

Oasis Charter Public School

School Accountability Report Card, 2012–2013
Oasis Charter Public School



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



Published by
SCHOOL WISE PRESS

Oasis Charter Public School

School Accountability Report Card, 2012–2013 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 2012–2013 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://pub.schoolwisepress.com/sarc/links_2013_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
Principal: Dr. Juanita Perea
Phone: (831) 424-9003

How to Contact Our District

1135 Westridge Parkway
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» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- [Principal's Message](#)
- [Measures of Progress](#)
- [Student Achievement](#)
- [Students](#)
- [Climate for Learning](#)
- [Leadership, Teachers, and Staff](#)
- [Resources](#)
- [School Expenditures](#)
- [Adequacy of Key Resources 2013–2014](#)
- [Data Almanac](#)

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 2012–2013 school year.



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» Principal's Message

The mission of Oasis Charter Public School is to educate responsible citizens for a democracy. At Oasis we take our mission seriously by providing our students with a number of developmentally appropriate opportunities to provide input into school decisions. 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.

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

Our teachers and students have made better use of our academic programs including Everyday Math, Delta FOSS, Read Naturally, Teacher Curriculum Press, Algebra Carnegie Learning, Concepts and Challenges and Pearsons Science. We are certain that these programs positively impact our students' success. In addition, we continued to implement a behavior program called Love and Logic. This is a useful and Oasis-friendly approach to helping students identify and solve problems.

Oasis faced a number of challenges in the 2012-2013 academic year. Our main 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 systems, procedures and schedules to provide a well-rounded education for all students. Oasis hired a number of new staff members include a music teacher, a math specialist, literacy coaches. We also hired a coach to fully implement culturally relevant pedagogy to ensure the academic, social and emotional success of every student.

Institutionalized teaching practices exert pressures on teachers that contradict their autonomy. The most significant institutionalized pressure that public schools face is high-stakes testing based on standardized testing. 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). Fortunately, Oasis far exceeded its Academic Performance Index (API). However, Oasis did not meet a few of its Adequate Yearly Progress (AYP) targets in 2012-2013. Our goal and responsibility is to provide, continuous, equivalent, adequate and proper services to all students

Dr. Juanita Perea, PRINCIPAL

**Grade range
and calendar**

K-8

TRADITIONAL

**Academic
Performance Index**

739

County Average: 831
State Average: 804

Student enrollment

248

County Average: 189
State Average: 459

Major Achievements

- One of our major accomplishments during the 2012–2013 was the successful completion of Oasis’ first year in the Sonoma County Charter SELPA. This membership is related to the eligibility and services provided to students with exceptional needs. Our teachers explore the beauty and culture of our area by taking our students on various local field trips with their families providing additional supervision. Teachers and students are encouraged to explore, experiment, experience the local history of our county.
- Oasis continued to offer multi-age enrichment classes and the students presented their creations during various community events. The students continued to show academic, social and emotional growth through their assessments, presentations, and standardized testing. For the second year, Oasis offered students a reading and math intervention program for all 1st –6th grade students who scored at the basic level in standardized assessments as well as in the Oasis’ reading assessments. The ratio was one adult to every six or eight students (depending on grade level) in an after-school setting. The after school groups were taught by certified and fully credentialed teachers.
- Oasis contracted additional counseling services, from four to six hours weekly, to serve additional students who need to strengthen their social skills and modify their emotional reactions. Teachers received a \$200 budget to purchase culturally relevant literature for their classrooms. They were provided with the state adopted literature list, and selections were to be limited to that. The book fair, which took place twice a year, once in the fall and once in the spring, provided teachers with another opportunity to acquire books for their classroom library.
- Oasis’ Life After School Program (LASP) was strengthened and it provided enriching learning activities such as: tutoring, sports, visual and performing arts, cooking, computer/technology sessions and American Sign Language (ASL) classes. The LASP acquired more toys, games, computers, equipment for physical education, as well as arts and crafts. The program continued to provide healthy meals on minimum days and healthy snacks on regular days.
- Oasis maintained a full-time Specialized Instruction teacher, as well as reading and math specialists to support our struggling students and students with exceptional needs. Oasis won the local lottery to sell fireworks for the second year and it provided a much needed source of funds to our school. The Oasis Community Council (OCC) planned fundraising events to bring additional revenue to fund more enriching learning activities and events.
- We created a staff room for teachers and support staff to have a relaxing place to have lunch, hold meetings, and complete their classroom work. We upgraded our heating and cooling system and redesigned the storage room and classrooms in need of a face-lift.

Focus for Improvement

- Oasis’ plan of action for continuous improvement has several goals for the 2013–2014 school year. One goal is to provide continuous Love and Logic training for all of our staff members. This type of training will enable our professional team to serve our families and students in successful and effective ways. This is a method used by educators, educational leaders, districts, and families when working with students to promote healthy relationships and positive school-wide discipline.
- Another area of focus is increasing student’s academic achievement in math and English language arts to the proficient and advanced levels. We will provide small group math and reading intervention for every struggling student during their school day. To accomplish this, Oasis school day will need to be extended and re-structured. We will increase our instructional staffing to provide additional academic support in reading and math. We will use our adopted formal assessments, informal assessments, grade level benchmarks, and CST yearly results to determine students’ academic growth and progress. The LASP will create a study center to provide additional academic support.
- To achieve greater and faster gains, Oasis will strengthen its on-site professional development plan. The plan will continue to provide team planning time, monthly peer observations, professional reflections and peer feedback. We will acquire additional instructional materials that are aligned with Oasis’ student-centered teaching practice.

- Another goal is to update our technology infrastructure and purchase new equipment, such as laptops, document readers, projectors, and educational software. Oasis will set up a computer lab and contract a licensed professional to provide computer/technology classes to all K–8th grade students. All of our computers will be laptops and will have wireless access to the Internet and the school’s printers.
- Oasis will hire part-time visual and performing arts, American Sign Language (ASL), Art, Spanish and physical education instructors to work with ALL students. Oasis will increase music, counseling and academic intervention services for all students. We will continue to provide multi-age enrichment experiences where the students can learn from a culturally relevant and multi-cultural curriculum. Family volunteers will actively participate in supporting our students, as we will need their assistance to ensure the success of these programs and the academic progress of the students.
- Another area of focus is to continue building a strong relationship with other local charter schools. Our goal is to create a coalition with the local charter schools to share resources and information to support each other.
- The above strategic plan will increase family participation, student engagement, and will also increase the overall student academic achievement for all students and particularly for Oasis’ identified subgroups, Hispanic and socioeconomically disadvantaged. The main goal is to close the achievement gap between the high and the low academically achieving groups. Another important goal is to fully engage all students with the culturally relevant and academically leveled curriculum.

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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API score	739
Growth attained from prior year	+39
Met subgroup* growth targets	Yes

Oasis’s API was 739 (out of 1000). This is an increase of 39 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 700. 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.

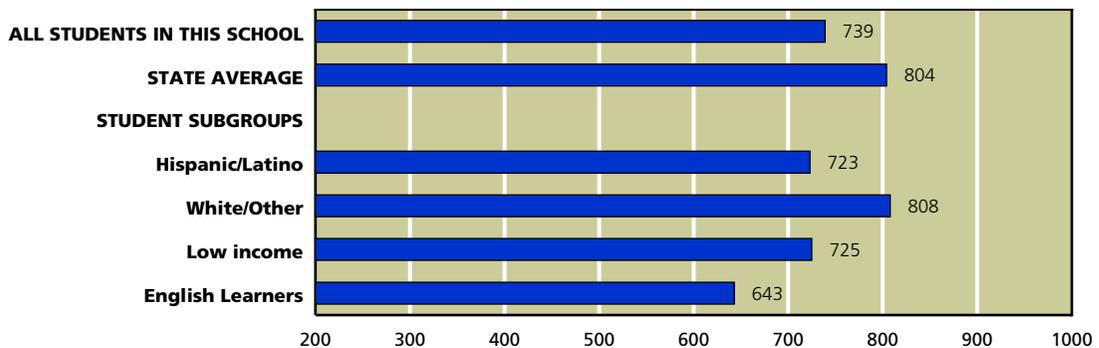
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 met our assigned growth targets during the 2012–2013 school year. Just for reference, 47 percent of K–8 schools statewide met their growth targets.

API, Spring 2013



SOURCE: API based on spring 2013 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 ten out of 13 criteria for yearly progress. Because we fell short in three areas, we did not make AYP.

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): 89.2 percent on the English/ language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2013	No

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 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 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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 September 2013, CDE.

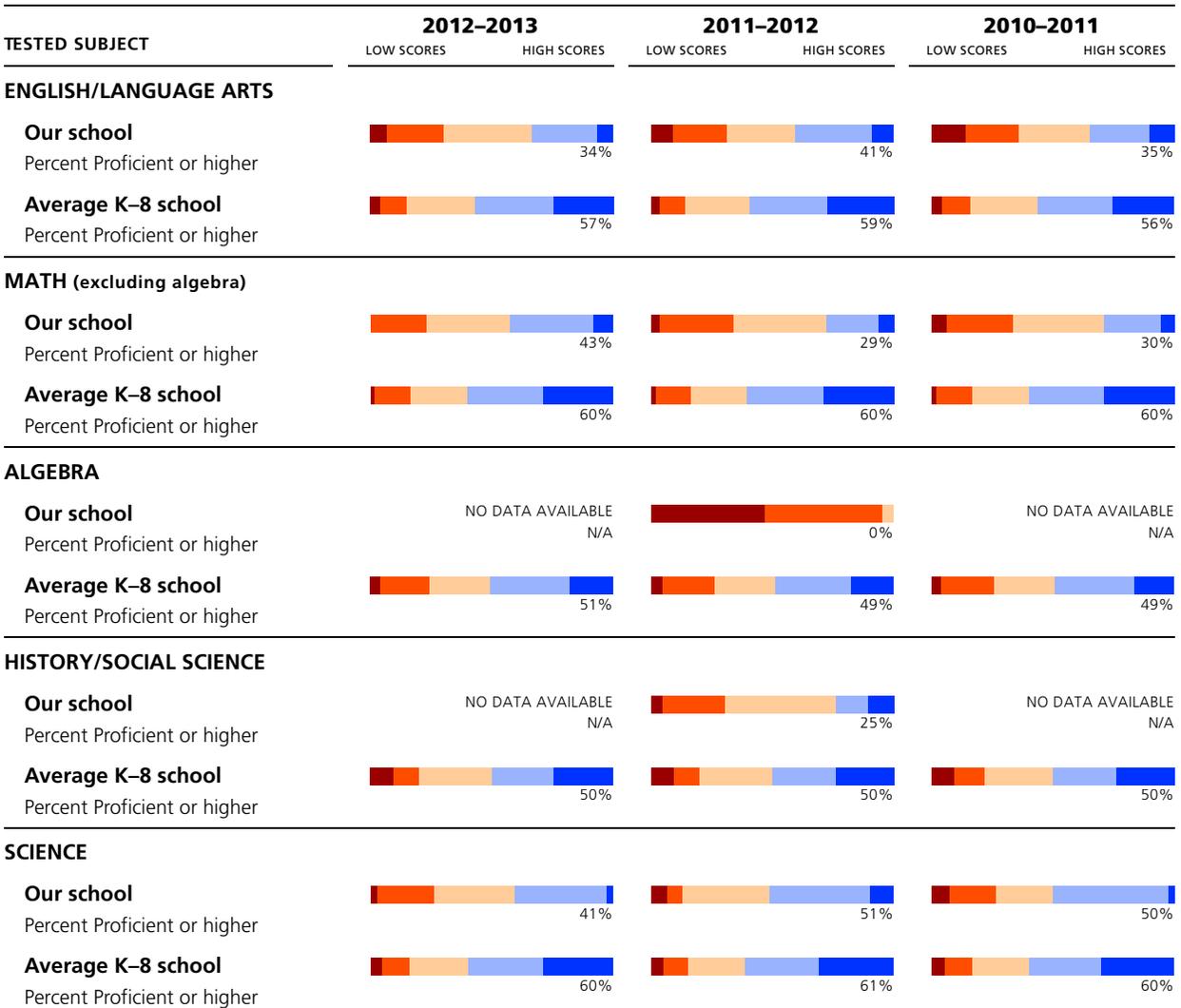
STUDENT ACHIEVEMENT

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 principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

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

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



SOURCE: The scores for the CST are from the spring 2013 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012-13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012-13 as they were in the past.

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 57 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
SCHOOLWIDE AVERAGE			34%	93%	SCHOOLWIDE AVERAGE: About 23 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY			57%	96%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			57%	95%	

Subgroup Test Scores

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

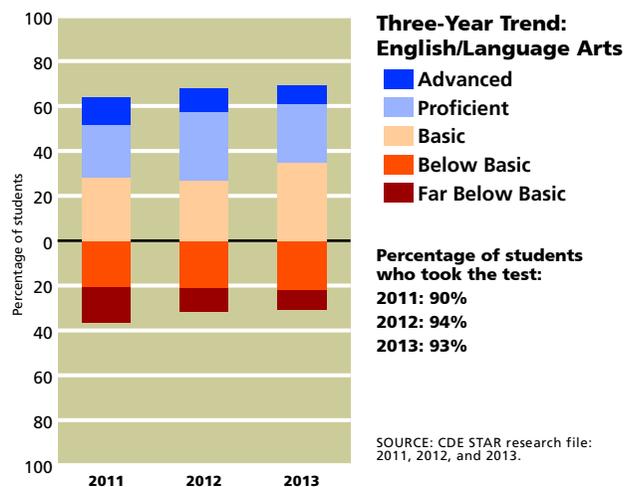
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			30%	74	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			35%	78	
English proficient			37%	132	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	20	
Low income			30%	91	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			38%	61	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			35%	149	
Hispanic/Latino			29%	119	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2013 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
SCHOOLWIDE AVERAGE			43%	88%	SCHOOLWIDE AVERAGE: About 17 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY			58%	90%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			60%	87%	

Subgroup Test Scores

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

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

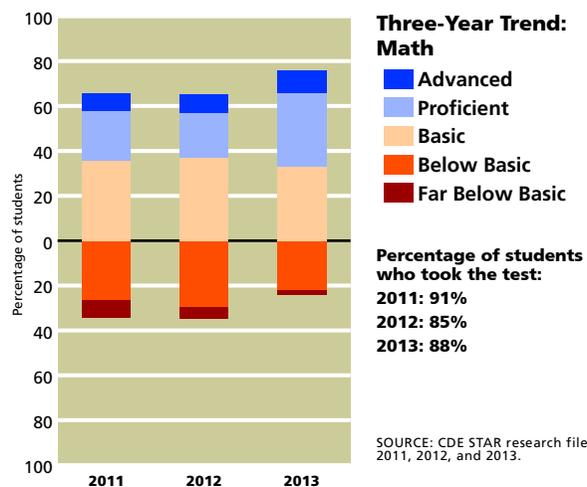
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			64%	70	GENDER: About 24 percent more boys than girls at our school scored Proficient or Advanced.
Girls			40%	74	
English proficient			43%	124	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	20	
Low income			42%	86	INCOME: About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			51%	58	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			43%	141	
Hispanic/Latino			41%	114	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2013 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.
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 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
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	23%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K–8 SCHOOL IN THE COUNTY			49%	43%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			51%	36%	

Subgroup Test Scores

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

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

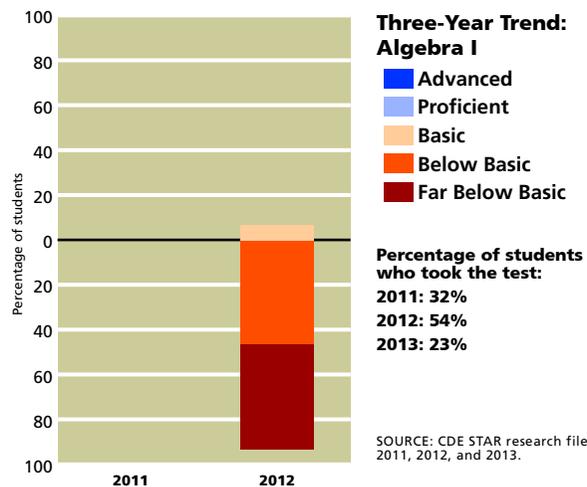
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	4	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	4	
English proficient	NO DATA AVAILABLE		N/A	8	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	5	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	3	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	8	

SOURCE: The scores for the CST are from the spring 2013 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 23 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
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K–8 SCHOOL IN THE COUNTY			73%	99%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			50%	99%	

Subgroup Test Scores

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

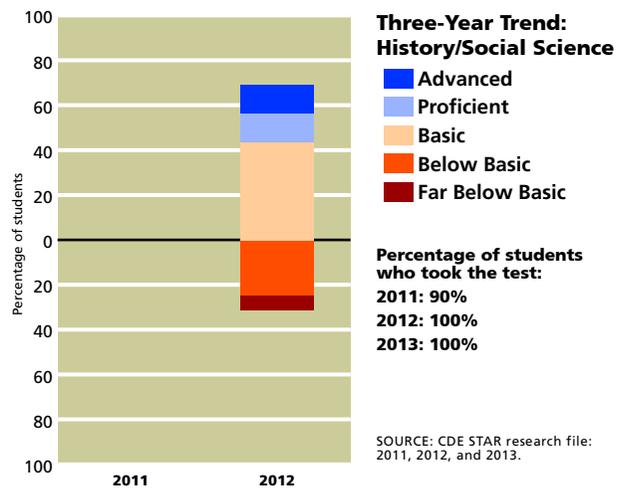
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	5	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	5	
English proficient	NO DATA AVAILABLE		N/A	10	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	6	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	4	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	9	

SOURCE: The scores for the CST are from the spring 2013 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
SCHOOLWIDE AVERAGE			41 %	86%	SCHOOLWIDE AVERAGE: About 19 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY			68%	96%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			60%	94%	

Subgroup Test Scores

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

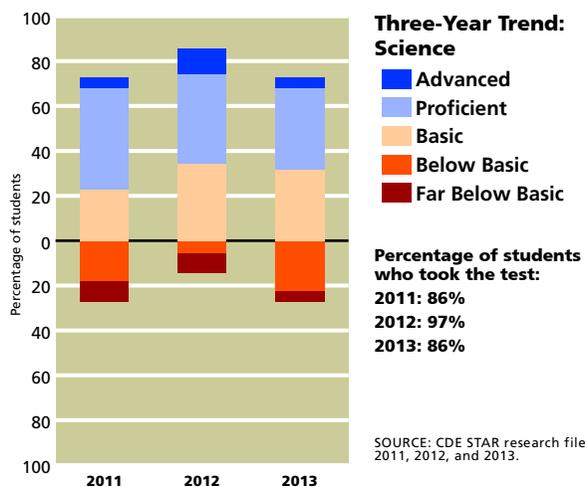
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	13	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	18	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	29	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	22	INCOME: 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.
Not low income	NO DATA AVAILABLE		N/A	9	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			41 %	31	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	23	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2013 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 a unique set of experiences. It is this set of experiences that determine that student'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 each fall and spring. These conferences are attended by the students, teachers, and families. 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 2012–2013 academic year teachers prepared two progress reports for each child. These evaluations provided families with information of student progress at meeting agreed-upon goals. We added a second conference to increase communication with the child and his/her family.

For the 2013–2014 school year, we included two progress reports and two narrative evaluations, one for the mid-year report and one for the end of the year.

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 as appropriate. 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, 78 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	78%	74%	76%
English Learners	22%	26%	24%

SOURCE: Language census for the 2012–2013 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 54 students classified as English Learners. At Oasis, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	98%	97%	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	2%	3%	9%

SOURCE: Language census for the 2012–2013 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 five 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	1%	2%	6%
Asian American/ Pacific Islander	2%	5%	10%
Hispanic/Latino	79%	54%	48%
White	16%	32%	30%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Oasis, 58 percent of the students qualified for this program, compared with 59 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	58%	47%	59%
Parents with some college	70%	64%	58%
Parents with college degree	25%	41%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 70 percent of the students at Oasis have attended college and 25 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 7 students to a high of 23 students.

GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	23	23
First grade	17	17
Second grade	7	7
Third grade	15	15
Fourth grade	8	8
Fifth grade	15	15
Sixth grade	9	9
CORE COURSE		
English	N/A	N/A
History	N/A	N/A
Math	N/A	N/A
Science	N/A	N/A

SOURCE: California Department of Education, SARC Research File. District 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 copy of a valid driver’s license, a current vehicle registration, and full insurance coverage. Volunteer drivers are provided the safest route(s), contact numbers of teachers and the school, as well as guidance for appropriate behavior and entertainment.

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

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

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

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

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 inappropriate 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, minimize and resolve any conflict that might arise.

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.

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 guides Oasis' 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 are in line 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 2012-2013 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 2012-2013 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 2012-2013 school year, school began in mid-August and ran through mid-June. The school closed for one week in November for Thanksgiving break, three weeks for Winter break and two weeks for Spring break. Our school day began at 8:25 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 website to inform our families and our staff. Our events calendar is available to all families at meetings, on the school's website, and in the family handbook. Updates and reminders are sent in the Thursday folders.

Parent Involvement

Students' family members are elected to serve on the Oasis Community Council (OCC). The OCC works with the administration and teaching staff to make fund-raising decisions, plan and organize events, and help guide the direction of the school. Family members have the opportunity to elect representatives to sit on the Community Council. Family member volunteers are recruited by the Community Council to serve on and do the work of the various committees. Adult family members have the opportunity to bring forward any area of concern or suggestion to the community council, including suggestions for additional committees.

Volunteers help with special projects, chaperone field trips, classroom support, recess supervision, facility clean up, donating school supplies and/or educational materials, among other things. The OCC holds fund-raisers and community-building events throughout the year. Family members are required to attend orientation before they enroll their children at Oasis, as well as two family meetings, one at the beginning of each school year and one in the spring. Teachers visit each student's home early in the academic year to get to know the families and the children.

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

For the 2012–2013 academic year Oasis increased its family participation requirements from 30 hours per academic year to 45 hours and fully implemented an accountability system. In 2012–2013, close to 98% of the families completed their family participation commitment. Oasis scheduled three family nights per grade level. The purpose of these nights was to achieve several goals; create a strong relationship between families, students and teachers, inform families of methods and curriculum, and create an improved learning environment for the students of Oasis.

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

An area of focus is to strengthen our positive school climate and culture. We will accomplish this by establishing a strong and open communication with families and the community at large through home visits, website, weekly news, grade level family nights, school-wide events, Oasis Community Council and board meetings, class, student council meetings, enrichment clubs, and the overall family participation. The increase of family participation requirements and implementation of an accountability system will work toward accomplishing these goals.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Dr. Juanita Perea joined Oasis as the Assistant Director of Education in January 2008. Dr. Perea completed her second year as Director of Education in the 2012–2013 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 completed her second year as Assistant Director of Education in the 2012–2013 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 eleven years ago. Her thirteen 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 operates 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 2012–2013 academic year the members were: Juan Sanchez, President, Augustine Nevarez, Vice-President, Jorge Gonzales, Treasurer, Christine Sleeter and Pete Cryer, Members, and Jim Koenig, Non-Member representing the Alisal Union School District (Oasis's chartering organization).

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, helps decide 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: Amanda DeNoyer, Dawn Leavitt, EJ Hampton, as Chair, Erika Del Real, as Secretary, Karen Rood, Rhonda Bassham, Lucette Zepeda, Robbie Cunningham, Shawn Mauricio 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
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	N/A	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

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

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

“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 2013–2014 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

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

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

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

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

Staff Development

During the 2012–2013 academic year staff development fostered and encouraged positive and effective professional relationships. Traditional off-site professional development has turned off teachers’ interest in continuing their professional growth. Therefore, a more effective and practical model was developed to support the professional growth of Oasis’ teachers. A job-embedded model is a highly productive and efficient approach due to the constraints of teachers’ schedules, responsibilities, and other professional demands. The job-embedded model required a strategic planning of the process, a monitoring system as well as an evaluation system.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	30.0
2011–2012	12.0
2010–2011	4.0

SOURCE: This information is supplied by the school district.

Oasis’ instructional team experienced a job-embedded and on-site professional development model where they learned strategies to navigate the institutional and calendar-related pressures. Oasis’ teachers learned strategies to shift their paradigm to create an equitable learning environment for all students. This professional development model has been researched extensively and has proven to be an effective and powerful way to create change and impact student learning.

Oasis developed an intentional and strategic Professional Learning Community Plan by implementing academic conferencing/team planning, on-site peer observations and coaching. Oasis explored, experimented and experienced a more effective and innovative model to support, enhance and challenge teachers’ instruction and learning strategies due to the demands of accountability and the different needs of our diverse student population. Peer observations were done once a month while a substitute covered the class. Academic conferencing/team planning took place every other Wednesday.

The Culturally Responsive Curriculum coach worked with teachers to develop interdisciplinary thematic units that included and built on students’ home and community cultures. These units were grade-level appropriate and addressed the Common Core Standards. The coach also observed all teachers individually in their classrooms, to learn about teachers’ styles and about their students. The coach then met with grade-level teams to help them formulate plans for their units, as well as helping them to locate resources to carry out their lesson plans. These included books and magazine articles, films, guest speakers, field trip possibilities, and family involvement.

In early August, all teachers and staff participated in math and literacy training. The Quality Literacy Instruction team provided staff development and coaching in literacy during the 2012-2013 academic school year. The coaches also provided training in the Literacy Gradual Release of Responsibility Strategies. The seminars and one-on-one coaching provided our staff with a unique experience of individualized professional support.

At the beginning of the school year our teachers, instructional support staff and administrators received training on the Contexts for Learning Mathematics curriculum by Catherine Fosnot and colleagues which uses real life math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Based on the ideals of a math workshop, each unit provides a sequence of investigations, mini-lessons, games, and other teaching and learning strategies. The series units are organized into age-appropriate packages, which are well aligned with the Oasis’ philosophy. Along with the current program, Everyday Math, it provided our students with additional hands-on (and minds-on) experiences.

Evaluating and Improving Teachers

In 2012–2013 Oasis used the California 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 2012–2013, 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 2012–2013 academic year, Oasis developed two Walk-Through Observation Forms aligned with our Constructivist philosophy and student-centered practice. This form included information about class room organization, nature of the activity, teacher activity and strategies, standards aligned curriculum, student actions, classroom management, student evaluation, and assessments. The form also had a section for written comments, areas of strength and areas for improvement. To provide immediate feedback, a copy of the Walk-Through form was given to the teacher or an email message with the notes was send 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 2012-2013, 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 were 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.

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	0.1
Speech/language/hearing specialists	0.2
Resource specialists	1.0

SOURCE: Data provided by the school district.

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 two 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, and storytelling were 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.

Since movement, intuition, images and rhythm are associated with the right side of the brain, we worked to enhance our program offerings to target this area. We also implemented a music program for all students; K–8th grades were provided music instruction by a local retired music instructor twice weekly. At the same time, Oasis completed its fourth year of participation in the Keeping Music Alive (KMA) program. 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.

Our self-selected group of fourth through eighth grade students learned the basics of instrumental music on Friday afternoons in the KMA program. Also, our fourth through eighth grade students participated in organized competitive team sports (basketball and soccer) through the Salinas Recreation Center. We continued to build a strong relationship and coalition with the local charter schools to provide organized and competitive sport teams to play against each other as well as to share resources for our students.

Reading, writing and math are associated with the left side of the brain, and to support the students' development Oasis successfully completed its second year of the after-school intervention program for 1st–8th grade students. For the 2012–2013 academic year, Oasis implemented several programs designed to improve reading skills; Read Naturally, A–Z Reading, among other programs. Oasis continued implementing the Response to Intervention (RTI) Model under the guidance and supervision of the Specialized Instruction teacher. Oasis also provided American Sign Language (ASL) classes to all K–8th grade students as part of our program.

In the 2012–2013 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. We also contracted a music instructor. Our goal is to contract more specialized instructors to provide such programs as a visual and performing arts teacher in the 2013–2014 school year to provide additional enrichment experiences to all of our students.

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, after kindergarten, participate in multi-age classes and all students partake in 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, through which they are prepared 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 students' needs and their unique learning styles are always at the core of our teaching. The learner-centered teaching and learning approach is primarily based on the idea that the students must be the focus when designing educational systems in either classrooms or in whole school organizations. Our community values and supports the social, emotional, cognitive, academic, and physical development of the students.

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.

Although Oasis does not offer a formal GATE program, Oasis offers other experiences of equal or higher value to its students. Sixth through eighth grade students went on a two night camping trip, which is a special program for the upper grade students. This was the fourth year students were offered this unique learning opportunity and they built stronger relationships with each other and their families. Oasis offered scholarships to families who were unable to afford it. Field trips have always been an important part of students' experiences at Oasis. Each classroom and grade level makes a point of going on several trips annually; some as part of the regular school day, others as an extension of the learning experience on weekends or during seasonal breaks

from school. Third grade students attended the Farm Day field trip. Younger students visited the Elkhorn Slough, a local natural habitat. First through 8th grade students also went to see an Ariel theater production.

Special Education Program

For the second year Oasis hired a full-time special education teacher in 2012–2013, 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.

Oasis completed its first full year of membership under the Sonoma County Charter SELPA. It provided support to Oasis and to its student population while continuing to provide a high level of specialized services based on the students' unique needs. Our goal is to continue providing a higher quality Special Education Program where exceptional students receive specialized services based on their needs. Sonoma County Charter SELPA complimented Oasis by providing guidance and support to ensure Oasis provided academic services to students based on their exceptional needs.

Oasis fully implemented a push-in model to serve students with various 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' 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).

English Learner Program

Given the increase of English Language Learners (ELL) in the past few years, Oasis will focus on increasing its re-classification rate as well as students' proficiency in English. Oasis will provide professional development for all teachers to acquire English Language Development (ELD) strategies. We will purchase additional instructional ELD materials, as needed.

In 2012–2013 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 Cross-cultural 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. Our facility provides for 250 students, kindergarten through eighth grade, and ten classrooms. We have custodians who, on a daily basis, maintain the school. A professional company cleans our carpets and windows twice a year and the building is pressure washed every August. In the 2012–2013 academic year Oasis' total facility is 19,000 square feet and meets our needs. Our fire alarms and sprinkler systems are inspected and maintained annually. Our facility meets all local, state and federal access and safety requirements.

We hire a licensed local general contractor to inspect our campus to ensure the health and safety of everyone who enters our campus. Those modifications are inspected by the appropriate municipal authorities. After the inspection is performed, we prioritize projects based on necessity and urgency.

In 2012–2013 Oasis upgraded its heating and cooling system. We finished fencing off our campus to connect our two buildings. We redesigned and restructured the main playground area to improve its use and safety. The plan involved moving the sandboxes from the asphalt to a dirt area and adding rubber mulch and wood chips in the high traffic areas. We removed two small trees, several rose bushes and other smaller plants that were a hazard to the safety of our students.

We improved our main facility by closing off and opening up additional access between the staff and storage rooms. We removed the multi-fold paper towel containers and installed paper roll dispensers in all the restrooms to conserve on paper products. We removed the soap dispensers and installed foam soap dispenser. We will install curtains and blinds in all of our windows and glass. Maintaining everyone's health and safety is our highest concern and priority.

To improve and maximize the use of space, in 2013–2014 Oasis will rearrange and redesign the playground area where students can exercise. Our wish is to create a track around the lot, a green field in the middle with an automatic sprinkler system, benches under the trees, picnic tables for lunch, bushes or plants with an automatic drip system and a fence around it to keep our students safe. Our plan is to add more playground equipment.

Oasis will re-paint the main facility and classrooms as well as the parking and handicap spaces. Oasis will add a tire play structure and play area made out of recycled materials. Oasis will add a wall to create a specialized instruction classroom/office. We will also add a dividing wall in the kindergarten classroom to create two separate spaces. Oasis will install speed bumps in the drop off and parking area. We will also install a surveillance system and will install a screen on the playground gate. This will limit access to the gate's release mechanism.

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 2012–2013, 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 2012–2013, 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 2012–2013 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 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, four document cameras, and seven LCD projectors. Each teacher received a new laptop for their school work use.

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 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

SCHOOL EXPENDITURES

In 2012-2013 Oasis elected to stop accepting Federal Title I funding. However, for the fourth year Oasis was granted SB 740 funding to cover 70% of its lease cost.

Most of our 2012-2013 funding came from the state, supplemented by fundraising and donations. Unfortunately, the state and federal governments have deferred and/or significantly cut funding to our school in each recent fiscal year.

Spending per Student (2011–2012)

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 234 students.

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

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$5,175	\$5,175	0%	\$5,653	-8%
Restricted funds (\$/student)	\$1,328	\$1,328	0%	\$3,083	-57%
TOTAL (\$/student)	\$6,503	\$6,503	0%	\$8,736	-26%

SOURCE: Information provided by the school district.
 * 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 (2011–2012)

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

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$537,103	\$77,812	\$614,915	40%
Other staff salaries	\$174,306	\$4,055	\$178,361	12%
Benefits	\$188,867	\$11,789	\$200,656	13%
Books and supplies	\$106,144	\$10,187	\$116,331	8%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$205,150	\$207,048	\$412,198	27%
TOTAL	\$1,211,570	\$310,891	\$1,522,461	

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

Compensation of Staff with Teaching Credentials (2011–2012)

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 10 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$61,492	\$61,492	0%	\$71,848	-14%
Retirement benefits	\$5,096	\$5,096	0%	\$5,888	-13%
Health and medical benefits	\$9,240	\$9,240	0%	\$10,391	-11%
Other benefits	\$0	\$0	N/A	\$720	N/A%
TOTAL	\$75,827	\$75,827	0%	\$88,847	-15%

SOURCE: Information provided by the school district.
 * 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 (2011–2012)

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	\$614,915	81%
Retirement benefits	\$50,962	7%
Health and medical benefits	\$92,397	12%
Other benefits	\$0	0%
TOTAL	\$758,274	

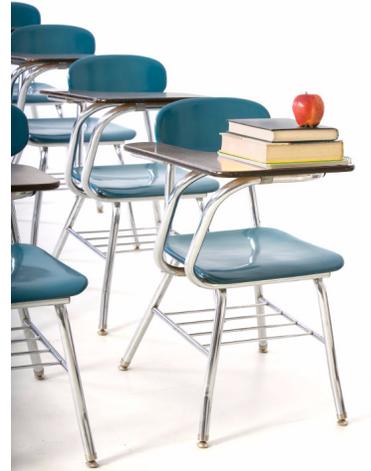
SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 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 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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

» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. 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	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	10	10	N/A
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	N/A
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	N/A
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	N/A

NOTES:

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	2011–2012	2012–2013	2013–2014
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	N/A
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	N/A
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	N/A

NOTES:

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: 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
OVERALL RATING	N/A	N/A
A. SYSTEMS		
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		[STATUS AS OF Jul 2 2012] 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.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)		[STATUS AS OF Jul 2 2012] 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.
C. CLEANLINESS		
Overall Cleanliness		[STATUS AS OF Jul 2 2012] 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.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting		[STATUS AS OF Jul 2 2012] 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.
E. RESTROOMS/FOUNTAINS		
Bathrooms		[STATUS AS OF Jul 2 2012] 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.
Drinking Fountains (Inside and Out)		[STATUS AS OF Jul 2 2012] A water fountain was replaced and another one was repaired in June 2012.
F. SAFETY		

AREA	RATING	DESCRIPTION
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		[STATUS AS OF Jul 2 2012] Sprinkler systems and alarms were updated, per building and fire department code in November 2011. Fire extinguishers were updated and maintained in August 2012.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL		
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.
Roofs		A roof leak was repaired by the landlord who hired a certified and licensed roofing company in October 2012.
H. EXTERNAL		
Playground/School Grounds		[STATUS AS OF Jul 2 2012] 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.
Windows, Doors, Gates, Fences (Interior and Exterior)		[STATUS AS OF Jul 2 2012] 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.
OTHER DEFICIENCIES	N/A	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 is not yet completed. It is subject to change. 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	248
Black/African American	1%
American Indian or Alaska Native	0%
Asian	1%
Filipino	1%
Hispanic or Latino	79%
Pacific Islander	0%
White (not Hispanic)	16%
Two or more races	2%
Ethnicity not reported	0%
Socioeconomically disadvantaged	60%
English Learners	34%
Students with disabilities	2%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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	46
Grade 1	34
Grade 2	27
Grade 3	29
Grade 4	25
Grade 5	28
Grade 6	19
Grade 7	29
Grade 8	11
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
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 2012.

Average Class Size by Core Course, Detail

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

SUBJECT	2010–2011			2011–2012			2012–2013		
	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 2012.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	24	23	23
Grade 1	23	12	17
Grade 2	25	N/A	7
Grade 3	25	20	15
Grade 4	N/A	24	8
Grade 5	27	N/A	15
Grade 6	28	27	9
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	27	N/A	N/A

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2010–2011			2011–2012			2012–2013		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	0	1	0	1	1	0	0	2	0
Grade 1	1	2	0	2	0	0	2	0	0
Grade 2	0	1	0	N/A	N/A	N/A	4	0	0
Grade 3	0	1	0	2	0	0	2	0	0
Grade 4	N/A	N/A	N/A	1	1	0	3	0	0
Grade 5	0	1	0	N/A	N/A	N/A	2	0	0
Grade 6	0	1	0	0	2	0	2	0	0
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

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	92%	73%	19%
Grade 7	64%	28%	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 2012–2013 school year.

Suspensions and Expulsions

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	8	8	N/A
2011–2012	6	6	N/A
2010–2011	8	8	10
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior 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 2012–2013 school year, we had 21 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
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	10	11	11	N/A
Without Full Credential	0	1	0	N/A
Teaching out of field	0	0	0	N/A

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	39%	43%	37%	N/A	N/A	N/A	54%	56%	55%
History/social science	N/A	25%	N/A	N/A	N/A	N/A	48%	49%	49%
Mathematics	30%	26%	45%	N/A	N/A	N/A	49%	50%	50%
Science	53%	51%	45%	N/A	N/A	N/A	57%	60%	59%

SOURCE: STAR results, spring 2013 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 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
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	33%	N/A	43%	43%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	55%	N/A	48%	N/A
Two or more races	N/A	N/A	N/A	N/A
Boys	30%	N/A	49%	31%
Girls	44%	N/A	41%	56%
Socioeconomically disadvantaged	33%	N/A	44%	45%
English Learners	15%	N/A	40%	N/A
Students with disabilities	42%	N/A	55%	N/A
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 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	2010–2011	2011–2012	2012–2013
Statewide rank	2	1	1
Similar-schools rank	1	1	1

SOURCE: The API Base Report from May 2013.

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
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	-32	+3	+39	739
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	-45	+5	+38	723
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+13	-35	+74	808
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-30	-6	+27	725
English Learners	N/A	+64	-3	643
Students with disabilities	-43	-46	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. 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	149	739	N/A	N/A	4,655,989	790
Black/African American	1	N/A	N/A	N/A	296,463	708
American Indian or Alaska Native	1	N/A	N/A	N/A	30,394	743
Asian	2	N/A	N/A	N/A	406,527	906
Filipino	2	N/A	N/A	N/A	121,054	867
Hispanic or Latino	113	723	N/A	N/A	2,438,951	744
Pacific Islander	0	N/A	N/A	N/A	25,351	774
White (non Hispanic)	26	808	N/A	N/A	1,200,127	853
Two or more races	4	N/A	N/A	N/A	125,025	824
Socioeconomically disadvantaged	90	725	N/A	N/A	2,774,640	743
English Learners	38	643	N/A	N/A	1,482,316	721
Students with disabilities	10	N/A	N/A	N/A	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. 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 770 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 September 2013.

Intervention Program: District Program Improvement (PI)

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

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

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

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
FISCAL YEAR 2011–2012			
Total expenses	N/A	N/A	\$46,420,178,248
Expenses per student	N/A	N/A	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	N/A	N/A	\$46,278,595,991
Expenses per student	N/A	N/A	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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

