



TO: Vincent Matthews, State Administrator
Board of Education

FROM: Roberta Mayor, Ed.D., Interim Superintendent
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: June 24, 2009

RE: OASIS High School
Charter Renewal Request

Legislative File

File ID No.: 09-1581
Introduction Date: 5/13/2009
Enactment No.: _____
Enactment Date: _____
By: _____

ACTION REQUESTED:

Staff recommends the **denial** of the OASIS High School petition for charter renewal, because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605, which governs charter school renewals. The findings outlined in this report, specific to this petition provide evidence that the petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition.

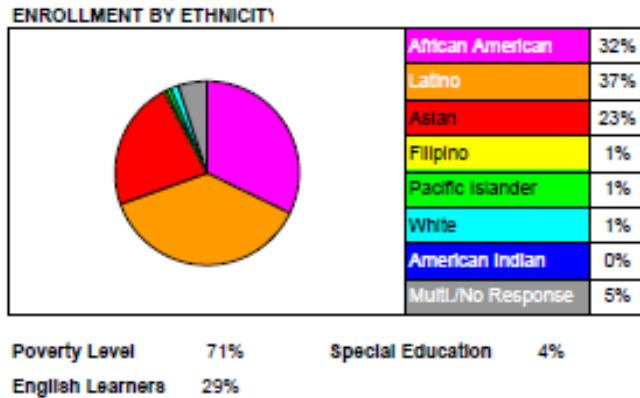
BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	2004	Grades	9-12
Term Approval	5/12/2004	Attendance Area	OAK TECH
Renewal Date	6/30/2009	Board District	3
Term	FIRST	Funding	Direct-Funded

YEAR	2004-05	2005-06	2006-07	2007-08	2008-09
GRADES	9-12	9-12	9-12	9-12	9-12
ENROLL	89	109	142	170	175

The school's enrollment demographics* for the **2007-2008** school year are as follows:



As outlined in the approved charter petition:

School Mission (based on original charter document):

Oasis strives to be a place where students find connection to education through a small school environment that values relationships between students and teachers, and offers opportunities for small classes, creative expression, academics, and service learning.

Program's Distinguishing Features (based on original charter document):

OASIS is an independent study high school [converted to classroom-based in 2006] to operate an independent public charter serving 14-18 yr old dropouts who would like to attain a high school diploma.

OASIS subscribes to the ideas underscored by the research of Deborah Meier and adopted by the Oakland Small Schools Initiative. With the context of a small learning community, learning best occurs when:

1. Students are physically and emotionally secure and there are clear and consistent rules and expectations.
2. The academic program is challenging, meaningful, personalized and fun
3. There is a context of positive relationships among peers and adults, a sense of belonging and participation of parents or family members.
4. Students have opportunities to assume meaningful roles and responsibilities within their school and their community.
5. There is a culture of inquiry-based self-reflection and pursuit of excellence
6. With highly-qualified, dedicated staff who have the support, training and tools necessary for success

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act;

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice.**

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The CA Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** in order for a charter renewal petition to be considered.

OASIS HIGH SCHOOL: SB 1137 CRITERIA FOR RENEWAL		Y/N
1. API Growth Target:		
Did school attain API Growth Target in prior year?		YES
Did school attain API Growth Target in two of last three years?		YES
Did school attain API Growth Target in the aggregate of the prior three years?		YES
2. API Rank:		
Is the school ranked 4 or higher on API in prior year?		Unknown
Is the school ranked 4 or higher on API in two of last three year?		NO
3. API Similar Schools Rank:		
Is the school ranked 4 or higher on API Similar Schools in prior year?		Unknown
Is the school ranked 4 or higher on API Similar Schools in two of last three years?		NO
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?		NO

STANDARDS AND CRITERIA

OUSD Charter Renewal Standards

Oakland Unified School District, in an effort to develop a **Balanced Performance-Based Accountability System**, has established the following standards and expectations for charter renewal based on the intent of Charter School Act and the “standards and criteria” outlined above. (*Education Code §47605 d(1)*)

Charter schools are, by definition, exceptional institutions. Charter schools accept the challenges that face all public schools and embrace a unique and demanding burden of proof in the accountability inherent in a five-year charter. **Charter schools are built on the philosophy that success is possible for all children.** In writing a charter and in reporting its progress against it, a school embraces a commitment to both success and transparency. The accountability plan within the charter allows a school to set goals that reflect its uniqueness and autonomy while giving substance to a school’s commitment to parents and citizens.

LEGISLATURE’S INTENT REGARDING ACCOUNTABILITY:

- “Improve Pupil Learning” Education Code §47601(a)
- “hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems.” Education Code §47601(f)

Pursuant to Education Code §47605 we ask;

I. IS THE SCHOOL AN ACADEMIC SUCCESS?

An evaluation of the soundness of the educational program, for the purposes of charter renewal, by reviewing performance outcomes and program implementation.

II. IS THE SCHOOL IS AN EFFECTIVE, VIABLE ORGANIZATION?

An evaluation of the capacity of the petitioner to successfully implement the program, for the purposes of charter renewal, by reviewing the fiscal accountability and governance of the school.

III. HAS THE SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?

An evaluation of the charter to assess the alignment to the program as approved.

In addition;

An evaluation of the charter petition submitted for a future charter term is conducted to ensure that:

- A) The petition meets the standards and criteria set forth in Education Code §47605.
- B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
- C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

DISCUSSION: SUMMARY

- OASIS High School was granted a five year charter in 2004.
- The approved charter set forth an educational program and performance standards to which the school agreed to be held accountable.
- OASIS High School has been afforded all of the autonomy and freedoms from regulation guaranteed in the Charter Law throughout the school's five year term.
- OASIS High School's governing board and leadership were met with by District staff in winter of the 2007-08 school year and received an orientation on the charter renewal process and quality standards.
- OASIS High School underwent an evaluation for purposes of charter renewal during the winter of the 2008-09 school year.
- **In February, 2009 staff submitted a staff report and recommendation for non-renewal of the OASIS High School charter based on an evaluation that the school has not met the outcomes set forth in its charter, the school's governing board and leadership have not provided the oversight and monitoring of the program to which they are responsible, and the educational program remains largely under-developed and not likely to achieve its proposed outcomes in a future charter term.**
- In February, 2009 staff also recommended to both the school and the District Board of Education and State Administrator to consider a withdrawal and resubmission of the OASIS High School renewal request to allow for the school to develop a School Improvement Plan so that it may be included for further consideration in the evaluation of the school for charter renewal decision-making.
- The intent of the School Improvement Plan proposal was outlined in the staff recommendation; "*...the plan will nonetheless be developed independent of staff, in order to sufficiently demonstrate capacity to successfully implement the plan in the interest of successfully implementing the program as set forth in the petition.*" [emphasis added]
- Upon receipt of the school improvement plan, staff convened a review team and staff evaluated the plan in its entirety. Staff has determined that while the plan exemplifies a great deal of time and energy on the part of the school and includes some aspects that warrant merit, the plan **does not sufficiently demonstrate the necessary capacity** to ensure the likelihood of successfully implementing the program as set forth in the charter.
- This evaluation identified areas of weakness that include decisions regarding essential components of the program that have been left to be determined at a later date, many proposed components are not coherently aligned, and many components of the program are proposed to be developed with an unrealistic plan, timeline or process, including the provision of exemplars that are problematic and raise further questions about the capacity of the school going forward.
- **Staff has concluded that there exists a preponderance of evidence upon which to maintain the original recommendation of non-renewal of the OASIS High School charter rendered in February, 2009.**

DISCUSSION: DETAIL

- On December 17, 2008, OASIS High School petitioned the District for the renewal of its charter granted in 2004.
- OASIS underwent a renewal evaluation overseen by the OUSD Office of Charter Schools during December, 2008 and January, 2009.
- The charter renewal evaluation process was conducted in a manner identical to that of all other charter schools undergoing renewal during the 2008-09 school year. During the charter renewal evaluation for OASIS High School staff was requested to conduct additional reviews of student work samples, as well as conduct a second student focus group. In an effort to ensure every opportunity could be afforded to the school to demonstrate its effectiveness, staff conducted a second student focus group discussion on December 16, 2008, as well as conducted a second three and a half hour review of student work samples on January 7, 2009.
- On January 28, 2009 staff met with the entire OASIS Board and school leadership to provide a detailed overview of the preliminary findings of charter renewal evaluation. Staff indicated at that time, that a recommendation of a denial of the charter renewal was likely, and that the staff report would also be making a recommendation that consideration by the Board of Education and State Administrator be given to negotiate a withdrawal and resubmission of the charter renewal request with a school improvement plan be submitted for further consideration.
- On February 25, 2009 staff presented to the Board of Education an evaluation of the school based on the charter renewal criteria established by the District and presented findings concluding that the school had not met the standards for charter renewal and thus was not being recommended for renewal.
- The staff report recommended denial of the charter renewal request based on findings that evidenced that the school was demonstrably unlikely to successfully implement their program.
- Staff concurrently recommended that the Board of Education and State Administrator consider negotiating with OASIS High School leadership to withdraw their renewal request and resubmit their request at a later date with a strategic plan for school improvement that could further inform the decision-making process.
- The staff recommendation stated the following:

“At this time, staff recommends consideration by the OUSD Board of Education and State Administrator to negotiate with the school to withdraw its charter renewal petition request, *(which would otherwise require decision-making by the State Administrator at the February 25, 2009 governing board meeting – given that no further extensions are allowed under the law)* and to resubmit their charter renewal request with a subsequent submission to staff for review and evaluation of a strategic **Improvement Plan**, to be included for further consideration with respect to charter renewal decision-making.”

As stated, the purpose of the recommendation to negotiate with the school to introduce an improvement plan was to include the school improvement plan for “***further consideration with respect to charter renewal decision-making***”.

- On February 25, 2009 OASIS High School withdrew its charter renewal request and engaged in a process of developing an improvement plan through a site-based team. Staff encouraged the school on more than

one occasion to consider acquiring external facilitation to assist in the process. The school subsequently acquired the additional assistance in the improvement planning process.

- Staff provided members of the OASIS improvement planning team with specific areas under which the plan should consider. [SEE APPENDIX I & II]
- On April 22, 2009, OASIS resubmitted its charter renewal petition along with its School Improvement Plan to the Board of Education/State Administrator for consideration.
- Upon resubmission by OASIS High School of the charter renewal request and School Improvement Plan, staff organized a review team comprised of the following:
 - OUSD, Chief Academic Officer
 - OUSD, Executive Officer of Instructional Services
 - OUSD, Director of Alternative Education Programs
 - OUSD, Director of Research and Assessment
 - OUSD, Network Officer, High Schools
- The review team evaluated the School Improvement Plan, identified concerns and questions, and participated in an interview on May 5, 2009 with members of the OASIS site-based team that represented the school improvement planning process.
- Additional analysis of the School Improvement Plan was conducted by Office of Charter Schools staff.
- Two meetings were held on May 13, 2009 and May 27, 2009 with OASIS Board representatives instrumental in the School Improvement Planning process to discuss the ongoing findings by staff regarding the evaluation of the School Improvement Plan in the context of charter renewal decision-making.

School Improvement Plan Evaluation:

OASIS High School submitted a School Improvement Plan to the OUSD Board of Education on **April 22, 2009**.

The following is the NEEDS ASSESSMENTS results presented **by the school**:

IDENTIFIED PROBLEM AREA	POSSIBLE CAUSES (School Reported April 22, 2009)
Academic Achievement in ELA and Math	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum has not been consistent <input type="checkbox"/> Scope and sequence of courses not articulated <input type="checkbox"/> Need more teacher support in classroom management and instructional strategies <input type="checkbox"/> No formal method of assessing standards being acquired and “gaps” in learning <input type="checkbox"/> No formal method of determining what standards are being taught when and how they are being assessed each week/month/trimester
Student Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Proven instructional strategies not being used consistently <input type="checkbox"/> Inconsistent approaches to mission of serving this student population and making education relevant <input type="checkbox"/> Behavioral and consequences expectations are not consistent <input type="checkbox"/> High academic expectations are not clearly defined or communicated <input type="checkbox"/> Students are not always aware of what they are supposed to be learning and why <input type="checkbox"/> ELD students need more support <input type="checkbox"/> While students are getting some help in school, no formal intervention program has been established with criteria, goals and method.
Staffing	<ul style="list-style-type: none"> <input type="checkbox"/> There is too much to get done with one lead administrator; instructional program needs more support <input type="checkbox"/> Teachers need more training, guidance, accountability in teaching the standards <input type="checkbox"/> Teachers may not be in agreement about teaching to the standards on a consistent and formal basis or are lacking methods or procedures for doing so
Ongoing School Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> No formal standards based assessments which report what students are learning throughout the year and can inform instruction <input type="checkbox"/> No formalized requirements about embedded classroom assessments with alignment to state standards <input type="checkbox"/> Alternative assessment typically useful with this student population not being consistently utilized

On **December 17, 2008**, OASIS High School submitted a Performance Report together with their charter renewal request.

The following are excerpts of the SELF –EVALUATION presented **by the school**:

DECEMBER 17, 2009 PERFORMANCE REPORT EXCERPTS:

“OASIS High School is an academically successful school. OASIS is an effective, viable, fiscally sound organization with strong leadership. OASIS High School has met the terms of its original charter.”

“OASIS High School has met all of the outcomes presented in its original charter and continues to improve upon the original goals.”

“OASIS has recently been articulating the scope and sequence of the core content classes at OASIS High School. All teachers are required to submit lesson plans that stipulate the state standards to be taught, methods of instruction, projects to be implemented and methods of assessment each month.”

“The Governing Board evaluates the principal on an annual basis and sets annual goals for the school.”

The school’s performance report concludes by stating the following:

“OASIS High School is a strong school that has made steady progress in academic achievement, has had solid leadership and sound financial and programmatic oversight.”

- A column presented in the school’s December 17, 2008 Performance Report entitled **Plans to Improve/Future Goals, Plans** was present for the sections re: *“Effective, Viable Organization and Faithfulness to the Terms of the Charter”*, however **no such column dedicated to Plans to Improve** was present in the section entitled *“OASIS High School is an Academic Success”*.
- **At no time does the school’s December 17, 2008 Performance Report identify weaknesses in the OASIS High School educational program, nor does the performance report propose any action steps for improvement of the school’s educational program.**

ANALYSIS OF NEEDS ASSESSMENT vs. SELF-EVALUATION:

The contents of the performance report submitted by the school on December 17, 2008 and the contents of the School Improvement Plan submitted by the school on April 22, 2009 following the findings made by staff during the charter evaluation process, show a stark contrast.

Throughout the charter renewal evaluation process the governing board and leadership of the school made no attempts to present the shortcomings of the school's program, nor respond to inquiries made by the review team members with any evidence of having conducted an assessment of the effectiveness of the program over the life of the charter term. Students, teachers, parents, leadership and governing board members were reticent to provide any indication that the school had any flaws throughout most of the charter renewal evaluation process.

Following the presentation by staff to the OASIS Governing Board and school leadership of the preliminary findings of the charter renewal evaluation on January 28, 2009, at no time did the school attempt to counter or call into question staff findings.

It is unclear whether or not any steps would have been taken by the OASIS Governing Board or the school's leadership to evaluate the effectiveness of the program, given the self-evaluation presented in the December 17, 2008 Performance Report and the responses by the OASIS governing board and the school's leadership throughout the charter renewal evaluation process.

Highlights of the OASIS governing board responses during the renewal evaluation include that the governing board does not annually evaluate the principal nor annually set goals for the school, contrary to statements made in the school's December 17, 2008 Performance Report. Statements were made that despite significant increases in the attendance rates of students, that student attendance has been the focus of the board for five years.

Based on an analysis by staff, the afore-stated "**Identified Problem Areas**" that are presented in the School Improvement Plan submitted on April 22, 2009 are consistent with the findings of the charter renewal evaluation process outlined in this staff report. The corroboration by the school of these identified problem areas serve to make more visible and more transparent the agreement between the school and the authorizer of the issues the school faces. The corroboration however does not resolve the issues themselves nor does this demonstrate any substantially greater capacity on the part of the school to resolve the issues and successfully implement the program as set forth in the petition or the School Improvement Plan Action Steps.

SCHOOL IMPROVEMENT PLAN EXPECTATIONS:

Staff presented the school with the following expectations regarding the School Improvement Plan:

- Strategic Plan
- Data Driven
- Action Oriented
- Measurable Goals Established
- Roles and Responsibilities Defined
- Time bound

Based on guidelines provided to the school, the School Improvement Plan was to address strategic efforts of improvement that would fall into the following categories: [emphasis added]

- **Board Engagement/Leadership** in the development and implementation of the Plan
- **Instructional Leadership** and the necessary development and accountability tied to both the school leader and his or her direct reports within the Plan
- **Curriculum Alignment** to include a clear rationale for what is and is not included to ensure the attainment of a rigorous high school diploma and opportunity to achieve the necessary UC/CSU entrance requirements for all students
- **Instructional Program** design that details high leverage teaching strategies likely to be successful with both the curriculum and the student population, as well as the supporting conditions necessary to effectively deliver these strategies
- **Assessment Model** that is aligned to the student population, provides for a range of traditional and alternative assessments, which are both summative and formative in nature and in intended use, with a Plan for continuous improvement
- **Professional Development Plan** that details the scaffolded implementation of the proposed Curriculum and Instructional Program such that successful implementation is likely; and Plan is to include who will be responsible for providing staff development, as well as the manner with which staff evaluations will occur, and extent to which staff will be held accountable for achieving the outcomes detailed within the plan
- **Interventions** outlined with the Plan such that identification of student needs and identification of the likely shortcoming to emerge among the student population within the proposed educational program that will allow for the development of intervention strategies likely to address the identified needs
- **School Schedule, Discipline Plan, and Admissions** should evidence the implications of the Improvement Plan

- Additionally, staff encouraged the site-based school improvement planning team to consider a process of ensuring that the current staff aligned with any proposed changes to the approach of the educational program. Staff also acknowledged to members of the school's governing board that the review team's assessment of the school's plan had called into question the capacity of the current leadership to effectively implement the school's educational program and indicated that all hiring should be evidence based such that chosen staff and leadership effectively demonstrates the capacity to fulfill gaps in the school's past performance.

- The OASIS site-based team which convened with additional facilitation and planning support demonstrated a commitment of substantial time and energy. On the occasions on which staff met with members of the team collectively or in small groups, it was evident that a great deal of effort was being put forth on the part of individuals in the school improvement planning process to attempt to develop a meaningful plan.
- Between the periods of February 25, 2009 and May 29, 2009, staff met with and/or held phone conferences with leadership and the governing board from OASIS High School pertaining to the school improvement planning process. *(Dates not exhaustive)*
 - March 10, 2009
 - March 20, 2009
 - March 30, 2009
 - April 16, 2009
 - April 20, 2009
 - April 27, 2009
 - May 13, 2009
 - May 27, 2009
- Additionally staff responded via email and phone to questions, concerns, and requests for preliminary feedback made by OASIS High School leadership and governing board members throughout the improvement planning process.

EXAMPLES OF FEEDBACK PROVIDED TO THE SCHOOL BY STAFF ON APRIL 13, 2009:

PROPOSED ACTION STEP	FEEDBACK PROVIDED
<p>□ Regarding a previously proposed “Portfolio Assessment System to Guide and Align Instruction” that the school outlined in one draft of its Improvement Plan, but subsequently dropped in the final draft; the school received the following feedback from staff :</p>	<p><i>“This step is HUGE and may need to be scaffolded...is there a plan for this process or some key outcomes to complete this summer and a plan to continue its development through next year?”</i></p>
<p>□ Regarding a previously proposed action step to “Implement Instructor Portfolios, including self-assessments, journals, student evaluations, standardized test scores, outstanding student examples, and samples of daily, weekly, monthly, and trimester lesson plans”, outlined in one draft of its Improvement Plan, the school received the following feedback from staff:</p>	<p><i>“This is a lot...scaffold this in year 1, 2 and 3” “The most important part of the system is how the work products are actually evaluated...A portfolio exhibition? A review panel? Teacher teams? Advisors? Individual content teachers? When? Who? How? And if students are not successful the first time around as many won’t be...then what???”</i></p>
<p>□ Regarding a previously proposed “CIG’s [Critical Inquiry Group] to implement school-wide writing focus, shared vocabulary lists taught across content areas, key signature writing assignments, and poetry capstone for each content area”, outlined in one draft of its Improvement Plan, the school received the following feedback from staff:</p>	<p><i>“Samples or examples of each of these so we can anticipate what exactly the school means by these would be necessary for this Action Step. School-wide writing focus...will this include Anchor papers graded by staff? Universal writing prompts for each type of essay genre? Common Rubrics? A school-wide approach to Writer’s workshop? Use of something like 6+1 Writing Traits?”</i></p>

<p>□ Regarding a previously proposal that “Teachers will implement collaborative teaching strategies to engage students in classroom content that extends across content areas” the school received the following feedback from staff:</p>	<p><i>“Such as...? This is a good example of vague language to be avoided if left without examples. Again, some decisions need to be made to demonstrate this is not “hot air”.*</i></p>
<p>□ Over-all feedback from staff based on one draft of the Improvement Plan</p>	
<p><i>“Increased specificity in a number of areas and attaching samples or some other evidence that demonstrates that the school “knows what it is talking about” will be critical. Because implementation was the school’s shortcoming, showing you have the capacity to pull this off is going to come through the specificity and examples you provide for each of the action steps above. Otherwise this will simply be lofty goals with no real plan to pull it off. There should be more “for example” and “such as...”. But, be careful not to throw in the kitchen sink. Make thoughtful decisions. What you don’t do is as important as what you do.”</i></p>	

* This action step was later modified to include “differentiated instruction”, “modalities”, and “flexible, heterogeneous, and cooperative grouping”.

SCHOOL IMPROVEMENT PLAN EVALUATION DETAIL

Staff and the review team conducted an analysis of the Action Steps associated with each of the “Possible Solutions” outlined in the School Improvement Plan.

<p>“Possible Solutions” stated in the Needs Assessment of the School Improvement Plan</p>	<p>Action Plan as represented in School Improvement Plan</p>
<p>“Choosing Curriculum”</p>	<p>Action Plan states: “Create Curriculum Team to develop, implement, and evaluate curriculum alignment process.”</p> <p>“Curriculum Team to meet over the summer to review, select, and develop school-wide curriculum based on state-approved curriculum materials”</p> <p>The proposed solution is TO BE DETERMINED.</p> <p>No evidence is presented that the results of the process will be any different than the past, or that the capacity to effectively implement and monitor the selected curriculum will exist where it has not already.</p>
<p>“Articulate each core subject scope and sequence based on the state standards”</p>	<p>Action Plan states: “Curriculum Team to develop a scope and sequence of skills that is systematic across content areas.”</p> <p>The proposed solution is TO BE DETERMINED.</p> <p>No evidence is presented that the process will be any different than the past, or that the capacity to effectively articulate the scope and sequence exists where it has not already.</p>
<p>“Train teachers to implement proven instructional strategies (for this student population)”</p>	<p>Action Plan states: The following represent the key strategies outlined in the School Improvement Plan:</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ ELD ▪ Reciprocal Teachings ▪ Habits of Mind (Arthur Costas) ▪ Six Competencies (from Original Petition) ▪ Madeline Hunter lesson plan format ▪ Flexible, heterogeneous, and cooperative grouping ▪ “Learning Buddies” (undefined) ▪ Vocabulary development <p>Plan provides no rationale, justification, or evidence that the aforementioned strategies are “proven for this student population”.</p> <p>Instructional program component alignment to curricular choices is TO BE DETERMINED.</p>

	<p>Document provides no plan for implementing or training teachers for each of the afore mentioned teaching strategies, with the exception of the Differentiated Instruction professional development agendas included in the appendices of the plan.</p>
<p>“Institute Ongoing Standards-based assessments throughout the year and method for using data to re-teach and improve instruction”</p>	<p>Action Plan states: “School-wide writing assessments twice per trimester...”</p> <p>“Implement Data Director and create formative assessments in Mathematics and English Language Arts that align to state standards and match curriculum objectives.”</p> <p>The school’s history with Data Director is that the requisite will, skill, and capacity has not been evident. Leadership staff during the petition evaluation stated that staff was often reticent or unwilling to implement or utilize the assessments and data available through Data Director.</p> <p>EdTec with whom the school contracts may have been a resource for Data Director, however the organization has been engaged with the school for multiple years and appears not to have played a role in the successful implementation of the use of Data Director at the school.</p> <p>The proposal to “create benchmark assessments” does not appear to contemplate the complexity and expertise required to accomplish this task. The plan proposes to complete the creation of the 1st trimester benchmark assessment by August 15th, however the plan also leaves the selection of the curriculum TO BE DETERMINED, thus making the effort create assessments that “match curriculum objectives” unlikely.</p> <p>The proposed solution is TO BE DETERMINED.</p> <p>Action Plan states: “Teachers use California State Standards in weekly embedded assessments results...”</p> <p>The weekly embedded assessments are not defined nor described. It is not clear of these are to be the assessments included in the selected curriculum, or generated by teachers.</p> <p>The proposed solution is TO BE DETERMINED.</p>
<p>“Implement a plan for designing and submission of lesson plans and method of evaluating individual teacher goals, strengths and areas of improvement (portfolios)”</p>	<p>Action Plan states: “Teachers will use Teacher Portfolios to organize, inform and improve instruction.”</p> <p>While the plan indicates at various points certain artifacts or work products that will be placed in the teacher portfolios, no plan is presented to describe the portfolio process, training, or use.</p>

	<p>Research that indicates the use of teacher portfolios as an effective tool for evaluation and formative feedback outline the complexities of this process that requires expertise, thoughtful planning and a great deal of time.</p> <p>These studies cite reasons for caution including “<i>the subjectivity involved in evaluating portfolios, the variability in content and construction of portfolios, and the lack of consensus in what a teacher should know and be able to do.</i>”</p> <p>Seldin, P., and Associates (1993). <i>Successful use of teaching portfolios.</i> Bolton, MA: Anker Publishing Company.</p> <p>Vavrus, L.G., and Collins, A. (1991). Portfolio documentation and assessment center exercises: A marriage made for teacher assessment. <i>Teacher Education Quarterly,</i> 3(2), 12-29.</p> <p>Winograd, P., and Jones, D.L. (1993). The use of portfolios in performance assessment. <i>Portfolio News,</i> 4(4), 1-13.</p>
<p>“Implement meaningful staff development on instructional strategies; create formal plan for assessing effectiveness”</p>	<p>Action Plan states:</p> <p>The action plan outlines a number of proposed teaching strategies requiring professional development.</p> <ul style="list-style-type: none"> ▪ <u>Differentiated Instruction:</u> The differentiated instruction appendices included are the professional development agendas created by the current Director of Outcomes that has been released for the coming year. While the proposed professional development presents a variety of effective strategies, it is not clear in the context of the myriad of proposed priorities, how this approach to instruction will be implemented. The plan proposes to use 3 hour time slots every other Wednesday for three months to train staff in Differentiated Learning. The sample professional development calendar included in the School Improvement Plan submission is not realistic and does not consider the needs of a school that would be hiring completely new leadership, and more than half of the teaching staff. ▪ <u>ELD:</u> Plan provides simply a two page reference to challenges faced by ELL students, but provides no plan to meet their needs. ELD instruction however was evidenced during the charter renewal evaluation process to be one of the weakest instructional components in the school. ▪ <u>Reciprocal Teachings:</u> Reciprocal Teaching requires a specific approach to instruction that is not necessarily conducive to the use of the proposed Madeleine Hunter lesson format approach. Reciprocal Teaching is a whole-school approach to teaching reading across the curriculum and requires the alignment of all core content classrooms with a particular orientation towards

	<p>cooperative grouping and the teaching of specific reading comprehension strategies. Reciprocal teaching requires whole-school professional development with expertise in RT over an extended period of time. The action step provides no plan for how the school will approach the use of or acquire skills in the implementation of Reciprocal Teaching.</p> <ul style="list-style-type: none"> ▪ <u>Habits of Mind (Arthur Costas)</u>: It is not clear what the selection process for this approach to Habits of Mind was. When “Habits of Mind” is Googled the Arthur Costas Habits of Mind are the first item on the list. There is no evidence that this selected approach to the use of Habits of Mind is “proven for this student population”. It is also not clear how these Habits are to fit into the use of the “Six Competencies” proposed, or the “Habits of Good Readers” that is also proposed in the actions plans. ▪ <u>Six Competencies (from Original Petition)</u>: The Action plan provides two to three sentence descriptors of each of the Six Competencies, however there is no plan for implementing the Six Competencies. The original petition proposed the use of the same Six Competencies, however over the course of the five year term these were never effectively implemented. ▪ <u>Flexible, heterogeneous, and cooperative grouping</u>: This approach is proposed without a plan. ▪ <u>“Learning Buddies”</u>: This approach is proposed without a plan. ▪ <u>Backwards Planning</u>: This approach is proposed without a plan. ▪ <u>Vocabulary development</u>: The Action plan calls for the annual selection of 250 highly leveraged vocabulary lists (25 each month) to be taught across the curriculum. This approach may present some merit, however it is unclear how this strategy fits in and appears as part of a “laundry list” of strategies proposed throughout the School Improvement Plan.
<p>“Develop plan for using project-based instruction that is consistent across the curriculum.”</p>	<p>Action Plan states: “...the Co-Principal of Instruction will support teachers to effectively create well-planned lessons.” Within this Action Step: “lesson plan designs for project-based, computer assisted and direct instruction” are listed.</p> <p>The action plan is virtually void of any reference to “project-based instruction” other than the example above.</p> <p>This proposal provides no evidence of an understanding of the complexity and diversity of approaches to “project-based instruction”. Additionally, the plan is unable to demonstrate</p>

	<p>“consistently across the curriculum” as the plan to identify the curriculum is TO BE DETERMINED.</p>
<p>“Develop behavioral interventions that are consistently applied”</p>	<p>Action Plan states: “Develop a Behavioral Intervention Team to coordinate school-wide discipline plan, including developing and assigning interventions and behavioral contracts, based on behavioral expectations outlined in the student handbook. Identify research-based intervention program to integrate into the Advisory Course.”</p> <p>This proposed solution is TO BE DETERMINED.</p> <p>Current plan calls for the use of “student behavior contracts” with no associated rewards or consequences or other structure to ensure effectiveness.</p> <p>The action step introduces the example of the “Six Pillars of Character”, however it is unclear how a choice like this would integrate with the proposed “Habits of Mind”, the proposed “Six Competencies”, the proposed “Habits of Good Readers”, or with any other existing approaches to behavior in the school not mentioned in the action plan.</p>
<p>“Create student advisory classes (an ‘entry or admissions’ course and a continuous class) that communicates the mission and expectations of OASIS and outlines the ways to succeed at the school.”</p>	<p>Action Plan states: “Incoming students will enroll in Entry Advisory Course designed to norm students and assess baseline academic skills in English and mathematics...”</p> <p>“After completing the Entry Course, students are required to enroll in Advisory Course to provide ongoing monitoring, mentoring, and support of academic progress through weekly content area progress reports; these reports provide regular assessments to determine intervention needs.”</p> <p>“Teacher facilitate the development of Personal Learning Plans in Advisory and use PLP’s to enable students to monitor own progress based on the content area weekly assessments.”</p> <p>“Every teacher facilitates Advisory Course that meets 4 times a week for 45 minutes to create small, welcoming learning communities. Advisory provides self assessment for students, identifies intervention opportunities, and creates student Personal Learning Plans. Teachers will reach out to families of all Advisory students monthly. Advisory also focuses on short lessons of the Six Essential Competencies...”</p> <p><i>These action steps reflect perhaps the greatest detail of proposed improvements within the School Improvement Plan. Aspects of the content of the Advisory program as described warrant merit within this alternative school setting and would be important components within an overall educational program designed to serve the target population.</i></p>

	<p>The plan lacks evidence of Advisory curriculum or any description of the framework for this program component. Historically the school has not implemented similarly proposed Advisory programming, and the entry course was abandoned after the first year of the charter.</p>
<p>“Develop course outlines, syllabi and course expectations for all classes”</p>	<p>Action Steps state: “Teachers develop, submit and use course outlines ad syllabi at the beginning of each course...”</p> <ul style="list-style-type: none"> - clarify objectives - grading policies - homework and assignment expectations - real world relevance - formative and benchmark assessments - if performance based assessments are to be used <p>“Course outcomes will be clearly defined and articulated to students based on the above course outlines.”</p> <p>These requirements are appropriate elements of a course description however there is no indication that the UC approved course descriptions will play a role in the development of the course outlines.</p> <p>OASIS High School has the following existing course descriptions approved by UC:</p> <ul style="list-style-type: none"> ➤ US History ➤ World Cultures ➤ Government ➤ World Geography ➤ AP English Lit and Comp ➤ English 9 ➤ English 10 ➤ English 11 ➤ English 12 ➤ Pre-Calculus ➤ Algebra I ➤ Algebra II ➤ Geometry ➤ Biology ➤ Spanish I ➤ Spanish II ➤ Economics ➤ Black Identity and Film ➤ Poetry for the People <p>One course outline is included in the appendices of the School Improvement Plan, however it is not one of the school’s UC approved courses and it is not clear what the qualitative products would be that substantiate the course – no method of evaluation, course requirements are a list of tasks with no correlation to the proposed standards to be addressed, CA state standards are</p>

	<p>pasted into the document without any correlation to the course requirements.</p> <p>Based on the course description submitted with the School Improvement Plan, courses are not likely to be effectively defined as outlined above or aligned to A-G.</p>
<p>“Post daily class goals”</p>	<p>It was evident during the charter renewal evaluation process that the classrooms consistently had course objectives on the white board; however in many cases students were not aware of what the expectations actually meant, nor was it consistently evident that the objectives would be achieved based on the lessons observed.</p>
<p>“Implement specific ELD intervention programs”</p>	<p>Action Plan states: “English Language Development students will be identified...; ELD students will enroll in Saturday school (if 15 students, ELD class), be provided one-on-one tutoring, and placed in ELD focused Advisory.”</p> <p>“School-wide interventions currently being discussed: [...] - Highpoint - Milsetones-ELL”</p> <p>ELD instruction was arguably one of the greatest areas of need for the school, based on the charter renewal evaluation process. During the Spring visit of 2007-08 school year, staff notes that the school leadership indicated during a discussion of the schools successes and challenges that the school found great difficulty in meeting the needs of English Language Learners. The school leadership stated that it often counsels prospective ELL students with low English skills to consider other school options as OASIS may not be a fit for their needs.</p> <p>The action steps provide no evidence that the school understands the unique needs of English Language Learners or is prepared to implement effective strategies to meet their needs. The contents of the proposed Saturday school or one-on-one tutoring are not described.</p> <p>The proposed ELL intervention curriculum is TO BE DETERMINED.</p>
<p>“Develop Personal Learning Plans and use as a tool for formative assessment of individual student goals, progress and achievement”</p>	<p>Action Plan states: Very little is stated in the School Improvement Plan regarding the implementation of the Personal Learning Plans.</p> <p>The Exemplar included in the appendices was little more than a one page document asking students to set a goal. There is no evidence that performance data would be a factor in the plan, or what the criteria for goal setting would be, whether school-wide learning benchmarks would comprise the scope of the goals – no Habits of Mind or Essential Competencies are addressed in the</p>

	<p>document – the plans seemed to undergird the philosophy of “individualization” but there appeared to be no evidence the plan would be systematic or strategic in its use to leverage improving student performance.</p> <p>This proposed solution is not likely to be effectively implemented based on the evidence provided given the absence of alignment to the critical aspects of the proposed educational program.</p>
<p>“Research and Implement proven academic intervention programs possibly before school, during school, after school, Saturdays and through the regular school day”</p>	<p>Action Plan states: “Curriculum Team to meet over the summer to review, select, and develop school-wide academic intervention program(s) and modify schedule accordingly.”</p> <p><u>This proposed solution is TO BE DETERMINED.</u></p> <p>Arguably the most critical feature of this school’s educational program will be its ability to meet the wide range of students who fall into the alternative education continuum. The absence of a concrete plan to meet the diverse academic needs of the school’s target population demonstrates a likelihood that the school will repeat the shortcomings of the past.</p> <p>Records indicate that OASIS High School has the highest number of students exiting a charter school program in Oakland either voluntarily or involuntarily. Current records reflect at least 81 students that have exited the program during the 2008-2009 school year from September, 2008 through April, 2009. This represents a loss of approximately 45% of students based on the current enrollment of 175 students.</p> <p>Based on the statement made by during the Spring visit in 2007-08, school leadership communicated that the school finds it is challenged and often unable to meet the serious academic needs of students, such as those with significant credit deficiencies and often must counsel these prospective students to consider other school options.</p> <p>On May 5, 2009, during the Spring visit, the school director and governing board president had to be told to “cease and desist” in continuing to expel students without following the school’s own expulsion policies, including ensuring students received due process and a hearing.</p>
<p>“Review staffing plan, including teachers’ qualifications and commitment to the OASIS Plan for School Improvement.”</p>	<p>Action Plan states: “The Board will establish new organizational structure. Hire staff based on new position descriptions and SIP plan requirements.”</p> <p>Reconstitution: The governing board has released for the coming year the current Director of the school, the recently hired Director of Outcomes, and approximately half of the current teaching staff.</p>

	<p>Currently the School Improvement Plan relies on finding great people. Great teachers, great leaders, great staff, to create great teams that will develop all of the yet to planned items outline in the School Improvement Plan.</p> <p>Research suggests that there are key assumptions inherent in most reconstitution plans, i.e.:</p> <ol style="list-style-type: none"> 1) that reconstitution will bring in a more talented and committed principal and faculty, 2) that changes in the composition of the faculty supports the process of redesigning the school, and 3) that these redesigned schools ultimately improve student achievement. <p>Reconstituting Schools: "Testing" the "Theory of Action" Betty Malen, Robert Croninger, Donna Muncey and Donna Redmond-Jones; University of Maryland, College Park (2002)</p> <p>Malen et al. concluded that none of these assumptions held up. In particular, they found that there wasn't a cadre of super teachers waiting in the wings to take jobs at the hardest schools.</p>
--	---

EVAUATION: ADDITIONAL SCHOOL IMPROVEMENT PLAN COMPONENTS:

In addition to the aspects f the School Improvement Plan evaluated above; the plan additionally proposes:

- Collaborating with social services to provide counseling and mental health services; **with no plan for how to do so.**
- Using an observation rubric and conducting classroom walkthroughs; **No plan provided for how to conduct walkthroughs, seven different samples provided with no coherence between them or indication of which sample will be applied, no sample observation rubric provided to evidence skill or capacity. Absent the necessary specificity, school holds a track record of teachers receiving little to no instructional feedback or evaluation from school leadership and no oversight of the governing board to ensure that the leadership is doing so.**
- Translate core course into real world framework in weekly writing across the curriculum assessments; **with no plan for how to do so; no presentation of a proposed “real world framework” or evidence of the skill and capacity to do so.**
- Integrate technology into each course and syllabus; **examples are provided however no infrastructure is evident in the school to support the proposal and no new facility has been identified to evidence the capacity to support the proposal.**

REVIEW TEAM FINDINGS:

The following represents key concerns generated by the review team upon evaluation of the School Improvement Plan.

- An interview was conducted with the site-based team responsible for developing the School Improvement Plan. During the interview the team was provided an opportunity to prioritize how the school would go about implementing the plan. No response was given that demonstrated the skill or capacity to effectively prioritize.
- When it was pointed out by the review team that the plan was an audacious one given its scope and the great deal of work still left undefined, and the school was asked to describe how it would go about approaching the implementation of the plan, the response was simply; “we will roll up our sleeves.”
- When asked why so many different approaches were proposed within the plan, it was stated that in many cases what was proposed was simply examples of what was being considered, but that decisions had not yet been made.

Summary Findings of Review Team
No evidence of the plan for actually enrolling students in A-G courses meaningfully, given the population served.
No evidence of the specific set of scaffolds for ensuring student access to A-G (not just opportunity to take the course, but actually accessing the curriculum).
No evidence of how the school intends to measure student access to A-G courses.
No evidence of the process is in place to develop high quality formative assessments.
No evidence of ho the school intends to provide specialized PD around the intervention plan.
Absence of clarity regarding what are the year one goals.
Given the tremendous amount of curriculum development To Be Determined, absence of evidence that the school has (lead teachers) with real content leadership skills.
No evidence of who will develop/implement the Advisory program and what the basis for the curriculum will be.
Entry-level course: no evidence of how this entry-level course will be developed/structured/implemented. No evidence of who will do this or what’s the timeline is.
Absence of a plan for technology or use of Data Director, or any systems in place.
No evidence of how the improvement will plan lead to increased rigor.
Given the significant roles and responsibilities of teachers outlined in the plan to develop curriculum and assessments, it is unclear how teachers will be able to staff after-school plans.
No evidence in the plan for how the teams will conduct their work; i.e. Curriculum Team.

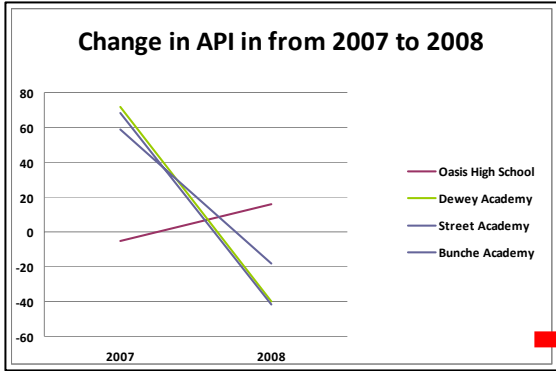
All aspects of the role of the governing board within the plan are To Be Determined.
It is not evident that there is time in the day or throughout the year to accomplish the goals set by the plan.
There is no evidence that the school is prepared to address the needs of 1 st /2 nd year teachers.
The plan presents “bones” – with very little “specificity”.
In some ways there was a loss of confidence after speaking with group – raising questions regarding whether they can really pull it off.
There is an absence of confidence in the current leadership to effectively improve the school’s program.
In many ways the improvement plan is completely unrealistic.

On Thursday, May 24th, 2009 staff received an unsolicited communication by a lead employee at OASIS High School, instrumental in the school’s Improvement Plan development. An excerpt of the communication was as follows:

Frankly, [...] I was already feeling the extreme weight of responsibility of monitoring, and providing for effective instruction to both old and new staff, assisting in the movement from an entrenched dysfunction to a professional learning community, facilitating what for many of the teachers, was a reticence for standards-based, assessment-informed, instruction, and providing research-based professional development. I expressed my concerns about the capacity to REALLY implement and provide accountability for a rigorous program. As was mentioned [...] our students, particular those students of color, are entitled to the very best education we have to offer.

Public Hearing:

On June 10, 2009 OASIS High School made a presentation to the Board of Education/.State Administrator regarding its charter renewal request. At that time, a 22 slide PowerPoint was presented providing information in support of the school’s charter renewal request. Staff identified factual inaccuracies within the presentation made by the school at that time. The following are examples of these misrepresentations.



Presented: Graph proposes that Dewey Academy lost approx. **110 API points** from 2007 to 2008.

Fact: Actual decline was **40 API points** from 2007 to 2008. Dewey improved **73 API points** from 2006 to 2007. (33 pts.)

Presented: Graph proposes that Street Academy lost approx. **75 API points** from 2007 to 2008

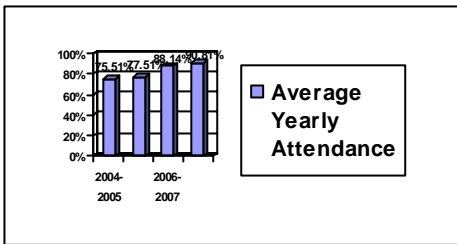
Fact: Actual decline was **18 API points** from 2007 to 2008. Dewey improved **51 API points** from 2006 to 2007. (33pts.)

Presented: Graph proposes that Bunche Academy lost approx. **110 API points** from 2007 to 2008

Fact: Bunche Academy declined **42 API points** from 2007 to 2008. Dewey improved **68 API points** from 2006 to 2007. (26 pts.)

Fact: OASIS improved by **10 API points** 2006 to 2007.

OASIS improved by **16 API points** from 2007 to 2008. (26 pts.)



Presented:

75.51%	77.51%	88.14%	90.81%	?
04-05	05-06	06-07	07-08	08-09

Fact:

74.5%	75.5%	79.6%	88.1%	85.9%
04-05	05-06	06-07	07-08	08-09

Strengths

(summarized from District report)

- Strong, involved Governing Board

STAFF REPORT:

- "...board named attendance still as the primary focus of the school in year 5 with **no other goals established by the board.**"
- "Lack of strategic planning by the board and site leadership. School considered improvement plan and goals developed in 2007 by EdTec to be a 'compliance document' with no effective use or implementation."
- "School was engaged regarding renewal one year in advance yet no strategic planning has occurred in the interim."
- "Parents, Board, Leadership, Staff, and students emphasize only perceived strengths of the school and are challenged to name shortcomings or areas of weakness, even when encouraged to do so. Continuous improvement does not appear to be considered fundamental to school quality."

CAMBRIDGE REPORT:

- "The school board and its leadership have yet to drive the creation or implementation of a clearly defined strategic improvement plan to address the fairly urgent academic and operational needs."
 - "Indeed there is a sense of complacency in the leadership’s attitude in addressing those needs, while at the same time, blaming a myriad of external factors that have led to the school and student achievement issues."
-
- "The leadership and board are stable"
 - "The board of directors is committed to the mission of the school to serve those students who are at risk of, or have already, dropped out of school, and it consists of representatives with backgrounds and skills that can bring additional resource to Oasis"

EVIDENCE OF EFFECTIVE PRACTICES

The School Improvement Plan contains proposed elements that hold educational merit such as a proposal to implement **writing across the curriculum**, supported through bi-monthly Critical Inquiry Group meetings, and school-wide writing assessments using the National Writing Project Analytical Writing Continuum.

The School Improvement Plan calls for the use of the **Madeline Hunter lesson plan format** to frame daily/weekly lesson plans and to align instruction. This proposal warrants consideration as the Madeline Hunter lesson plan format is a recognized structure within which an effective lesson can present the learning objective, model the outcome, and provide guided practice, independent practice, and lesson closure. This lesson structure, if implemented consistently and effectively, does present an approach that has the potential to strength lesson delivery and align instruction.

However teachers must be effectively trained in the use of this lesson structure and consistently monitored and supported to ensure the lesson design is effectively implemented. Throughout the charter renewal evaluation process, few classroom observations of instruction presented evidence that this lesson structure would be consistently adhered to or faithfully implemented.

The School Improvement Plan does present a number of effective strategies for **Differentiated Instruction**. These strategies are outlined both in research and in professional development structures presented as appendices to the plan. These specific professional learning guides for differentiated instruction however, are based on the experiences and research of an external support provider hired to assist the school through the School Improvement Planning process. This individual has not been hired to work in the school going forward and there is no evidence that the plan provides the necessary scaffolds to ensue their successful implementation by others.

CONCLUSIONS:

The intent of the proposed School Improvement Plan was to provide additional information for consideration with respect to charter renewal decision-making. It had been anticipated that an Accountability Plan could be developed as a condition of a renewal charter term, if a School Improvement Plan was presented that evidenced the will, skill, and capacity absent throughout the prior charter term. This proposed Accountability Plan would have been a marked departure from the role the District has played to date with respect to the oversight of the development and implementation of charter school programs. While other charter school authorizers have developed various types of accountability plans, this would have been experimental.

The intent of Charter Law as stated in statute is to *move from a rule-based to a performance-based accountability system.*

On May 27, 2009 staff presented to members of the OASIS governing board a summary of its findings regarding the evaluation of the School Improvement Plan, and the likelihood that the original denial recommendation may not change. Subsequent to that meeting, statements were made by members of the OASIS governing board that the improvement plan was likely developed with the intent of *“telling you what they thought you wanted to hear.”* A subsequent phone conference with an OASIS board member included the statement that *“we feel we did everything you asked us to do.”*

These responses reflect the significant pitfall of this approach. By endorsing the development of a School Improvement Plan for further consideration with regard to charter renewal decision-making and by proposing a the creation of an Accountability Plan as a condition of approval, the authorizer and the charter school run the serious risk of reproducing a rule-based accountability system, where simply doing what you are told regardless of the quality of the outcome, is viewed as satisfactorily having met the outcome goal.

Thus, the staff recommendation for non-renewal is based on a preponderance of facts supporting the recommendation.

IMPLICATIONS:

If the charter renewal request is denied, staff has coordinated leadership within various departments within the District that are prepared to mobilize in support of ensuring that OASIS High School students can be provide quality school alternatives. These would include both District and charter school options.

Upon notification of the potential for a denial recommendation on May 27, 2009, it was stated that the District would provide hands-on assistance to all OASIS students who may need an alternate school placement for the 2009-2010 school year. Staff would have engaged students in the transition process in late May and early June, however it was the decision of the OASIS governing board to continue to pursue renewal of the charter at that time.

Within both District and charter school options, there are a range of schools that can ideally meet the continuum of educational needs within the current OASIS student population. District support staff is prepared to meet one-on-one with families and students at the OASIS school campus or at a mutually agreeable location as soon as possible to conduct an evaluation of students' transcripts and discuss the goals of each student in order to ensure the best possible school options.

The Student Assignment Office, the Office of Family and Community, the Alternative Education Department, the Office of the Chief Academic Officer and the Office of Charter Schools are prepared to enlist a collaborative effort with the OASIS community to personalize and individualize the needs of OASIS students and their families in the transition to a new school option for the 2009-2010 school year.

ACADEMIC SUCCESS?

- **Outputs** are the Academic Achievement Levels reached by the school's students.

Staff was notified on June 2, 2009 that OASIS had received a two-year accreditation from WASC.

A two-year WASC accreditation is considered a "Limited-Term Accreditation". The following describes the intent of a two year accreditation. This accreditation term is an indicator that serious issues exist within the school's program and prior performance that may result in a future denial of the school's accreditation.

Limited Term (One or Two-Year Term)

This is an accreditation term of one or two years with a written progress report and revisit to serve as a warning that, unless prompt attention is given to these recommendations, accreditation may be denied. The progress report and revisit shall focus on demonstrating that the school has: [emphasis added]

- improved the critical areas for improvement through the schoolwide action plan.
- made appropriate progress on implementation of the schoolwide action plan.
- improved student achievement relative to the expected schoolwide learning results.

The ongoing term options available as a result of the Limited-Term visit depend on the school's history and where the school's current term is in relation to the WASC six-year cycle.

[...]

- **Current Two-Year Term:** Schools that currently have a two-year limited term as a result of a full self-study visit can receive either a **one-year term** or a **denial of accreditation**. Unless the term of accreditation is denied, a school receiving a recommendation for a one-year term will automatically be scheduled for a Three-Year Term Revisit the year following this revisit.

As a point of reference;

- Lighthouse Community Charter High School* received a six year accreditation.
- Oakland Military Institute* received six year accreditation.
- American Indian Public Charter High School* received a six year accreditation.
- Lionel Wilson College Preparatory Academy* has received a six year accreditation.
- Unity High School* has received a six year accreditation.

Staff was notified on June 2, 2009 that OASIS had received confirmation that the school would be eligible to fall under the ASAM School Accountability System based on its self-reported student population deemed "high risk".

The criteria for determination of ASAM eligibility is based solely on the percentage of students enrolled deemed to be "high risk". This eligibility criteria does not, however provide evidence of the capacity of the school to successfully achieve the goals of the program, nor does the eligibility criteria require evidence of the past performance of the school.

III. MEASURABLE PUPIL OUTCOMES

An analysis of the performance of OASIS High School with respect to the Measurable Pupil Outcomes outlined in its approved charter indicate that the school has likely achieved many of the affective, school climate outcomes proposed in its charter. The school's substantial lack of record-keeping or tracking of performance in these areas limits the ability to fully quantify these outcomes; however interviews and observations conducted by staff at the school site indicate that it is likely that Measureable Pupil Outcomes specific to the perceptions and experiences of students, teachers and parents **have been met or substantial progress has been made.** (See TABLE 1 below)

Further analysis indicates that categorically, the measurable Pupil Outcomes tied to the measures of student performance **have not been met.** Progress has been made in the outcomes of *Attendance Rate* and *CST performance*. While the improvement in student attendance has steadily improved, progress in CST performance remains significantly short of the Performance Goals outlined in the school's approved charter.

An analysis of the performance of OASIS High School with respect to the Measurable Pupil Outcomes indicates that the goals most closely tied to the *alternative measures* for which the school was to demonstrate its impact on students **were not pursued.** In most cases the school made a decision during the course of its prior term, to forgo in part or in whole, the pursuit of at least seven measurable pupil outcomes that would have been most characteristic of the school's alternative education program.

* Note, Education Code Section 47617 outlines the standards for charter revocation which includes, among others; **failure to pursue any of the pupil outcomes in the charter.**

Charter Revocation

(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (2) **Failed to meet or pursue any of the pupil outcomes identified in the charter.**
- (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- (4) Violated any provision of law.

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter.

TABLE 1**MET or SUBSTANTIAL PROGRESS MADE**

Measurable Pupil Outcomes	Instrument	Target	Progress
80% students positive relations w/ peers, sense of belonging	- Surveys 2x a year	80%	<u>No evidence of progress.</u> No evidence of surveys given 2 x a year. No evidence of course evaluations <i>Interviews and observations suggest this target is likely MET</i>
10% of parents participate in “other” activities	Monitor and summarize annually	10%	<u>No evidence of progress.</u> <i>Interviews suggest this target is likely MET</i>
At least 2 parents on school council	Committee list	At least 2	MET in year 4 , based on interview responses <u>No evidence for prior years</u>
70% of students report self-reflection	- Surveys 2x a year - Evaluations of teachers and course	70%	<u>No evidence of progress.</u> No evidence of surveys given 2 x a year. <i>Interviews and observations suggest this target is likely MET</i>
100% teachers report feeling supported	- Surveys	100%	<u>No evidence of progress.</u> No evidence of surveys given to staff. <i>Interviews and observations suggest this target is likely MET</i>
75% teachers report having tools for success	- Surveys	75%	<u>No evidence of progress.</u> No evidence of surveys given to staff. <i>Interviews and observations suggest this target is likely MET</i>
75% teachers report having training for success	- Surveys	75%	<u>No evidence of progress.</u> No evidence of surveys given to staff. <i>Interviews and observations suggest this target is likely MET</i>
All students participate in community service	Review of participation	All	<u>No evidence of progress.</u> No evidence presented at time of site inspection <i>Interviews and observations suggest this target is likely MET</i>

SOME PROGRESS ACHIEVED

Measurable Pupil Outcomes	Instrument	Target	Progress
All courses include real world projects and problems	Course descriptions	All	<p>Some evidence of Progress A review of student work indicates that topic specific to what may be considered “real world” were present. Some courses however, lacked evidence of “real world projects or problems” with the exception of the study of historical topics in the History or Economics classes.</p>

NOT MET

Measurable Pupil Outcomes	Instrument	Target	Progress															
92.5% attendance rate	Attendance rate	92.5%	<p>NOT MET <table border="1"> <tr> <td></td> <td>2005</td> <td>2006</td> <td>2007</td> <td>2008</td> <td>2009</td> </tr> <tr> <td></td> <td>74.5%</td> <td>75.5%</td> <td>79.6%</td> <td>88.1%</td> <td>85.9%</td> </tr> </table> MET 0 out of 5 years</p>		2005	2006	2007	2008	2009		74.5%	75.5%	79.6%	88.1%	85.9%			
	2005	2006	2007	2008	2009													
	74.5%	75.5%	79.6%	88.1%	85.9%													
10% reduction in FBB/BB CST annually	CST performance annually	10%	<p>NOT MET <table border="1"> <tr> <td></td> <td>2005</td> <td>2006</td> <td>2007</td> <td>2008</td> </tr> <tr> <td>ELA</td> <td>76%</td> <td>79%</td> <td>65%</td> <td>71%</td> </tr> <tr> <td>Math</td> <td>92%</td> <td>92%</td> <td>93%</td> <td>84%</td> </tr> </table> MET 1 out of 3 years in ELA MET 0 out of 3 years in Math (1 of 6 years) (17%)</p>		2005	2006	2007	2008	ELA	76%	79%	65%	71%	Math	92%	92%	93%	84%
	2005	2006	2007	2008														
ELA	76%	79%	65%	71%														
Math	92%	92%	93%	84%														
2% increase in P/A CST annually	CST performance annually	2%	<p>NOT MET <table border="1"> <tr> <td></td> <td>2005</td> <td>2006</td> <td>2007</td> <td>2008</td> </tr> <tr> <td>ELA</td> <td>10%</td> <td>1%</td> <td>8%</td> <td>5%</td> </tr> <tr> <td>Math</td> <td>0%</td> <td>0%</td> <td>3%</td> <td>6%</td> </tr> </table> MET 1 out of 3 years in ELA MET 2 out of 3 years in Math (3 of 6 years) (50%)</p>		2005	2006	2007	2008	ELA	10%	1%	8%	5%	Math	0%	0%	3%	6%
	2005	2006	2007	2008														
ELA	10%	1%	8%	5%														
Math	0%	0%	3%	6%														
10% of each cohort of ELL’s achieve English Proficiency after 2 years at OASIS	CELDT	10%	<p>No evidence of progress. No evidence presented at time of site inspection <table border="1"> <tr> <td></td> <td>2005</td> <td>2006</td> <td>2007</td> <td>2008</td> </tr> <tr> <td>CELDT NoTest</td> <td>2</td> <td>3</td> <td>0</td> <td></td> </tr> </table> Performance suggests likely NOT MET</p>		2005	2006	2007	2008	CELDT NoTest	2	3	0						
	2005	2006	2007	2008														
CELDT NoTest	2	3	0															

NO EVIDENCE OF PROGRESS

Measurable Pupil Outcomes	Instrument	Target	Progress
80% students report feeling safe and secure	- Surveys 2x a year - Evaluations of teachers and course - Incidents of safety	80%	<u>No evidence of progress.</u> No evidence of surveys given 2 x a year. No evidence of course evaluations
80% students report program is challenging	- Surveys 2x a year - Evaluations of teachers and course	80%	<u>No evidence of progress.</u> No evidence of surveys given 2 x a year. No evidence of course evaluations * Performance report states 65% report feeling challenged
90% parents participate in orientation and conferences annually	Monitor and summarize annually	90%	<u>No evidence of progress.</u> No evidence of tracking of this data. Interviews indicate parent participation has historically been a challenge
60% who attend 18 mo. will graduate	Track graduates	60%	<u>No evidence of progress.</u> * not tracked

NOT PURSUED *

Measurable Pupil Outcomes	Instrument	Target	Progress
80% of students to meet 80% of specific objectives in PLP each year	PLP objectives annually	80% of 80%	<u>MPO NOT PURSUED</u> PLP's discontinued for all but select seniors. Focus is coursework objectives <i>* principal reported</i>
All students w/ roles and responsibilities annually	Surveys 2 x a year that role is meaningful, assign and monitor roles	All students	<u>MPO NOT PURSUED</u> Official roles are limited <i>* principal reported</i>
5% increase in CAT/6 each year	Median of matched cohort compared annually	5%	<u>MPO NOT PURSUED</u> CAT6 not taken by students 2004-2008
All who complete entry course will describe learning style, goals, personal interests, etc.	Surveys, presentations & PLP	All	<u>MPO NOT PURSUED</u> Course not offered <i>* principal reported</i>
75% students report confidence	Baseline survey/ follow-up survey after 18 mo.	75%	<u>MPO NOT PURSUED</u> Baseline & follow-up survey not given
All who complete two years will have internship opportunities	Review of participation, PLP	All	<u>MPO NOT PURSUED</u> Internships not offered <i>* principal reported</i>
All graduates complete post high school plan	Post high school plan	All	<u>MPO NOT PURSUED</u> Plans not developed <i>* principal reported</i>

IV. OUSD TIERING ANALYSIS:

Tiering Revisions: Using 2007-2008 Data

SCHOOL: Oasis

Step 1: Initial Tier is Calculated based on Program Improvement Status

Program Improvement Year: **2**

GREEN: No Program Improvement Status
 YELLOW: PI Year 0,1,2 (Year "0" means the school missed AYP for its first year and is at risk of PI status)
 ORANGE: PI Year 3
 RED: PI Year 4,5

Initial Tier: **YELLOW**

2007-2008 Reason for not Making AYP highlighted in RED

How AYP Score is Determined
 Made AYP in BOTH of past two years GREEN
 Made AYP in the MOST RECENT Year YELLOW
 Did not make AYP in EITHER of past two years RED

Made AYP in 2006-2007? **NO**
 Made AYP in 2007-2008? **NO**

NOTE: In some cases a school has made AYP even if this table shows that some targets haven't been met (for example, subgroups with less than 50 students are not evaluated for AYP). For questions on how AYP is calculated, please go to: <http://www.cde.ca.gov/ta/ac/ir/index.asp>

2007-2008 AYP Targets					
35.2% ###		95%		95%	
Prof / Adv		Participation			
ELA	Math	ELA		Math	
		N	%	N	%
14%	13%	35	--	31	--
--	--	13	--	11	--
--	--	2	--	3	--
6%	7%	18	--	16	--
--	--	1	--	1	--
13%	14%	28	--	24	--
--	--	1	--	1	--
--	--	1	--	0	--

07-08 API	513
API Target	0
Growth	16

Step 2: School Receives Growth and Achievement Gap scores

Growth	One Year		Two Year		Three Year	
	RED	RED	RED	RED	RED	RED
# of students with multiple years of data	26	9	7	3	0	0
% of students who						
Stayed in Advanced or Proficient	4%	0%	0%	0%	0%	0%
Grew at least one performance band	12%	11%	29%	0%	0%	0%
Stayed in the same performance band	31%	33%	57%	33%	0%	0%
Decreased one performance band	54%	56%	14%	67%	0%	0%
How Growth points are determined	0 0		0 0		0 0	
1 point if P/A + Growth > 1/2 of students	0 0		0 0		0 0	
1 point if % Growth > % Decrease	0 0		0 1		0 0	
Total Score	0		1		0	
How Growth score is Determined	GREEN		YELLOW		RED	
3-4 points	GREEN		YELLOW		RED	
2 points	GREEN		YELLOW		RED	
0-1 points	GREEN		YELLOW		RED	
Achievement Gap	NA					
School API	2006-2007	2007-2008	How Achievement Gap score is determined			
Lowest Performing Subgroup	497	513	GREEN: Gap small than 25 points OR Gap decreasing by more than 10%			
Lowest API	471	0	YELLOW: Gap decreases by less than 10%			
Achievement Gap	26	NA	RED: Gap is greater than 75 points and not closing OR All subgroups are not scoring above 574 OR Gap is increasing			
Change in Achievement Gap	NA					
% Change	NA					

MOVES UP OR DOWN?

0

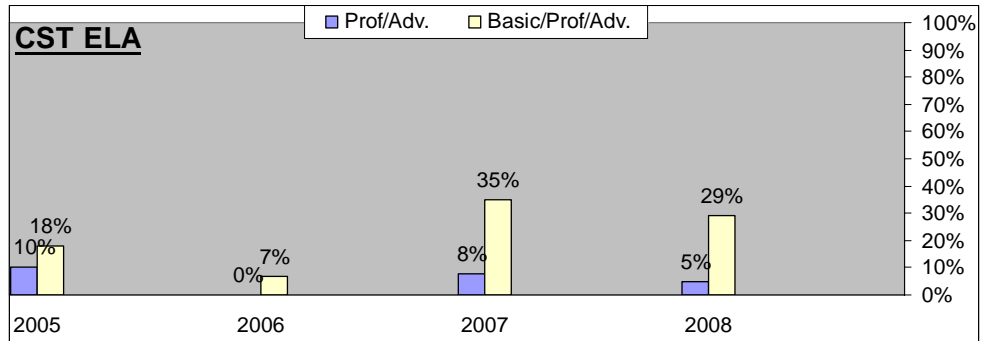
2008-2009 Tier			
2008-2009 Schoolwide Tier	Schoolwide Tier	GROWTH	GAP
	ORANGE	RED	NA

The OUSD Tiering analysis of OASIS High School is limited due in part to the absence of a statistically significant sample group. The school has a **very limited student sample** that has tested in consecutive years, providing a small sample pool. **Of the students analyzed, the rates of decline were significantly higher in three of four comparisons, than the rates of improvement.** While the performance is based on a criterion and not a norm referenced test and therefore the performance is not being measured each year based on an equivalent set of standards, the school based on the progress of those students represented in this analysis is nonetheless not accelerating the proficiency of students in each of the subject areas tested on an annual basis.

V. STAR Testing Performance, API Results, & AYP Results

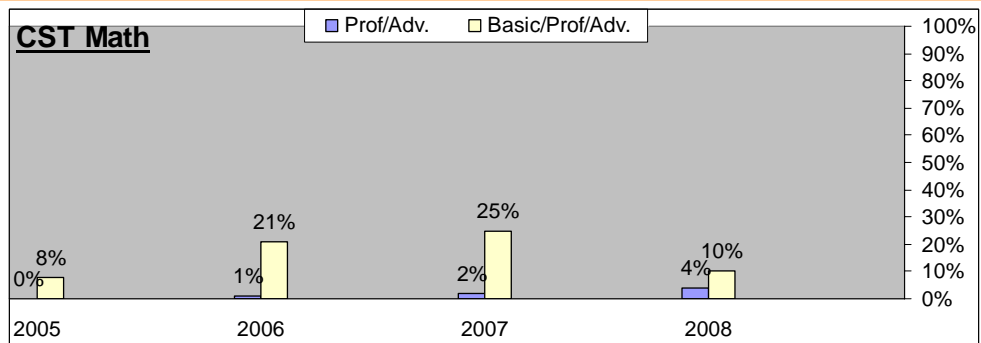
CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2005	10%	18%
2006	0%	7%
2007	8%	35%
2008	5%	29%



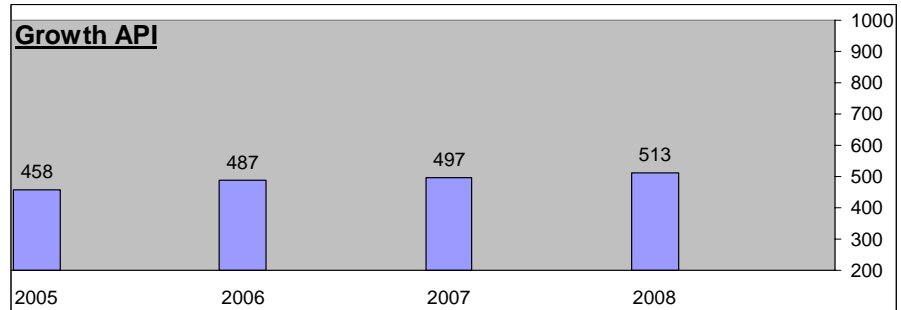
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2005	0%	8%
2006	1%	21%
2007	2%	25%
2008	4%	10%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2005	458	1	N/A
2006	487	1	N/A
2007	497	1	N/A
2008	513	Pend	Pend



AYP (Performance Over Time)

	2005	2006	2007	2008
AYP Met?	NO	NO	NO	NO
AMO's	80%	67%	67%	83%

Student performance on CST's is extremely low. The rates of improvement on the CST in ELA and math rise and fall. The population at the highest performance levels and lowest performance levels fluctuate each year. The school has made steady progress on its API performance each year. API results nonetheless remain low. The school has not achieved the Annual Yearly Progress targets required under No Child Left Behind. At the time of renewal, the school leadership and governing board were unaware of California's *Alternative School Accountability Model (ASAM)* which provides opportunities for schools serving unique, high risk, populations to demonstrate impact on student learning through alternative measures.

VI. COMPARISON ANALYSIS

A. Comparison Sub-Group: Oakland Charter Schools: API

➤ **Similar Grades Served: K-5, K-8, 6-8**

Order rank based on 2008 API Score

School	Grades	2005	2006	2007	2008
American Indian Public High School (AIPHS)	9-12	N/A	N/A	940	958
Oakland Charter High	9-12	N/A	N/A	N/A	939
Oakland School for the Arts (OSA)	6-12	738	720	742	750
Wilson (Lionel) College Preparatory Academy	6-12	614	665	667	735
Oakland Military Institute, College Prep. Academy (OMI)	6-12	671	658	636	694
Lighthouse Community Charter High School (LCC-HS)	9-12	N/A	568	606	681
Bay Area Technology School (BayTech)	6-12	627	656	633	635
Oakland Unity High School	9-12	580	654	595	624
Leadership Public School (LPS), College Park	9-12	N/A	630	535	590 *
Oakland Aviation High School (OAHS)	9-12	N/A	N/A	519	518
Oasis High School	9-12	458	487	497	513
ARISE High School	9-12	N/A	N/A	N/A	488

* Indicates an error in reporting. Score reflects calculation provided to CDE by school as accurate. Currently reporting error is being resolved.

B. Comparison Sub-Group: Oakland Charter Schools: CST ELA & MATH

➤ **Similar Grades Served: K-5, K-8, 6-8**

Order rank based on 2008 CST % Proficient/Advanced

CST ELA SCORES OVER-TIME

School	2005 Prof/Adv ELA	2006 Prof/Adv ELA	2007 Prof/Adv ELA	2008 Prof/Adv ELA
Millsmont Secondary	6-12	N/A	N/A	N/A
East Oakland Leadership Academy High	9-12	N/A	N/A	N/A
Oakland Charter High	9-12	N/A	N/A	93%
American Indian Public High School (AIPHS)	9-12	N/A	91%	92%
Oakland School for the Arts (OSA)	6-12	62%	53%	56%
Wilson (Lionel) College Preparatory Academy	6-12	17%	21%	37%
Oakland Military Institute, College Prep. Academy (OMI)	6-12	30%	29%	30%
Lighthouse Community Charter High School (LCC-HS)	9-12	N/A	24%	23%
Bay Area Technology School (BayTech)	6-12	23%	27%	22%
Oakland Unity High School	9-12	20%	19%	19%
ARISE High School	9-12	N/A	N/A	17%
Leadership Public School (LPS), College Park	9-12	N/A	11%	10%
Oakland Aviation High School (OAHS)	9-12	N/A	N/A	15%
Oasis High School	9-12	10%	0%	8%

Order rank based on 2008 CST % Proficient/Advanced

CST MATH SCORES OVER-TIME

School		2005 Prof/Adv Math	2006 Prof/Adv Math	2007 Prof/Adv Math	2008 Prof/Adv Math
Millsmont Secondary	6-12	N/A	N/A	N/A	N/A
East Oakland Leadership Academy High	9-12	N/A	N/A	N/A	N/A
Oakland Charter High	9-12	N/A	N/A	N/A	86%
American Indian Public High School (AIPHS)	9-12	N/A		76%	75%
Wilson (Lionel) College Preparatory Academy	6-12	13%	22%	22%	36%
Oakland Military Institute, College Prep. Academy (OMI)	6-12	18%	18%	18%	25%
Oakland School for the Arts (OSA)	6-12	11%	17%	13%	19%
Bay Area Technology School (BayTech)	6-12	22%	16%	24%	17%
Leadership Public School (LPS), College Park	9-12	N/A	19%	9%	14%
ARISE High School	9-12	N/A	N/A	N/A	4%
Oasis High School	9-12	0%	1%	2%	4%
Lighthouse Community Charter High School (LCC-HS)	9-12	N/A	22%	10%	3%
Oakland Unity High School	9-12	3%	2%	2%	2%
Oakland Aviation High School (OAHS)	9-12	N/A	N/A	2%	1%

Comparison Sub-Group ANALYSIS: Oakland Charter Schools

The usefulness of comparative analysis is mitigated by the unique and somewhat transient population of students that make-up the majority of the enrollment attending OASIS High School. Nonetheless, comparison allows for an evaluation of the programmatic options available to these same students.

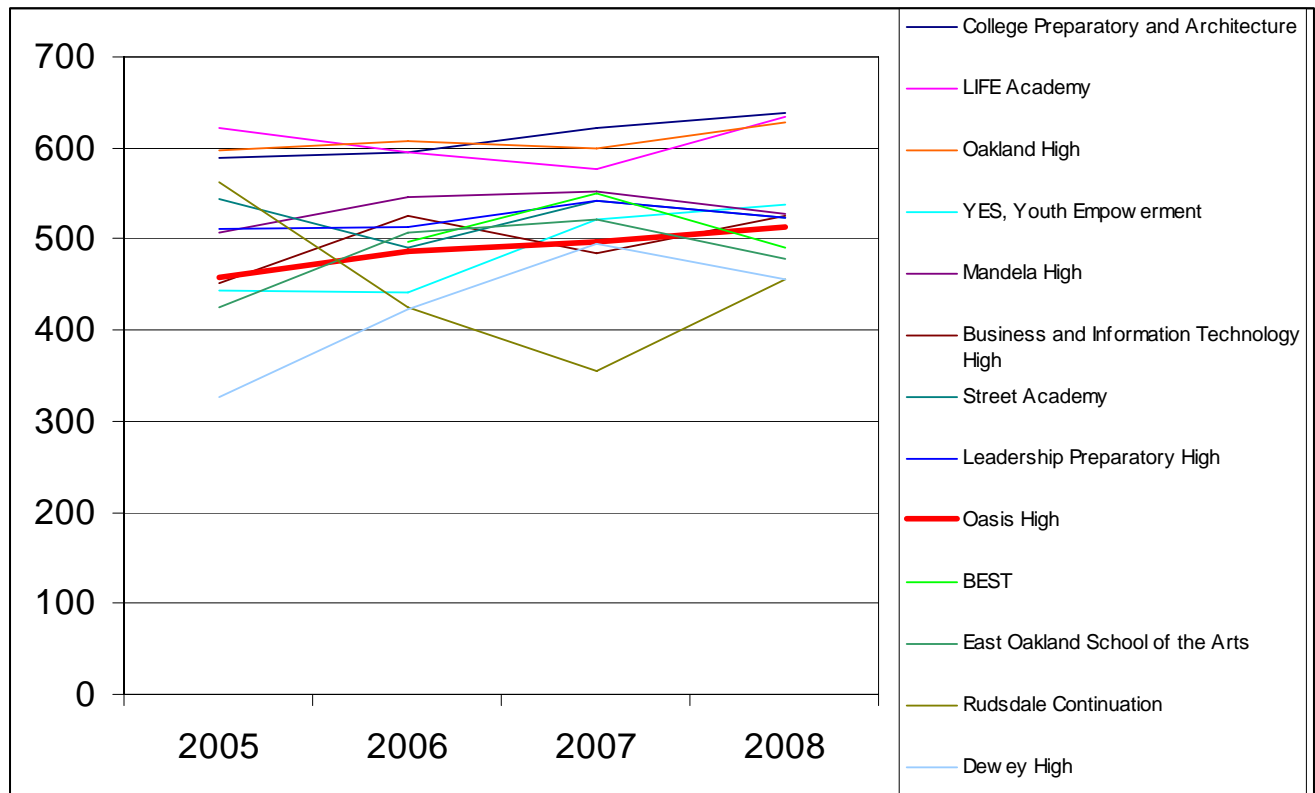
- The performance of OASIS High School with respect to its API is comparably low and well below the median as compared to other Oakland charter schools serving high school students.
- The performance of Oakland charter schools serving high school students that have been operating for at least four years varies among schools that:
 - have made significant improvement in API results (*L. Wilson +121 pts over four years*)
 - have had fluctuating improvement (*Unity High +74 pts, -59 pts, +29 pts over four years*)
 - have comparable improvement rates to that of OASIS High School (*Oakland School for the Arts + 22 pts over four years, though began at 738*).
- Over-all the performance of OASIS High School based on the CST English Language Arts results is lower than all Oakland charter schools serving high school students.
- Over-all the performance of OASIS High School based on CST mathematics is higher than some in 2008, but lower over-time than most Oakland charter schools serving high school students.

C. Comparison Sub-Group: OUSD District Schools: API

- **Similar Grades Served**
- **Similar Demographic (< or > 20% Comparable low-income *Free/Reduced Lunch*)**

Order rank based on 2008 API Score

SCHOOL	LEVEL	2005	2006	2007	2008
College Preparatory and Architecture	high	589	595	621	638
LIFE Academy	high	621	596	577	635
Oakland High	high	597	608	599	629
YES, Youth Empowerment	high	444	442	521	537
Mandela High	high	507	546	552	528
Business and Information Technology High	high	452	526	485	526
Street Academy	high	544	490	541	523
Leadership Preparatory High	high	512	513	541	523
Oasis High	high	458	487	497	513
BEST	high	B	497	551	490
East Oakland School of the Arts	high	425	508	521	478
Rudsdale Continuation	high	562	424	355	455
Dewey High	high	327	422	495	455

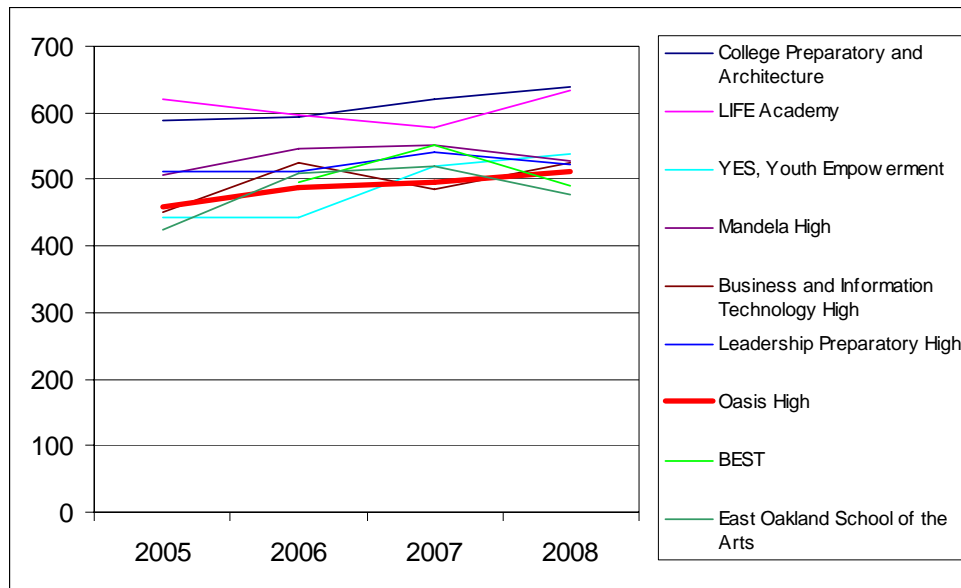


D. Comparison Sub-Group: OUSD District Schools: API Growth Over-Time

- **Similar Age**
- **Similar Grades Served**
- **Similar Demographic (< or > 20% Comparable low-income *Free/Reduced Lunch*)**

Order rank based on 2008 API Score

SCHOOL	LEVEL	2005	2006	2007	2008
College Preparatory and Architecture	high	589	595	621	638
LIFE Academy	high	621	596	577	635
YES, Youth Empowerment	high	444	442	521	537
Mandela High	high	507	546	552	528
Business and Information Technology High	high	452	526	485	526
Leadership Preparatory High	high	512	513	541	523
Oasis High	high	458	487	497	513
BEST	high	B	497	551	490
East Oakland School of the Arts	high	425	508	521	478



Comparison Sub-Group ANALYSIS: OUSD District Schools

The usefulness of comparative analysis is mitigated by the unique and somewhat transient population of students that make-up the majority of the enrollment attending OASIS High School. Nonetheless, comparison allows for an evaluation of the programmatic options available to these same students.

- OASIS shows an upward trend while the majority of District high schools demonstrate a decrease in API results in the prior year 2008.
- Over-all the performance of OASIS compared to District schools serving a similar socio-economic demographic is low.
- Over-all the performance of OASIS compared to solely **new** District schools serving a similar socio-economic demographic is low, only recently out-performing two of the eight comparison schools.
- District schools serving similar high risk populations have either:
 - Increased API results at significantly higher rates (*Dewey High +121 pts over four years*)
 - Fluctuated API results from year to year (*Street Acad. -54 pts, +51 pts, -18 pts over four years*)

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **December 15, 16, and 17, 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **December 15 and 16, 2008**.

Strengths:

- Progress on attendance rate in first four years (75%, 76%, 80%, 88%)
- Progress on API (458, 487, 497, 513)
- Links to community based organizations
- No tolerance policy regarding fighting has ensured physical violence is extremely rare
- Use of art or efforts towards creative expression evident on assignments
- Consistent use of Do Now's in classrooms – most students on task in the early part of lessons
- Incorporating students' perspective was prevalent; many assignments and tasks asked students to draw from their experiences
- Majority of teachers wrote lesson objectives on the board
- Poetry anthology was provocative and strong ... likely very engaging for students
- Evidence of grade level texts in some classes; *Beloved*, *People's History*
- Homework Log in every classroom
- Students are consistently required to respond to texts

Challenges:

- No evidence of effectively pursuing measurable academic outcomes outlined in the charter
- Many innovative pupil outcomes and means of measuring student progress abandoned (*PLP's, Life after HS plans, internships, Entry Course & outcomes, official student leadership roles*)
- School indicates need to track and monitor student and school-wide performance, but no plan to do so is presented
- Low academic outcomes, compared with student potential, particularly given the renewed engagement and buy-in. (*Challenges include school testimony of difficulty in getting staff buy-in to increase rigor, use of standards, or formal and consistent use of student performance data to inform instruction*)
- CAHSEE Exam results, largely the most significant standardized assessment for students, demonstrates comparable results for ELA, yet very low results for math, with particularly discrepant performance between gender, which staff indicates has not been analyzed. (*32% pass rate in math by 10th grade in*

2008, with only 25% of females or 1 in 4 passing in the 10th grade. ELA results in 2008 53% at 10th, 28% at 11th, and 23% at 12th passing. Only 40% of males passing in 10th grade in 2008.)

- Weak formal and informal feedback and evaluation of instructional program. Little evidence of urgency to implement school-wide instructional methods. (*Formal evaluations occur 1x or 2x a year. To date, no formal observations completed for 08-09. ELD has had no observation, relying on verbal check-in with 1st year teacher.*)
- Testimony by the school that attendance has been the school-wide “focus” year to year, yet with attendance improving by 15% over past four years, Board named attendance still as the primary focus of the school in year 5 with **no other goals established by the board for the school.**
- Of 8 core academic teachers in 2008-09, 4 teachers began their teaching at OASIS; 2 teachers had only 1-2 years prior experience; leaving 2 veteran teachers on staff. For most teachers, all or the majority of their teaching experience has been at OASIS, and testimony indicates they have received support primarily through an external provider over their tenure with little support provided through internal school structures or school-wide professional development.
- Lesson hooks or key engagement strategy not consistent within the program
- Observable transitions were rare - little or no reflection or closure of lessons observed
- Checking for understanding was rare – not systematic or effective – mostly “any questions?” or “does that make sense?”
- With some exceptions, pacing – markedly slow – lost time in large blocks; - 20 minutes reading response, - very slow delivery, - group formation process,
- ELD – entirely oral, no student discussion – lacked a sense of safety in reading, problematic presentation of materials – use of idioms; leader has yet to evaluate and relies on verbal check-ins asking teacher how things are going
- No evidence of regular walkthroughs or feedback provided by leadership to teachers on instruction
- Testimony that it has been difficult to get staff to buy-in to increased student rigor, use of standards, or formal use of student performance data
- Scaffolds often are either not existent, as in some essay writing and content delivery, or is not removed to lead to the objective - i.e. artistic expression
- Often the objective or desired quality of student work was unknown to students; i.e Spanish essay, M.E. Timeline, math class work, Art Lesson, Court Case Assignment...missing “Why is this important?”
- With the exception of some exemplary feedback provided to writing in the social studies course, very little feedback by teachers observed on student assignments and student work, primarily check-marks and often no marks
- Absence of a school-wide approach to literacy – students not at all familiar w/ a Reciprocal Teaching strategy attempted
- Infrequent use of rubrics; examples were often either rudimentary or self-assessed by students only vs. teacher assessment;

- Questioning and tasks often low on Bloom’s taxonomy with some exceptions
- Limited to no guided practice, particularly in math, as well as very limited modeling, except when asked to copy information
- School indicates that most teachers are not CLAD certified
- No system for teaching “Life After High School” course

The following represent key findings of the **Third-Party Review**:

Strengths:

- The school has established a caring and supportive learning environment for its largely at-risk student population.
- The teachers are dedicated and strive to help their students by providing individualized attention to their social and emotional needs.
- Students appreciate the school and the teachers; they trust and respect the adults at the school, who have largely changed their negative attitudes about school to a positive one.
- Parents are strong advocates for the school; they feel that the school has impacted their children positively and they appreciate the school’s diligent efforts to communicate with them about their children’s progress.

Challenges:

- The school has not met the student achievement goals it has outlined in its charter.
- The school has not yet established its academic vision and a clear instructional approach.
- Instruction lacks the appropriate pace, rigor and scaffolding techniques to support its student population to meet state standards.
- The school has yet to gather comprehensive data to inform and strategically address student achievement needs.
- Previous schoolwide initiatives to improve instruction have not yet impact the learning environment.
- The school leadership has not driven the creation or implementation of a clearly defined strategic improvement plan to address its identified academic and operational needs.

Third Party Review Evaluation

Criteria 1: Improving Student Achievement

A charter school achieving proficiency in this area promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.

This area of the school's work is **INADEQUATE**.

Criteria 2: Strong Leadership

The leaders of a charter school achieving proficiency in this area are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

This area of the school's work is **INADEQUATE**.

Criteria 3: A Focus on Continuous Improvement

A charter school achieving proficiency in this area engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

This area of the school's work is **UNSATISFACTORY**.

(SEE APPENDIX IV for detailed analysis of each criterion.)

IS THE SCHOOL AN ACADEMIC SUCCESS?

Based on an analysis of OASIS High School's performance outcomes and an evaluation of its educational program following its first five years, the school is deemed **not** to be an **Academic Success** for the purposes of renewal.

- **The school has not sufficiently met or made substantial progress towards meeting** its Measurable Pupil Outcomes identified in its charter.
- Additionally, **the school has not attained achievement rates above the median and in some cases, is at or below the absolute performance of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards.
- Finally, the school's Educational Program over-all has been evaluated to be ***INADEQUATE*** by its fifth year of operation.

Renewal Standard II: Is the school an Effective, Viable Organization?

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on **December 15, 16, and 17, 2008** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **December 15 and 16, 2008**.

The following represent key findings of **District staff**:

Strengths:

- A sense of “family” and a commitment to the school authentically expressed by representative students, staff, leadership, and families
- Stable teaching staff and leadership (*benefits and challenges*)
- Effective recruitment of high need population & evident re-engagement of largely disenfranchised students. (*Majority of students derive from large public high schools*)

Challenges:

- Leader assigned to improve school-wide curriculum, while committed to the role, has been provided little guidance or clear objectives; and sufficient support to be effective is not evident (*curriculum alignment is driven by what is already being done, vs. what is needed*)
- Lack of systematic and continuous school-wide improvement. (*Most identified improvement or developments has been limited to operations such as hall passes in year 3, systematically calling home for absences in year 4, and bringing in a Dean in year 4 to address conflict resolution. Or, developments have resulted from difficulties such as letting go of Independent Study program in year 4 due to record-keeping burden.*)
- Lack of strategic planning by the board and site leadership. School considered improvement plan and goals developed in 2007 by EdTec to be a “compliance document” with no effective use or implementation. (*Board suggests that it takes five years to effectively establish a new school, however this school is markedly underdeveloped and very little is established aside from a strong culture of relationships. Board indicates the school is now at the place of needing to develop a strategic plan in year 5. Yet, no plan or plan to plan has been developed. School was engaged regarding renewal one year in advance yet no strategic planning occurred in the interim. Only the promise to develop an improvement plan has been provided.*)
- Many promising programs have relied on individuals that have been transitional, resulting in limited sustainability. (*CIG leadership, Step to College, Life after High School, Math teacher, Professional Development in Arts Emphasis*)
- Parents, Board, Leadership, Staff, and students emphasize only perceived strengths of the school and are challenged to name shortcomings or areas of weakness, even when encouraged to do so. Continuous improvement does not appear to be considered fundamental to a quality school.
- School espouses not “making excuses”, but regularly cites “excuses” for student’s low performance and school’s over-all underdevelopment. (*School sites burden of WASC & charter renewal, low student*

skills, school founders, lack of resources from the District, internet hub issues, limited funds, limited teacher buy-in to change efforts, etc.)

- Renewal self-study sites the only exemplary aspect of the school is its fiscal oversight.
- School notified in summer, 2007 that facility is out of compliance for use as a school. Remained in facility for two successive years.
- In March, 2009 OASIS High School declined the District's facility offer made to the school through Prop. 39.
- As of June, 2009 a facility which meets the requirements for educational use has not been acquired, and there is no evidence that the school will be successful in acquiring an appropriate facility for the 2009-2010 school year.
- Staff was informed by OASIS leadership that in October, 2008 the school leadership was notified by police while attending a late afternoon school meeting that an arrest was made where-in a tenant who was a registered sex offender had been renting an office space for four months in a room adjacent to an OASIS classroom and sharing the same hallway with students and staff. No further information on the arrest was provided. School leadership indicated not knowing or having communication with the landlord to become more aware of who the occupants of the building are. When this incident was brought to the attention of the OASIS governing board, it was met with surprise, indicating that the incident had not been communicated.

The following represent key findings of the **Third-Party Review**:

Strengths:

- The leadership and board are stable, and the school has managed its financial responsibilities well.
- There is good evidence that school policies and procedures have been put in place, though much of these procedures are carried out via close teacher-teacher or teacher-administrator communication rather than through formalized procedures.
- The school has a moderate reserve and has had clean audits from the last two years reviewed.
- The board of directors is committed to the mission of the school to serve those students who are at risk of, or have already, dropped out of school, and it consists of representatives with backgrounds and skills that can bring additional resources to Oasis.

Challenges:

- Oasis is still evolving into a fully effective, viable organization.
- The school board and its leadership have yet to drive the creation or implementation of a clearly defined strategic improvement plan to address fairly urgent academic and operational needs.

- Indeed there is a sense of complacency in the leadership's attitude in addressing those needs, while at the same time, blaming a myriad of external factors that have led to school and student achievement issues.

Third Party Review evaluation

Criteria 4: Responsible Governance

A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

This area of the school's work is **UNDERDEVELOPED**.

Criteria 5: Fiscal Accountability

A quality charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

This area of the school's work is **UNDERDEVELOPED**.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Based on this analysis, the school is deemed **not** to be an **Effective, Viable Organization** for the purposes of renewal. The absence of a clearly defined instructional program that includes rigorous performance standards, quality instructional delivery, and continuous improvement based on aligned professional development and the use of student level performance data to inform instruction; inhibits the ability of the school to demonstrate a likelihood of future improvement. The absence of a strategic improvement plan or specific effort on the part of the governing board or school leadership to nevertheless detail a plan for the further development of the school's educational program demonstrates that the school is *demonstrably unlikely to successfully implement the program as set forth in the charter petition.*

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- *Adherence to Proposed Educational Program*
- *Pursuit of Measurable Pupil Outcomes*
- *Compliance with Regulatory Elements*

The following summary provides key areas in which the school has and has not been faithful to the terms of its charter:

Evidence indicates that the school has adhered to the following terms of their charter:

- The school has enrolled a high risk, high need student population
- The school has developed many community links through organizations with whom the school partners
- The school has incorporated the use of student's personal perspectives to increase curricular relevance; as well as topics likely to generate interest within the curriculum

Evidence indicates that the school has not adhered to the following terms of their charter:

- The school has not pursued numerous Measurable Pupil Outcomes detailed in the approved charter
- The school has not tracked student performance as outlined in the approved charter
- The school has not provided the unique entry course designed to personalize the learning experience as outlined in the approved charter
- School has occupied a facility with knowledge that the facility does not meet the legal requirements for charter schools

Staff has reviewed the school's records on file with the District and deemed that OASIS High School has **not** sufficiently adhered to its proposed educational program, **not** sufficiently pursued its measurable pupil outcomes as stated in its charter, and has **not** been compliant in all aspects of its regulatory elements under its charter term.

RECOMMENDATION:

Based on its thorough analysis of the charter school's performance, it is the recommendation of staff to **deny** the charter renewal petition for OASIS High School because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards, consistent with the standards and criteria set forth in the Charter Schools Act, Education Code §47605, which governs charter school renewals. The petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition, as evidenced by the findings outlined within this report.

APPENDIX I: Initial Guidelines for Improvement Plan and Accountability Plan

APPENDIX II: Additional Guidance Provided to OASIS Improvement Planning Team

APPENDIX III: Charter School Renewal Quality Review

APPENDIX I: Initial Guidelines for Improvement Plan and Accountability Plan

Staff has invested substantial time and energy reviewing the current condition of the educational program as implemented within the school and has engaged in extensive dialog with the school's leadership and governing board in an effort to develop a fair, accurate assessment of the school's capacity for improvement to be likely.

Staff believes that the following conditions warrant consideration by the OUSD Board of Education and the State Administrator;

1. OASIS has enrolled a unique high risk student population consistent with the terms of its charter and who are likely to have been students otherwise dropped out of or dropping out of their high schools previously attended.
2. OASIS has effectively developed a sense of "Buy-in" and trust among the enrolled population; establishing a critical and necessary supporting condition for success with the aforementioned student population.
3. OASIS leadership, staff and governing board members have made a commitment and is prepared to allocate the necessary resources to develop a comprehensive strategic **Improvement Plan** and sound **Accountability Plan**.

Therefore, staff recommends consideration by the OUSD Board of Education and State Administrator to negotiate with the school to withdraw its charter renewal petition request, (which would otherwise require decision-making by the State Administrator no later than the March 11, 2009 governing board meeting – no further extensions are allowed under the law) and to resubmit their charter renewal request with a subsequent submission to staff for review and evaluation of a strategic **Improvement Plan**, to be included for further consideration with respect to charter renewal decision-making.

Staff acknowledges the need to outline for the school the necessary elements to be included in a sufficiently strategic **Improvement Plan**; however the plan will nonetheless be developed independent of staff, in order to sufficiently demonstrate capacity to successfully implement the plan in the interest of successfully implementing the program as set forth in the petition. Evaluation of the **Improvement Plan** would include representatives from the District's Instructional Services Dept., Research and Assessment Dept., and the Office of the Chief Academic Officer.

Subsequently, staff will translate the **Improvement Plan** into a sound **Accountability Plan** with the assistance of the aforementioned departments, in addition to guidance by District legal counsel. The **Accountability Plan** will tie the school's measurable pupil outcomes outlined in the charter to a time bound schedule of review, such that charter revocation will be triggered and the necessary reasonable periods for cure embedded within the plan, to ensure that the school can be held accountable through-out a subsequent five year charter term.

Strategic Improvement Plan:

- **Strategic Plan** to include comprehensive analysis of the academic shortcomings (needs) and root causes of both school's student population, as well as the school's academic program
- **Data Driven** such that evidence reinforces all assumptions about the need, causes, and likely cures outlined in the Plan
- **Action Oriented** such that the Plan sufficiently details each action required to bring about the proposed outcomes, including identifying the lead and evidence of their capacity to achieve the tasks; necessary resources including funding and their sources; a timeline for implementation and attainment of expected results; and a clear description of the measure demonstrating successful attainment of each step
- **Measurable Goals Established** such that represent the measureable pupil outcomes outlined in the schools charter petition. Goals must provide for effective quantitative or qualitative metrics that are specific, measurable, attainable, relevant and timebound
- **Address all aspects of program**

- **Board Engagement/Leadership** in the development and implementation of the Plan
- **Instructional Leadership** and the necessary development and accountability tied to both the school leader and his or her direct reports within the Plan
- **Curriculum Alignment** to include a clear rationale for what is and is not included to ensure the attainment of a rigorous high school diploma and opportunity to achieve the necessary UC/CSU entrance requirements for all students
- **Instructional Program** design that details high leverage teaching strategies likely to be successful with both the curriculum and the student population, as well as the supporting conditions necessary to effectively deliver these strategies
- **Assessment Model** that is aligned to the student population, provides for a range of traditional and alternative assessments, which are both summative and formative in nature and in intended use, with a Plan for continuous improvement
- **Professional Development Plan** that details the scaffolded implementation of the proposed Curriculum and Instructional Program such that successful implementation is likely; and Plan is to include who will be responsible for providing staff development, as well as the manner with which staff evaluations will occur, and extent to which staff will be held accountable for achieving the outcomes detailed within the plan
- **Interventions** outlined with the Plan such that identification of student needs and identification of the likely shortcoming to emerge among the student population within the proposed educational program that will allow for the development of intervention strategies likely to address the identified needs
- **School Schedule, Discipline Plan, and Admissions** should evidence the implications of the Improvement Plan

Sound Accountability Plan:

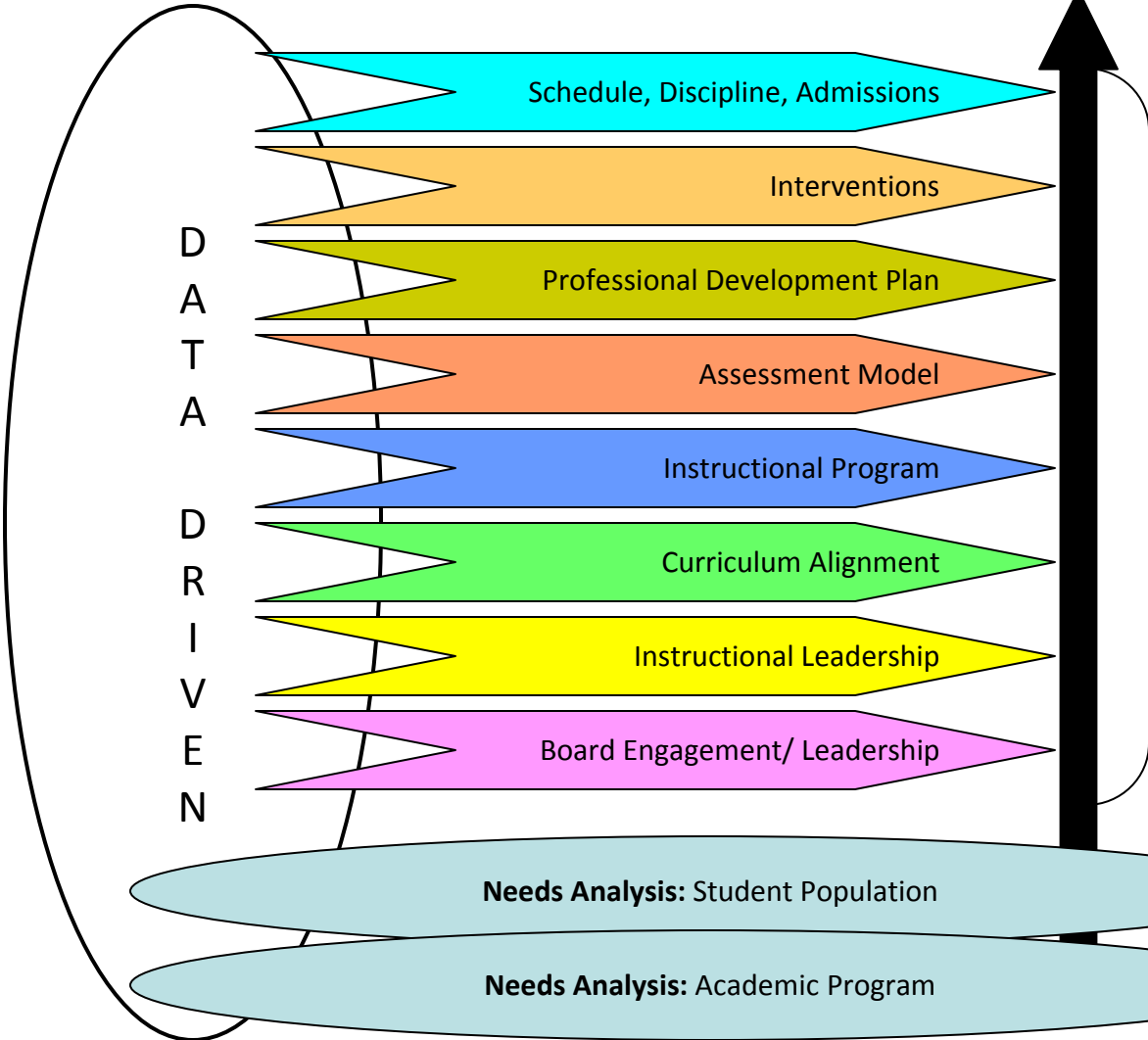
Translate all relevant Measurable Pupil Outcomes such that it;

- Establishes each outcome goal
- Establishes evidence of each outcome goal
- Establishes measurable targets of the extent to which *all students have attained the outcome goal*
- Establishes a timeframe for attainment (minimum period required to reasonably evidence attainment)
- Establishes “*cure period*” wherein school must remedy underachievement (to include automatic Notice of Violation, to be approved at that time by the Authorizer)
- Establishes charter revocation proceedings, consistent with applicable laws and regulations, as a consequence of “non-remedy”
- Details progress requirements throughout a subsequent five year term

ATTACHEMENT II: Additional Guidance Provided to OASIS Improvement Planning Team

Establish Measurable Goals aligned to mission and vision:
Range of qualitative and quantitative...all are S.M.A.R.T. Goals

Classroom Practice and Teacher Practice



D
A
T
A

D
R
I
V
E
N

Schedule, Discipline, Admissions

Interventions

Professional Development Plan

Assessment Model

Instructional Program

Curriculum Alignment

Instructional Leadership

Board Engagement/ Leadership

Needs Analysis: Student Population

Needs Analysis: Academic Program

Action Plan

- Detailed Action Steps
- Lead/s & Evidence of Capacity
- Resources Needed
- Funding & sources
- Timeline
- Measure of success

***** BE SPECIFIC! *****

APPENDIX III: Charter School Renewal Quality Review



Oakland Unified School District

Charter School Renewal Site Visit Report

Oasis High School

**285 17th Street
Oakland, California 94612**

Principal: Hugo Arabia

Dates of review: December 15-16, 2008

Lead Reviewer: Ting L. Sun

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

Overall evaluation
How well the school meets the renewal site visit criteria

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Oasis High School is a small charter school that serves 178 students in grades nine through twelve. The school is in its fifth year of operations, and this is its first renewal.

Oasis' current enrollment consists of 52% African American, 39% Hispanic, 4% Asian students and an additional 5% of students consisting of other ethnicities. Seventy-five percent (75%) of the students are known to be eligible for the free and reduced lunch program. Three students at the school have been identified with special needs and 15 students have been identified as English Learners (EL). The student attendance rate at Oasis averages at 85%.

In 2008 Oasis met its Academic Performance Index (API) growth target with a growth API of 513. Oasis' 2007 API base score of 497, ranks the school at 1 (in the lowest 10%) statewide.

Part 2: Overview

School Strengths:

- The school has established a caring and supportive learning environment for its largely at-risk student population.
- The teachers are dedicated and strive to help their students by providing individualized attention to their social and emotional needs.
- The board consists of knowledgeable professionals from the community who are committed to the mission of the school.
- Students appreciate the school and the teachers; they trust and respect the adults at the school, who have largely changed students' negative attitudes about school to positive ones.
- Parents are strong advocates for the school; they feel that the school has impacted their children positively and they appreciate the school's diligent efforts to communicate with them about their children's progress.

School Challenges:

- The school has not met the student achievement goals it has outlined in its charter.
- The school has not yet established its academic vision and a clear instructional approach.
- Instruction lacks the appropriate pace, rigor and scaffolding techniques to support its student population to meet state standards.
- The school has yet to gather comprehensive data to inform and strategically address student achievement needs.
- Previous school-wide initiatives to improve instruction have not yet impacted the learning environment.
- The school leadership has not driven the creation or implementation of a clearly defined strategic improvement plan to address its identified academic and operational needs.

Part 3: Main Findings

Overall Evaluation:

This is an underdeveloped school overall with inadequate features.

Is the School An Academic Success?

Oasis High School has been successful in instilling a sense of academic purpose among its largely at-risk student population, but this has yet to translate into academic success on objective measures of academic student achievement and performance. The school has established a learning environment in which students feel they get strong support and attention from their teachers, and this has significantly altered their perspectives on their ability to succeed in school. At the same time, however, the school has made little progress in articulating a schoolwide, cohesive academic and instructional vision to support students in gaining required subject-matter skills and knowledge. As a result, the quality of academic instruction is inconsistent throughout the school as are expectations for student learning. Overall, the schools' curriculum is not rigorous enough to support its students in meeting state standards.

In 2008 Oasis met its Academic Performance Index (API) growth target with an API score of 513. However, student achievement on state assessments is very low compared to other high schools in the area. The school has made some growth on its API, but students are still far below achievement levels at all grade levels in all subject areas on standardized tests. Performance of tenth-graders on the California High School Exit Exam (CAHSEE) has fluctuated annually with English/language arts passing rates rising slightly and math passing rates dipping. The school is currently in Program Improvement (PI) Year 2 under the federal No Child Left Behind (NCLB) Act.

The school's mission is to serve students who are at-risk or have dropped out of school, and those who have not been successful in district comprehensive high schools. This factor impacts outcomes on the school's standardized test results as students often come to Oasis with deficiencies in skills. However, the school has yet to develop a comprehensive system to assess, track, monitor and support students to fully gain the skills required to meet state standards. Over the past five years of its charter, Oasis' educational model has developed from an individualized, independent study model to a completely classroom-based program, using an 'accelerated' trimester system. This doubles class periods and allows students to complete one year of credit for a high school course in essentially 2/3 of a school year. While this model has potential for students to make up deficient credits in a shorter amount of time, there is no cohesive curricular vision that drives the design of these courses. Subject-matter curricula have not been strategically implemented or sufficiently tiered to ensure that student learning is scaffolded or that knowledge is built upon previous learning. All of this has resulted in only moderate academic success overall. The school is further hindered in its monitoring of academic progress because it has not used data to track performance against the student success factors outlined in its charter.

Parents and students are strong advocates of the school, providing a wide range of testimonials about how the school has changed students' attitudes about school, especially those who previously attended large, comprehensive high schools where they felt they were very little known and that no one cared about whether they were in class or not. Further, the school staff, particularly the teachers, are diligent in their communication with parents on how students are doing in their classes related to behavior and assignments.

Is the School an Effective, Viable Organization?

Oasis is still evolving into a fully effective, viable organization. The leadership and board are stable, and the school has managed its financial responsibilities well, though the school is still struggling to find better facilities to house the program. There is good evidence that school policies and procedures have been put in place, though many of these procedures are carried out via close teacher-teacher or

teacher-administrator communication rather than through formalized procedures. The school has a moderate reserve and has had clean audits from the last two years reviewed.

The board of directors, which is undoubtedly committed to the mission of the school, consists of representatives with backgrounds and skills that can bring additional resources to Oasis. However, the school board and its leadership have yet to drive the creation or implementation of a clearly defined strategic improvement plan to address fairly urgent academic and operational needs.

Has the School Remained Faithful to the Terms of Its Charter?

Oasis High School's educational program has evolved from a largely independent study model to a classroom-based instructional model during the term of its current charter. While this change in the original educational program design was intended to better support a struggling student population which was lagging behind in basic skills, the school has not developed a strategic instructional approach to meet its established charter goals. The school is currently serving a targeted population of diverse and traditionally under-served students and has started to make many of them think about attending college once they graduate from high school. Many students and parents attest to the changes in the students' attitude about school because of the support and care of the OASIS staff. Evidence gathered on the school's academic performance thus far, however, indicates that the school may still be far from providing its students with the full academic skills necessary for college and beyond as promised in its charter as a vast majority of students are not meeting basic levels of proficiency as measured by standardized tests

Criterion 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

This area of the school's work is inadequate.

The mission of the Oasis charter is to provide a “comprehensive, rigorous and meaningful high school education” for students who are at-risk or who have dropped out of school. The school aims for its students to earn a high school diploma and be prepared for life beyond high school. To accomplish this mission, the original charter outlines an independent study learning model in which each student's educational plan is individualized to meet his/her personal and academic needs. An overarching goal of the charter is to provide a learning environment in which students receive the one-on-one attention necessary to be successful.

During its five years of operations, Oasis High School has achieved part of its overarching goal in instilling a sense of academic purpose among its largely at-risk student population. This is clearly evident in the testimony of many students and parents at the school. However, the students' positive feelings and attitude about school and learning has yet to translate into academic success in terms of measureable student performance both on state standardized testing and on the school's own charter performance benchmarks and outcomes. After its first year, Oasis' educational model began to change from an individualized, independent study model to a completely classroom-based program. However, the school has done little mapping of the educational components described in its original charter to the new learning model it has adopted and has been implementing. As a result, measures of both academic and non-academic goals outlined in the school's original charter have not been attended to. Student achievement on state assessments is very low compared to other high schools in the area. Among fifteen traditional and charter public high schools within a two-mile radius, Oasis has the fourth lowest API score. Oasis' 2007 API base score was 497, ranking the school in the lowest 10% of among all California high schools. The school is too small to receive a similar schools API rank. In 2008 Oasis met its Academic Performance Index (API) growth target with an API score of 513. While the school has made some growth on its API, students are far below achievement levels at all grade levels in all subject areas on standardized tests. For example, 71% of students scored below basic and far below basic on the 2008 ELA CSTs, while 69% of students score below basic and far below in math. Larger percentages of students scored below basic and far below levels in science and in social science end-of-course CSTs. Performance of tenth-graders on the California High School Exit Exam (CAHSEE) has fluctuated annually with English/language arts passing rates rising slightly and math passing rates dipping. The school is currently in Program Improvement (PI) Year 2 under the federal No Child Left Behind (NCLB) Act. While the school's student population and small size may well qualify Oasis to participate in the Alternative School's Accountability Model (ASAM) so that additional student outcomes can be formally measured and tracked, the school has never explored this option.

The school's mission is to serve students who are at-risk or have dropped out of school and those who have not been successful in district comprehensive high schools. This is a factor in the school's standardized test performance, as many students come to Oasis with deficiencies in skills. Nevertheless, Oasis has yet to develop a comprehensive system to assess, track, monitor and support students to fully gain the skills required to meet rigorous state standards. Because the school has not pursued ASAM or other routes to collecting data on their students' progress, it has not been able to effectively measure academic improvements or gains. Additionally, core structures in the the delivery of high school level courses have not been designed in such way to best measure student performance at either the structural or the curricular level. For example, the school is on an 'accelerated' trimester system, which doubles class periods and allows students to complete one year of credit for a high school course in essentially 2/3 of a school year. While this model has potential for students to make up deficient credits in a shorter amount of time, the timeline of the school's course completion is not aligned to the state's testing windows. This results in students taking end-of-course standardized tests either when they are at the beginning of a course or well after they have completed it. Additionally, given the

varying skills and number of deficient credits with which students come into the school, Oasis lacks a cohesive curricular vision to drive the design of these courses. Subject-matter curricula have not been strategically implemented or sufficiently tiered to ensure that lessons are carefully scaffolded and build upon previous knowledge. All of this has resulted in only moderate academic success overall for the school. The school is further hindered in its tracking of academic progress because it has not tracked or used data on student success factors outlined in its charter. Oasis has also not tracked well the retention and persistence of its student population. A range of 75 percent to 60 percent was given to the number of students who come into Oasis and attend the school for three or more years; however information submitted by the school shows that only a very small number of students have had more than two years of Standardized Testing and Reporting (STAR) scores at the school.

Oasis been successful in creating a solid school culture in which students feel they get strong personal support and attention from their teachers. Their social and emotional needs are met at this school, and for many, this has significantly altered their perspectives on their ability to succeed in the school and beyond high school. This is in large part due to the hard work and dedication of the teaching staff who are truly committed to the students at the school. Many go out of their way to take students on camping trips and fieldtrips on weekends. The school has also established some community partnerships and “service learning days” in which students go into community organizations to work or assist. Additionally, the school has established a competitive after-school sports program for students. Students report that these types of experiences give them a sense of “family” and community at the school.

While its focus on school culture is to be commended, this has been at the expense of academic rigor. The school has made little progress in articulating common instructional practices that would best guide and support this particular population of students, especially those who come into the school with very low academic skills, to catch up and gain required subject-matter skills and knowledge. There are very few opportunities for teachers to observe each other and for the staff to align curriculum. As a result academic instruction and expectations are of varying quality, and the overall curriculum is not rigorous enough to support its students to meet state standards.

The school is at the beginning stages of assessing where teachers are in the alignment of their courses and assessments to state standards. There is an understanding that instruction should connect curriculum to student’s daily lives, and some teachers have been more effective in doing this than others. There is a particular focus in elective classes such as poetry, for example, on encouraging students to reflect on their emotions and to explore their lives through the written and spoken word. Instructional delivery, however, varies widely from class to class with the majority of learning activities in core classes consisting of copying vocabulary, reading independently or out loud and completing worksheets or journals. In many classes instruction is cursory and targets the completion of a task, such as taking notes or completing a worksheet or other rote activities, rather than the actual concepts that are to be learned. Large portions of the double-blocked time are given to students to complete these tasks during class time, compromising the amount of actual curriculum that must be covered in the shortened trimester system implemented by the school. As a result, end-of-course standardized tests evidence very low proficiency rates.

Collaboration has been fairly informal but a small group of teachers are now participating in a formal critical inquiry group (CIG) to review, discuss and improve their practices. However, this applies to a small number of the staff and the impact of this is not yet known. It is clear that teachers at Oasis work hard. Some are independently attempting to incorporate creative instructional strategies intended to solicit better critical thinking through, for instance, reflective journals and creative note-taking techniques such as in English and Science. At times, however, students struggle with these activities because there has not been enough scaffolding to build students’ competence in critical inquiry, especially for those students who are still struggling with fundamental computation, reading and writing skills. The school, overall, lacks instructional leadership to effectively guide teachers to structure curriculum that would both build basic skills and develop higher order critical thinking skills. As a result, teachers are left mostly on their own to navigate the gap between rigorous state standards and their students’ learning needs. In the case of Algebra I, as an example, the teacher independently restructured the two-trimester Algebra course so that she could first focus on basic math skills before starting algebraic

concepts, leaving little time to cover all the standards required for the full algebra course. The school leadership has yet to critically examine the trimester system in light of these students' needs.

Though the overall curriculum lacks rigor and learning goals or objectives consist mostly of the completion of tasks, most students cooperate well by doing these tasks set by the teacher, attesting to the respect for and the relationship they have with their teachers. However, when students are given work that requires applications of skills, they are rarely shown exemplars of what a proficient level of mastery looks like or given detailed feedback on their work. Rubrics tend to be fairly general so they do not have a clear idea of the standards expected. In the English Language Development (ELD) class observed, the teacher's lesson was pitched at a level that did not consider basic language development strategies to scaffold literacy for language learners.

Clearly, Oasis has made considerable impact on its students' perspectives about school and has built their confidence to achieve. Many report that their grades have improved dramatically and that they work harder at this school than any in the past. This accomplishment is to be lauded. However, the school's approach to teaching and learning is currently not rigorous enough to make the academic gains that are required and to meet the standard of the "comprehensive, rigorous and meaningful" curriculum described in its charter.

Criterion 2: Strong Leadership

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

This area of the school's work is inadequate.

The Oasis principal/director has been with the school for four years. He is currently supported by a leadership team consisting of an associate director, a dean of students, and three additional part-time directors for recruitment, curriculum and graduation. The school also has plans to hire a director of outcomes in the near future. All parties on the leadership team demonstrate commitment to supporting the students at the school, and each has been delegated specific tasks related to student support or to school operations; at the same time, there is ambiguity around the responsibilities that are related to each of the positions and around the accountability for their results. For example, the school recognized that there was need to better monitor curriculum and instruction, so it created a position for a director of curriculum. However, the leadership team has yet to create specific goals and outcomes related to this position, and this lack of clarity is having a negative impact on efforts to bring about more cohesion in the school's curriculum. As a result, the school is not able to effectively implement even basic, common instructional practices (i.e. the use of Cornell notes) as the staff has discussed. Likewise there is ambiguity related to duties and responsibilities between the principal/director, the associate director and the dean of students as to who does what in a variety of situations from student disciplinary and social/emotional referrals to the collection of student data. As a result there is a risk of duplication or gaps in ensuring that tasks are completed. This risk appears to be minimized only because the staff maintains very good communication with each other and detailed discussions at staff meetings help to clarify who follows through on issues.

School policies are in place, but expectations for student behavior and academic excellence vary in practice throughout the school. Different versions of "Oasis" expectations are posted in different classrooms. In the Algebra 2 classroom, for example, there is a list of "Oasis Habits of the Mind," but in Science the list is of "Oasis Core Values". The dean of students also outlines the "Four Pillars" that he has for students. All of these lists of values overlap, but speak to the lack of consistency and cohesion in implementing an agreed upon "Oasis" way. As a result student behavior and engagement in their learning varies significantly from class to class.

A core group of enthusiastic, passionate and committed staff members have good ideas for what can be improved upon in the school, but Oasis currently lacks the strong leadership required to facilitate the necessary strategic planning to implement some of these ideas. The principal believes in delegating

leadership roles to the staff in order to build strong staff buy-in. However, because direction and goals are not always clearly established, staff in these positions are left with the burden of figuring out what they are supposed to do. This results in an overall lack of alignment of tasks to larger school goals and purposes.

Overall there is a lack of urgency to bring important strategies to fruition. For example, the school has a school-wide improvement plan that was developed two years ago for compliance purposes; however, the principal has neither shared nor implemented this detailed plan with the staff. Over the years there have been some attempts to implement agreed instructional practices, such as teaching common note-taking skills or using common literacy strategies, but these have not taken effect throughout the school. Various consultants have been hired to train staff in an attempt to bring about some common instructional practices; however, these training activities have not been followed through nor has there been accountability around making sure these practices are implemented. When asked why previous instructional initiatives had “not stuck,” the principal commented on the lack of teacher “buy-in”.

In general, lines of accountability and reporting are unclear among the leadership as to who is ultimately responsible for ensuring that state and self-established accountability goals for student achievement are met. As a result, the school has not been careful or diligent in tracking the necessary data to measure how it may or may not be meeting the program goals established under its charter, such as student success after leaving the school, performance on individualized learning plans, attrition/persistence rates.

Criterion 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

This area of the school’s work is unsatisfactory.

The school has clearly made solid improvements as a startup charter school over the past four years. Many interviewed say the school has improved in the areas of establishing processes and procedures and increased accountability, for instance around student attendance and behavior. The very dedicated and loyal teaching staff have also sought ways individually or collectively to improve their instructional practice.

The school lost an opportunity for strong proactive examination of its charter program components when it made its decision to change its instructional delivery from an independent study model to a classroom-based model. As a result there is an overall lack of instructional vision, with the school implementing components described in the charter but which may not necessarily now align with its more traditional site-based program.

The principal agrees that use of data is an area for improvement, yet there is an overall lack of urgency by the leadership to assess and evaluate student learning based on stated goals, or to formally designate someone to be responsible for this. Similarly, the school has a program called Data Director as a resource to assist with data collection and review, but due to technical issues and a lack of clarity as to who is responsible for making sure the program is implemented, it is not currently functional. As a result teachers cannot use it to review benchmark assessment results and to access detailed student performance on other tests such as the CSTs.

Oasis does not use data well at the classroom level to inform instruction or school wide to plan for the future. Some teachers use California Standardized Test (CST) results or have established their own assessments to gauge baseline skills, but the school as a whole does not use data in a consistent or purposeful manner to improve instruction. The staff has looked at STAR and CAHSEE results as a whole, but has not examined these by subgroup levels sufficiently to identify areas for improvements. For example, none of the staff, including the leadership, were aware that a fairly large gap exists in CAHSEE passing rates between males and females in both ELA and in math. Only 1 in 4 females (25%) pass the CAHSEE math at 10th grade. The percent proficient calculation for Hispanic students

under Adequate Yearly Progress (AYP) is only half that of students school wide in both ELA and in math.

CST proficiency for ELA school wide averaged around 5% in 2008, but was only at 1% in previous years, with the vast majority (60-79%) of students scoring at below or far below basic. End-of-course math and history proficiency average around 3% on CSTs in 2008, but in previous years was at 0% percent, with the vast majority (65-93%) of students scoring at below basic or far below basic in math courses, and with a vast number (averaging around 80%) of students scoring at below basic or far below basic in history.

Parents and students report that they have a good sense of how they are doing through parent conferences and report cards, though the school has not examined performance on CSTs in well enough detail so that they can fully understand what the state standards are that need to be achieved. Parents and students rely mainly on teacher feedback and course grades to inform them of student progress. However, there is no school-wide standard for grades, nor a common agreement on how grades should be calculated, based on effort and work turned in versus meeting and achieving proficiency on content standards.

Criterion 4: Criterion 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

This area of the school's work is underdeveloped.

The Oasis High School board of directors consists currently of eight members that include parents and representatives who live and work in the community, many of whom have backgrounds and skills that could bring additional resources to Oasis. The board of directors is committed to the mission of the school to serve those students who are at risk or have already dropped out of school. The board and the principal maintain good communication with each other. All are proud of "how far" the school has come and would like the school to move towards getting students accepted into college, through a "transition to college model." However, the school board and its leadership have yet to drive the creation or implementation of a clearly defined strategic improvement plan to address the fairly urgent academic and operational needs to make this happen. Additionally, the board has not examined its current student performance data well enough to inform their mission to ensure that its student population not only be accepted but to be successful in college.

There is a strong reliance on the school's previous co-founder, and the board agrees that the school has been making the transition to new leadership. However, it is unclear how the board is holding its current school leadership accountable for program results. While there is a general sense that the school principal is responsible for implementing the school program, the roles and responsibilities between the various school administrators at Oasis are not clearly delineated, so it is unclear who has ultimate accountability for making the school successful.

The board adheres to the Brown Act, has an adopted set of bylaws and has good policies in place as evidenced in the student/parent handbook. Board minutes and agendas are in order, and board meeting agendas are posted at the school.

Parents are provided with updates on what is happening at the school through monthly parent meetings. To encourage maximum participation, the school makes personal phone calls to each home to invite parents to these meetings.

The board relies strongly on its administrator to keep abreast of specific charter and state accountability issues, and the school is a member of the California Charter Schools Association and the Charter School Development Center. However, it is unclear how proactive the staff is in actively receiving and attending to information from these organizations and from the state. For example, the school was not

aware during the entire term of its charter that it could be eligible to participate in the Alternative Schools Accountability Model (ASAM).

All required reports to the district have been submitted in accordance with timelines established.

Criterion 5: Fiscal Accountability

A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

This area of the school's work is underdeveloped.

The Oasis principal and board of directors work through a budget process that adheres to required timelines. The school contracts with EdTech, a private firm, for all "back office" services, including budget design and tracking, accounts payable, and purchasing and payroll at a fee that is approximately 6% of its revenue. EdTech has an established set of fiscal policies for the school and keeps the school informed of fiscal trends that pertain to charter schools.

Oasis is a locally-funded charter school and works with the OUSD Financial Services Division to ensure that fiscal reporting requirements are met. The school adheres to the audit requirements in law for charter schools, and audits are carried out in accordance with generally accepted standards. Audit reports reviewed for the past two fiscal years show no exceptions or deficiencies. The school currently has a moderate reserve of approximately \$68,000.

The current facilities, however, are not adequate to support a comprehensive high school program. Many classrooms are cramped and common areas are too small for passing from class to class, even for the small student enrollment. There are no facilities to conduct "wet" science labs, and there are no facilities for physical education. Teachers, parents and students report frustration with the school's computers, which are all very old, and with the sporadic internet access.

School name: OASIS High School

School Quality Review	5	4	3	2	1
Overall evaluation score				X	

Criterion 1: Improving Student Achievement: A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.		5	4	3	2	1
Criterion 1 overall score:					X	
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards				X	
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended				X	
1.3	Demonstrates high expectations for student achievement				X	
1.4	Provides a challenging and coherent curriculum for each individual student				X	
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students				X	
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement				X	
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism			X		
1.8	Productively engages parental and community involvement as a part of the school's student support system			X		
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice				X	
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process				X	

Criterion 2: Strong Leadership: The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.		5	4	3	2	1
Criterion 2 overall score:					X	
2.1	Effectively communicates and engages stakeholders in the vision mission of the school				X	
2.2	Consistently puts into practice the educational program outlined in its charter.				X	
2.3	Generates and sustains a school culture conducive to staff professional growth					X
2.4	Actively monitors and evaluates the success of the school's program				X	
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer				X	
2.6	Treats all individuals with fairness, dignity and respect			X		
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate				X	
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success				X	
2.9	Abstains from any decision involving a potential or actual conflict of interests			X		
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter			X		
2.11	Engages community involvement in the school				X	

Criterion 3: A Focus on Continuous Improvement: A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.		5	4	3	2	1
Criterion 3 overall score:						X
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement.					X
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction					X
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.					X
3.4	Uses student assessment results to improve curriculum and instruction.				X	
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.					X

Criterion 4: Responsible Governance: A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.		5	4	3	2	1
Criterion 4 overall score:				X		
4.1	Ensure that policies are implemented in a fair and consistent manner.				X	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate.				X	
4.3	Seek input from impacted stakeholders.			X		
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.			X		
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.				X	

Criterion 5: Fiscal Accountability: A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.		5	4	3	2	1
Criterion 5 overall score:				X		
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.				X	
5.2	Conducts an annual financial audit which is made public.		X			
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.		X			
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.			X		

APPENDIX IV: School Improvement Plan Exemplar Samples

Oasis Charter High School Professional Development Calendar

June 2009 – December 2009

June 2009	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 3:30 – 6:00 pm Monthly Staff Meeting Choose Teachers (at least one per subject) & Staff to form Curriculum Team to work over Summer.	2	3 S-L Minimum Day School: 9:00 – 1:30	4 Month 10 Attendance Report Due	5	6	
7	8	9 School-wide Testing Gates-McGinnite	10 Regular Class Schedule 9:00 am – 3:15 pm OUSD Recharter Decision	11 Last Day of School -- Final Grades Due Full Staff Meeting – Review data on Student Outcomes	12 Graduation	13	
14	15 5:30 pm – Board Meeting Implement Data Director	16 Curriculum Team Meeting Topic: Content Standards	17 Data Director Assessment Training	18 Curriculum Team Meeting Topic: Content Standards	19	20	
21 Father's Day	22	23 Curriculum Team Meeting Topic: Meeting Our Mission	24 Data Director Assessment Training	25 Curriculum Team Meeting Topic: Meeting Our Mission Review possible texts for English and Humanities	26 Month 11 Attendance Period Ends	27	
28	29	30 Month 11 Attendance Reports Due Lease Expires Curriculum Team Meeting Agenda: Choose content standards that align with mission across subject areas, choose Eng & Humanities texts					

Oasis Charter High School
Professional Development Calendar

June 2009 – December 2009

July 2009	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Data Director Assessment Training	2 Curriculum Team Meeting Topic: Aligning Mission with State Standards	3	4
5	6	7 Curriculum Team Meeting Topic: Madeline Hunter Lesson Format	8 Data Director Assessment Training	9 Curriculum Team Meeting Topic: Madeline Hunter Lesson Format	10	11
12	13	14 Curriculum Team Meeting Topic: Creating Course Outlines with full scope and sequence for all core content area courses with clearly articulated outcomes	15 Data Director Assessment Training	16 Curriculum Team Meeting Topic: Creating Course Outlines with full scope and sequence for all core content area courses with clearly articulated outcomes	17	18
19	20	21 Curriculum Team Meeting Topic: Creating Course Outlines with full scope and sequence for all core content area courses with clearly articulated outcomes, integrating Intervention Strategies	22 Data Director Assessment Training	23 Curriculum Team Meeting Topic: Creating Course Outlines with full scope and sequence for all core content area courses with clearly articulated outcomes, integrating Intervention Strategies	24	25
26	27	28 Curriculum Team Meeting Topic: Cooperative Classroom Structures	29 Data Director Assessment Training	30 Curriculum Team Meeting Topic: Cooperative Classroom Structures	31	

Oasis Charter High School Professional Development Calendar

June 2009 – December 2009

August 2009	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
		Curriculum Team Meeting Topic: Review course outlines for each subject for pacing and alignment to State Standards and School Mission. Prepare to teach.	Data Director Assessment Training	Curriculum Team Meeting Topic: Review course outlines for each subject for pacing and alignment to State Standards and School Mission. Prepare to teach.		
9	10	11	12	13	14	15
	Form Critical Inquiry Groups (CIG)		Critical Inquiry Groups Meet Prepare basic contents of Teacher Portfolios Create an academic language vocabulary list for school-wide incorporation into the curriculum.			
16	17	18	19	20	21	22
	Teachers start working on Teacher Portfolios/Lesson Plans/Syllabi				Teachers submit course outlines/syllabi for Trimester	
23	24	25	26	27	28	29
	First Day of School	3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topics: Japanese Lesson Study Model Checking for Understanding	Critical Inquiry Groups Meet Topic: Flexible Grouping School-wide Best Practices	School-wide Assessment Tests QWIK, CORE, Data Director Teachers create Student Portfolios	School-wide Assessment Tests CELDT, McDougal-Little Teachers create Student Portfolios	
30	31					
	Student Advisories – 20 mins. Topic: The Six Essential Learnings: First Learning – discussion points and strategies					

September 200*	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6	7 SCHOOL CLOSED LABOR DAY	1 Content Area Staff Meetings Individual Student Assessments 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topic: Cultural Responsiveness and Lesson Content	2 Student Advisories – 20 mins. Topic: The First Learning – discussion points and strategies 2:00 pm – 5:00 pm Teachers' Workshop Differentiated Instruction w/Co-Principal of Instruction	3 10 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	4 Student Advisories – 20 mins. Topic: The First Learning – discussion points and strategies Teachers update Student and Teacher Portfolios/Journals for review by CIG	5	
13	14 Student Advisories – 20 mins. Topic: The First Learning 3:30 – 6:00 pm Monthly Staff Meeting “Habit of Mind of Effective Students” of the month chosen	15 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topics: Teaching the “Habits of Mind of Effective Students”	16 Student Advisories – 20 mins. Topic: The First Learning 2:00 pm – 5:00 pm Teachers' Workshop Differentiated Instruction w/Co-Principal of Instruction	17 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Teachers' Workshop in Backwards Planning with Linda Cliner	18 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The First Learning Teachers update Student and Teacher Portfolios/Journals for review by CIG	19	
20	21 9:00 am – 1:30 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The First Learning Student Success Team Meets	22 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topics: Mediated Scaffolding	23 Student Advisories – 20 mins. Topic: The First Learning 2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs	24 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	25 Student Advisories – 20 mins. Topic: The First Learning Teachers update Student and Teacher Portfolios/Journals for review by CIG	26	
27	28 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The First Learning	29 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topics: Using Prior Knowledge	30 Student Advisories – 20 mins. Topic: The First Learning 2:00 pm – 5:00 pm Teachers' Workshop Differentiated Instruction w/Co-Principal of Instruction				

Oasis Charter High School Professional Development Calendar

June 2009 – December 2009

October 2009	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4		5 Student Advisories – 20 mins. Topic: The Second Learning 3:30 pm – 6:00 pm Monthly Staff Meeting Choose “Habit of Mind” for month	6 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topic: Using Assessments to Form Teaching Strategies	7 Student Advisories – 20 mins. Topic: The Second Learning 2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs, ELD	8 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	9 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals for review by CIG	10 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals
11		12 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Student Success Team Meets	13 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topic: Using Assessments to Form Teaching Strategies	14 Student Advisories – 20 mins. Topic: The Second Learning 2:00 pm – 5:00 pm Teachers’ Workshop Differentiated Instruction w/Co-Principal of Instruction	15 3:30 – 5:00 Teacher Workshop: Topic: Backwards Planning for Flexible Grouping	16 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals	17 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals
18		19 Student Advisories – 20 mins. Topic: The Second Learning	20 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction	21 Student Advisories – 20 mins. Topic: The Second Learning 2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs/ Teacher Performance Evaluations	22 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios 3:30 pm – 5:00 pm Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	23 Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals	24 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals
25		26 Student Advisories – 20 mins. Topic: The Second Learning Student Success Team Meets	27 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topic: Using Assessments to Form Teaching Strategies	28 Student Advisories – 20 mins. Topic: The Second Learning 2:00 pm – 5:00 pm Teachers’ Workshop Differentiated Instruction/ heterogeneous skill grouping w/Co-Principal of Instruction	29 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals	30 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals	31 9:00 am – 3:15 pm Teacher Leaders/CIG walk- throughs – check Portfolios Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals

Oasis Charter High School Professional Development Calendar

June 2009 – December 200

November 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Student Advisories – 20 mins. Topic: The Third Learning 3:30 – 6:00 Monthly Staff Meeting – Choose “Habit of Mind”	3 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction	4 Student Advisories – 20 mins. Topic: The Third Learning 2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs/Instructional Practices	5 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	6 Student Advisories – 20 mins. Topic: The Third Learning Teachers update Student and Teacher Portfolios/Journals	7
8	9 Student Advisories – 20 mins. Topic: The Third Learning Student Success Team Meets	10 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction	11 Student Advisories – 20 mins. Topic: The Third Learning 2:00 pm – 5:00 pm Teachers’ Workshop Cooperative Structures: Learning Buddies/ Reciprocal Teaching w/Co-Principal of Instruction	12 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios 3:30 pm – 5:00 pm Teachers’ Workshop Topic: Backwards Planning for Effective Teaching	13 Student Advisories – 20 mins. Topic: The Third Learning Teachers update Student and Teacher Portfolios/Journals	14
15	16 Student Advisories – 20 mins. Topic: The Third Learning	17 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction	18 Student Advisories – 20 mins. Topic: The Third Learning 2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs/Instructional Practices	19 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	20 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Student Advisories – 20 mins. Topic: The Third Learning Teachers update Student and Teacher Portfolios/Journals	21
22	23 Student Advisories – 20 mins. Topic: The Third Learning Student Success Team Meets	24 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction	25 Student Advisories – 20 mins. Topic: The Third Learning 2:00 pm – 5:00 pm Teachers’ Workshop Cooperative Structures: Learning Buddies/ Reciprocal Teaching w/Co-Principal of Instruction	26 THANKSGIVING SCHOOL CLOSED	27 THANKSGIVING SCHOOL CLOSED	28
29	30 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Student Advisories – 20 mins. Topic: The Third Learning					

Oasis Charter High School
Professional Development Calendar

June 2009 – December 200

December 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<p>1 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios</p> <p>Content Area Staff Meetings</p> <p>3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction</p>	<p>2 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs/Reciprocal Teaching Strategies</p>	<p>3 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension</p>	<p>4 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>Teachers update Student and Teacher Portfolios/Journals</p>	5
6	<p>7 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>3:30 pm – 6:00 pm Monthly Staff Meeting – Choose new “Habit of Mind”</p>	<p>8 Content Area Staff Meetings</p> <p>3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction</p>	<p>9 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>2:00 pm – 5:00 pm Teachers’ Workshop Differentiated Instruction w/Co-Principal of Instruction</p>	<p>10 3:30 pm – 5:00 pm Teacher Workshop Backwards Planning</p>	<p>11 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios</p> <p>Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>Teachers update Student and Teacher Portfolios/Journals</p>	12
13	<p>14 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>Student Success Team Meets</p>	<p>15 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios</p> <p>Content Area Staff Meetings</p> <p>3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction</p>	<p>16 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>2:00 – 3:30 CIG & Teacher Leaders Meeting – Assessment of Walk-throughs/Reciprocal Teaching Strategies</p>	<p>17 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension</p>	<p>18 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>Teachers update Student and Teacher Portfolios/Journals</p>	19
20	<p>21 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios</p> <p>Student Advisories – 20 mins. Topic: The Fourth Learning</p>	<p>22 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios</p> <p>Content Area Staff Meetings</p> <p>3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction</p>	<p>23 Student Advisories – 20 mins. Topic: The Fourth Learning</p> <p>2:00 pm – 5:00 pm Teachers’ Workshop Differentiated Instruction - Cooperative Structures w/Co-Principal of Instruction</p>	<p>24 CHRISTMAS VACATION</p>	<p>25 CHRISTMAS VACATION</p>	26
27	<p>28 CHRISTMAS VACATION</p>	<p>29 CHRISTMAS VACATION</p>	<p>30 CHRISTMAS VACATION</p>	<p>31 CHRISTMAS VACATION</p>		

Oasis High School
Course Syllabus Outline
Term:T3

Title of Course: Digital Ethnography Subject Area: English
Instructor: Ms. Manning Room #: 8

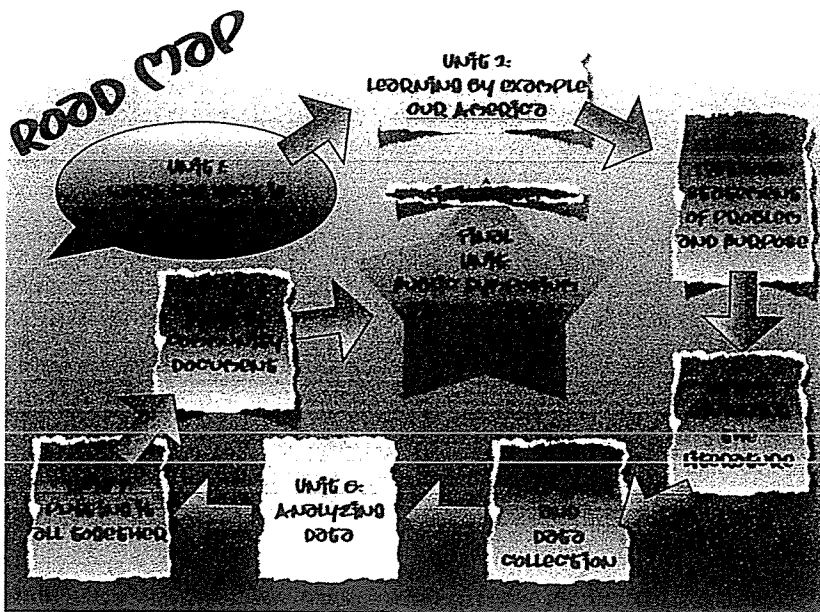
Graduation Requirements this course fulfills: English

Grade Level (s): 11/12 Number of credits to be earned: 5

A. Provide an overview of the course:

Digital Ethnography is a twelve week course in which students will learn how to conduct inquiry-based research in their communities. It is a writing-intensive course, designed to scaffold the research process for eleventh and twelfth graders. The concept is to teach students about becoming critical citizens and taking advantage of free, democratic opportunities for self-publishing and media production to bring their critiques, analysis, and plans of action to the public. In DEA students will acquire critical tools ways of looking at your community and the world around you. Students will learn what it means to be an ethnographer and a critical member of the community. Students will explore digital media as a way of telling stories, engaging the public, and making change. Students will read *Our America* as an example of youth ethnographers in action. Students will learn about digital storytelling, pod-casting, video editing, and blogging, and will write an ethnographic study to be presented at a public symposium at the end of the term.

B. Provide a course outline:



C. List Course Objectives

a. List the CA State Standards this course will address

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

Evaluation and Revision

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

2.6 Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

D. Projects – All work in this course will be scaffolded toward the large community research project.

E. List or describe methods of study and instruction to be used in this course – describe

- Participation in group learning situations
- Community action research
- Daily Do Nows and Reflection exercises
- Field work and community observations
- Use of social network as digital classroom

E. List specific resources that will be made available to students in this course
Students will have access to digital recording devices. All instructional material will be available on-line at www.digitalethnographers.ning.com

F. Describe the Methods of Evaluation:
Students will be evaluated using a combination of formative and summative assessments.

G. Define Your Grading Policy:

Category	%
Fieldnotes	15
Reader's Journal	30
Writer's Notebook	10
Project Milestones	15
Final Project	30

H. Define Your Expectations of Students:

Be present
Be open to new ideas
Tolerate difference
Respect the space
Step up, step back

Requirements:

Join Digital classroom
post weekly to on-line forum
Annotated bibliography
set of 8 fieldnotes
comic life story
podcast
written report
participate in symposium

I. Extra Help Available: Ms. Manning is available for one-on-one help before school and by appointment.

J. School Policies:

- The maximum length of time student's have to complete assigned work is 3 weeks.
- If a student misses 3 or more consecutive assignments within a trimester, the Principal shall conduct an evaluation to determine whether an adjustment is needed in the student's academic program.

Teacher

Job Description

Oasis teachers develop and deliver California state standard aligned curriculum that engages students in learning that builds their academic skills through the exploration of self, community, and culture. Oasis teachers must be able to work in a small school environment and have experience, energy and enthusiasm.

Responsibilities

Teach four blocks, one Wednesday Service Learning class, and facilitate an Advisory group each trimester

Participate in an on-going community of practice through participation in Critical Inquiry Groups, staff meetings, and professional development.

Teachers are accountable for teaching habits of mind, differentiating instruction, utilizing cooperative learning structures, and using the Madeline Hunter Lesson Structure.

Teachers produce course syllabi, daily and unit-by-unit lesson plans, and maintain a teacher portfolio.

Teachers will use a variety of assessment including weekly assessments, authentic assessment, project-based work to be included in the standards-driven student portfolios.

Requirements

Valid California Single Subject Teaching Credential – Math – or eligible for intern permit (CBEST, and CSET Sections I & II or Mathematics Degree)

At least two years high school teaching experience in urban high schools

Experience bringing community issues and resources into the classroom and taking students into the community

Able to develop curriculum that includes individual and group projects, portfolios and/or final exhibitions or presentations of learning

Experience developing lessons plans and projects for a wide range of skill level

Interest and experience collaborating with others in the design of curriculum and the development of school policies

Experience managing classes of 20-25

Schedules

Periods	Class	Time
1 st Period	ELA	7:40 – 8:40
2 nd Period	Science	8:45 – 9:50
3 rd Period	Math	9:55 – 11:00
Period 0	Advisory/Academic Assemblies	11:05 – 11:55
Lunch	Lunch	12:00 – 12:30
4 th Period	Reading(MW) Extra Math (T/TH) Interventions (Fri)	12:35 – 1:40
5 th Period/Snack (end of period)	Social Studies	1:45 – 2:50
6 th Period	Exploratory	2:55 – 3:45

Oasis School Schedule August 2009 – June 2010

Mon., Tues., Thurs., Friday

9-10:20 A-Block

10:25-11:45 B-Block

11:45-12:30 Lunch

12:35-1:50 C-Block

1:55-2:35 Advisory

2:35-3:55 D-Block

Wednesday

9-1:30 Service Learning

To be published in a volume entitled: *Teaching English Learners Academic English: A Whole New World*, by the University of California

Effective Language Instruction for English Learners

Robin Scarcella, UCI

Program in English as a Second Language
School of Humanities
University of California, Irvine 92697
rscarce@uci.edu

I received the following letter from Van, an undergraduate student at the University of California at Irvine (UCI) who was enrolled last fall in my course, Humanities 20 -- English as a Second Language (ESL) Writing. Van allowed me to share the letter on the condition that it would help improve the English instruction that public school teachers give their English learners. I share it with you here with that hope.

Letter from Van Requesting an Exemption from UCI's ESL Requirement

Dear Mrs. Robbin

I really not need humanity 20 writing class because since time I come to United State all my friend speak english. Until now everyone understand me and I dont' need study english. I don't know vietnam language. I speak only english. I have no communication problem with my friend in dorm. My english teacher in high school key person to teach me. My teacher explain to me that how important the book was for the student and persuaded me read many book. I get A in English through out high school and I never take BSL. I gree that some student need class but you has not made a correct decision put me in english class. Please do not makes me lose the face. I have confident in english.

Sadly, Van's writing is typical of the writing of many freshmen at UCI. Van is not an anomaly. Her writing closely resembles that of other English learners enrolled in UCI's ESL courses. At the time that Van wrote the letter, she was unhappy that UCI required her to take these courses. She had, after all, received straight A's in her high school English courses, and she believed that her English was excellent. In her view, a mistake had been made.

Harmful mistakes had been made, but I suspect that these mistakes were more related to Van's previous English instruction in public schools than an inaccurate assessment of her English proficiency. The primary purpose of this paper is to understand why English learners like Van, who have attended kindergarten through twelfth grade in California public schools, are unprepared for the English language demands of higher education. In exploring this question, I will argue that the instruction received by Van, as well as by many English learners in California schools, does not prepare them for university course work. In addition, I will argue that teachers need to provide English learners with instruction. Such instruction incorporates the explicit study of the English language -- including phonics, vocabulary, and grammar; corrective feedback tailored to the specific needs of students; honest assessment of English skills with appropriate remediation when necessary; and a careful structuring of input and experiences that provide students with ample exposure to academic English and multiple opportunities to use this English.

BACKGROUND

Each year thousands of freshmen enter the University of California (UC) without proficiency in academic English. These students require specially designed instruction in

Students also experienced numerous vocabulary problems. In a recent study (Scarcella & Zimmerman 1998), 192 UCI ESL students were tested on their knowledge of academic English vocabulary words. The students were given the Test of Academic Lexicon (TAL). They were asked to report their knowledge of 40 academic words such as "summarize" and "comment" and use the words in sentences. Over 50% of the students reported that they understood the meanings of words, but they were unable to use the words in sentences. Approximately 40% of the students received non-passing scores on the TAL. About 40% attempted to use non-words that do not really exist in English (words such as "sloist" and "ploat") in sentences (such as "You're a sloist." and "Don't ploat in the class.") The students' use of words that do not exist in English demonstrates the students' lack of awareness of their English vocabulary deficiencies. Other vocabulary problems experienced by the students are listed below. (Refer to Scarcella, 1996 for a discussion of these problems.)

A BRIEF DESCRIPTION OF THE ENGLISH VOCABULARY DIFFICULTIES OF UCI'S ENGLISH LEARNERS.

- Inappropriate Word Choices (mixing of registers)
 Mercy killing is a right way to decrease one's suffering if one is brain dead or could not covers from cancer. For example, this guy was on a machine like ten or thirteen years with no consciousness before he died. By the way, when people visit Korea, they say that all the Korea high school students are look alike.
- Acoustic Approximations
Firstable, this essay talk about leaders.
 The book I read for my book report was Catch Her in the Right.
- Inappropriate Use of Sophisticated (Scholastic Aptitude Test)Words
 Her ubiquitous perfume smell rancid.
 He reach the pungent train.
- Analysis of Fixed Expressions
 Her cloth is always in her style.
On another hand, he like her a lot.

Like Van, many UCI freshmen are not proficient in academic English and require specially designed remedial English instruction in order to do well in their university classes. They are inadequately prepared to meet college English requirements. The English language needs of these students are significant and cannot be ignored. Even the best educated non-native English-speaking students, those who graduated in the top 12% of their high school classes and who are admitted to UC campuses, are inadequately taught academic English in California schools. However, the English crisis is not confined to high achieving students. Nor is it confined to English learners. Native English speakers are also having difficulty acquiring academic English. In Southern California roughly two-thirds of all freshmen, native and non-native English-speaking, in the state universities are required to take remedial English classes.

Reciprocal Teaching
Fullerton School District
Dr. Lisbeth Ceaser

1. Reading Skill Instruction

Decoding for Older Learners
Fluency
Vocabulary in the Content Areas

2. Reading Comprehension

Visualization
Summarizing
Asking Questions
Prediction

3. Reading in the Content Areas

Reading Study Skills
Working with Non-Proficient Readers
Reciprocal Reading Formula

Reciprocal Teaching

Social Interaction Skills

- taking turns (equally)
- sharing materials
- asking for help
- asking for clarification
- praising
- using quiet voices
- everyone participating (equally)
- moving quietly to groups
- expressing support/ no "put downs"
- staying on task
- being gentle
- saying kind things
- checking for understanding
- using names
- encouraging
- criticizing ideas, not people
- disagreeing in "non-hurtful" ways
- saying please/ thank-you
- occupying the same space cooperatively
- pacing group work
- extending another's answer
- asking for justification
- integrating ideas into single positions
- probing/ asking in-depth questions
- controlling anger
- ignoring distractions
- clarifying ideas
- brainstorming
- disagreeing without criticizing people
- energizing the group
- negotiating
- being responsible
- accepting differences
- being assertive in acceptable ways
- listening (actively)
- being a good sport
- resolving conflicts
- reaching agreement/ consensus
- acknowledging worth of others
- following through
- following directions
- asking questions
- summarizing
- paraphrasing
- including everyone
- managing materials
- expressing nonverbal encouragement/ support
- celebrating success
- sitting in the group
- staying with the group
- being self-controlled (keeping hands and feet to yourself)
- looking at each other within the group.
- contributing ideas
- elaborating
- describing feelings when appropriate

ASKING QUESTIONS

Explicit

- * The answer can be found in the text.
- * The reader must decode or listen attentively.

Implicit

- * The answer is strongly implied by the text.
- * The reader must have some background knowledge of language or context.

Inferential

- * The answer is deeply imbedded in the text.
- * The reader needs extensive background knowledge of context and language.

Experiential

- * The answer is dependent upon the reader.
- * The reader must have background experience in articulating appropriate responses.

Inquiry at Different Levels of the System

Inquiry. It sounds scientific, studious, solitary. How could inquiry possibly fit into the buzzing, gregarious atmosphere of a school or district office?

Inquiry is important precisely because schools and district offices are such complicated, fluctuating systems. Without a deliberate process for asking questions about our plans, collecting data about our actions, and analyzing that data to evaluate the outcomes, it's hard to discern cause and effect amid all that's happening. Such a process can help busy educators slow down and make thoughtful, informed choices about programs, interventions and strategies. A structured method for closely examining the effects of our actions and assumptions, the Cycle of Inquiry helps schools and districts continually learn and get smarter about the business of teaching and learning, and improving our practice and programs to raise student achievement and close the achievement gap.

Inquiry is for everyone

The Cycle of Inquiry can be used at any level of the school system: by teachers working in grade or department teams, by the whole school faculty or by district staff. Classroom teachers use the classroom-level Cycle of Inquiry to reflect on their practice with grade or department-level peers. School faculties use the school-level Cycle of Inquiry to determine achievement gaps between low-performing and higher performing students and focus their school's efforts to close those gaps. And many district-level staff conduct district-level inquiry into what they can do to better support teachers and site leaders to improve their practice.

School-level inquiry links student data with plans for improvement

The school-level Cycle of Inquiry is a data analysis and planning tool. School teams begin the cycle by examining multiple sources of data and looking for clues and patterns to underachievement. The school-level Cycle of Inquiry focuses on improving teacher practice at the school to remedy the achievement gaps that emerge from data analysis. School staffs must ask not only about gaps in student achievement, but also about what teachers can do to close those gaps. Schools set two goals: one for improvement in student achievement and one for improvement in teacher practice.

The questions schools ask and the goals they set become the focus of a workplan that will include the school's major strategies and their plans for collecting data about how those strategies are working (or not). The workplan should make clear the reasons the strategies they've selected will help them meet their improvement goals.

As the school collects and analyzes data on how the strategies they're implementing are working to meet their measurable goals, it should also engage in professional development to improve teacher practice in their focus area. The goal is to agree on a

shared set of standards for the implementation of research-based teaching practices and hone teacher skill in implementing those practices. School leaders must also support teachers to build their understanding of when and how to use various practices with learners who have different needs. To this end, data should be shared throughout the cycle among all the school's teachers, as well as with others who help students learn.

To make improvement continuous, school communities should come together periodically to review their school-level Cycle of Inquiry and the data they've collected. Faculties complete a school-level cycle by reviewing summative data and questions like these: Did student achievement improve? Did we narrow the achievement gap? Which practices were effective? What do we need to do next? What new questions do we have? This information is used to determine next steps and develop a new Cycle of Inquiry.

Classroom-level inquiry informs teacher practice

The basic steps of the classroom-level Cycle of Inquiry are similar to those used to describe the school-level cycle. Problem identification, question posing, goal setting, strategy implementation and data analysis are all part of both school and classroom inquiry. The difference is that the school-level Cycle of Inquiry is a schoolwide data analysis and planning tool while classroom-level cycles are used to collect data and closely examine the implementation of specific strategies used by grade or department levels to support low achievers.

As part of the classroom Cycle of Inquiry, teacher working in grade or department teams examine data to each select two "focal students." Focal students are part of the group on which the school has determined through its school-level inquiry to focus its improvement efforts. This group is typically one at the bottom of the school's achievement gap, and are often African American and/or Latino students. Teams then determine what skills these students are struggling with and select strategies to address those gap. Teams then systematically inquire about how effectively those teaching strategies are addressing the skills gaps of their individual focal students. Regularly administering formative assessments, teachers collect and analyze data on student achievement as a team. As part of classroom inquiry, it is also important that grade or department teams collect separate data on the implementation of their teaching practices. For example, many schools develop rubrics on key teaching strategies that describe what quality implementation looks like. Teachers and site leaders can use these rubrics as tools to evaluate themselves, set goals and observe each other and give feedback.

While continuing to teach and respond to the needs of the entire class, teachers practice diagnosing and adjusting their teaching strategies for their focal students. After analyzing these data and reflecting with grade and department-level colleagues, teachers adjust their interactions and fine-tune their implementation of classroom strategies.

Once a classroom cycle has been completed, grade and department-level groups report what they have learned to the whole school, enabling leaders to use this information to adjust school-level policies and practices and inform the next school-level Cycle of Inquiry.

District-level inquiry weighs the effectiveness of support

Just as classroom inquiry enables teachers working in teams to determine whether or not their teaching reaches the lowest performing students, district-level inquiry enables administrators to examine whether or not their practices and policies truly support teaching and learning and help schools close the achievement gap. School-level inquiry reveal practices that need adjustment, but schools and teachers need district support to make the necessary changes. Districts can offer that support in a variety of ways: by building data systems and analyzing data, by providing collaboration time and high-quality professional development, support for principals and access to best practices. While many districts already offer these supports, what seems to be missing (and what district inquiry fosters) is an examination of their effectiveness—an examination that includes the perspectives of the principals and teachers they are meant to serve.

District inquiry, like school and classroom inquiry, involves identifying a focus area, asking questions, and taking action. Likewise, district inquiry is about collecting and analyzing data to get smarter, but its scale and scope is broader. While schools and teachers almost always inquire about how research-based practices affect students' achievement, district inquiry can range more widely. It will often focus on the extent to which district-wide practices like collaboration time or coaching are effective in improving teacher practice and how those practices can be improved. One district may focus on how professional development impacts teacher practice while another might collect data to determine whether resource alignment is supporting a school's focus. Whatever the choice, two considerations are important: First, that the inquiry focuses on a high-leverage area—that is, an area connected to the schools' inquiry into teaching and learning. Second, that district leaders make an authentic attempt to understand whether their practices are working or not—with authenticity demonstrated by a corollary willingness to change or adjust practices that aren't working.

Benchmark Progress Tracking

- Highlight Benchmarks Given During 2003-2004 School Year
- Complete Potential Retention Worksheet

† Assessment Analysis

- Identifying Content Standards within the Mid Year Assessment

Review of Classroom Assessments and Instructional Planning

- Organizing Data for Analysis
- Identifying Areas of Need
- Six Week Action Plan Based on Classroom Data

Items to be turned in:

- Six week action plan
- Forms for potential retainees

Personal Learning Plan

Name

Week of:

Class Percentages

What were my successes this week?

What are my challenges this week?

What can I do to improve my progress?

SMART GOALS (Per class)

SPECIFIC (Is my goal one single thing?)

MEASUREABLE(How will I know that I have understood, revised, or met my goal?)

ATTAINABLE(What can I do to meet my goal??)

REALISTIC(Is this something that I can really do?)

TIMELY (when)