

Oasis Charter Public School

School Accountability Report Card, 2010–2011

Oasis Charter Public School



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



Published by
SCHOOL WISE PRESS

Oasis Charter Public School

School Accountability Report Card, 2010–2011 Oasis Charter Public School

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

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Salinas, CA 93907
Director: Dr. Juanita Perea
Phone: (831) 424-9003

How to Contact Our District

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» Principal's Message

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 number of developmentally appropriate opportunities to provide input into decisions that affect their school. At Oasis we believe that to be a responsible citizen, one must know how to evaluate options and make decisions and then assume responsibility for those decisions.

Oasis believes that an educated person of the 21st century is a self-motivated, competent lifelong learner. Oasis Charter Public School provides an educational environment that enables children to identify their own questions and equips them with the skills necessary to find answers to those questions. 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. Well-educated citizens can evaluate options and make important choices. These skills include traditional academic skills as well as social and moral skills in preparation for responsible participation in a democracy. Such individuals will know how to fulfill their aspirations and advocate for the common good. Oasis students will be independent thinkers, capable of representing their own ideas and open to the ideas of others.

Two years ago we moved Oasis from a less than 7,000 square foot leased space to a newly remodeled 16,000 square foot building. With the new space we have encountered many opportunities to figure out new procedures, routines, and ways to work with a larger student body and staff. The new building has allowed our enrollment to grow from 125 students to 225. Our teaching staff was able to grow from six to nine fully credentialed teachers. We began an Oasis Upper Grade Program with the addition of eighth grade. In 2010–2011 the first group of 12 eighth grade students was promoted to high school.

The teaching staff has continued to focus on implementing the programs we had adopted in 2007–2008: Everyday Math and Project G.L.A.D. (Guided Language Acquisition Design). Our teachers and, more importantly, our students have learned how to better use the programs. We believe that in the long run the programs will positively impact our students' success. In addition, we have continued to implement a behavior program called Love and Logic. Love and Logic provides a useful and Oasis-friendly approach to helping students identify and solve all types of problems.

Our challenge is to maintain the close personal relationships a smaller school was able to offer. A somewhat larger school with larger class size (dictated by budget issues) creates the need for more procedures in place and more schedules to effectively move the students and staff from one activity to another.

Dr. Juanita Perea, DIRECTOR

Grade range and calendar

K–8

TRADITIONAL

Academic Performance Index

695

County Average: 749
State Average: 807

Student enrollment

227

County Average: 488
State Average: 534

Teachers

9

Students per teacher

25

Major Achievements

- In the new facility, Oasis has continued many of its traditions. These include weekly assemblies, the Harvest Feast, Enrichment Clubs, Boxland, and the Spring Gala. These activities provide opportunities for children to collaborate with their fellow students, work with a variety of adults, work across grade levels, be creative, practice public speaking, and participate in the performing arts, on a team, or in large-group projects. In addition to our past traditions, we added a student Art Show and Auction.
- Two years ago, Oasis students were presented with an opportunity to learn how to play instruments. Oasis was selected by the founder of the non-profit organization, Keeping Music Alive, to be the school to receive access to instruments and instructors. Most Fridays during the entire 2010–2011 school year our self-selected group of fourth through eighth grade students learned the basics of instrumental music.
- Our teachers are encouraged to explore the world by taking our students on various field trips with enough and adequate adult supervision. Fourth grade students went on an overnight trip to Jamestown. The trip was planned in collaboration with the Gold Prospective Adventures Team. Their trip fee included three meals a day, storyteller, zip line, and history talk. They also went to the Annual Reenactment of 1852 Gold Rush Tent Town. This was the first year our students were offered this learning opportunity. The students, their families, and our staff worked diligently to fund-raise for this event. Scholarships were also offered to families who were unable to afford it.
- Third grade students attended the Farm Day field trip. Young students visited the Elkhorn Slough, which is a local natural habitat. All of our students also went to see an Ariel theater production. As they do every year, kindergarten through third grade students visited a local fire station, a hospital, and other businesses and institutions. Fourth through eighth grade students visited the Lawrence Hall of Science in Berkeley. Sixth through eighth grade students went on a camping trip for the first three days of school. They also visited the Monterey Bay Aquarium during the school year.
- The Kinship Center provided Love and Logic classes to all of our families as well as childcare at no cost. This program provided our families with simple and easy-to-use techniques to help our families have more fun and less stress while raising responsible citizens for a democracy.
- With the help of a parent, we have created Life After School, which provides a needed service to the Oasis community. The program has been successful for the past two years and we have continued to make changes in an effort to improve our service. The program had a coordinator and an assistant who were able to offer a variety of learning experiences.

Focus for Improvement

- Our new building has provided us with enough space to really spread out and grow our school. In 2010–2011 we added new students and new teachers. It is always a challenge to add to the population and maintain the values and traditions that have become Oasis. We strongly believe that the current staff of dedicated teachers and the committed Oasis families have helped us maintain the traditions that have made Oasis a unique educational community.
- We spent the year working out the rough spots in making adjustments to a larger facility, student body, faculty, and staff.
- In 2010–2011 we added eighth grade. Once it was added, we completed what we were set out to do in 2002—to have a kindergarten through eighth grade charter school. In an effort to continue providing Monterey County with alternative educational options, we hope to start the following programs in the 2011–2012 school year:
 - Provide training by the Center for Ethical Leadership for our community, staff, parents, and board members, which will teach new tools and methods to better communicate with each other to strengthen our relationships and collaboration.
 - Provide continuous Love and Logic training for all of our staff members, teachers, instructional aides, administrative assistants, administrators, and afterschool program coordinators. 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 parents when working with students to promote healthy relationships and positive schoolwide discipline.
 - Offer and encourage participation of all staff members to attend workshops to learn different tools to support our students with exceptional needs. This type of professional development is available through the Monterey County Office of Education as well as other institutions that specialize in Special Education.
 - Hire a reading and math specialist to support our struggling students. Those teachers should be credentialed by the state of California.
 - Staff, support staff, and administration will attend local and non-local math and reading conferences and trainings.
 - Hire a full-time, credentialed specialized instruction teacher to serve the students with exceptional needs. Every year more and more students are identified as having exceptional needs, and our goal is to provide adequate and proper services to those students.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Oasis’s API was 695 (out of 1000). This is a decline of 32 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 727. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 2 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 1 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

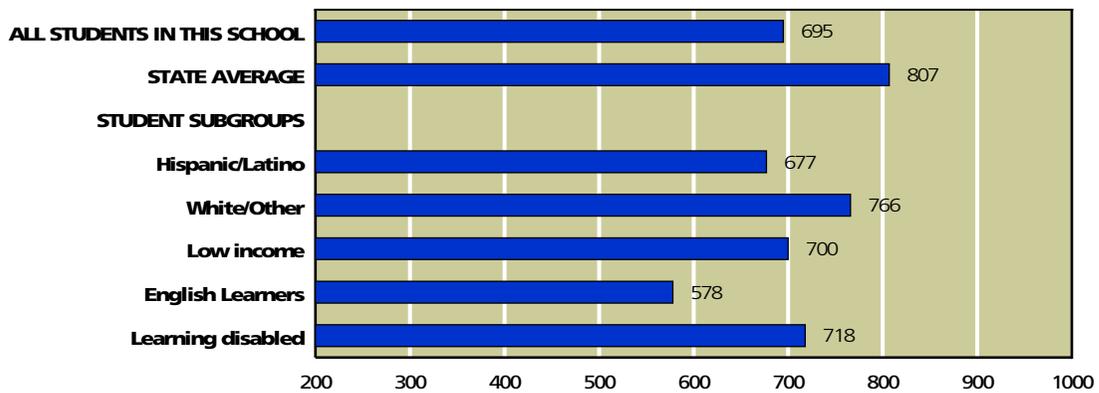
We did not meet some or all of our assigned growth targets during the 2010–2011 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	695
Growth attained from prior year	-32
Met subgroup* growth targets	No

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met six out of 13 criteria for yearly progress. Because we fell short in seven areas, we did not make AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 67.6 percent on the English/language arts test and 68.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	No
Program Improvement school in 2011	No

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students’ test results in the 2010–2011 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. *R/P* - Results pending due to challenge by school. *N/A* - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 67.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 68.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of November 2011, CDE.

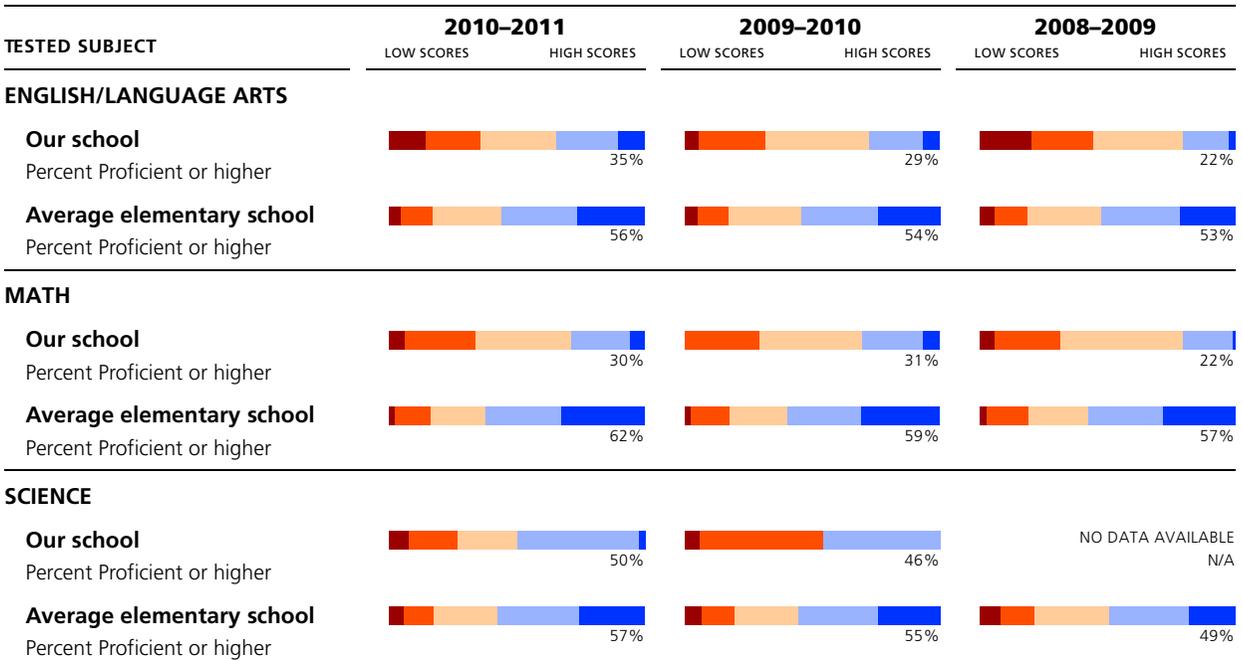
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			35%	90%	SCHOOLWIDE AVERAGE: About 21 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			44%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			56%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

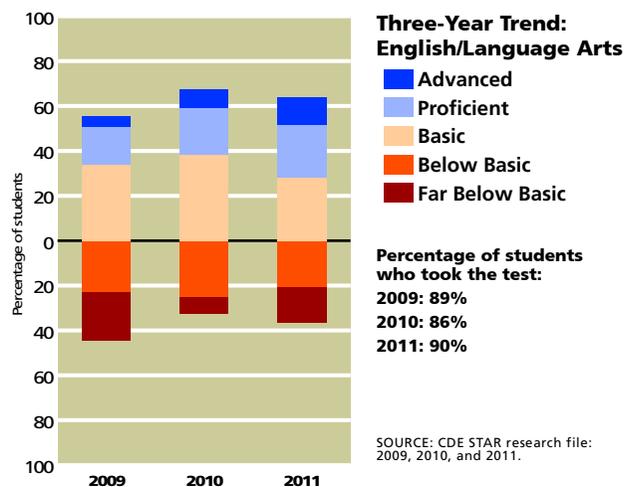
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			8%	52	GENDER: About 37 percent more girls than boys at our school scored Proficient or Advanced.
Girls			45%	71	
English proficient			38%	113	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income			30%	72	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			38%	52	
Learning disabled	NO DATA AVAILABLE		N/A	7	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			36%	117	
Hispanic/Latino			32%	87	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			30%	91%	SCHOOLWIDE AVERAGE: About 32 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	91%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			62%	90%	

Subgroup Test Scores

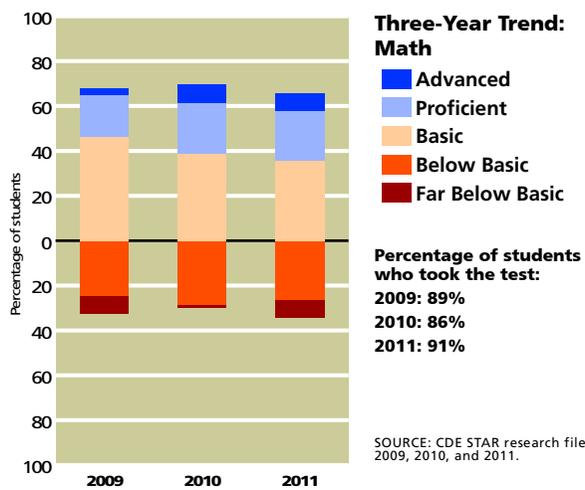
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			17%	50	GENDER: About 18 percent more girls than boys at our school scored Proficient or Advanced.
Girls			35%	66	
English proficient			32%	106	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income			35%	68	INCOME: About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income			34%	49	
Learning disabled	NO DATA AVAILABLE		N/A	6	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			30%	110	
Hispanic/Latino			29%	82	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			50%	86%	SCHOOLWIDE AVERAGE: About seven percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			43%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			57%	94%	

Subgroup Test Scores

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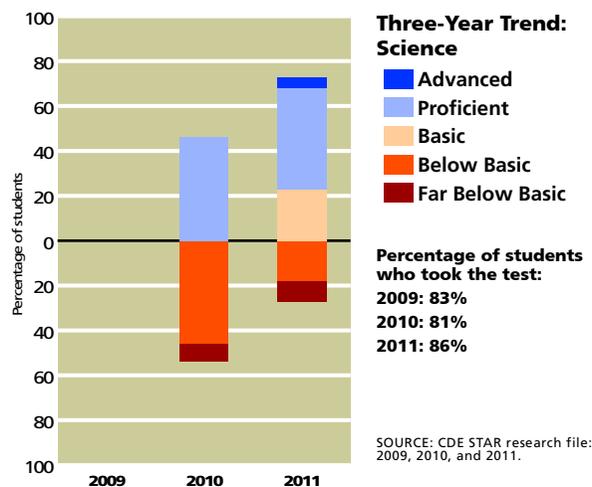
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	10	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	20	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	28	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	16	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	19	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE’s Web site.



Other Measures of Student Achievement

Each child at Oasis is viewed as an individual who brings with them a set of unique experiences. It is an individual's unique set of experiences that determine their developmental level in all areas of the curriculum. Our expectation at Oasis is that children will demonstrate progress from their point of entry over the course of each school year.

All students are expected to demonstrate and present their progress toward meeting both academic and non-academic goals at an annual, student-centered conference to be conducted at school each spring. These conferences are attended by the students, teachers, and parents/guardians. Self-assessment by each student is an integral part of goal setting and the reporting of progress. During each conference, parents will be asked to share their feedback as to their child's overall progress and success. This parent feedback is a vital element of the goal setting/assessment process.

Twice each school year, the teacher will prepare a written narrative evaluation of each child. This evaluation will provide parents/guardians with a description of the students' progress at meeting the agreed-upon goals.

Multiple measures will be used to assess students' academic, social, and moral development. In addition to standardized tests, we use student portfolios, informal classroom observations, teacher-created tests, pre- and post-reading and writing assessments, and end-of-unit tests in math to measure student progress. Teachers use the Developmental Reading Assessment (DRA) to measure student progress in language arts.

STUDENTS

Students’ English Language Skills

At Oasis, 79 percent of students were considered to be proficient in English, compared with 77 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	79%	54%	77%
English Learners	21%	46%	23%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 48 students classified as English Learners. At Oasis, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	98%	96%	82%
Vietnamese	0%	0%	3%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	2%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	2%	3%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Ethnicity

Most students at Oasis identify themselves as Hispanic/Latino. In fact, there are about four times as many Hispanic/Latino students as White students, the second-largest ethnic group at Oasis. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	2%	6%
Asian American/ Pacific Islander	3%	4%	11%
Hispanic/Latino	73%	75%	53%
White	19%	16%	26%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Oasis, 48 percent of the students qualified for this program, compared with 60 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	48%	75%	60%
Parents with some college	65%	38%	56%
Parents with college degree	15%	20%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 65 percent of the students at Oasis have attended college and 15 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 48 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Oasis varies across grade levels from a low of 23 students to a high of 28. Our average class size schoolwide is 25 students. The average class size for elementary schools in the state is 20 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	24	21	19
First grade	23	24	20
Second grade	25	24	20
Third grade	25	24	19
Fourth grade	N/A	28	21
Fifth grade	27	27	21
Sixth grade	28	29	16
Seventh grade	15	N/A	N/A
Eighth grade	10	N/A	N/A

SOURCE: California Department of Education, SARC Research File. State and county averages represent elementary schools only.

Safety

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. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. All family volunteer drivers must be fingerprinted and receive background clearance before driving with Oasis students to any field trips. We must also have on record a valid driver’s license, a current vehicle registration, and full insurance coverage.

Students are supervised on the playground before school, beginning at 7:30 a.m., and we have an afterschool program that is available to families until 6 p.m. daily. Our school office is situated at the back of the building so all doors remain locked from the outside after classes begin. All visitors are instructed to come onto campus via our office. We have an emergency preparedness plan and each class has an emergency backpack. We have altered our fire, earthquake, and intruder drill procedures so that children are walked farther away from the building, if needed, or hide in a safe place away from intruders.

Homework

For kindergartners and first graders, homework consists of reading with parents every night. For children who know how to read, it is expected that they read at home for at least 20 minutes each night. Oasis students complete homework packets that may include class presentations, individual projects, unfinished class work, math problems, or assignments in writing and reading. In the 2010–2011, Oasis had a homework club twice a week from 3 to 4 p.m. for students in the fourth grade and up. Teachers Mike Roberts and Jacqui Turner were in charge of the program. These teachers were volunteering their time to support our student’s academic success.

As students move up the grades, the homework expectations and requirements increase. Oasis recognizes the importance and the significance of homework for first through eighth 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.

Schedule

In the 2010–2011 school year, school began in August and ran through mid-June. The school closed for three weeks for Winter Break and two weeks for Spring Break. Our school day began at 8:25 a.m. and ended at 2:45 p.m. for kindergarten through third grade and 2:50 p.m. for fourth through eighth grade. On most Wednesdays

school ended at 12:30 p.m. to make time for teacher planning and meetings. We post school events on the Oasis Web site to inform our families and our staff.

Parent Involvement

Parents 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 and chaperone field trips. The OCC holds fund-raisers throughout the year. Parents/guardians are required to attend orientation before they enroll their children at Oasis, as well as two parent/guardian meetings, one at the beginning of each school year and one in the spring. Teachers visit each student's home in October to get to know the families and the children in the context of their family. Families are required to be fingerprinted, submit a copy of their driver's license, proof of insurance, and current vehicle registration, so they can be drivers for fieldtrips, as we do not provide transportation.

Each family is required to volunteer at or for the school 30 hours per school year. Families are asked to sign a family participation plan and select the best plan that meets their needs. They can also customize their participation plan or buy out their volunteer time. Family participation at any level is crucial to the success of the school's vision and mission. Members of the community are encouraged to share their expertise and creativity by bringing forward new ideas and possibilities for the school community. Regularly scheduled meetings of the Community Council and schoolwide meetings provide all Oasis families an opportunity to have input into the future direction of the school.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jane Meade-Roberts founded the school and served as the director of education since the school opened in 2002. At the end of the 2010–2011 school year, Jane officially retired. Her contributions were greatly appreciated and valued and the community hosted a retirement celebration in her honor at the Wisdom Center. Dr. Juanita Perea joined the staff as the assistant director of education in January 2008. Dr. Perea was promoted to director of education for the 2011–2012 school year. She taught part time for four years with eighth through twelfth grade drop-out students. She also taught for seven years in another local public school in a second grade bilingual (English/Spanish) classroom. For a year, Dr. Perea worked at San Jose State University for the Administration and Leadership Program. Melanie Backlund was hired as the new assistant director of education for the 2011–2012 school year.

Oasis Charter Public School is a public charter school operated as a duly constituted entity of Under Construction Educational Network, Inc. (UCEN), a California Nonprofit Public Benefit Corporation and is governed by UCEN in accordance with the California Corporations Codes. UCEN is a fiscally and operationally independent entity, which assumes responsibility for all debts and liabilities of Oasis Charter Public School. The UCEN board of directors serves as the oversight and decision-making body governing the school. The board of directors of UCEN delegates to the Oasis Community Council the responsibility to carry out all board-adopted policy and the day-to-day operations of the school.

The purpose of the Oasis Charter Public School Community Council is to guide, direct, and promote Oasis in accordance with the mission and vision as stated in this Charter and to advise the UCEN board of directors. The director of education serves as a liaison between the School Community Council and the UCEN board of directors. The Oasis Community Council, made up of parents, teachers, and administrators, decides on issues related to the day-to-day operation of the school and carries out the policies of the board. Oasis strongly requests the participation of an adult family member to representative each Oasis family.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “**highly qualified**.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2011–2012 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	4.0
2009–2010	0.0
2008–2009	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

For the past few years Oasis has used the standards for the teaching profession, which provide a common language and a vision for teaching. The standards are 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 asks 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 has the following domains: beginning, emerging, applying, integrating and innovating. The goal is for teachers to move up on the continuum. Oasis provides many opportunities for teachers to show their professional growth in a variety of ways throughout the year.

In the 2010–2011, Oasis adopted a staff assessment rubric, which has the following components: professional growth goals, six outcomes, a narrative feedback section, and a follow-up improvement and support plan. The six outcomes are: 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.

Substitute Teachers

Oasis recruits substitute teaches from the county teaching job fair and from placing ads on Edjoin Web site. All of the substitute teachers must have valid a California Multiple Subject Teaching Credential issued by the California Commission on Teaching Credentialing. Every substitute is 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 substituting.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	0.2
Librarians and media staff	0.0
Psychologists	0.2
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.2
Resource specialists	0.5

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Enrichment Club staff and volunteers have subject-matter expertise, professional experience, and demonstrate the ability to work successfully with children and adults in an instructional capacity as determined by the Director of Education and the Community Council. Enrichment Clubs are offered three hours a week for six weeks at a time providing students with exposure to a variety of activities such as painting, clay work, dance, guitar lessons, folkloric dance, Aikido, yoga, storytelling, acting, set design, and other similar programs. Enrichment club staff and/or volunteers providing instruction to students work under the direct supervision of credentialed core or non-core subject teachers.

In the 2010–2011 school year, Oasis continued to contract with a part-time counselor to serve our students. The Keeping Music Alive program was provided Fridays from 4 to 5 p.m.

Gifted and Talented Education (GATE)

We do not offer a GATE program. All teachers customize instruction to meet the needs of individual children. All children participate in multi-age classes and enrichment clubs such as theater, art, and music. Students are encouraged to participate in competitive sports, which prepare them to compete in city and district tournaments. All of our students are exposed to in-depth curriculum and customized instruction. Our teaching approach is student-centered, where student needs and their unique learning styles are always at the core of our teaching. We do not believe in programs that place students into categories; we see this approach as “tracking” students. Our goal is for all students to be exposed to the same learning experiences without any classification or categorization. All students have special gifts and talents that make them unique to the rest of world.

Special Education Program

We have a part-time specialized instruction teacher who works with students with exceptional and unique needs. We also have a part-time speech therapist, a part-time counselor, and a part-time school psychologist. Special education students are mainstreamed into regular classrooms, and both the special education teacher and the classroom teacher provide in-class as well as some small-group and individual support outside of the classroom. In the regular classroom, students receive accommodations and modifications such as individualized instruction, more time to take tests, or an adjustment in the amount of work appropriate to their ability and need. In 2010–2011, Oasis implemented a push-in model to serve students with special education needs. This approach is where the specialized instruction teacher works with the students in their classroom and the

classroom teacher is used to deliver services when the specialized instruction teacher is not available. At the same time, this model avoids segregating the students with exceptional needs from their peers. The push-in method is supportive of student needs, as these students do not miss any of their classroom curriculum and their specialized support is integrated within. This approach supports Oasis’s Constructivist philosophy and our student-centered method of teaching and learning.

English Learner Program

We use the state standards to guide our instruction in English Language Development. Our English Learners are placed in English-only classrooms, where their peers model the use of the English language. Oasis has hired bilingual (English/Spanish) teachers and instructional aides to effectively communicate with students and their families. Also, each of our teachers has had course work specific to working with English Learners. As a school, we focus on using a high level of vocabulary to name the experiences we provide for our students.

RESOURCES

Buildings

Oasis moved into its new facility in August 2009. The building was remodeled to accommodate the needs of our student population. We were able to build two large restrooms so everything was brand new at the beginning of the school year. We were also able to install a playground with a climbing structure and basketball court. Our facility is adequate for 225 students, kindergarten through eighth grade, and ten classrooms. We have contracted a cleaning service that comes on a daily basis to maintain the school. We also have cleaning days where families participate in re-organizing and getting our school ready for the children.

We would like very much to continue adding more equipment for the playground in the 2011–2012 school year. Our goal is to lease, for the 2011–2012 school year, the building next to the main structure to accommodate the needs of at least 60 upper grade students and increase our student enrollment to 250. The new building is 3,000 square feet and it would have two spacious classrooms, a computer and science lab, a storage area, a male and female restroom and a study area, which would also function as a small library area. The extra space would allow our students to have more available space to have a media room, a reading area, and a science and math room. Another goal is to level out the empty field across from our building to use it as a playground area where students can run around and participate in physical education activities.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Computers

In our new facility we have grouped all of our computers together to make a media center/computer lab. Our hope is to continue to add technology, because we realize the necessity for children to be computer literate.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

SCHOOL EXPENDITURES

We are now a Title I school. We receive a limited amount of special federal funds. We provide an afterschool homework club, music classes, an afterschool chess club, and a cultural dance club. These programs are run by volunteer teachers and/or adult family members. We have fielded girls’ and boys’ basketball, and a girls’ volleyball team. We have received state funds for art, PE, and music.

Spending per Student (2009–2010)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 169 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$3,393	N/A	N/A	\$5,513	-38%
Restricted funds (\$/student)	\$889	N/A	N/A	\$2,939	-70%
TOTAL (\$/student)	\$4,282	N/A	N/A	\$8,452	-49%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2009–2010)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$303,744	\$89,331	\$393,075	54%
Other staff salaries	\$43,384	\$0	\$43,384	6%
Benefits	\$122,151	\$0	\$122,151	17%
Books and supplies	\$17,230	\$2,610	\$19,840	3%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$85,680	\$57,993	\$143,673	20%
TOTAL	\$572,189	\$149,934	\$722,123	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2009–2010)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 8 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$49,134	N/A	N/A	\$71,246	-31%
Retirement benefits	\$4,045	N/A	N/A	\$5,818	-30%
Health and medical benefits	\$6,679	N/A	N/A	\$9,711	-31%
Other benefits	\$0	N/A	N/A	\$533	-100%
TOTAL	\$59,858	N/A	N/A	\$87,308	-31%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2009–2010)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$393,075	82%
Retirement benefits	\$32,356	7%
Health and medical benefits	\$53,434	11%
Other benefits	\$0	0%
TOTAL	\$478,865	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2009–2010	2010–2011	2011–2012
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	8	9	10
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Sunday, January 02, 2011. Oasis has also hired a full-time, fully credentialed Specialized Instruction Teacher for the 2011-2012 school year.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Sunday, January 02, 2011. Every teacher has the proper credentials and authorizations from the California Commission on Teacher Credentialing.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	No	Yes	N/A
Math	Yes	Yes	Yes	N/A
Science	Yes	Yes	Yes	N/A
Social Studies	Yes	Yes	Yes	N/A
Foreign Languages	Yes	Yes	Yes	N/A
Health Sciences	Yes	No	Yes	N/A
Visual and Performing Arts	Yes	No	Yes	N/A

NOTES: This report was completed on Sunday, January 02, 2011. This information was collected on Thursday, September 01, 2011. All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	Good	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
C. CLEANLINESS	Fair	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		[STATUS AS OF Jan 10 2011] Mice and ants have been reported. We have caught one mouse and have ant traps set.
D. ELECTRICAL		
Electrical Systems and Lighting	Good	No apparent problems.
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping		No apparent problems.

AREA	RATING	DESCRIPTION
Ceilings, Posts or Beams Missing)		
Roofs		No apparent problems.
H. EXTERNAL	Fair	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Sunday, January 02, 2011 by Dr. Perea (Director). The facilities inspection occurred on Monday, January 02, 2012. There were no other inspectors used in the completion of this form.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	227
Black/African American	4%
American Indian or Alaska Native	0%
Asian	0%
Filipino	2%
Hispanic or Latino	73%
Pacific Islander	0%
White (not Hispanic)	19%
Two or more races	1%
Ethnicity not reported	0%
Socioeconomically disadvantaged	15%
English Learners	26%
Students with disabilities	2%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	34
Grade 1	44
Grade 2	29
Grade 3	27
Grade 4	20
Grade 5	29
Grade 6	18
Grade 7	14
Grade 8	12
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2010.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	N/A	N/A	N/A
History	N/A	N/A	N/A
Math	N/A	N/A	N/A
Science	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2008–2009			2009–2010			2010–2011		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
History	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Math	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Science	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	40%	33%	7%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2010–2011	8	8	N/A
2009–2010	3	3	14
2008–2009	4	4	9
Expulsions per 100 students			
2010–2011	0	0	N/A
2009–2010	0	0	0
2008–2009	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent K–8 schools only.

During the 2010–2011 school year, we had 19 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
With Full Credential	5	9	10	N/A
Without Full Credential	1	0	0	N/A
Teaching out of field	N/A	N/A	0	0

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades two through eight; science in grades five and eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	26%	35%	39%	N/A	N/A	N/A	49%	52%	54%
History/social science	0%	0%	0%	N/A	N/A	N/A	41%	44%	48%
Mathematics	30%	38%	30%	N/A	N/A	N/A	46%	48%	50%
Science	0%	46%	53%	N/A	N/A	N/A	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2010–2011	HISTORY/ SOCIAL SCIENCE 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	35%	N/A	30%	47%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	52%	N/A	44%	N/A
Two or more races	N/A	N/A	N/A	N/A
Boys	31%	0%	29%	0%
Girls	45%	0%	31%	60%
Socioeconomically disadvantaged	38%	0%	29%	43%
English Learners	0%	0%	0%	0%
Students with disabilities	47%	0%	37%	0%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all K–8 schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all K–8 schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	1	1	2
Similar-schools rank	N/A	N/A	1

SOURCE: The API Base Report from December 2011.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	+30	+41	-32	695
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	+55	-45	677
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	+13	766
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	-30	700
English Learners	N/A	N/A	N/A	578
Students with disabilities	N/A	N/A	-43	718

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	128	695	N/A	N/A	4,683,676	778
Black/African American	5	N/A	N/A	N/A	317,856	696
American Indian or Alaska Native	1	N/A	N/A	N/A	33,774	733
Asian	0	N/A	N/A	N/A	398,869	898
Filipino	2	N/A	N/A	N/A	123,245	859
Hispanic or Latino	88	677	N/A	N/A	2,406,749	729
Pacific Islander	0	N/A	N/A	N/A	26,953	764
White (non Hispanic)	26	766	N/A	N/A	1,258,831	845
Two or more races	1	N/A	N/A	N/A	76,766	836
Socioeconomically disadvantaged	77	700	N/A	N/A	2,731,843	726
English Learners	13	578	N/A	N/A	1,521,844	707
Students with disabilities	20	718	N/A	N/A	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	N/A
Graduation rate	N/A
Participation rate in English/language arts	N/A
Participation rate in mathematics	N/A
Percent Proficient in English/language arts	N/A
Percent Proficient in mathematics	N/A
Met Academic Performance Index (API)	N/A

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12.”

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2009–2010			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	\$8,452
FISCAL YEAR 2008–2009			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	N/A	N/A
Midrange teacher’s salary	N/A	N/A
Highest-paid teacher’s salary	N/A	N/A
Average principal’s salary (middle school)	N/A	N/A
Superintendent’s salary	N/A	N/A
Percentage of budget for teachers’ salaries	N/A	N/A
Percentage of budget for administrators’ salaries	N/A	N/A

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Everyday Math	Math	2007	2007
Delta Foss	Science	2006	2007
Teachers Curriculum Press	Social Studies	2004	2005
Four Blocks	Language Arts		2002
Into Algebra Carnegie Learning	Pre Algebra	2009	2009
Algebra 1 Carnegie Learning	Algebra	2010	2010
Concepts and Challenges Person Science (grades 6-8)	Science	2009	2010