the GALA or Boxland. 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 assessments in math, reading and writing. In the before and after-school settings, assistance was offered at a ratio of one adult to every six or eight students and the groups were taught by certified and fully credentialed teachers.

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) continued to be strong and it provided enriching learning activities such as: tutoring, sports, visual and performing arts, cooking, computer/technology sessions among other classes. The LASP offered a variety of activities where the students used 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. Oasis continues 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.

In the current school year, Oasis Charter has retained 100% of its staff to finish off the school year, teachers, administrators, support and instructional staff. Oasis was able to re-hire 95% of its staff and 90% of its teachers who were qualified to ensure implementation of the new standards and adopted programs. Oasis also had over a 90% family/student retention rate and a 95% staff retention rate for the upcoming school year. This is the first year in the past decade with the highest staff retention rate and the first in the past five years for family/student retention.

## 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 enabled 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 to increase student's academic achievement in math and English language arts to the proficient and advanced levels. We provide small group math and reading intervention for every struggling student during their school day. To accomplish this, Oasis school day has been extended and re-structured. We have increased our instructional staffing to provide additional academic support in reading and math. We are using 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) organized a study center to provide additional academic support.

To achieve greater and faster gains, Oasis has strengthened its on-site and job-embedded professional development plan. The plan has continued to provide team planning time, peer observations, professional reflections and peer feedback. We acquired 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, firewalls, content filters, and a higher speed internet service. Oasis has a computer lab and we will need to maintain it to ensure that students are provided with weekly technology instruction. All of the computers are laptops and the laser printers have wireless capabilities, however there is a need to update the printers.

Oasis hired part-time technology, engineering, and physical education instructors to work with ALL students. Oasis increased the music, counseling and academic intervention services for all students. Oasis continued to provide multi-age enrichment experiences where the students can learn from a culturally relevant and multi-cultural curriculum. Family volunteers participated in supporting the students, as their assistance was very much needed to ensure the success of these programs and the academic progress of the students. Family involvement was a major challenge, but it was also the main focus.

The above strategic plan increased family participation, student engagement, and the overall student academic achievement for all students as well as for Oasis' identified subgroups, English Language Learners, Hispanic and socioeconomically disadvantaged. The main goal was to close the achievement gap between the high and the low academically achieving groups. Another important goal was 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.

Each teacher has the liberty and freedom to assign homework that is most appropriate and aligned with the content being covered in the classroom. The scope and sequence is often used to plan and determine the homework assignments for the students. However, Oasis teachers many times assigned family projects since Oasis values family involvement and participation in all aspects of a child's education and life.

## School Schedule – Most Recent Year

In the 2016-2017 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.

Most likely the schedule will slightly change for the upcoming school year, 2017-2018. Teachers, Families and the UCEN Board have always been active participants in the creation, adoption and implementation of the school schedule.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	62
Grade 1	46
Grade 2	38
Grade 3	29
Grade 4	31
Grade 5	17
Grade 6	12
Total Enrollment	235

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1%
American Indian or Alaska Native	0%
Asian	0%
Filipino	1.7%
Hispanic or Latino	84.3%
Native Hawaiian/Pacific Islander	0%
White	10.6%
Two or More Races	0.9%
Socioeconomically Disadvantaged	64.3%
English Learners	37.4%
Students with Disabilities	6.4%
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 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	10	9	6	
Without Full Credential	3	3	5	
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	2	2	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 2016-2017, Oasis' goal was to focus on and track the progress towards the set 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 2016-2017 goals and objectives. In June of 2016 the OCC and staff members planned the school-wide meetings, the first one was in August 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 of 2016, 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. During this meeting Oasis had different presenters speak about several topics of interest directly connected to the goals and priorities.

The OCC also had monthly meetings where the goals, objectives and priorities were discussed and information was shared by Oasis Administration, free child care, translation and snacks/finger food were provided. The same information and/or presentation was also presented to the UCEN Board during their monthly meetings. The OCC and UCEN Board discussed different topics throughout the school year. Translation was offered and provided during the UCEN meeting. 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. 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 and families, but specially those of the identified sub-groups, Hispanic, English Language Learners, Low-Socioeconomically Disadvantaged. The main focus and goal was meeting the needs of all learners, including the needs of the families and staff.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: December 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Reach for Reading, National Geographic - 2015	Common Core	0%
Mathematics	Eureka Math - 2015	Common Core	0%
Science	FOSS 2014	Common Core	0%
History-Social Science	2015 - Teachers Curriculum Press - 2015 Concepts and Challenges	Common Core	0%
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 Common Core 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.

At Oasis Charter the students select their GATE classes out of a list of options available to them during the term. Giving students a choice is an fundamental practice at Oasis. In 2016-2017, from November 8, 2016 to December 15, 2016 Oasis offered, music appreciation/piano I, multimedia production, programming & 3D printing, creative writing and poetry, as well as advanced science. The second session was from February 13 to March 31, 2017. In this session, Oasis offered to those eligible students, advanced multimedia, mix, explore and discover (science), creative coding, piano II, and creative writing. The instructors were passionate and dedicated about teacher to their craft. Our students enjoyed the classes offered to them.

## 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. Our special education curriculum consist of the following: Shell Education: 180 Days of Reading and Writing K-6th grade, Differentiated Reading K-6th grade: for Comprehension, Lexia Learning, Eureka Math also known as Engage NY, and Super Teacher Worksheets.

## English Learners – Most Recent Year

Oasis ensures that all English language learners have full access to all of the Oasis' 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 and experienced teachers as well as instructional assistants 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 2016-2017 and/or English Language Proficiency Assessments for California (ELPAC) in 2017-2018 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 learning space for 250 students, kindergarten through sixth grade. It has ten regular education classrooms, one specialized instruction room, one reading support room, a music/robotics room, and English Language Development room. It has five adult restrooms, girl and boy restrooms, and two single use student restrooms. We also leased two additional spaces, one is an acre and one is half an acre. The students use the bigger space to do their physical education activities.

We have two custodians who, on a daily basis, maintain the school. They do a detailed and deep cleaning during the long breaks, such as winter, spring and summer break. A professional company cleans our carpets and our custodians take care of the general and daily maintenance. Oasis' total facility is 19,000 square feet and meets most of 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 licensed local general contractors 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.

Our plan is to add more and new playground equipment for all students to enjoy. Oasis re-painted all common areas and most classrooms as well as the parking and handicap spaces. The parking lot was sealed and a new cast iron fence was installed in the play area. The carpet was changed in many of the classrooms. We added two new handicap parking spaces near the track and picnic area. Both buildings were pressured washed and the trees were trimmed down.

We plan to replace our old playground structure sometime in 2017-2018. Our biggest challenge and need is parking during pick-up and drop off times. We also struggle with parking during school-wide activities. We also would like to have a cafeteria space that is far away from the classroom space that could also be used for indoor physical education activities.

## 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: December 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	A professional company inspects our systems regularly
Interior: Interior Surfaces	✓	-	-	Carpet was replaced and facility was repainted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	-	✓	-	Students and staff will work in teams to help keep our school in order A professional company provides monthly pest control service
Electrical: Electrical	✓	-	-	A professional company provides services to keep electrical all in working order
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	✓	-	One was replaced outside the building
Safety: Fire Safety, Hazardous Materials	✓	-	-	Two storage containers are kept locked off campus
Structural: Structural Damage, Roofs	✓	-	-	Leaks are regularly repaired by landlord
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	Play structure will be replaced soon Chain link fence was replaced with a cast iron fence

## Overall Facility Rate

Month and year in which data were collected: December 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

### Library – Most Recent Year

Unfortunately, due to the lack space, Oasis does not have a library space. However, books are provided to the teachers by the school, donated by parents, or 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. Also, teachers are encouraged to order books with the points from the book fair. Teachers and students have access to books online. Therefore, a class library of fiction, reference, and non-fiction books is available for student use.

In 2016-2017, classroom teachers and students mainly used online libraries. Oasis had laptop computers and ipads in the classroom and each computer had wireless capabilities. Those computers were connected to the wireless printers on campus. A computer technology support team maintained all of the computers and printers. The computer instructor updates the laptops system. 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

In 2016-2017, the technology instructor position was filled with a highly qualified candidate. Coaching, support and accountability systems were established and 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, the technology instructor 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 BilG grant funds were on hold due to the lack of service providers in our area. However, in early 2017 we began the implementation of the BIIG grant.

## 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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)		33%	24%	28%	48%	48%
Mathematics (grades 3-8 and 11)		22%	18%	21%	36%	37%

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 Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	32.97%
Male	44	42	95.45%	35.71%
Female	49	49	100.00%	30.61%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	72	97.30%	29.17%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	45.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	50	96.15%	22.00%
English Learners	48	46	95.83%	23.91%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	21.98%
Male	44	42	95.45%	28.57%
Female	49	49	100.00%	16.33%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	72	97.30%	18.06%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	36.36%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	50	96.15%	12.00%
English Learners	48	46	95.83%	17.39%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: Mathematics 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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 Grades Five, Eight, and Ten

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

### Other Measures of Student Achievement – Most Recent Year

Oasis Charter Public School, Formative Achievement Data, 2016-2017

This brief summarizes formative data from Oasis for 2016-17. 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 by the end of the year.

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 by the end of the year.

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 by the end of the year.

"% Showed Growth from Aug.to Dec.

Central Idea" Literary Internal Assessment

Overall 82% 86% 68% 85% 67% 83%

3rd-6th 76% 83% 71% 81% 60% 80%

Informational Internal Assessment

K 96% 99%

1st 87% 87% 78% 100% 100% 100%

2nd 67% 69% 25% 75%

3rd 81% 84% 56% 89% 100% 100%

4th 71% 76% 71% 57% 100% 100%

5th 78% 94% 100% 100% 33% 67%

6th 73% 82% 100% 100%

#### 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.

##### Eureka Math

Nov Feb May

6th 74% 83% 71%

5th 67% 81% 71%

4th 79% 70% 74%

3rd 67% 63% 39%

2nd 73% 70% 69%

1st 67% 83% 86%

K 82% 87% 91%

#### Summary Implications

The formative data 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 contract with a company that offers a system that will track student academic achievement.

#### SBAC Results

Group Achievement Level 2015-2017 2015-2017

All Grade 3 - 6 Exceeded 5% 11% 0% 4%

Met 14% 22% 18% 18%

Nearly Met 27% 21% 33% 32%

Not Met 54% 46% 49% 46%

EL Exceeded 0% 0% 0% 0%

Met 10% 20% 10% 3%

Nearly Met 14% 13% 29% 33%

Not Met 76% 67% 62% 63%

ED Exceeded 0% 4% 0% 2%

Met 20% 18% 13% 10%

Nearly Met 30% 24% 36% 32%

Not Met 50% 54% 51% 56%

EL/ED Exceeded 0% 0%

Met 15% 5%

Nearly Met 15% 25%

Not Met 70% 70%

## 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 2016-17)

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		21.10%	10.50%

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 2017-18)

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 encouraged to attend orientation before they enroll their children at Oasis. Families are also strongly encouraged to attend one Family Meeting in 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 field trips. 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 field trips or events, families may contact the classroom teacher, or classroom liaison, for additional details.

Family participation and involvement in school activities continued to decline. Oasis scheduled several AVID and Community Building Family Nights. 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 a family participation plan that best meets their needs. They can also customize their plan at anytime during the school year. 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, volunteering 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0	2.6	2.58	1.10	0.96	0.54	3.79	3.65	3.65
Expulsions			0.00	0.00	0.00	0.00	0.09	0.09	0.09

### Discipline – Most Recent Year

Oasis recognizes and values family support when educating our students. Families were encouraged to attend the the Love and Logic trainings. Child care, translation, and a light dinner was 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.

Several staff members have 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 a need for discipline interventions, but not in student suspension. Referrals to the office also dropped significantly even though 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 adapting to the new situation. Our goal continues to be reducing student suspensions.

All staff members received Love and Logic training throughout the year. We calendared those in June of 2017 to be implemented throughout the year with greater frequency and higher fidelity. Professional Development for all instructional staff was provided on-site by our 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. The school safety plan was reviewed and updated by families, staff and Board members.

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 by protecting 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.

The safety plan was reviewed, updated and discussed with the Oasis Community Council, The UCEN Board of Directors, and the Oasis Staff at the beginning of the school year. Monthly earthquake drills, intruder drills and fire drills were conducted. Regular meetings with the staff were held in an attempt to problem solve and discuss any recess and lunch recess challenges they were facing. The families were informed of the drills through ParentSquare. The staff also received updates on how the drill went and of any necessary changes, if need be. Administration also welcomed and encouraged families and staff's input on ways Oasis could improve its safety measures. The office staff and an administrator attended safety workshops at the Monterey Office of Education. They brought the information back and it was discussed during the leadership and staff meetings. The UCEN Board and the families were kept updated on the changes.

#### 2016-2017

July 19-21, 2017-Safe School Conference (Elizabeth)  
 Aug 18, 2016- Support Staff Safety Meeting  
 Sept 8, 2016- Support Staff Safety Meeting  
 Sept 29, 2016- Student Safety Presentations from Rape Crisis Center  
 October 1, 2016- Staff CPR Certification Training  
 Nov 28, 2017- Support Staff Safety Meeting  
 Jan 30, 2017- Support Staff Safety Meeting  
 Feb 27, 2017- Leadership Meeting  
 March 1, 2017- Teacher Safety Staff Meeting  
 April 4, 2017- Support Staff Safety Meeting  
 June 8, 2017- Bike Safety Presentation for 5th graders

September 08, 2016 - Fire Drill  
 September 21, 2016 - Intruder Drill  
 October 04, 2016 - Fire Drill  
 October 20, 2016 - Earthquake Drill  
 November 14, 2016 - Intruder Drill  
 December 16, 2016 - Fire (Fire Alarm went off)  
 March 27, 2017 - Intruder (stranger on campus)  
 May 25, 2017 - Earthquake Drill

## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	61.5%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3			35	4	1		21	1	2	
1									23		2	
2	23		3		23	3			20	1		
3									24	1	1	
4	21		2		25	2			31		1	
5					25	1						
6	24		2		28	2			29		1	
Other					7	1						

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

## Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist (non - teaching)	.5	N/A
Other	.5	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 offered a variety of specialized programs and services for the identified sub-groups such as English Language Learners and socio-economically disadvantaged students. 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 to develop 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. The Love and Logic approach is aimed at developing 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, they continue for another session or exit the program.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site	\$11066	\$3345	\$7721	\$52584
District	N/A	N/A		\$68478
Percent Difference – School Site and District	N/A	N/A		-23.21%
State	N/A	N/A	\$6574	\$78363
Percent Difference – School Site and State	N/A	N/A	17.45%	-32.90%

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

## Types of Services Funded (Fiscal Year 2016-17)

Oasis received Federal Title I funding as of 2016-2017. However, for the eighth year Oasis was granted SB 740 funding to cover about 70% of its lease cost. Most of our 2016-2017 funding came from the state Average Daily Attendance (ADA), supplemented by fundraising and donations. It is likely that Oasis will continue to accept Title I funding for the upcoming years. Oasis was also granted the Broadband Infrastructure Improvement Grant (BIIG) to upgrade its internet service.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41752	\$48678
Mid-Range Teacher Salary	\$67888	\$78254
Highest Teacher Salary	\$94604	\$96372
Average Principal Salary (Elementary)	\$114725	\$122364
Average Principal Salary (Middle)	\$0	\$125958
Average Principal Salary (High)	\$0	\$126758
Superintendent Salary	\$190800	\$212818
Percent of Budget for Teacher Salaries	33%	38%
Percent of Budget for Administrative Salaries	6%	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.

For another year, the primary area of focus for staff development for the school year of 2016-2017 was 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 was 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 2017. 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 focused its professional development in using Guided Language Acquisition Design (GLAD) strategies to support all learners, especially ELL's. Furthermore, there was a strong 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) was delivered in a variety of ways. Intense professional development was 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 received 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 were supported in the implementation of effective teaching strategies by; engaging in monthly "learning walks" across all grades, school and team collaboration sessions, lesson demonstrations from the instructional coach, and in-house analysis of student assessment data

The primary area of focus for staff development for the school year of 2016-2017 was selected by a survey given to the teachers the previous school year. OCPS gathered teacher data to select the professional development for the school year. The focus for 2016-2017 was in training our staff in the implementation of Science, Technology, Engineering, Art, and Mathematics (STEAM) approach. OCPS adopted the STEAM approach and teachers were eager to learn effective ways to implement it in their instruction. While implementing STEAM, teachers also received training in Guided Language Acquisition Design (GLAD), which provided teachers with effective teaching strategies to use while to applying STEAM concepts.

Professional development at Oasis Charter Public School (OCPS) was delivered through full and half day in-house workshops, attending local conferences and trainings, during Teachers' Professional Development, 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 2016-2017 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 following was covered during the professional development workshops and trainings:

- Circle Painting
- Constructivism
- Eureka Math
- Guided Language Acquisition Development (GLAD)
- Playworks
- Smarter Balanced Assessment Consortium (SBAC)

- Science, Technology, Engineering, Arts and Mathematics (STEAM)
- Love and Logic
- Child Protective Services (CPS)

#### Professional Development Schedule for 2016-2017

August 1-5, 2016 - The Founding of Oasis, STEAM, Student Success Planning, Eureka Math, Reach for Reading, GLAD and Love and Logic.

August 8-9, 2016 - Oasis Overview and Eureka Math

September 21 & 23, 2016 - GLAD

October 5, 2016 - Strategic Read Alouds

October 10, 2016 - Team Planning

October 14, 2016 - Step-Up to Writing

October 26, 2016 - Pre-Interim & Benchmark Data Analysis & Walk-Through Reflection

November 16, 2016 - Team Planning

November 28-30, 2016 - Walk-Throughs

December 7, 2016 - Team Planning

January 9, 2017 - Cycle of Improvement Study

January 11, 2017 - Intervention Reflection and Assessment

January 18, 2017 - Deconstructing Reading Claim #1 Targets

January 25, 2017 - In-class Intervention Reflection & GLAD Reflection/Next Steps

February 1, 2017 - Intervention

February 6, 8 & 15, 2017 - Cumulative Review & GLAD

February 22, 2017 - GLAD

March 1, 2017 - Student Work Analysis - Cumulative Review

March 15, 2017 - Do Now & Exit Ticket

March 22, 2017 - Intervention Next Steps

April 26, 2017 - Intervention

May 3, 2017 - Incorporating Central Idea, Key Details, Word Meaning into Planning

May 17 & 31, 2017 - Central Idea, Key Details and Word Meaning Follow-Up

June 7, 2017 - PD Reflection

June 15, 2017 - Planning Ahead

### Evaluation/Improving Teachers – Most Recent Year

The Executive Director and Instructional Coordinator performed formal evaluations. The Academic Coach performed weekly review of lesson plans. In 2016-2017 Oasis used the standards for the teaching profession, which provided a common language and a vision for teaching. They also used the Charlotte Danielson's Framework for Teaching when evaluating teacher performance. 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 its 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 2016-2017, 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 2016-2017 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

One of the biggest challenges Oasis faced was the lack of available substitutes. Oasis was able to hire two instructional assistants who had a substitute permit. 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.

Unlike prior years, Oasis did not have a list of preferred substitutes. The State and County teacher shortage impacted Oasis to the extend that in some instances Administration had to substitute. Therefore, classroom teachers did not have a choice to request a substitute of their preference. However, whenever possible administration attempted to provide the class with the substitute of their choice, whenever possible. Whenever possible and where appropriate, the students provided feedback about the substitute teacher's performance during a class meeting after their teacher returned. The teacher then submitted the student's feedback to administration. Student, staff, and family input was valuable because Oasis wishes to ensure our substitutes matched Oasis' Constructivist and Student-Centered learning environment.