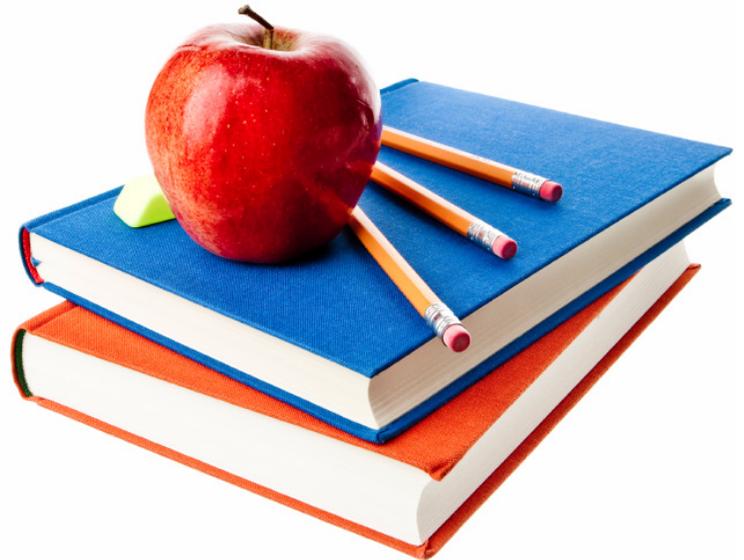




# Oasis Charter Public School

School Accountability Report Card, 2011–2012  
Oasis Charter Public School



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



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**SCHOOL WISE PRESS**

# Oasis Charter Public School

## School Accountability Report Card, 2011–2012 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 2011–2012 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 K–8 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\\_2012\\_en.html](http://www.schoolwisepress.com/sarc/links_2012_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

1135 Westridge Parkway  
Salinas, CA 93907  
Director: Dr. Juanita Perea  
Phone: (831) 424-9003  
<http://oasischarterschool.org/>



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**A NOTE ABOUT K–8 SCHOOLS:** K–8 schools combine, in effect, an elementary and middle school together. For this reason, schoolwide averages may obscure important differences across grade levels.

Please note that some counties have very few K–8 schools. As a result, when we compare our K–8 school's averages to the averages for K–8 schools in the county, those averages will be less reliable and less consistent than statewide K–8 averages. There were about 800 K–8 schools in California in the 2011–2012 school year.



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# Oasis Charter Public School

School Accountability Report Card, 2011–2012  
Oasis Charter Public School

## » Director'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, 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 well-developed social and moral values 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.

In 2011–2012 Oasis leased 3,000 additional square feet of space to accommodate our upper grade students. The new building has allowed us to enroll 60 sixth through eighth grade students. Two years ago we began an Oasis Upper Grade Program with the addition of eighth grade. In 2011–2012 the second group of eighth grade students was promoted to high school.

Our teachers and students have made better use of our academic programs including Everyday Math, FOSS, and Project G.L.A.D. (Guided Language Acquisition Design). We are certain that over time these programs will positively impact our students' success. In addition, we continued to implement a behavior program called Love and Logic. This is a useful and Oasis-friendly approach to helping students identify and solve problems, large and small. The Center for Ethical Leadership also trained Oasis staff in positive and effective communication strategies.

Oasis faced a number of challenges in the 2011–2012 academic year. Our first challenge was to maintain close personal relationships after an increase in enrollment and class size (dictated by budget issues). To meet this challenge we created more procedures and schedules to effectively move students and staff from one activity to another and use our space effectively.

### Grade range and calendar

**K–8**

TRADITIONAL

### Academic Performance Index

**700**

County Average: 838  
State Average: 807

### Student enrollment

**250**

County Average: 180  
State Average: 468

Oasis also faced the major challenge of meeting the state and federal expectations of No Child Left Behind (NCLB) without undermining our constructivist philosophy and student-centered practice. NCLB expects the majority of students to perform at a proficient and advanced level on the California Standardized Test (CST). Unfortunately, Oasis did not meet its Academic Performance Index (API) and Adequate Yearly Progress (AYP) targets in 2011–2012. Consequently, Oasis has been identified for Program Improvement (PI) Year 1 Status.

In addition to academic performance pressures and growth, Oasis hired a number of new staff members include two administrators, four classroom teachers, a Specialized Education Instruction teacher and part-time a reading specialist, a math specialist, and two paraprofessionals.

Dr. Juanita Perea, DIRECTOR

## Major Achievements

In 2011–2012 Oasis Charter renewed its charter with the Alisal Union school district for the 2011–2016 term. Oasis will renew its charter again at the beginning of the 2015–2016 school year.

In the new facility, Oasis continued many traditions including weekly assemblies, Learning Buddies, the Harvest Feast, Enrichment Clubs, Boxland, Oasis Campout, Carnivals, and the Spring Gala. These activities provide opportunities for children to collaborate with their peers across grade levels, work with adults, be creative, practice public speaking, and participate in the performing arts. We also added a student Art Show and Auction. At other events, including BBQ's, families work together to fundraise and create stronger community bonds.

Three years ago, Oasis students were given an opportunity to learn to play a musical instrument. The founder of the non-profit organization Keeping Music Alive provided access to instruments and instructors. On most Fridays, our self-selected group of fourth through eighth grade students learned the basics of instrumental music.

Our fourth and fifth graders participated in organized team sports (basketball and volleyball) through the Salinas Recreation Center again in 2011–2012. Last year's team was particularly successful.

Oasis students explore the beauty and culture of our area on teacher-led field trips. Our school prioritizes field trips and each classroom plans several trips annually; some during the regular school day, others on weekends or during seasonal breaks. Adult family members are always encouraged to participate. Last year, third graders attended Farm Day, younger students visited the Elkhorn Slough, first through eighth grade students attended an Ariel theater production, and, as they do every year, kindergarten through third grade students visited a local fire station, a hospital, and other institutions. Students in sixth through eighth grade went on a two-night camping trip to the Santa Cruz Mountains for the third year. Also, for the second year, fourth grade students went on an overnight trip to Jamestown. The trip was planned in collaboration with the Gold Prospective Adventures Team and included three meals a day, a storyteller, zip line, history talk, and the Annual Reenactment of 1852 Gold Rush Tent Town as it appeared in 1852. The students, their families, and our staff worked diligently to fundraise for this event. Scholarships were also offered to families as needed.

For the 2011–2012 academic year Oasis started implementing programs designed to improve reading skills; including Read Naturally, A-Z Reading, and Phonics and Friends. Most teachers and paraprofessionals were trained to fully implement the Read Naturally Program.

Through a parent's dedicated effort, we successfully maintained and continue to improve the Life After School (LAS) program; providing learning experiences and needed services to our community. The program had a director, coordinator, credentialed PE teacher and three assistants. A dynamic group of well-qualified staff members organized LAS. The knowledgeable, talented and experienced LAS founder rejoined and revitalized the program. Last year, LAS offered workshops in cooking, computer technology, movie-making, sewing, painting, and PE, as well as field trips to the local train station and other places. The program also provided healthy lunches on minimum days and healthy snacks on regular days.

Last year Oasis achieved a goal to stabilize and improve scores on the California Standardized Test (CST). Oasis had been losing points on the CST and, although we are not a test-focused school, staff created a strategic plan to facilitate academic achievement for ALL students. In 2011–2012, Oasis hired a full-time specialized instruction teacher to serve students with exceptional needs. Our goal and responsibility is to provide continuous, equivalent, and adequate services to these students. The specialized instruction teacher and school psychologist also guided the full implementation of the Response to Intervention (RTI) model.

Oasis hired a reading and math specialist to support struggling students. Last year, this team organized and offered a remediation program during school hours for all academically challenged students in second through eighth grades. Additionally, for the first time in ten years, Oasis offered an afterschool reading and math intervention program for all second through eighth grade students who scored at the basic level on the 2010–2011 CST. The groups were taught at a one to six ratio by certified and credentialed teachers.

In 2011–2012, the Center for Ethical Leadership provided training in effective communication to our community, staff, and board members. We have used these new tools to strengthen our collaborative relationships.

## Focus for Improvement

Our new building has provided enough space to spread and grow our school. In 2011–2012 we added new students and new teachers. It is always challenging to increase the population and maintain the values and traditions that define 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 adjusting to a larger facility, student body, faculty, and staff.

In an effort to continue providing Monterey County with alternative educational options, we hope to start the following programs in the 2012–2013 school year:

- Provide continuous Love and Logic training for all of our staff members, teachers, instructional aides, administrative assistants, administrators, and afterschool program coordinators. This training will enable our professional team to successfully and effectively serve families and students. 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.
- Offer and encourage staff to attend workshops and professional development training to learn different tools to support students with exceptional needs. This type of professional development is available through the Monterey County Office of Education and other institutions that specialize in Special Education.
- Contract additional counseling services, from four to six hours weekly, to serve students who need to strengthen their social skills and emotional reactions.
- Hire reading and writing coaches who understand constructivism theory to work with our teachers and students under a cognitive and on-site professional development model. Coaches will demonstrate lessons and teach best practices to our staff.
- Fully implement the Read Naturally Program by training teachers who will be using the program with their small groups. Continue using the A-Z Reading Program. Continue training staff to properly utilize the various assessment tools for math and English Language Arts.
- Hire a coach to develop culturally relevant and integrated thematic units with our teachers, perform classroom lesson observations one day a month, and collaborate in lesson planning with the teachers another day of the month.
- Provide teachers with a \$200 budget for culturally relevant literature. Teachers would be provided with the state adopted literature list, but would not be limited to it.
- Offer a book fair in the fall and spring.
- Update our technology infrastructure and purchase new equipment, such as laptops, document readers, projectors, and educational software.
- Increase family participation requirements from 30 hours per academic year to 45 hours and implement an accountability system. Schedule three family nights per grade level team.
- Strengthen the Life After School Program to have components such as: tutoring, sports, visual and performing arts, cooking, computer, and American Sign Language (ASL) classes. Acquire toys and games for physical education activities as well as arts and crafts. Continue to provide healthy meals on minimum days and healthy snacks on regular days.
- Continue to hire a California credentialed reading and math specialist to support our struggling students.
- Staff, support staff, and administration will participate in developmentally appropriate and constructivist reading and math coaching. The math training shall be Context for Learning.
- Continue to hire a full-time, credentialed Specialized Instruction Teacher to serve students with exceptional needs.
- Hire part-time music, visual and performing arts, American Sign Language (ASL) and PE instructors to work with ALL students.

- Enter the local lottery to sell fireworks in the Summer of 2012 as it can provide a large amount of funds to our school. Plan fundraising events with the OCC to bring additional revenue to sponsor enriching activities and events.
- Create a staff room to provide a relaxing and calming place for staff to have lunch, hold meetings, and do their classroom work. Upgrade our heating and cooling system and redesign the storage room and classrooms in need of a face-lift. Rearrange and redesign the playground and play field to maximize the use of space and make it a safer for students and staff. Install curtains and blinds in all windows and glass doors to increase safety. The life, health and safety of our students are of utmost concern and priority.
- Continue to build a strong relationship with other local charter schools. Create a coalition with local charter schools to provide organized and competitive sport teams. Unite forces with those charter schools to contract specialized services for all schools such as provide professional development training for staff, administration and/or for board members, hire music and physical education instructors and a visual and performing arts teacher, or share resources and information to support each other.
- To help ALL students improve their reading and math skills, continue to provide a remediation program during school hours and an intervention program after school. Fully credentialed teachers shall teach those identified students. Provide this educational service twice a year and assess students every four to six weeks to create new groups and to identify their current level of need.

The above strategic plan will increase family participation, student engagement and overall student academic achievement, particularly for Oasis' identified subgroups, Hispanic and the socioeconomically disadvantaged. The main goal is to close the achievement gap and fully engage all students with culturally relevant and academically leveled curriculum.

**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 700 (out of 1000). This is an increase of 3 points compared with last year’s API. All 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 2010–2011 test results, we started the 2011–2012 school year with a base API of 697. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all K–8 schools in California, our school ranked 1 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.

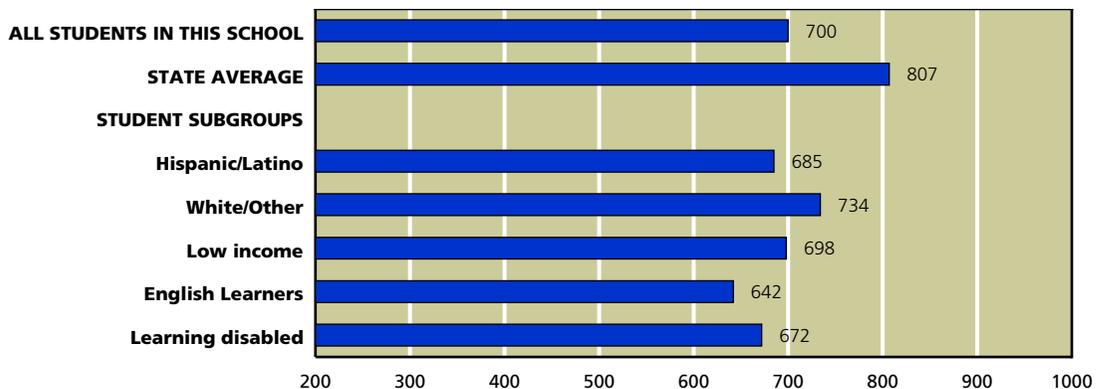
We did not meet some or all of our assigned growth targets during the 2011–2012 school year. Just for reference, 59 percent of K–8 schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>No</b>
<b>API score</b>	<b>700</b>
<b>Growth attained from prior year</b>	<b>+3</b>
<b>Met subgroup* growth targets</b>	<b>No</b>

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of November 2012.

\*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. N/A - Results not available.

**API, Spring 2012**



SOURCE: API based on spring 2012 test cycle. State average represents K–8 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 nine out of 13 criteria for yearly progress. Because we fell short in four areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, K–8 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): 78.4 percent on the English/ language arts test and 79.0 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 740 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 <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>No</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2012</b>	<b>Yes</b>

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students’ test results in the 2011–2012 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. 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 78.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 79.0% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>				
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>				
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>				

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 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 October 2012, CDE.



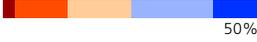
## STUDENT ACHIEVEMENT

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 K–8 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 director 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

TESTED SUBJECT	2011–2012		2010–2011		2009–2010	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average K–8 school</b> Percent Proficient or higher						
<b>MATH (excluding algebra)</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average K–8 school</b> Percent Proficient or higher						
<b>ALGEBRA</b>						
<b>Our school</b> Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average K–8 school</b> Percent Proficient or higher						
<b>HISTORY/SOCIAL SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average K–8 school</b> Percent Proficient or higher						
<b>SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average K–8 school</b> Percent Proficient or higher						

SOURCE: The scores for the CST are from the spring 2012 test cycle. State average represents K–8 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 59 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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
<b>SCHOOLWIDE AVERAGE</b>			41%	94%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			62%	96%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			59%	95%	

### Subgroup Test Scores

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

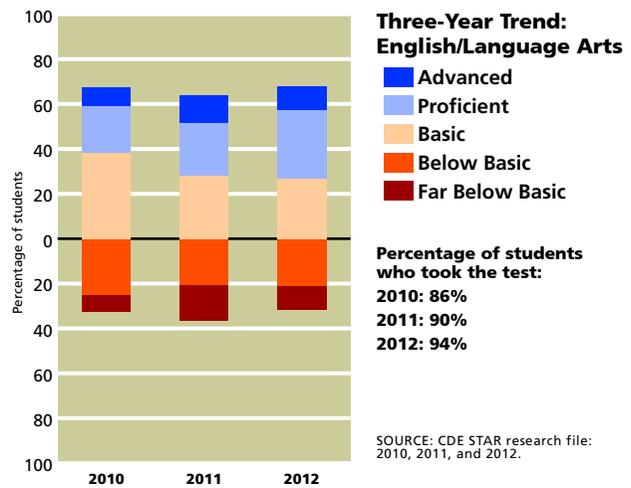
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			24%	74	<b>GENDER:</b> About 25 percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			49%	87	
<b>English proficient</b>			47%	125	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			7%	36	
<b>Low income</b>			41%	157	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	4	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			42%	152	
<b>Hispanic/Latino</b>			36%	122	<b>ETHNICITY:</b> 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 2012 test cycle. County and state averages represent K–8 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 (Excluding Algebra)

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
<b>SCHOOLWIDE AVERAGE</b>			29%	85%	<b>SCHOOLWIDE AVERAGE:</b> About 31 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			60%	91%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			60%	86%	

### Subgroup Test Scores

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

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

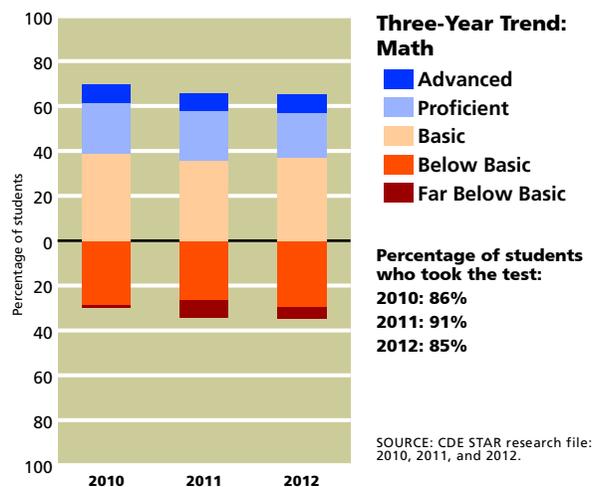
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			25%	67	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			28%	78	
<b>English proficient</b>			34%	110	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			14%	35	
<b>Low income</b>			28%	141	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	4	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			29%	138	
<b>Hispanic/Latino</b>			29%	110	<b>ETHNICITY:</b> 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 2012 test cycle. County and state averages represent K–8 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.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students’ scores for all math courses except algebra.

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 [math standards](#) on the CDE’s Web site.



### Algebra I

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
<b>SCHOOLWIDE AVERAGE</b>			0%	54%	<b>SCHOOLWIDE AVERAGE:</b> About 50 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			23%	42%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			50%	36%	

### Subgroup Test Scores

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

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

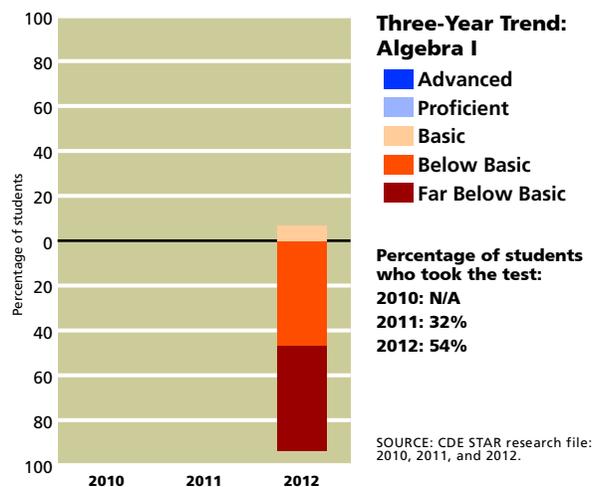
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	6	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	9	
<b>English proficient</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	13	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>ETHNICITY:</b> 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 2012 test cycle. County and state averages represent K–8 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.  
 N/S: 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.

We report our students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

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).

About 54 percent of our seventh and eighth grade students took the algebra CST, compared with 36 percent of all K–8 school students statewide. You can review the **math** standards on the CDE’s Web site.



### History/Social 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
<b>SCHOOLWIDE AVERAGE</b>			25%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 25 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			48%	100%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			50%	98%	

### Subgroup Test Scores

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

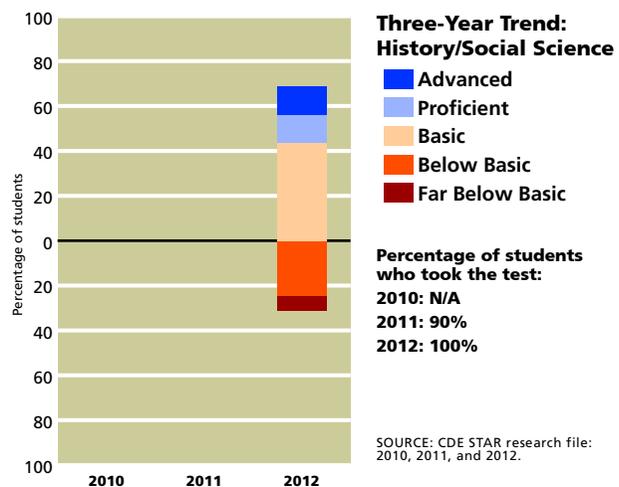
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	8	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	8	
<b>English proficient</b>	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	13	<b>ETHNICITY:</b> 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 2012 test cycle. County and state averages represent K–8 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.  
 N/S: 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 eighth grade 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 [history/social science standards](#) on the CDE’s Web site.



### 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
<b>SCHOOLWIDE AVERAGE</b>			51%	97%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
<b>AVERAGE K–8 SCHOOL IN THE COUNTY</b>			60%	96%	
<b>AVERAGE K–8 SCHOOL IN CALIFORNIA</b>			61%	94%	

### Subgroup Test Scores

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

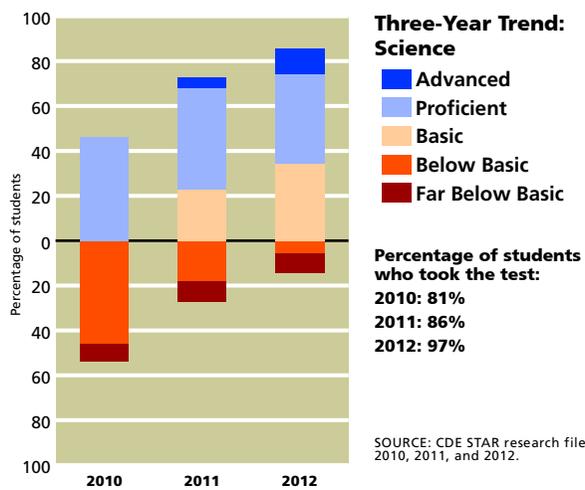
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	16	<b>GENDER:</b> The number of boys who took this test is too small to be counted in this analysis.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	
<b>English proficient</b>			57%	30	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	5	
<b>Low income</b>			51%	35	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			52%	33	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>ETHNICITY:</b> 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 2012 test cycle. County and state averages represent K–8 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.  
 N/S: 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).

Although we teach science at all grade levels, only our fifth and eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.



## **Other Measures of Student Achievement**

Each child at Oasis is viewed as an individual who brings with him or her unique set of experiences. It is this set of experiences that determine that person's 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 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 progress reporting. During each conference, parents are asked to share feedback as to their child's overall progress and success. This parent feedback is a vital element to the goal setting/assessment process.

For the 2011–2012 academic year teachers prepared two written narrative evaluations of each child. These evaluations provided families with a description of student progress at meeting agreed-upon goals. For the 2012–2013 school year we added a second conference to increase communication with the child and his/her family.

A clearer and more specific progress report/checklist will replace the previous narrative evaluation for the mid-year report.

Multiple measures were used to assess students' academic, social, and moral development. In addition to standardized tests, we used 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 used the Developmental Reading Assessment (DRA) to measure student progress in language arts. Other assessments included the Quick San Diego, Easy CBM, Read Naturally, and A-Z Reading. Teachers used the unit assessments from the adopted Every Day Math Program, Into Algebra and Algebra 1 from Carnegie Learning. We also used the assessments from the Delta FOSS science program. Social Studies assessments came from the Teachers Curriculum Press for students in the kindergarten through fifth grade and Concepts and Challenges from Pearson for sixth through eighth grade students.

**STUDENTS**

**Students’ English Language Skills**

At Oasis, 71 percent of students were considered to be proficient in English, compared with 76 percent of K–8 school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	71%	73%	76%
English Learners	29%	27%	24%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent K–8 schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 73 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	96%	98%	83%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	4%	2%	9%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent K–8 schools only.

**Ethnicity**

Most students at Oasis identify themselves as Hispanic/Latino. In fact, there are about six 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	2%	3%	6%
Asian American/ Pacific Islander	2%	5%	11%
Hispanic/Latino	78%	55%	48%
White	14%	30%	30%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. County and state averages represent K–8 schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$41,348 a year (based on a family of four) in the 2011–2012 school year. At Oasis, 49 percent of the students qualified for this program, compared with 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	49%	47%	55%
Parents with some college	73%	65%	57%
Parents with college degree	24%	41%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 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 73 percent of the students at Oasis have attended college and 24 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 65 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.

Average class sizes in our elementary grades vary from a low of 12 students to a high of 27 students.

GRADE	OUR SCHOOL
Kindergarten	23
First grade	22
Second grade	20
Third grade	22
Fourth grade	24
Fifth grade	23
Sixth grade	27
Seventh grade	14
Eighth grade	10

SOURCE: CALPADS, October 2011. County and state averages represent K–8 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. All volunteers, including family members, who will work outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance. All family volunteer drivers must be fingerprinted and receive background clearance before driving with Oasis students to any field trips. We must also have on record a valid driver’s license, a current vehicle registration, and full insurance coverage. Volunteer drivers are provided the safest route(s), contact numbers of teachers and the school, and guidance for appropriate behavior and entertainment.

Students are supervised on the playground before school, beginning at 7:30 a.m., and we have an afterschool program until 6 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. 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.

Our discipline philosophy emphasizes positive support to guide students toward personal responsibility and moral autonomy. We expect that students behave respectfully toward teachers, classmates, adults, and the property of others. Students are approached in a respectful manner and asked to comply with the standards of behavior.

Oasis is committed to creating a safe and nurturing environment for all members of our school community. We teach our students to respect diverse perspectives and become caring, empathetic individuals. We support our students by teaching appropriate problem-solving and conflict resolution strategies for dealing with disappointments and difficult situations.

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

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

**Discipline**

The mission of our school is to educate responsible citizens for a democracy. Oasis’ philosophy on discipline emphasizes a positive approach, in which the student is gradually led toward personal responsibility and moral

autonomy. We expect that students behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. To be responsible citizens it is critical that our students assume responsibility for their actions. We believe that children's poor behavior is most often a result of emotions they are unable to deal with. Our goal is to help children name and understand the emotions that are causing them to behave in less than socially acceptable ways. At Oasis we rarely have serious disciplinary problems. We find that most behavior problems can be handled by allowing time to cool down and understanding the emotions involved in the behavior problem, along with natural consequences, e.g. picking up litter around the school if a child litters. Oasis continues to use the Love and Logic approach to discipline to minimize and resolve any conflict that might arise.

The Pupil Suspension and Expulsion Policy was established to promote learning and protect the safety and well-being of all students at Oasis Charter Public School. In the rare occasions when the policy is implemented, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Oasis' policy and procedures for student suspension and expulsion and it is amended from time to time without the need to amend the Charter so long as the amendments comport with legal requirements. Charter School staff enforces disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures, which clearly describe discipline expectations, were printed and distributed as part of the 2011–2012 Student/Family Handbook. The Pupil Suspension and Expulsion Policy was also included in the 2011–2016 Oasis Charter approved by the Alisal Union School District.

Oasis Charter School is committed to creating a safe and nurturing environment for every child. We are equally committed to preparing our students to learn about and respect the perspectives of others and become caring, empathetic individuals. We are committed to helping children learn appropriate problem solving and conflict resolution strategies for dealing with disappointments and difficult situations.

## **Homework**

For kindergartners and first graders, homework consisted of reading with family every night for 15–20 minutes. For children who know how to read, it was expected that they read at home for at least 20 minutes each night. Oasis students' homework packets might have included class presentations, individual projects, unfinished class work, math problems, or assignments in Language Arts. In 2011–2012 the Life After School Program provided students with homework support.

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 2011–2012 school year, school began in mid-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 posted school events on the Oasis Web site to inform our families and our staff. Our events calendar is available to all families at meetings, in Thursday folders, on the school's website, and in the family handbook.

## 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 and community-building events 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 early in the academic year to get to know the families and the children.

Since our school does not provide transportation, families are asked to be drivers on fieldtrips. Drivers are asked to get fingerprinting clearance, submit evidence of insurance, driver's license and current vehicle registration. Oasis often relies on family participation to coordinate and lead our school events and activities. The main school office is the contact for the families to receive information and instructions about the requirements to be drivers, volunteers or chaperones. For specific classroom fieldtrips or events, families may contact the classroom teacher for additional details.

For the 2011–2012 academic year each family was required to volunteer 30 hours per school year. For 2012–2013 families will be required to volunteer 45 hours per school year and 60 hours for 2013–2014. Families are asked to select and sign a family participation plan that best meets their needs. They can also customize their plan or buy out their volunteer time. Family participation at any level is crucial to the success of the school's vision and mission. Community members are encouraged to share their expertise and creativity by bringing forward new ideas and possibilities for the school. Regularly scheduled meetings of the Community Council and school-wide meetings provide all Oasis families an opportunity to have input into the future direction of the school.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Dr. Juanita Perea joined Oasis as the Assistant Director of Education in January 2008. Dr. Perea was promoted to Director of Education for the 2011–2012 academic year. She earned a double Bachelor of Arts Degree, a Masters of Arts in Education from California State University, a second Masters of Arts, a California Administrative Services Credential and a Doctorate Degree in Educational Leadership. She taught eighth through twelfth grade drop-out students part-time for four years. She also taught full-time for close to seven years in a local second grade bilingual (English/Spanish) public classroom. For a year, Dr. Perea worked at San Jose State University in the Administration and Leadership Program.

Melanie Backlund was hired as the new Assistant Director of Education for the 2011–2012 school year. She earned her Bachelor’s Degree in Elementary Education from Minnesota State University while teaching preschool. She also earned her Master’s Degree of Education in Teaching and Learning at Saint Mary’s University in Minnesota before moving to California ten years ago. Her twelve years of elementary school and middle school teaching experience include all grades first through sixth in inner city Saint Paul, suburban Minnesota, the San Joaquin Valley, and Santa Barbara. She currently holds a California Multiple Subject Teaching Credential and a California Administrative Services Credential.

Oasis Charter Public 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 UCEN Board delegates to the Oasis Community Council the responsibility to carry out all board-adopted policy and the day-to-day operations of the school. In the 2011–2012 academic year the members were: Juan Sanchez, President, Rick Mendelsohn, Vice-President, Larry Kerkhoff, Treasurer, and Christine Sleeter, Member, and Jim Koenig, Member from the Alisal Union School District.

The purpose of the Oasis Charter Public School Community Council (OCC) is to guide, direct, and promote Oasis in accordance with the mission and vision as stated in its Charter and to advise the UCEN board of directors. The director of education serves as a liaison between the Oasis 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 encourages the participation of an adult family member to represent each Oasis family at Oasis programs and functions. The members of the OCC were: Andrea Lemon, Chair, Larae Lindsey, Secretary, Kenneth Boutelle, Amanda DeNoyer, Dawn Leavitt, EJ Hampton, Erika Del Real, Irit Perla, Jovita Dominguez, Karen Rood, Rhonda Bassham, Robbie Cunningham, Ruby Espino, and Suzanne Ocegura as members and Rhoda Martinez as the teacher representative.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Out-of-field teaching</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	64%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	36%	N/A	N/A

SOURCE: This information provided by the charter school. 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 as of November 2012.

**“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.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as **out-of-field**. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

**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 2012–2013 school year.

**Staff Development**

During the 2011–2012 academic year staff development fostered and encouraged positive and effective professional relationships. In early August, all teachers and staff participated in a three day Love and Logic professional development training. Love and Logic was a method of working with students developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic provided our staff with many tools promoting healthy family/teacher and teacher/student relationships and positive school wide discipline.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2011–2012	12.0
2010–2011	4.0
2009–2010	3.0

SOURCE: This information is supplied by the charter school.

In early August of 2011, Oasis staff also participated in a two day training by the Center for Ethical Leadership. The mission of Oasis is to create a healthy and an inclusive community where everyone collectively defined and created social change. A goal was for Oasis to create a gracious space for all community members to feel welcomed. Teachers, paraprofessionals, support staff, administrators, and families participated in the training.

In April of 2011, more than half of the classroom teachers and paraprofessionals attended a workshop to fully implement the Read Naturally Program, adopted by Oasis in 2011–2012. This program was used with students in the remediation program. Those students were selected based on their 2010–2011 CST results or on their Developmentally Reading Assessments (DRA) level. Those students were at least one year below grade level in their English language development

On November 30th through December 2nd, 2012, all teachers and administrators attended the California Mathematics Council (CMC) Conference in Pacific Grove. The conference theme was “Finding Common Ground with California Common Core Standards”. In 2011–2012, Oasis began the implementation of the Common Core Standards for all of the content areas including Mathematics and English Language Arts. Oasis shared the CMC mission that all students have the capacity to become mathematically competent and confident when provided with a rigorous and challenging mathematical program. Oasis also shared the CMC commitment to promote and support professional activities that ensure continual improvement towards excellence in mathematics instruction. Our goal was for teachers to gain skills and knowledge to effectively communicate with families, students and colleagues concerning mathematical teaching and learning issues.

During the conference, we purchased manipulatives, books and other math materials in anticipation of the changes for the 2012–2013 year. The plan was for Oasis to adopt new teaching strategies called “Context for Learning,” which required additional supplies and materials to teach our students. These new set of strategies more closely aligned with the Common Core Standards.

## Evaluating and Improving Teachers

In 2011–2012 Oasis used the standards for the teaching profession, which provide a common language and a vision for teaching. The standards were used to promote reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of the teacher's practice towards reaching their professional goals. Oasis asked our teachers to reflect on and gather evidence to demonstrate their competency by assessing their own ability to do the following:

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

- Understand and organize subject matter knowledge for student learning and development.
- Assess student learning: collecting and using multiple sources of information, and involving and guiding students in assessing their own learning.
- Create and maintain an effective environment for students: planning and implementing classroom rules, procedures, and routines.
- Plan instruction and design learning experiences for all students: drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- Develop as a professional educator: engaging families in student learning, working with communities, families, and colleagues to improve professional practice.

Each standard 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 2011–2012, 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 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.

In the 2011–2012 academic year, Oasis developed two Walk-Thru Observation Forms aligned with our Constructivist philosophy and student-centered practice. This form included information about class room organization, nature of the activity, teacher activity and strategies, standards aligned curriculum, student actions, classroom management, student evaluation, and assessments. The form also had a section for written comments, areas of strength and areas for improvement. To provide immediate feedback, a copy of the walk-thru form was given to the teacher the same day as the observation.

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

## Substitute Teachers

Oasis recruited substitute teachers from ads placed on the Edjoin Web site. 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 builds strong relationships with its substitutes to increase consistency for students. Some substitutes are Oasis family members. The requirements and expectations are the same for all substitutes, regardless of their relationship with Oasis.

In 2011–2012, Oasis had a small number of substitutes teaching their classes. Classroom teachers were encouraged to request a substitute of their preference. Administration attempted to provide the class with the substitute of their choice. Students evaluated the substitute teacher performance during a class meeting after

their teacher returned with their feedback then being submitted to administration. Student, staff, and family input was valuable because Oasis wishes to ensure our substitutes match our Constructivist and Student-Centered learning environment.

**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.

**ACADEMIC GUIDANCE COUNSELORS:** More information about [counseling and student support](#) is available on the CDE Web site.

**Specialized Programs and Staff**

Enrichment Club staff and volunteers had subject-matter expertise, professional experience, and demonstrated 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 were offered three hours a week for six weeks at a time exposing students to a variety of activities such as painting, clay work, dance, guitar lessons, folkloric dance, acting, set design, singing, and other similar programs. Aikido, yoga, storytelling had been included in other enrichment offerings. Enrichment club staff and/or volunteers provided instruction under the direct supervision of credentialed core or non-core subject teachers. Students selected their enrichment class, which was offered every Wednesday from 9 a.m. until 11:45 a.m.

In the 2011–2012 school year, Oasis continued to contract a part-time counselor, hired a full-time Specialized Instruction Teacher as well as a reading and math specialist. Our plan is to have a music instructor, a physical education teacher and a visual and performing arts teacher in the 2012–2013 school year.

The Keeping Music Alive program was held on Fridays from 4:00 to 5:00 p.m. This program is managed by high school students who have a special interest in teaching basic musical concepts.

**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. In project-based curricula it is expected that a student will attempt to expand his/her knowledge and skill. Students often rise to this challenge and create remarkable projects which express their interests and expand their skills and knowledge.

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.

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	1.0

SOURCE: Data provided by the charter school.

## Special Education Program

For the first time in Oasis' ten years of operation, we hired a full-time special education teacher in 2011–2012, who worked with students with exceptional and unique needs. We also had 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 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 curricula and their specialized support is integrated as part of the regular classroom. This approach supports Oasis's Constructivist philosophy and our student-centered method of teaching and learning. The pull-out model is only used as needed to meet the unique needs of our students or as required by the students' Individual Education Plan (IEP).

When implemented the pull-out model was under the direct supervision of the special education teacher and/or the classroom teacher. Instruction targeted specific goals, as outlined in the students' Individual Education Plan (IEP), and the student's progress monitored and reported.

### **English Learner Program**

In 2011–2012 we used the state standards to guide our instruction in English Language Development. Our English Learners were placed in English-only classrooms, where their peers and instructors model the use of the English language. Oasis employed four bilingual (English/Spanish) teachers and three paraprofessionals to effectively communicate with students and their families. Also, each of our teachers has course work specifically geared for English Learners. Among the methodologies used were Total Physical Response (TPR) and GLAD (mentioned above). All of our teachers hold, at minimum, a valid California Multiple Subject Credential with a Crosscultural Language and Academic Development (CLAD) Certification. Teachers in California are required to hold a credential with a CLAD certification to be highly qualified based on NCLB and the California Teacher Credentialing (CTC) requirements. This certification authorizes teachers to instruct English Language Learners in California.

## RESOURCES

### Buildings

Oasis moved into its new facility in August 2009. The building is two decades old and was remodeled to accommodate our students' needs. We built two brand new large restrooms at the beginning of the school year. We also installed a climbing structure and basketball court. Our facility provides for 250 students, kindergarten through eighth grade, and ten classrooms. We have two part-time custodians who, on a daily basis, maintain the school. We also have cleaning days where families participate in re-organizing and getting our school ready for the children. A professional company cleans our carpets twice a year, windows are cleaned twice a year, and the building is pressure washed every August.

Our plan is to add more playground equipment in the 2012–2013 school year. In the 2011–2012 academic year Oasis leased the building next to the main structure to accommodate 60 upper grade students and we increased our student enrollment from 225 to 250. The new building is 3,000 square feet and it has two spacious classrooms, a computer and science lab, a storage area, a male and female restroom and a study area, which also functions as a small library area. Our total facility is 19,000 square feet and meets our needs. The Fire Marshal and the City of Salinas building department inspect our facility annually. Our fire alarms and sprinkler systems are inspected and maintained annually. Our facility meets all of local, state and federal access and safety requirements.

We hire a licensed local general contractor to inspect our campus using a Facility Inspection Tool to ensure the health and safety of everyone who enters our campus. We only contract local licensed contractors to perform maintenance, repairs, and upgrades. After the inspection is performed, we prioritize projects based on necessity and urgency.

In 2012–2013 Oasis will level the empty field adjacent to our building creating a playground area where students can exercise. Our wish is to create a track around the lot, a green field in the middle with an automatic sprinkler system, benches under the trees, and bushes or plants with an automatic drip system.

We will also upgrade our heating and cooling system in 2012–2013. We hope to finish fencing off our campus to connect our two buildings. Our plan is to redesign and restructure the main playground area to improve use and safety. The plan involves moving the sandboxes from the asphalt to a dirt area and adding rubber mulch in the high traffic areas. We will ask the landlord's permission to remove two small trees, several rose bushes and other smaller plants that are a hazard to the safety of our students.

We want to improve our main facility by closing off, with sheetrock material, a wall between two classrooms and opening up an additional access between the staff and storage rooms. We would like to remove the multi-fold paper towel containers and install automatic sensor operated hand dryers or paper roll dispensers in all the restrooms to conserve on paper products. We would also like to remove the soap dispensers and install foam soap dispenser.

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.

### Library

In 2011–2012, each classroom had access to a wide selection of books. These were books provided by the school, donated by parents, or personally purchased by individual teachers. As a result they often varied in number and quality from classroom to classroom. An effort was made to provide teachers with funds to purchase books, however, with current budget limits we have had limited success.

A school library of fiction, reference, and non-fiction books was available for student use. Unfortunately, there was no consistent support to provide organization or maintenance of the school's collection. The students' enthusiasm for the books often left the library area cluttered. Parent volunteers made efforts at straightening the area, however, with 250 students, it proved too daunting to manage.

In 2011–2012, classroom teachers and students used online libraries. Oasis had a laptop computer for every two students in the classroom and each computer had wireless capabilities. Those computers were connected to the wireless printers on campus and were stored in a portable computer cart. A college student studying computer technology maintained all of the computers and printers. Twice a year, a technician also updated the laptops.

### **Computers**

In the 2011–2012 academic year, we grouped all of our computers together to make a portable media center/ computer lab. Our hope was to continue to add technology, because we realized the necessity for children to be computer literate. The portable media center was used by the different teachers in their classrooms. Our technology consisted of two small wireless printers, two commercial wireless printers that also function as scanner and copy machines, 14 laptops for students in kindergarten through fifth grade, and 16 for the sixth through eighth grade students.

All eight kindergarten through fifth grade teachers must rotate use of the portable computer lab. Our plan is to continue adding and upgrading our technology.

### **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 2012–2013 school year and whether those [textbooks](#) covered the California Content Standards.

### **Curriculum**

For many 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**

In 2011–2012 Oasis received a limited amount of Federal Title I funding. With this funding, we provided an afterschool second through fifth grade reading intervention program, music classes, and enrichment clubs. Some of these programs were run by community volunteers, teachers and/or adult family members. We had competitive girls’ and boys’ basketball teams.

Most of our 2011–2012 funding came from the state supplemented by fundraising and donations. Unfortunately, the state and federal governments have deferred and/or significantly cut funding to our school in each recent fiscal year.

**Spending per Student (2010–2011)**

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 204 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 director-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$3,071	\$4,770	-36%	\$5,434	-43%
<b>Restricted funds (\$/student)</b>	\$723	\$3,183	-77%	\$2,889	-75%
<b>TOTAL (\$/student)</b>	\$3,794	\$7,952	-52%	\$8,323	-54%

SOURCE: Information provided by the charter school.  
 \* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Expenditures, by Category (2010–2011)**

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 *
<b>Teacher salaries (all certificated staff)</b>	\$306,600	\$126,082	\$432,682	56%
<b>Other staff salaries</b>	\$64,334	N/A	N/A	N/A
<b>Benefits</b>	\$121,698	\$3,854	\$125,552	16%
<b>Books and supplies</b>	\$35,882	\$4,072	\$39,954	5%
<b>Equipment replacement</b>	\$0	\$0	\$0	0%
<b>Services and direct support</b>	\$98,216	\$13,521	\$111,737	14%
<b>TOTAL</b>	\$626,730	\$147,529	\$774,259	

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

**Compensation per Staff with Teaching Credentials (2010–2011)**

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 9 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$48,076	\$80,660	-40%	\$74,075	-35%
Retirement benefits	\$3,712	\$6,649	-44%	\$6,062	-39%
Health and medical benefits	\$6,755	\$14,903	-55%	\$10,417	-35%
Other benefits	\$0	\$1,035	-100%	\$635	-100%
<b>TOTAL</b>	<b>\$58,543</b>	<b>\$103,247</b>	<b>-43%</b>	<b>\$91,189</b>	<b>-36%</b>

SOURCE: Information provided by the charter school.  
 \* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

**Total Certificated Staff Compensation (2010–2011)**

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	\$432,682	82%
Retirement benefits	\$33,407	6%
Health and medical benefits	\$60,795	12%
Other benefits	\$0	0%
<b>TOTAL</b>	<b>\$526,884</b>	

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

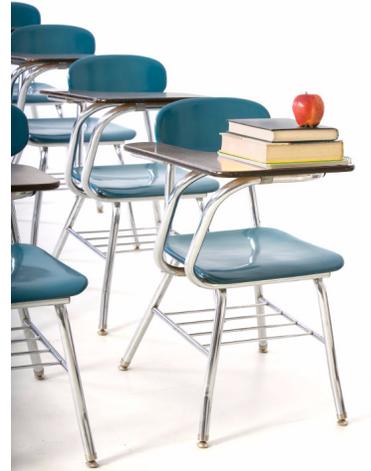
**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2012. The CDE may release additional or revised data for the 2011–2012 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

**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 director to provide the most up-to-date facts available.

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## » Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. 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	2010–2011	2011–2012	2012–2013
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	9	10	10
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
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 Monday, October 22, 2012.

### 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	2010–2011	2011–2012	2012–2013
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	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
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Monday, October 22, 2012.

**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?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	No	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	N/A
Health Sciences	Yes	No	Yes	100%
Visual and Performing Arts	Yes	No	Yes	N/A

**NOTES:** This report was completed on Monday, October 22, 2012. This information was collected on Sunday, August 12, 2012. Oasis does not use state adopted text books for teach foreign languages or for visual and performing arts.

**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
<b>OVERALL RATING</b>	<b>Good</b>	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.
<b>A. SYSTEMS</b>	<b>Good</b>	
<b>Gas Leaks</b>		No apparent problems.
<b>Mechanical Problems (Heating, Ventilation, and Air Conditioning)</b>		An air conditioner compressor was replaced by a licensed and certified heating and cooling company in August 2012. The heating, air conditioner, ventilation and thermostats were updated by a local licensed and certified heating and cooling company in July 2012.
<b>Sewer System</b>		No apparent problems.
<b>B. INTERIOR</b>		
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	<b>Good</b>	Three small sections of floor tile were repaired by a general licensed contractor in July 2012. Two walls were re-done by a licensed contractor in July 2012. Four ceiling tiles were replaced in July 2012.
<b>C. CLEANLINESS</b>	<b>Good</b>	
<b>Overall Cleanliness</b>		Building was pressure washed and all windows were cleaned in August 2012. School has two custodians on staff and the overall appearance is up to standards.
<b>Pest or Vermin Infestation</b>		No apparent problems.
<b>D. ELECTRICAL</b>		
<b>Electrical Systems and Lighting</b>	<b>Fair</b>	A licensed electrician was hired in August of 2012 to repair two uncovered boxes and a switch plate. The company also checked all electrical plugs and outlets and repaired two outlets that were not working properly. A contractor also replaced 30+ florescent lights. In September of 2012 a general licensed contractor, hired by the landlord, fixed all of the exterior and parking lot lighting. In July a contractor added extra lights to several classrooms and hallways.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
<b>Bathrooms</b>		Two adult restrooms were not flushing properly. A licensed contractor was hired to fix those toilets in August 2012. All, adult and student, restrooms were clean.
<b>Drinking Fountains (Inside and Out)</b>		A water fountain was replaced and another one was repaired in June 2012.
<b>F. SAFETY</b>	<b>Good</b>	

AREA	RATING	DESCRIPTION
<b>Fire Safety (Sprinkler Systems, Alarms, Extinguishers)</b>		Sprinkler systems and alarms were updated, per building and fire department code in November 2011. Fire extinguishers were updated and maintained in August 2012.
<b>Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)</b>		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	
<b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>		No apparent problems.
<b>Roofs</b>		A roof leak was repaired by the landlord who hired a certified and licensed roofing company in October 2012.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>		Fence had some loose panels and screws and a general licensed contractor reinforced and repaired the fence in September 2012. Two broken benches were removed off the playground and a fragile picnic table was disposed of in August 2012. In August 2012, the basketball poles were covered with padding to protect students from injuries. Sandboxes were moved from the pavement into a dirt area in October 2012. Two trees, some rosebushes and other bushes were removed from the playground area in August 2012.
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>		Fire and building department did an inspection of the building in December of 2011 and no deficiencies were noted. A section will be fenced off by December 2012 to enclose the entire campus. An automatic door hydraulic system will be installed in each gate to close automatically by December of 2012.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	The empty lot will be leveled off and seeded in December to be used as a soccer field in February. In the meantime, it is not to be used for physical activities as it has gopher holes, weeds and it is un-leveled and bumpy.

**INSPECTORS AND ADVISORS:** This report was completed on Monday, October 22, 2012 by Dr. Juanita Perea (Director). The facilities inspection occurred on Monday, July 02, 2012. We employed the following staff or businesses in completing this report: Dilbeck & Sons Incorporated, Licensed General Contractors, and Val's Plumbing and Heating.

## » 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	250
Black/African American	2%
American Indian or Alaska Native	0%
Asian	1%
Filipino	1%
Hispanic or Latino	78%
Pacific Islander	0%
White (not Hispanic)	14%
Two or more races	3%
Ethnicity not reported	0%
Socioeconomically disadvantaged	58%
English Learners	32%
Students with disabilities	2%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. 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	47
Grade 1	27
Grade 2	39
Grade 3	27
Grade 4	28
Grade 5	25
Grade 6	29
Grade 7	11
Grade 8	17
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2011.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2009–2010	2010–2011	2011–2012
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 2011. 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	2009–2010			2010–2011			2011–2012		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2011. Data for 2009–2010 provided by the school district.

### Average Class Size by Grade Level

GRADE LEVEL	2009–2010	2010–2011	2011–2012
Kindergarten	21	24	23
Grade 1	N/A	23	12
Grade 2	N/A	25	N/A
Grade 3	N/A	25	20
Grade 4	N/A	N/A	24
Grade 5	N/A	27	N/A
Grade 6	N/A	28	27
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	17	N/A	N/A
Combined 3–4	24	N/A	N/A
Combined 4–8	26	N/A	N/A
Other	N/A	27	N/A

SOURCE: CALPADS, October 2011. Information for 2009-2010 provided by the school district.

### Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2009–2010			2010–2011			2011–2012		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	0	1	0	0	1	0	1	1	0
Grade 1	0	0	0	1	2	0	2	0	0
Grade 2	0	0	0	0	1	0	N/A	N/A	N/A
Grade 3	0	0	0	0	1	0	2	0	0
Grade 4	0	0	0	N/A	N/A	N/A	1	1	0
Grade 5	0	0	0	0	1	0	N/A	N/A	N/A
Grade 6	0	0	0	0	1	0	0	2	0
Combined K–3	1	4	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	0	1	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	0	2	0	N/A	N/A	N/A	N/A	N/A	N/A
Other	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2011. Information 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		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	58%	37%	11%
Grade 7	83%	42%	8%
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 2011–2012 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
<b>Suspensions per 100 students</b>			
2011–2012	6	6	N/A
2010–2011	8	8	10
2009–2010	3	3	14
<b>Expulsions per 100 students</b>			
2011–2012	0	0	N/A
2010–2011	0	0	0
2009–2010	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 2011–2012 school year, we had 16 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
	2009–2010	2010–2011	2011–2012	2011–2012
<b>With Full Credential</b>	9	10	11	11
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching out of field</b>	N/A	0	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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/ language arts	35%	39%	43%	N/A	N/A	N/A	52%	54%	56%
History/social science	0%	0%	25%	N/A	N/A	N/A	44%	48%	49%
Mathematics	38%	30%	26%	N/A	N/A	N/A	48%	50%	51%
Science	46%	53%	51%	N/A	N/A	N/A	54%	57%	60%

SOURCE: STAR results, spring 2012 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 2011–2012	HISTORY/ SOCIAL SCIENCE 2011–2012	MATHEMATICS 2011–2012	SCIENCE 2011–2012
African American	0%	0%	0%	0%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	40%	31%	27%	44%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	50%	0%	27%	0%
Two or more races	0%	0%	0%	0%
Boys	32%	0%	27%	56%
Girls	53%	0%	26%	47%
Socioeconomically disadvantaged	43%	25%	26%	51%
English Learners	24%	0%	13%	0%
Students with disabilities	50%	0%	33%	0%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2012 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	2009–2010	2010–2011	2011–2012
Statewide rank	1	2	1
Similar-schools rank	N/A	1	1

SOURCE: The API Base Report from June 2012.

**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
	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+41	-32	+3	700
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	+55	-45	+5	685
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	+13	-35	734
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	-30	-6	698
English Learners	N/A	N/A	+64	642
Students with disabilities	N/A	-43	-46	672

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### 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	159	700	N/A	N/A	4,664,264	788
Black/African American	5	N/A	N/A	N/A	313,201	710
American Indian or Alaska Native	0	N/A	N/A	N/A	31,606	742
Asian	2	N/A	N/A	N/A	404,670	905
Filipino	3	N/A	N/A	N/A	124,824	869
Hispanic or Latino	122	685	N/A	N/A	2,425,230	740
Pacific Islander	0	N/A	N/A	N/A	26,563	775
White (non Hispanic)	26	734	N/A	N/A	1,221,860	853
Two or more races	0	N/A	N/A	N/A	88,428	849
Socioeconomically disadvantaged	155	698	N/A	N/A	2,779,680	737
English Learners	43	642	N/A	N/A	1,530,297	716
Students with disabilities	18	672	N/A	N/A	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### 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 740 or growth of at least one point.

#### 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 October 2012.

#### 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	1
Percentage of schools currently in PI	100%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

**DISTRICT EXPENDITURES**

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
<b>FISCAL YEAR 2010–2011</b>			
Total expenses	N/A	N/A	\$46,278,595,991
Expenses per student	N/A	N/A	\$8,323
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	N/A	N/A	\$47,205,560,698
Expenses per student	N/A	N/A	\$8,452

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2010–2011**

This table reports the salaries of teachers and administrators in our district for the 2010–2011 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

