OASIS
HIGH SCHOOL

Charter Renewal

And

School Improvement Plan

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Enactment Date:_____
By:

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OASIS
HIGH SCHOOL

May 13, 2009

Office of Charter Schools
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

To Whom it May Concern:

It is with excitement and great respect for the challenge ahead that Oasis High School submits a petition for a 5-year renewal of its charter (from July 1, 2009 to June 30, 2014), along with a School Improvement Plan (SIP) designed to serve as the roadmap to dramatically improve teaching and learning at our school. The governing Board of Oasis has authorized the submittal of both the petition for charter renewal and the SIP.

The Board and leadership of Oasis have already begun to incorporate the School Improvement Plan (SIP) as the principal document to guide planning and decision-making at the school. Recognizing that there are areas in which the charter will need to be revised in order to reflect the goals and priorities within the SIP, we expect to use OUSD's initial review of the SIP and petition, as well as results from the first year of implementation of the SIP, to inform how and where the charter petition most needs to change. At that point, we will pursue a Material Revision to the charter in order to bring the petition, SIP, and accountability plan into full alignment so that the school can be adequately held accountable over time.

Included here with the charter petition and the SIP is a report from a visiting committee of the Western Association of Schools and Colleges (WASC), following their recent three-day visit to Oasis. The WASC self-study process, the OUSD Charter Renewal Staff Report, and the school improvement planning process have offered us the opportunity to think critically and creatively about our school and how best to meet the needs of the students we serve, and we are now eager to begin implementing the new plan.

We thank the Oakland Unified School District for its consideration, and we look forward to working together in the years to come.

Sincerely,

Alissa Kingsbury McLean
Chair, Board of Directors
Oasis High School

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OASIS

HIGH SCHOOL

Renewal Signature Page

We the undersigned believe that the attached charter for Oasis High School merits consideration for renewal and hereby petition the governing board of the Oakland Unified School District to grant approval of the renewal of Oasis High School. The petitioners listed below certify that they represent not less than 50 percent of the permanent status teachers currently employed at Oasis High School to be renewed.

The petitioners authorize the Principal or the President of the Governing Board to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District.

Signature	Printed Name	Date
1. Ms P. L. Corona	Ms P. L. Corona	5/6/09
2.	Hernán Gutierrez	5/6/09
3.	Lawson Adams	5-6-09
4.	Jason Garsha	5-6-09
5.	Melissa Tully	5/6/09
6.	Steven Faivus	5/6/09
7.	Joe Cokes	5/6/09
8.	Sheila Sathel Warner	5/6/09
9.	L. Chrisel Tenty	5/7/09
10.	Logan Manning	5/7/09

SCHOOL IMPROVEMENT PLAN NEEDS ASSESSMENT

The first step in our project was to conduct a needs assessment, in order to tailor a set of programs to fit the individual needs of the school. Specific activities included:

- Identification of current needs within the school (specific populations, behaviors, curricular needs)
- Prioritization of current needs
- Identification of existing resources (programs already in place in the school)
- Identification of existing staffing
- Specification of gaps between existing resources and existing prioritized needs

This process was completed in the following five phases:

- Phase 1 -- Process Development
- Phase 2 -- Data Gathering/Analysis
- Phase 3 -- Preliminary Hypotheses
- Phase 4 -- Feedback and Goal Setting
- Phase 5 -- Final Plan and Documentation

Phase 1 -- Process Development

- Discussed observations of school administrators, teachers, students, and school as a whole
- Discussed student population needs
- Discussed current programs that serve students well at Oasis
- Discussed staffing needs and needs for professional development
- Developed process for involving all stakeholders, including Board leadership and the District

Phase 2 -- Data Gathering

- Conducted observations in school setting of daily personnel and student activities
- Reviewed District staff report on analysis of Oasis student performance
- Reviewed student CST test scores
- Reviewed current curriculum and process for developing classroom lessons
- Reviewed process for ensuring standards are taught

Phase 3 -- Preliminary Hypotheses

- Reviewed all data gathered which resulted the following areas of need:
  o Consistent and effective instructional strategies
  o Curriculum alignment to the standards
  o Articulation of Oasis curriculum
  o Ongoing assessment and data analysis to inform and improve instruction
  o Formal intervention programs tied to student needs and individual student performance

- Ongoing professional development focused on improving student learning
- Staffing for consistent oversight, support and guidance of instructional staff

Phase 4 -- Feedback and Goal Setting

- Discussed areas of need and possible causes and solutions with administrators, teachers and Board members
- Prioritized problem areas based on all information reviewed
- Formulated goals
- Determined action steps needed to ensure goals are met

Phase 5 -- Final Plan and Supporting Documentation

- Developed final goals
- Developed metrics for determining attainment of goals
- Specified persons responsible for implementing action steps
- Determined resources needed to attain goals
- Developed Fundraising Plan to assist with financial resources
- Staff feedback

SUMMARY OF NEEDS ASSESSMENT AND POTENTIAL CAUSES LEADING TO SCHOOLWIDE GOALS

Identified Problem Area	Possible Causes	Possible Solutions
Academic Achievement in Math and ELA	Curriculum has not been consistent Scope and Sequence of courses not articulated Need more teacher support in classroom management and instructional strategies No formal method of assessing standards being acquired and "gaps" in learning No formal method of determining what standards are being taught when and how they are being assessed each week/month/trimester	Choose Curriculum Articulate each core subject scope and sequence based on the state standards Train teachers and implement proven instructional strategies (for this student population) Institute ongoing standards based assessment of students throughout the year and method for using data to "re-teach" and improve instruction Implement plan for designing and submission of lesson plans and method of evaluating individual teacher goals, strengths and areas of improvement (portfolios)
Student Engagement	Proven instructional strategies are not being used consistently Inconsistent approaches to meeting mission of serving this student population and making education relevant Behavioral and consequences expectations are not consistent High academic expectations are not clearly defined or communicated Students are not always aware what they are supposed to be learning and why	Implement meaningful staff development on instructional strategies; Create formal plan for assessing effectiveness Determine plan for using project based instruction that is consistent across the curriculum Develop behavioral interventions that are consistently applied 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 Develop course outlines, syllabi and course expectations for all classes

		ELD students need more support	Distribute to all students and parents
		While students are getting some help with school, no formal intervention program has been established with criteria, goals and methods	Post daily class goals
			Implement specific ELD intervention programs
			Develop Personalized Learning Plans (PLP's) and use as tool for formative assessment of individual student goals, progress and achievements
			Research and implement proven academic intervention programs possibly before school, during school, after school, Saturdays and through the regular school day
Staffing		There is too much to get done for one lead administrator; instructional program needs more support	Create co-directorship model featuring two leaders that work together: one co-principal predominantly for parent communication, special programs, community partnerships, student issues, business oversight, facilities etc; and another for meeting instructional/pupil goals and improvement of academic program
		Teachers need more training, guidance, accountability in teaching the standards	Review staffing plan, including teachers' qualifications and commitment to the Oasis Plan for School Improvement
		Teachers may not be in agreement about teaching to the standards on a consistent and formal basis or are lacking methods and procedures for doing so	Develop teacher observation process that is both evaluative and supportive and which leads to greater teacher satisfaction and higher student achievement

	No formal standards based assessments which report what students are learning throughout the year and can inform instruction	Implement Data Director standards based benchmark assessments
Ongoing School Improvement		Create Cycle of Inquiry to analyze student achievement and methods for improving learning throughout year based on multiple methods of assessment
	No formalized requirements about embedded classroom assessments with alignment to the state standards	Create formal method for teachers to engage in suggestions for improving student achievement
	Alternative assessment typically useful with this student population not being consistently utilized	Provide ongoing professional development on alternative assessments and begin process for implementation across the curriculum

History and Context for School Improvement Plan

OASIS High School opened in 2004, with an intent to educate high school aged youth that were not being well-served by Oakland Unified School District's other area high schools. Precisely because no other area high school deliberately targets students at risk of dropping out, OASIS intended to reach a population that has high needs, and relatively few school-based resources. The original charter intended to reach young people with significant educational barriers, including disillusionment with schooling, boredom, lack of developed academic skill sets, and family or personal responsibilities that require additional flexibility than the traditional school setting offers.

In its fifth year, the OASIS High School community has come together to assess effectiveness at reaching the original charter's intent, and redistribute resources to focus on key strategic areas. This strategic improvement plan is intended to serve as a roadmap for an increased focus on academic rigor, staff support structures, and a continual system of assessment and reflection which lead to high student performance and the school attaining the outcomes established in its charter.

Currently, OASIS serves its intended high need population; 90% of students qualify for free and reduced lunch, 80% live in poverty, and 17.5% are on probation. The strategic plan creates new programs, initializes staff support mechanisms, utilizes data, refines curriculum, and creates a comprehensive plan for serving this population in the spirit and vision of the original charter. This strategic improvement plan is specifically designed to develop and strengthen staff capacity to implement and adhere to clear and consistent instruction and academic expectations that reflect critical learning, including high academic standards, real-world application, and creative expression and that center on developing physically, emotionally and academically successful graduates. The need for OASIS to fulfill its mission is critical; as the dropout rates in Oakland hover around 50% for African American and Latino students, this plan is being submitted in collaboration with Oakland Unified School District support to ensure maximum effectiveness.

This strategic improvement plan outlines specific school-wide steps designed to guide OASIS reform efforts. Central to this process is critical, honest ongoing assessment of the planning and implementation process and of overall progress towards meeting the mission and purpose of the school.

The School Improvement Plan (SIP) details each action required to bring about proposed outcomes, including identifying the lead and evidence of the school's capacity to achieve the tasks; necessary resources including funding; a timeline for implementation and attainment of expected results; and a clear description of the measure demonstrating successful attainment of each step.

The School Improvement Plan includes actions for all aspects of program:

- Board Engagement/Leadership
- Instructional Leadership
- Curriculum Alignment
- Instructional Program
- Assessment Model
- Professional Development Plan
- Interventions

Additional addendums reflect documentation of the proposed changes and methodologies as well as a school schedule, job descriptions, and admissions documents that support implementation of the action steps.

CURRICULUM ALIGNMENT

GOAL # 1
100% of Oasis students will have access to a fully articulated A-G curriculum that reflects the mission of the school and is rigorous, relevant, responsive, and aligned through a systematic scope and sequence of skills across content areas.

Means of evaluating progress toward this goal:	Data to be collected to measure progress:
Increase in CAHSEE scores, CSTs, standards mapping of courses, California Standards alignment with curriculum	Attendance rates, CST test scores, CAHSEE pass rates, student surveys, in-class referrals, lesson observations, assessments of instructional plans

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Create Curriculum Team to develop, implement, and evaluate curriculum alignment process (includes board member, co-principals, admin staff, and teacher leaders)	Board, Co-Principals, Teacher Leaders	**Staff Outcomes:** Whether or not team is created and includes all required members; Completion of detailed action plan for selection and implementation of curriculum) **See also Board/Leadership Section**	Development: Start: May 1, 2009 Finish: June 12, 2009 Evaluation: Ongoing	None
Curriculum Team to meet over summer to review, select, and develop school-wide curriculum based on state-approved	Teachers, Curriculum Team, Co-Principal of Instruction	**Student Outcome:** 100% of students have access (ability	Summer and Fall, 2009	$2000 stipends (per staff member) @ 6 staff = $12,000

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
curriculum materials. Curriculum Team to develop scope and sequence of skills that is systematic across content areas. **See Professional Development**		to successfully demonstrate knowledge of grade level standards) to A-G curriculum (or interventions to prepare for access)		over summer and fall General Fund **Unrestricted Grants (see fundraising plan) Instructional Materials Funding $63,000**
Teachers will align systematic curriculum to state standards and school mission as developed by Curriculum Team **See Professional Development**	Teachers, Teacher Leaders	**Student Outcome:** 100% of students have access (ability to successfully demonstrate knowledge of grade level standards) to A-G curriculum (or interventions to prepare for access) **Staff Outcome:** Teacher Leaders review aligned syllabi and course outlines each trimester; UC reviews A-G annually	Summer and Fall, 2009	None
Teachers will implement writing across the curriculum, supported through bi-monthly Critical Inquiry Group meetings. School-	Teachers, Teacher Leaders	**Student Outcomes:** 2009: 35% of	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
wide writing assessment twice per trimester; writing prompts focus on writing across content areas using National Writing Project Analytic Writing Continuum to assess improvements in writing Content, Structure, Stance, Sentence Fluency, Diction, and Conventions (these assessments provide benchmarks for student portfolios) **See Professional Development; See Appendix for National Writing Project**		students will demonstrate proficiency in Scales 4-6 for each Continuum; 2010: 44% of students will demonstrate 80% proficiency; 2011: 53% of students will demonstrate 80% proficiency; 2012: 56% will demonstrate 80% proficiency 100% Math and ELA CAHSEE pass rates for students who are graduating		
Teachers develop, submit and use course outlines and syllabi at the beginning of each course that clarify objectives, grading policies, homework and assignment expectations, real world relevance; formative and benchmark assessments, or if performance based assessment is used, rubrics or indicators for student learning outcomes aligned to state standards; these outlines are included into Teacher	Teachers, Teacher Leaders, Co-Principal of Instruction	**Teacher Outcome:** 100% of courses have accessible course syllabi that meet all course requirements; Teacher Leaders and Co-Principal of Instruction review **Student Outcome:**	May, 2009 All course syllabi to be submitted by August 15, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Portfolios		100% of students articulate school-wide and course-specific goals through Advisory Classes.		
Course outcomes will be clearly defined and articulated to students based on above course outlines. Lesson Objectives posted each day.	Teachers, Teacher Leaders, Co-Principal of Instruction	**Staff Outcomes:** 100% of staff have aligned daily lesson objectives posted; Walkthroughs	Fall, 2009	None
Teachers use appropriate, approved texts that align standards to school mission, sequenced courses, and student needs	Teachers, Curriculum Team, Co-Principal of Instruction, Teacher Leaders	**Staff Outcomes:** 100% of teachers use school adopted texts and curriculum	Fall, 2009	None
Develop Entry-Level Advisory Course for each incoming student to take prior to being placed in ongoing Advisory Course. Course norms students and assesses baseline academic skills (including English and Math diagnostic tests) to determine intervention supports.	Teachers, Curriculum Team	**Student Outcome:** 100% of incoming students take course within 60 days	Develop: Summer 2009 Implement: Fall, 2009 Ongoing: As new students enroll	Same stipends as above
Develop Advisory Course that each student takes (4 days a week for 45 minutes each); course focuses on student self-assessment and identifying, monitoring interventions	Teachers, Curriculum Team, Co-Principal of Instruction	**Student Outcome:** 100% of students develop Personal Learning Plan in Advisory	Fall, 2009	None
Integrate technology into each course and syllabus (such as e-mail, internet research,	Teachers, Curriculum Team	**Staff Outcome:** 100% of teachers	Fall, 2011	$20,000 Mobile Laptop Lab

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
multimedia, word processing, powerpoint, spreadsheets, podcasting, blogging)		will use technology to enhance instruction and show evidence in lesson planning and instruction		$2000 (for designated whiteboards in each classroom) Technology Grants by 2011 **See Leadership**

ASSESSMENT

GOAL # 2
100% of Oasis staff and board will use multiple measures for continuous, comprehensive evaluation of the Strategic Improvement Plan to ensure consistent improvement in leadership, instruction, and student achievement. 100% of students demonstrate academic progress through content area and comprehensive assessments.

Means of evaluating progress toward this goal:	Data to be collected to measure progress:
Data director – student and school wide, content Portfolios are student and teacher specific, Parent Phone Logs	Data Director, Standards Assessment Results, Portfolio rubrics, Student grades, CST results, CAHSEE results, Parent Phone Log entries

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Implement Data Director and create formative and benchmark assessments in Mathematics and English Language Arts that align to state standards and match curriculum objectives. **See Professional Development**	Teacher Leaders, Co-Principal of Instruction	**Teacher Outcome:** School implements Standards-based benchmark assessments for all students two times a trimester.	1st Trimester Benchmark Assessment completed by August 15th, 2009, subsequent benchmark assessments created throughout the year	See Professional Development
Teachers to use California State Standards in weekly embedded assessment results to determine student progress in acquiring content level standards. These weekly assessments identify students in need of intervention, document effectiveness of interventions and are used by teachers to	Teacher Leaders, Co-Principal of Instruction, Teachers	**Student Outcomes:** 80% of students make weekly progress on 50% of PLP objectives; Weekly In-Class	Fall 2009, school-wide	

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
differentiate instruction.		assessments show 5% increase in students understanding of the content measured by classroom grades		
Use Data Director to create monthly reports that inform Advisory staff of student achievement.	Teachers, Teacher Leaders, Co-Principal of Instruction	**Teacher Outcomes:** 100% of teachers use monthly reports to assess student progress in Advisory; 100% Math and ELA CAHSEE pass rates for students who are graduating; Percentage of students at basic, proficient or advanced in Math CST will increase from 10% in 2008 to: 15% in 2010 21% in 2011 26% in 2012 31% in 2013 34% in 2014 Percentage of	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		students at far below in Math CST will decrease from 62% in 2008 to: 55% in 2010 50% in 2011 45% in 2012 40% in 2013 35% in 2014 Percentage of students basic, proficient or advanced in ELA CST will increase from 29 in 2008 to: 38% in 2010 46% in 2011 52% in 2012 56% in 2013 60% in 2014 Percentage of students at far below in ELA CST will decrease from 31% in 2008 to: 24% in 2010 18% in 2011 14% in 2012 12% in 2013 10% in 2014 Percentage of		

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		students at below basic in ELA CST will decrease from 40% in 2008 to: 38% in 2010 36% in 2011 34% in 2012 32% in 2013 30% in 2014		
Implement Teacher-led Cycle of Inquiry process to assess instruction and monitor student achievement using student samples that demonstrate far below, below, proficiency, and advanced in each content area. **See Cycle of Inquiry Appendix**	Teachers, Teacher Leaders, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers utilize differentiated instruction; 100% of teachers modify instruction based on ongoing Cycle of Inquiry assessments **Student Outcomes:** Weekly In-Class assessments show 5% decrease in students at far below or below standards levels; 5% increase in students at advanced levels per trimester	Beginning Fall 2009 and on-going throughout the school year	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Using observation rubric, Teacher Leaders and Co-Principal of Instruction conduct weekly class walkthroughs to assess instructional alignment and monitor the quality and pace of instruction. Walkthroughs inform professional development opportunities and teacher evaluations	Teacher Leaders, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers are observed weekly and provided relevant professional development for instructional support; 100% of teachers use weekly reports to assess student progress in each class	Fall, 2009	None
Teachers will utilize Data Director to create standards based in-class weekly and monthly assessments for all units of instruction. Teachers will use reports from Data Director on standards acquisition to inform instruction and re-teaching as well as assignment to student intervention.		Teacher Outcome: 100% of teachers will use Data Director to create standards based in-class assessments for all core classes by January 2011.	January 2011	
Teachers regularly assess student ability to translate core courses (including A-G) into real world framework in weekly writing across the curriculum assessments.	Teachers	**Student Outcome:** 2011: 35% of students will demonstrate proficiency in National Writing Project Scales 4-6 for each Continuum;	Implementation starts August 2011, fully implemented June 2012	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		2012: 44% of students will demonstrate 80% proficiency; 2013: 53% of students will demonstrate 80% proficiency; 2014: 56% will demonstrate 80% proficiency; 80% of students articulate daily objectives and comprehension as demonstrated through Closure Activity in 2011-14; increase of 5% per year until 95%		
Incoming students will enroll in Entry Level Advisory Course designed to norm students and assess baseline academic skills (including English and Math diagnostic tests) to determine intervention supports.	Teachers, Co-Principal of Instruction	**Student Outcome:** 100% of incoming students take course within 60 days	Fall, 2009	None
English Language Development students will be identified by the home language survey on their first day, and the CELDT will be administered before the state	Co-Principal of Instruction	**Student Outcome:** 100% of ELD students are provided immediate	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
deadline; ELD students will enroll in Saturday school (if 15 students, ELD class), be provided one-on-one tutoring, and placed in ELD-focused Advisory. As students are admitted intermittently throughout the year they will be given the CELDT test.		appropriate intervention		
Teachers inform families monthly (through Advisory) of student academic progress (using Data Director to frame data)	Teachers, Dean of Students, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers will reach out to families of all students as evidenced by Parent Phone Log	Fully implemented by June 2010	None
Coordinator of School Operations to collect and monitor ASAM required data (attendance rates, literacy metrics, and suspension/expulsion rates)	Coordinator of School Operations	Coordinator and Co-Principal collect ASAM required data and reports monthly to Board	Fall, 2009	Position already funded from General Fund, current Job Description to be Revised

INSTRUCTIONAL PROGRAM

GOAL # 3
100% of Oasis teachers will model rigorous, relevant, mission-driven instruction through multiple pedagogical techniques that result in 75% of Oasis students meeting or exceeding state curricular standards within five years (as measured by Star CST Blueprints).

Means of evaluating progress toward goal:	Data to be collected to measure progress:
Use of Data Director to assess effective implementation of action steps; increase in standardized assessments, increased use of rigorous standards-based lesson plans and instruction that align curriculum, and increased student academic performance	Attendance rates, test scores, CAHSEE pass rates, student surveys, in-class referrals, lesson observations, assessments of instructional plans, Student work samples

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Teachers will use Madeline Hunter lesson plan format to frame daily/weekly lesson plans, and align instruction to facilitate Madeline Hunter protocol. Bi-weekly sample lesson plans are placed into Teacher Portfolios for evaluation by Co-Principal of Instruction. **See Professional Development and Assessment**	Teachers, Co-Principal of Instruction	**Staff Outcome:** 100% of teachers use Madeline Hunter lesson plan format daily/weekly **Student Outcome:** 80% of students articulate daily objectives and comprehension as demonstrated through Closure Activity in 2009-10; increase of 5% per year until 95%	Professional Development: May, 2009 Full Implementation: Fall 2009	None
Teachers will use and modify differentiated instructional strategies and materials that	Teachers, Co-Principal of Instruction	**Teacher Outcomes:** 100% of teacher	Summer PD, and on-going,	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
use a variety of modalities to engage all learners, including flexible grouping, heterogeneous skill grouping, and cooperative grouping. **See Professional Development**		portfolios demonstrate differentiated strategies; 5% decrease in overall in-class referrals per trimester **Student Outcomes:** Weekly In-Class assessments show 5% decrease in students at far below or below basic levels; 5% increase in students at advanced levels per trimester; 100% Math and ELA CAHSEE pass rates for students who are graduating; Percentage of students at basic, proficient or advanced in Math CST will increase from 10% in 2008 to: 15% in 2010 21% in 2011 26% in 2012 31% in 2013 34% in 2014 Percentage of students at far below in Math	evidenced by all classrooms by all teachers by June 2010	

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		CST will decrease from 62% in 2008 to: 55% in 2010 50% in 2011 45% in 2012 40% in 2013 35% in 2014 Percentage of students basic, proficient or advanced in ELA CST will increase from 29% in 2008 to: 38% in 2010 46% in 2011 52% in 2012 56% in 2013 60% in 2014 Percentage of students at far below in ELA CST will decrease from 31% in 2008 to: 24% in 2010 18% in 2011 14% in 2012 12% in 2013 10% in 2014 Percentage of students at below basic in ELA CST will decrease from 40% in 2008 to:		

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		38% in 2010 36% in 2011 34% in 2012 32% in 2013 30% in 2014		
Teachers will set classroom expectations for 100% of students to be in school and in class 100% of instructional time. Staff will effectively enforce school-wide culture of 100% in-class academic engagement.	Teachers, All staff, Co-Principals	**Staff Outcomes:** 100% of staff ensure students are in class; 5% decrease per trimester in overall in-class referrals and suspensions from 2008-09 school year **Student Outcomes:** 88% attendance rate in 2009-10; increase 1% each subsequent year until 93%	Fall, 2009	None
Teachers to develop weekly grade sheets that report ongoing student proficiency relative to course assignments (that measure content level mastery). Highly leveraged assignments using rubrics aligned to content area state standards completed by Fall 2011.	Teachers, Co-Principal of Instruction	**Teacher Outcome:** 100% of students complete weekly assessments and are measured at far below, below, proficient, and advanced content-based rubrics in each class **Student Outcome:** 100% of students have ongoing weekly content area assessment of	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		academic progress		
Teachers will facilitate student development of Personal Learning Plans in Advisory and use PLP's to enable students to monitor own progress based on content area weekly assessments **See Exemplar in Appendix**	Advisory Course Teachers, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers use PLP's as a means of monitoring student progress in Advisory **Student Outcome:** 100% of students develop PLP's; 80% of students make weekly progress on 50% of PLP objectives	Begin training May 2009, fully implemented by January 2010.	None
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 Personalized Learning Plans. Teachers will reach out to families of all Advisory students monthly. Advisory also focuses on short lessons on Six Essential Competencies (Communication, Reasoning and Problem Solving, Community and Citizenship, Technology, Creative Expression, and Self-Knowledge) **See Schedule in Appendix** **See Academic Intervention and Professional Development**	Teachers, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers will reach out to families of all students as evidenced by Parent Phone Log; 100% of teachers will incorporate Six Essential Competencies into Advisory **Student Outcome:** 100% of students participate in advisory class and develop PLP's that incorporate the Six Essential Competencies to guide academic growth;	Fall, 2009	None

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		80% of students make weekly progress on 50% of PLP objectives; 88% attendance rate in 2009-10; increase 1% each subsequent year until 93%; 5% decrease per trimester in overall in-class referrals and suspensions from 2008-09 school year		
Teachers will develop and teach 25 school-wide and content-area academic vocabulary words from standards-based content and from highly leveraged vocabulary lists and teach these in each content area; Monthly content-area tests to assess proficiency over cumulative, annual 250 word list	Teachers, Critical Inquiry Group, Co-Principal of Instruction, Curriculum Team	**Teacher Outcome:** 100% of teachers integrate vocabulary list into curriculum per month **Student Outcome:** 100% of students tested; 80% of students will exceed school-wide expectations (80% efficiency of use) in academic language on monthly tests	January, 2010	None
Teachers will facilitate cooperative groupings for 40% of instructional time per course; these differentiated groups will increase accessibility of curriculum through providing support for academic growth to	Teachers, Co-Principal of Instruction	**Teacher Outcome:** 100% of courses effectively use cooperative groupings 40% of instructional	evidenced by June 2010	None

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
all students **See Professional Development**		time **Student Outcome:** 5% decrease in below standards content-area weekly assessments per trimester; 88% attendance rate in 2009-10; increase 1% each subsequent year until 93%		

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ACADEMIC INTERVENTION

GOAL # 4
100% of students needing academic or skill-based support have access to intervention programs designed to increase success with core curriculum.

Means of evaluating progress toward this goal: Implementation of effective Standards-based Intervention programs with pre-post data, on-going monthly meetings to evaluate process, review Personal Learning Plans	Data to be collected to measure progress: CELDT Scores, CST Scores, Data Director, Standards-based Assessments, Personal Learning Plans

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Curriculum Team to meet over summer to review, select, and develop school-wide academic intervention program(s) and modify schedule accordingly. School-wide intervention currently being discussed are: 1. Additional ELA or math class during regular school day, 2. Study Island 3. ALEKS 4. Highpoint 5. Tutoring 6. Saturday School 7. Homework Club – College Track 8. SIPPS 9. The "Critical Thinking Habits of Mind and Habits of Good Readers" will be discussed and a monthly "Habit" to be taught to students	Teacher Leaders, Co-Principal of Instruction	Selection of academic intervention program(s)	May, 2009 – Full implementation of intervention programs by October 2009	$2000 stipends (per staff member) @ 6 staff = $12,000 over summer and fall **Title I and general fund** **$7,000 - $9,000**

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
during Advisory. 10. Milestones - ELL **See Appendix**				
Incoming students will enroll in Entry Advisory Course designed to norm students and assess baseline academic skills (including English and Math diagnostic tests) to determine intervention supports (based also on previous transcripts). *Students needing intervention are defined as non-readers, far below and below basic according to the CST, students who have a cumulative GPA below C-, students who are mastering fewer than 60% of the standards in core classes as measured by Data Director.*	Teachers, Co-Principal of Instruction	**Student Outcome:** 100% of incoming students take course within 60 days of enrolling at Oasis; 100% of students needing intervention are provided timely, appropriate intervention. Increase the number of students mastering more than 60% of the standards by 2% each year.	Fall, 2009	None
After completing 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	Teachers, Co-Principal of Instruction	**Student Outcome:** 80% of students make weekly progress on 50% of PLP objectives*; 88% attendance rate in 2009-10; increase 1% each subsequent year	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		until 93%; 5% decrease per trimester in overall in-class referrals (515) and suspensions (84) from 2008-09 school year		
English Language Development students will be identified by the home language survey on their first day, and the CELDT will be administered before the state deadline; ELD students will enroll in Saturday school (if 15 students, ELD class), be provided one-on-one tutoring, and placed in ELD-focused Advisory. As students are admitted intermittently throughout the year they will be given the CELDT test.	Teachers, Co-Principal of Instruction	**Student Outcome:** 100% of ELD students are provided timely, appropriate intervention; 100% CAHSEE ELA pass rates for graduating ELD students	Fall, 2009	On-going use of current volunteer tutors. No cost.
Based on Entry Advisory Course and diagnostics, students will be placed into Math and/or ELA. Intervention program as needed. Students who have failed a portion of the CAHSEE or as determined by CST scores, grades or Data Director will be placed in CAHSEE intervention classes scheduled throughout the year.	Teachers, Co-Principals	**Student Outcomes:** Percentage of students at far below basic in ELA CST will decrease from 31% in 2008 to: 24% in 2010 18% in 2011 14% in 2012	Fall, 2009	None CAHSEE State Prep Fund

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
A teacher will be assigned to work with students who are identified at far below basic level. The teacher will use a state-approved intervention program (i.e. such as HighPoint, Study Island, ALEKS). **See Schedule Appendix**	Teacher (intervention)	12% in 2013 10% in 2014 Percentage of students at below basic in ELA CST will decrease from 40% in 2008 to: 38% in 2010 36% in 2011 34% in 2012 32% in 2013 30% in 2014 Percentage of students at far below basic in Math CST will decrease from 62% in 2008 to: 55% in 2010 50% in 2011 45% in 2012 40% in 2013 35% in 2014 Percentage goals of students at below basic in Math CST will adjust to accommodate movement from far below basic		

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		students: 35% in 2010 29% in 2011 29% in 2012 31% in 2013 34% in 2014		
Monthly intervention meetings with all advisory teachers to assess student progress and identify new interventions, based on PLP's and Advisory Teacher recommendations, Data Director assessment results and Classroom-level Cycle Of Inquiry **See Release of Data Agenda in Appendix**	Teachers, Teacher Leaders, Co-Principal of Instruction	**Teacher Outcomes:** 100% of teachers coordinate strategies with specific intervention students as documented in Teacher Portfolios **Student Outcomes:** 100% of students needing intervention are receiving appropriate intervention; Percentage of students at far below basic in ELA CST will decrease from 31% in 2008 to:		None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		24% in 2010 18% in 2011 14% in 2012 12% in 2013 10% in 2014 Percentage of students at below basic in ELA CST will decrease from 40% in 2008 to: 38% in 2010 36% in 2011 34% in 2012 32% in 2013 30% in 2014 Percentage of students at far below basic in Math CST will decrease from 62% in 2008 to: 55% in 2010 50% in 2011 45% in 2012 40% in 2013 35% in 2014 Percentage goals of students at below basic in Math CST will adjust to		

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		accommodate movement from far below basic students: 35% in 2010 29% in 2011 29% in 2012 31% in 2013 34% in 2014		

*PLP = Personal Learning Plan (see Appendix)

BEHAVIORAL INTERVENTION

GOAL # 5
Develop and fully implement school-wide behavioral expectations that result in 100% of students needing emotional and/or behavioral support having access to intervention programs that increase student capacity to access core curriculum.

Means of evaluating progress toward this goal: Powerschool, Behavioral Contracts	Data to be collected to measure progress: In-class referrals, suspension rates

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Develop Behavioral Intervention Team to coordinate school-wide discipline plan, including developing and assigning interventions and behavioral contracts based on student behavior expectations laid out in Student Handbook. Identify research-based intervention program to integrate into Advisory Course (e.g. Six Pillars of Character)	Teacher Leader, Dean of Students, Counselor, Co-Principal of School Culture	**Teacher Outcome:** 100% of teachers will utilize school-wide discipline plan on a consistent basis **Student Outcomes:** 100% of students needing intervention are provided timely, appropriate intervention; 88% attendance	Summer, 2009 – Develop Plan Fall, 2009 – Implement Plan	

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		rate in 2009-10; increase 1% each subsequent year until 93%; 5% decrease per trimester in overall in-class referrals (515) and suspensions (84) from 2008-09 school year		
When students are identified as needing behavioral intervention, implement process for student behavioral contracts that lay out clear student and teacher expectations and includes parent/guardian participation. Contracts are signed by parent/guardian, student, Advisory Teacher, and Dean of Students.	Teachers, Dean of Students, Co-Principal of School Culture	**Teacher Outcomes:** 100% of teachers utilize behavioral contracts when needed	Fall, 2009	None
Advisory Teachers integrate behavioral contracts into Personal Learning Plans.	Advisory Teachers, Dean of Students		Fall, 2009	None
Automate referral process into PowerSchool to facilitate access.	Teachers, Teacher Leaders, Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers input referrals into PowerSchool; 100% of Advisory Teachers access referral information	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		through PowerSchool		
Behavioral Intervention Team will collaborate with social service agencies to provide counseling and mental health resources		Increase access to outside agency partners	January, 2010	None

PROFESSIONAL DEVELOPMENT

GOAL # 6
A formal professional development plan will be created to support teachers in implementing instructional methods to ensure successful student outcomes.

Means of evaluating progress toward this goal:	Data to be collected to measure progress:
Teacher Surveys, increase in student test scores, teacher evaluations, implemented full Professional Dev. calendar	Satisfaction rates on school-wide surveys, Teacher portfolios, PLP, evidence of implementation of SIP

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Curriculum Team will identify initial topics for instructional support based on teacher needs assessment and student data. In-service topics might include: How Objectives align with Content Standards, Meeting our Mission, Lesson Format, Integrating Intervention Strategies, Cooperative Classroom Structures.	Co-Principal of Instruction, Curriculum Team	List of topics based on needs assessment	May 2009, completion by September 2009	$2000 stipends (per staff member) @ 6 staff = $12,000 over summer and fall – Unrestricted
The Curriculum Team will create a rubric for school-wide Best Practices for teaching content, developing assessment tools and strategies for effective classroom management.	Co-Principal of Instruction, Curriculum Team	Rubric created	Summer 2010	**See Curriculum**
Data-driven school-wide needs assessment will direct the selection of monthly workshops on topics identified by the	Co-Principal of Instruction, Teacher Leaders	Monthly review of Data Director results and	Fall 2009	

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Curriculum Team as well as the use of Backwards Planning for effective instruction, Cooperative Structures, Learning Buddies, Reciprocal Teaching, research-based strategies in ELD vocabulary development and comprehension, and differentiated models including flexible grouping, heterogeneous skill grouping, and cooperative grouping. **See Appendix for Professional Development Calendar**		classroom Cycle of Inquiry; Professional Development Calendar; meeting agendas; 90% of teachers will respond that they are satisfied or highly satisfied with the content and quality of the professional development being provided.		
The Co-Principal of Instruction will support teachers to effectively create well-planned lessons. The Madeline Hunter Lesson Study Model will be implemented school-wide (1. Anticipatory Set; 2. Objective/Purpose; 3. Input; 4. Modeling; 5. Guided Practice; 6. Checking for Understanding; 7. Independent Practice; 8. Closure.) The Co-Principal of Instruction will provide weekly lesson plan support. This will include assistance in lesson plan designs for	Co-Principal of Instruction, Teachers	**Teacher Outcome:** 100% of teachers will participate in five-tiered research based teacher evaluation process; weekly review of teacher lesson plans for instructional support; **Student Outcome:** Attendance, referral data	May 2009 to implement September 2009	Position currently funded as Director of Outcomes, Job description in addenda. From the General Fund.

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
project-based, computer assisted and direct instruction. Lesson plans will be kept in Teacher Portfolio. **See Appendix**		**See Appendix**		
Co-Principal will monitor instructional quality through formal and informal evaluations conducted 3 – 5 times a year to identify teachers struggling with classroom management, content areas, and models of differentiated instruction, The Co-Principal of Instruction and Teacher Leaders will develop a plan to support these teachers based on assessed needs and observe/monitor progress weekly. **See Japanese Lesson Model in addendum.**	Co-Principal of Instruction	100% of teachers who are struggling will be identified and receive support immediately; documented by monthly report to the Board	Evidence of full implementation by June 2010	
Teachers will use Teacher Portfolios to organize, inform and improve instruction.	Teachers	**Teacher Outcome:** 100% of teachers will maintain Teacher Portfolios according to the checklist; **See Appendix**	Evidence of full implementation by June 2010	
Form Critical Inquiry Groups to meet twice monthly to engage with relevant, timely	Teachers	**Teacher Outcomes:**	Evidence of full implementation by	

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
topics such as the use of assessment to inform practice, equity in the classroom, differentiated instruction.		CIG work evidenced in lesson planning and documented in Teacher Portfolio; CIG agendas	June 2010	
Teachers will engage in reflective practice that can include journal writing or anecdotal recording to improve their instructional practice.	Teachers	**Teacher Outcomes:** 100% of Teachers will document their reflective practice in their Teacher Portfolio, subject to monthly review by Co-Principal of Instruction	Evidence of full implementation by June 2010	
Teachers will receive ongoing training on data collection, aggregation and analysis, specifically regarding the use of Data Director results to improve instruction.	EdTec, Co-Principal of Instruction, Coordinator of Operations	**Teacher Outcomes:** Evidence of training, teacher survey of satisfaction measuring quality and implementation of training; monthly reports of classroom data to the board	May 2009, evidence of full implementation by June 2010	$1500 for Ed-Tec trainer

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Professional development will be provided to teachers on the practical implementation of the Critical Thinking Habits of Mind and Habits of Good Readers. **See Academic Intervention**	Co-Principal of Instruction, Teachers	**Teacher Outcome:** Evidence and effective application in lesson planning and documented in Teacher Portfolio; Professional Development Calendar; satisfaction survey	Evidence of full implementation by June 2010	
Professional development will be provided to teachers on discussion points and strategies for teaching the Six Essential Competencies.	Co-Principal of Instruction, Teachers	**Teacher Outcome:** Evidence and effective application in lesson planning and documented in Teacher Portfolio; Professional Development Calendar; satisfaction survey	Evidence of full implementation by Fall 2010	
The Co-Principal of Instruction will cultivate appropriate external professional development resources as needed. This may include Linda Clinerd, BAYCES, Susanna Dutro, and REACH Teacher Leadership Seminars.	Co-Principal of Instruction, external professional development consultants	Professional development speakers will be scheduled	August 09 through June 10, 2010	$2,500/year

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
Teachers will receive professional development to develop lesson plans and content for Advisory Course.	Curriculum Team, Teachers	**Teacher Outcome**: Evidence and effective application in lesson planning and documented in Teacher Portfolio; Professional Development Calendar; Advisory Course lesson plan and binder; in-service evaluation	Evidence of full implementation by June 2010	

LEADERSHIP AND SCHOOL STRUCTURE

GOAL # 7
The revised leadership structure will facilitate decision-making and ongoing communication that includes all constituencies in order to align teaching, curriculum, assessment, and professional development to core mission.

Means of evaluating progress toward this goal:	Data to be collected to measure progress:
Board composition, full implementation of School Improvement Plan. Teacher Evaluations, Fundraising	Teacher surveys Board surveys

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
The Board will develop a Board Plan that lays out goals and differentiates responsibilities of co-principals.	Board	Completion of Board Plan	Summer, 2009	None
The Board will develop a fundraising plan in support of school improvement.	Board	Fundraising plan aligned to meet the needs of the new budget	June 2009	None
The Board will identify and recruit new members, including at least one teacher	Board	Increased Board Membership	2010: 2 Members 2011: 2 Members	None
The Board develops new member orientation and training	Board	Completion of Orientation Packet	Summer, 2009	None
The Board will establish new organizational structure. Hire staff based on new position descriptions and SIP plan	Board	Board evaluation of hiring process for 2009-10 school	April, 2009 – August, 2009	Advertising for new positions

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
requirements. **See Leadership Structure in Appendix**		year		
The Board will receive monthly progress reports from Co-Principals on the implementation of the School Improvement Plan. Reports include applicable data and analysis of accomplishment according to the established metrics.	Co-Principals, Board	Monthly meetings; monthly reports of classroom data from Co-Principal	May, 2009- June 2014	None
The Co-Principal of Instruction will ensure teacher effectiveness through structured observations, review Teacher Portfolios, respond to student assessment data, and ensure each teacher leader and teacher receives appropriate professional development support. The Co-Principal of Instruction will conduct Classroom Observations including weekly monitoring of quality and pace of instruction, and supports implementation of school-wide lesson model.	Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers are evaluated per trimester using a research based five-tier evaluation process **(See Appendix)**; 100% of teachers will maintain Teacher Portfolios; 100% of teachers are observed weekly and provided relevant professional development for instructional support; 100% of teachers use weekly	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		reports to assess student progress in each class		
The Co-Principal of Instruction is also responsible for developing and coordinating academic interventions. In addition, he/she is responsible for coordinating college outreach – college track. Additionally, the Co-Principal will recruit and coordinate tutors who provide support to the program. In addition, the Co-Principal of Instruction is responsible for relevant accreditation and compliance.	Co-Principal of Instruction	**Student Outcome:** 100% of students needing intervention are provided timely, appropriate intervention; 80% of students make weekly progress on 50% of PLP objectives*; 100% of students will have access to information on college admissions, 100% of college-ready students will be supported during the application process.	Fall, 2009	None
Coordinate Classroom Observations (Co-Principal of Instruction, peer, and Board), that include daily and weekly monitoring of quality and pace of instruction, Teacher Portfolios, Lesson models, and coaching	Co-Principal of Instruction	**Teacher Outcome:** 100% of teachers are evaluated per trimester using a research based five-	Fall, 2009	None

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		tier evaluation process **(See Appendix)**; 100% of teachers will maintain Teacher Portfolios; 100% of teachers are observed weekly and provided relevant professional development for instructional support; 100% of teachers use weekly reports to assess student progress in each class		
Teacher Leaders will be involved in observations of colleagues, facilitate Critical Inquiry Groups, and act as a liaison between the Co-Principal of Instruction and teachers. **See Job Descriptions in the Appendix**		**Teacher Outcome:** 100% of teachers receive support in completion of Teacher Portfolios; 100% of teachers are evaluated per trimester using a research based five-tier evaluation	Fall 2009	Stipend

Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		process **(See Appendix)**; CIGs occur twice monthly; 100% of Teacher Leaders will meet on a monthly basis with Co-Principal of Instruction and designated teachers;		
The Co-Principal of School Culture manages the daily operations, facilities, counseling, information technology infrastructure, and relevant accreditation and compliance.		Student outcome: 100% of students will receive a safe, functioning environment; As measured by Parent and Student Surveys, 100% of students will have access to efficient technology		
The Co-Principal of School Culture works with the Dean of Students on recruitment, admissions, attendance, and scheduling.		Ongoing recruitment will result in school reaching full capacity by 2014; **Student Outcomes:**		

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		88% attendance rate in 2009-10; increase 1% each subsequent year until 93%; 100% of students will be admitted according to admissions protocol **(See Appendix)** 100% of students have access to A-G curriculum and fulfill graduation requirements		
The Co-Principal of School Culture nurtures school culture through parent and student meetings, ensures opportunities for student leadership, coordinates school-wide events, and maintenance of community partnerships.		**Student Outcome:** Increase parent/guardian attendance at school events (e.g. School Site council, special events, parent meetings) by 5% each year (from 10% in 2008-09); 10% of students will participate in student leadership;	See Metric	

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Action Steps	Person(s) Responsible/Involved	Assessment of Progress/Metrics	Start Date/ Completion Date	Financial Resources Needed
		minimum five school-wide events will be held per year; **will maintain current partnerships and survey students and teachers effectiveness on an ongoing basis**		
Both Co-Principals will work with the Board on developing and executing fundraising related tasks.		Annual development of fundraising plan to meet yearly budget needs.	Annually	
The Board will conduct annual evaluations of the Co-Principals based on fulfilling the duties in the job descriptions and the implementation of the SIP. Employment offers will be based on evaluations.	Board members	Completed and publically shared evaluations conducted	Both evaluations completed by June 30, 2010 and annually thereafter.	N/A

Critical Activities Through September 2009 4/22/2009			
Activities *INSTRUCTIONAL/PROGRAMMATIC*	*Projected Resolution Date*	**Persons Responsible**	*Status of Resolution*
Turn in SIP	04/22/09	Team	In collation process; to be proofed at 9AM 4-22
Complete staffing plan/needs assessment based on SIP	05/01/09	Board	Board to meet week of 4-20 to resolve the Teacher hiring plan
Post all job descriptions	05/01/09	Board and Hiring Committee	activity not yet started/tbd
Complete evaluation process of all interested teachers and staff; rehire of all qualified teachers and staff	05/22/09	Board and Hiring Committee	activity not yet started/tbd
Complete co-principal hiring decisions	06/01/09	Board	Board to meet week of 4-20 to resolve the CO-P hiring plan
Identify Curriculum Team and assign responsibilities	06/15/09	Co-Principal of Instruction	activity not yet started/tbd
Create schedule for summer professional development- identify responsibilities and committees	06/15/09	Co-Principal of Instruction	activity not yet started/tbd
Begin professional development outlined in SIP	06/30/09	Co-Principal of Instruction	activity not yet started/tbd
Complete teacher hiring decisions	07/01/09	Board and Hiring Committee	activity not yet started/tbd
Finalize daily and school year schedule based on SIP	07/01/09	Principals, Team and Board	activity not yet started/tbd
Hire all positions outlined in staffing plan	08/01/09	Board and Hiring Committee	activity not yet started/tbd

OPERATIONAL			
Receive Charter Approval	06/24/09	District and Team	activity not yet started/tbd
Sign lease	07/01/09	Board and Co-Principal School Culture	activity not yet started/tbd
Create an IT infrastructure Plan for new site	07/30/09	Board and Co-Principal School Culture	activity not yet started/tbd
Order the required curriculum for first trimester	07/30/09	Co-Principal Instruction and Curriculum Team	activity not yet started/tbd
Move school site	08/01/09	Co-Principals, Board	activity not yet started/tbd

		Dean of Students and Co-Principal School Culture	
Recruit students (marketing)	Ongoing		activity not yet started/tbd

OASIS

HIGH SCHOOL

HISTORY & ACCOMPLISHMENTS

History
Oasis High School was created in 2004 as a response to the epidemic of students dropping out of Oakland's public schools. For students aged 14-18 who have dropped out or are considering dropping out, Oasis High School provides a comprehensive educational alternative. Many Oasis students come from Oakland's most under-resourced neighborhoods. More than 90% are students of color, 80% are eligible for free or reduced price lunch, and 40% speak English as a second language. For most of these youth, Oasis stands as the last stop before giving up on education completely. Now at its physical capacity, Oasis currently serves 180 students each year, having steadily grown from an initial enrollment of only 70 students in 2004.

No other Oakland high school deliberately targets the students that Oasis targets, nor welcomes this segment of students with a combination of rigor, respect and belief in their capability. Prior to attending Oasis, most students had already fallen behind academically; in large public schools they were labeled as "failures" or were disregarded by the adult authorities. Having come to Oasis, these students seek a community in which rigor is matched with mutual respect among youth and adults.

Accomplishments
See Appendix 1: Performance Report for graphs, charts, and details.

Oasis High School is an academically successful school and a viable, effective, fiscally sound organization with strong leadership. Oasis High School has met the terms of the original charter.

I. Oasis High School is an academically successful school
- Oasis High School has met the API criteria for consideration of renewal under Education Code 47607.
- Oasis High School has made progressive improvement in standardized test scores while other comparison schools have declined.
- Oasis has increased the number of students performing at proficient or above and lowered the number of students performing below basic or far below basic.
- Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and some local schools in math

II. Oasis High School is a viable, effective, and fiscally sound organization with strong leadership
- Oasis consistently engages in sound board governance.
- Oasis maintains positive relationships w/ parents and community.
- Oasis has maintained strong leadership that engages the community.
- Oasis consistently maintains safe & orderly school environment.

- Oasis consistently engages in timely reporting of required info to OUSD,ACOE, and CDE.
- Oasis receives clean annual audits.
- Oasis consistently engages in generally acceptable accounting practices.
- Oasis consistent, effective board oversight of fiscal operation.
- Oasis maintains financial ratios applied to statements are w/in acceptable ranges.
- Oasis has had a positive ending fund balance for all years of operation.
- Oasis has raised over $385,000 in grants and fundraising monies over the last three years.

II. Oasis High School has met the terms of the original charter

- Oasis has met all of the outcomes presented in the original charter and continues to improve upon those original goals.

Other Accomplishments

Though many statistics are currently used to measure student performance, rates of attendance and retention are particularly significant among students who share a common willingness to skip out on school. In 2007-08, among students who completed at least 60 school days at Oasis, 84% stayed to complete the year. In addition, Oasis students maintained a 92% rate of attendance during 2007-08 – a remarkable rate for students who were fully prepared to leave school altogether.

During the 2007-08 school year, 60 out of 64 seniors completed all units required for high school graduation. Of those 60, at least 93% (56 students) successfully passed the California High School Exit Examination (CAHSEE) with the results not yet available for the final round of testing for the remaining 4 students. For Oakland students who almost dropped out, this statistic represents tremendous success. Among Oasis graduates, more than 60% go on to enroll at a community college. Additionally, more than 85% of graduates report that their experience at Oasis made a critical difference in their decision to stay in school.

A strong indicator of the ability of Oasis students to succeed is that 44 of 64 Oasis 2008 seniors applied to and were accepted to four-year universities for the coming year.

School-wide Surveys Demonstrate that Oasis High School is a Highly Successful Program

- 81% of parents reported that they believe the school contacts them regularly about their child's performance and education.
- 100% of parents surveyed reported that they are satisfied with the accessibility of school staff.
- 92% of parents surveyed reported that they satisfied with the helpfulness of the teachers in supporting their students.
- 75% of students surveyed stated that it is clear what they are expected to learn at school.
- 92% of parents surveyed stated that they are confident that their student is receiving a high quality high school education at Oasis that will prepare him/her for life after high school.
- 80% of students surveyed reported that they can get help from their teachers when they need it.
- 82% of students surveyed reported that the classes they take at Oasis are useful to them.
- Oasis has had four financial audits free of exceptions
- Oasis has a strong ending fund balance and reserve each year
- Oasis has received its initial candidacy status for accreditation from the Western Association of Schools and Colleges

- 100% of Oasis core teachers are Highly Qualified
- Oasis students have published three poetry books
- Oasis students produced three original plays in the last three years

Strong Leadership

Oasis High School has been successful, in part due to the strong leadership that has been at the helm of the Oasis ship since its inception. These administrators are committed to serving Oakland's most underserved youth. Through Oasis' hands-on, community-oriented focus, these leaders understand that it takes a village (see Special Aspects of Oasis High School section below) to put students on the right path toward lifelong learning and success.

Hugo Arabia, Principal

Mr. Arabia is bilingual having grown up in Latin America. During his career as an educator he has worked as a teacher, athletic director and ELD Director for San Francisco, Jefferson, Oakland, and Emery Unified School Districts. Before coming to Oasis High School, he was interim director for North Oakland Charter School. Mr. Arabia is active in the Oakland community, with leadership roles as a trustee with the Oakland Soccer Club which services approximate 2,000 kids ages 6 to 19. Additionally, he serves as a trustee at The College Preparatory High School in Oakland, and at the non-profit Incubating Community Jobs (ICJ) which trains and supports people of color in Oakland. He graduated from UC Berkeley, has an MBA in International Business from Golden Gate University, an Administrative Credential from Mills College, and is currently enrolled at Mills College in the Ph.D. program in education leadership. He also is a licensed real estate broker.

Martha Diepenbrock, Founder of Oasis High School

Ms. Diepenbrock served as the lead organizer and planner during the school's early start-up process. Ms. Diepenbrock followed her heart in creating a student-centered program serving a population that she felt was abandoned by "the system". She has been told by many an Oasis student that had it not been for Oasis, they would have probably ended up in a very unsafe environment making bad decisions for themselves; Martha saved a lot of lives by creating Oasis High School. She served as Executive Director of the school's operating nonprofit organization from January 2004 until May 2007 when she stepped down in advance of leaving the country for a family sabbatical. As Executive Director, Martha directed administrative and financial operations, coordinated board governance, led the school's interim accreditation process, and launched the school's fundraising efforts. Prior to launching Oasis High School, she helped start a number of other nonprofit organizations in the San Francisco Bay Area, including Civic Ventures and Team-Up for Youth. She has extensive experience in nonprofit management and youth organizations, having served as founding Executive Director of the Los Angeles Conservation Corps, board member of a number of youth and community organizations, and as an early staff member of the California Conservation Corps. She holds a Masters in Public Administration from the John F. Kennedy School of Government at Harvard University. Martha is currently in South America with her husband and two children.

Phung Lai, Associate Director

Ms. Lai has a strong commitment to social change and passion for working in her community. She has been in the education field and nonprofit sector for more than seven years. Her past experiences include instructor for a De-Cal course at UC Berkeley, co-creator of Project Giving Tree where gifts were collected and donated to a local orphanage, and summer camp counselor at Bay Area youth organizations including the YMCA. Prior to working at Oasis High School, Ms. Lai was the Project Coordinator at the East Bay Conservation Corps (EBCC) K-5 Charter School (now the Civicorps School) where she helped launch the start of the school and assisted in publishing the *Service Learning As Civic Engagement: a*

Resource Guide for the Elementary Grades handbook. She also served as the Program Coordinator for the EBCC's AmeriCorps program. Ms. Lai graduated from the UC Berkeley with a BA in Social Welfare and a minor in Education. Currently, she also teaches an ELD class with hopes of teaching full time in the classroom.

Jason Peters, Dean of Students
Mr. Peters is familiar with the struggle of growing up in the inner cities of the Bay Area having grown up in Richmond, California. He started working with community youth as a coach through the local YMCA sports programs then went on to Coordinate afterschool programs in Oakland and Richmond, served as Program Director for Richmond YMCA, taught P.E. at Burkhaulter Elementary, Nystrom Elementary and Oasis High Schools, coached youth football and facilitated a highly successful youth basketball league for ages 4-18 with over 300 participants across the city of Oakland.

Javier Armas, Student Recruitment
Mr. Armas was born in Oakland, California, attended several schools in the Oakland and Berkeley school districts and graduated from UC Santa Cruz in 2006 with a Bachelor of Arts in History in the Americas. Mr. Armas began working in Oakland schools in 2000 with EBAYC at Roosevelt Middle School. In 2004 he was hired to help build Oasis High School. During the initial year he was the Outreach Coordinator and recruited 87 students with a significant number of those students being Oakland dropouts. In April 2007, he was hired by Oakland Unified School District to be the Outreach Coordinator for a new middle school, Alternative Learning Community. In August 2008, he began teaching film and economics at Oasis High School.

Oasis High School Governing Board
The Governing Board is committed to ensuring a highly accountable and fiscally sound charter school.

Governing Board Members	Titles	Term Expiration
Timothy W. Johnson Mr. Johnson is a founding member of the Oasis Board of Directors. He has served on numerous nonprofit boards including another Oakland charter school, Discovery Museum and SF Jazz. He was head of school at Marin Country Day School and recently retired as Executive Director of Team-Up for Youth, a SF Bay Area organization that works to promote youth sports, particularly for low-income children and girls.	Co-Chair	June 30, 2009
Alissa McLean Ms. McLean was also a founding member of the Oasis Board of Directors and was part of the early planning for the school. She has an extensive background in youth development, a Masters in Education from Stanford University and is currently Senior Research Associate for LeapFrog Enterprises, a local educational toy company.	Co-Chair	June 30, 2009
Sandra Diaz Ms. Diaz is an Oasis parent. She began as a volunteer at Oasis and has continued to contribute out of her sense of commitment to her daughter's education. She now works in the front office and is in charge of the food program.	Director	June 30, 2009
Jim Hite Mr. Hite is a single father of an Oasis student. He and his son travel from Richmond to benefit from Oasis' valuable offerings. He volunteers in the classroom and teaches music. He supports his family as independent cab driver.	Director	June 30, 2009

Lillian Lopez Ms. Lopez joined the board of Oasis High School just after its formation before we opened our doors in 2004. She has been a leader in the Oakland small schools movement and has served as Co-chair with Oakland Community Organizations (OCO). She works in the Community Support Division at Wells Fargo Bank.	Treasurer	June 30, 2009
Norma Lopez Ms. Lopez is an MSW serving as a social worker for Berkeley Mental Health Adult Services. She is bilingual and passionate about family counseling and bringing mental health resources to Oasis.	Director	June 30, 2010
Andrea Lum Ms. Lum recently joined the Oasis Board of Directors after being one of our early supporters. She is deeply committed to providing access to higher education to young people of color. She currently works in the Office of the Vice President at CSU East Bay.	Director	June 30, 2010
Sedrick Tydus Mr. Tydus is the Chief Operating Officer at Alta Alliance Bank; he has decades of experience in management, marketing and business strategy in the financial services and online industries. He left his senior management position after 12 years at Wells Fargo to join Bank of America briefly, and then to run the fastest growing division of E-loan - its home equity division. He co-founded Alta Alliance Bank, which opened its doors in October 2006. He has been active in local organizations including Goodwill Industries of the East Bay, Urban League, East Bay College Fund, Oakland Babe Ruth and San Francisco Girl's Chorus.	Director	June 30, 2009

AFFIRMATIONS

Affirmations/Assurances

As the authorized lead petitioner, I, Hugo Arabia, hereby certify that the information submitted in this renewal petition for Oasis High School, a California public charter school, to be located within the boundaries of the Oakland Unified School District School District is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are

required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a student is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Will follow any and all other federal, state, and local laws and regulations that apply to Oasis High School including but not limited to:

  o Oasis High School shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.

  o Oasis High School shall on a regular basis consult with its parents and teachers regarding Oasis High School's education programs.

  o Oasis High School shall comply with any jurisdictional limitations to locations of its facilities.

  o Oasis High School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

  o Oasis High School shall comply with all applicable portions of the No Child Left Behind Act.

  o Oasis High School shall comply with the Public Records Act.

  o Oasis High School shall comply with the Family Educational Rights and Privacy Act.

  o Oasis High School shall comply with the Ralph M. Brown Act.

  o Oasis High School shall meet or exceed the legally required minimum of school days.

Hugo Arabia, Lead Petitioner   Date

A. Educational Program

This section satisfies Education Code § 47605(b)(5)(A), which requires a description of:
The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in this program shall include the objective of enabling students to become self-motivated, confident, and lifelong learners.

> Impossible is just a big word thrown around by small men who find it easier to live in the world they've been given than to explore the power they have to change it.
> Impossible is not a fact. It's an opinion. Impossible is not a declaration. It's a dare.
> Impossible is potential. Impossible is temporary. Impossible is nothing. -Adidas

Mission

Oasis High School will provide a comprehensive, rigorous, and meaningful high school education for 14-18 year old students who have not been successful in traditional schools, who want to earn their diplomas and prepare for life beyond high school. Oasis High School will engage these students by offering them the supports and opportunities that are critical to their academic and personal accomplishment:

- A small, safe learning environment in which relationships among young people, adult teachers, and mentors can flourish
- A culture of high expectations that helps them take on meaningful roles and responsibilities
- A focus on the connection between self and community that makes learning personal, relevant, and stimulating
- Hands-on, real-life learning experiences through project-based learning and community partnerships

Vision

Oasis is a school where students find connections 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. Oasis helps keep students in school and provides them with opportunities to succeed and shows young adults how to be successful, contributing members of society. Oasis provides a safe and nurturing environment in which students can explore their potential through a variety of experiences both on-site and out in the larger community. Students pursue hands-on investigation of real-world issues and problems about which they are passionate, all while developing their skills in areas such as communication and critical thinking. Students at Oasis receive traditional classroom instruction where intensive, directed work is required. Students who graduate from Oasis High School have experienced academic success and been given the opportunities to meet the requirements for entry into UC and CSU, when appropriate. Additionally, they have developed confidence in their talents and abilities, acquired tools to pursue their dreams, and achieved a sense of connection to their community.

Program Summary

Oasis High School is a learning community which is built upon students' interests and culminates in a rich understanding of their relationship to society. It is an environment in which students encourage each other to succeed.

The curriculum at Oasis is relevant to the diverse cultures of the students, and the learning environments enable them and their teachers to know and support each other. The school partners with the community to enrich curriculum and student learning. The school provides resources to support students in all aspects of their personal lives.

Oasis students spend as much time learning from and working in the community as they do in the classroom. These experiences transfer into a rigorous academic curriculum which prepares students for success in college.

Whom will the school educate?

Oasis serves one of the most challenging, "at-promise" populations in the country. The majority of Oasis students are African American and Hispanic inner-city youth living at or near the poverty line. Few come from families with college-educated relatives and few have any reason to believe they can earn a college degree. Students who drop out of high school represent a particularly vulnerable segment of society; they are more likely to be unemployed, require government assistance, or spend time in prison than those who complete high school. In addition, not all students have equal likelihood of dropping out of high school. According to a recent study conducted by Harvard University and the Urban Institute, fewer than one-half of freshmen who enter Oakland public high schools will graduate.[1] The authors of this report describe districts who graduate less than 60% of their students, such as Oakland Unified, as "dropout factories." Oakland Unified's graduation rates are the lowest of all large districts in the Bay Area – 23% lower than California's overall graduation rate and 25% lower than the average for the Bay Area.[2].

While the failure to graduate from high school is not the sole cause for struggles later in life, a positive high school experience can drastically alter the course of events in a young person's life. Ultimately, the goal of Oasis High School is to move students from a place of vulnerability to a place of resiliency. Some of these young people have significant barriers in their lives that hinder progress toward attaining a high school diploma. Many have become disillusioned about their educational prospects; some have felt bored, academically behind, or disrespected by adults or peers. Others have family or personal responsibilities and need more flexibility than the traditional school setting offers. Oasis High School will provide an intimate, personalized learning environment where young people who are motivated to return to school will have the support, flexibility and guidance they need to continue their education in a learning community where they can discover more about their passions and interests and prepare for their next steps in life.

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[1] http://www.civilrightsproject.harvard.edu/news/pressreleases/dropout05.php
[2] http://www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2005/04/05/MNGM6C3CB51.DTL&type=printable

Students Drawn to Oasis High School:

- Have commitments beyond high school and have to work or are supporting their families and need schedule flexibility. These students are the most at-risk of not succeeding in a traditional high school setting yet are committed to earning their high school diploma.

- Are behind in acquiring their basic skills and credits and need more attention in order to get "caught up"

- Are coming to Oasis to get "back on track" and are planning on returning to traditional high school.

- Are predominantly 11th and 12th grade students deficient in credits and basic skills.

- Are socially uncomfortable in their traditional large school setting. In small classes, a teacher has a greater ability to manage the classroom in a swift and appropriate manner and students do not feel as "lost". Oasis emphasizes respect and support for all students and for self.

- Seek a program that allows them to move at their own pace. Ongoing assessments allow teachers to determine when to "push" students to excel in their areas of strength and support them in remediating their areas of weakness.

Oasis' student population has remained relatively consistent over the last four years. Slightly over 40% of Oasis students are Hispanic and slightly over 40% are African American. No more than 5% have been Caucasian. Over 80% of Oasis students are socioeconomically disadvantaged.

Enrollment Growth for Oasis High School
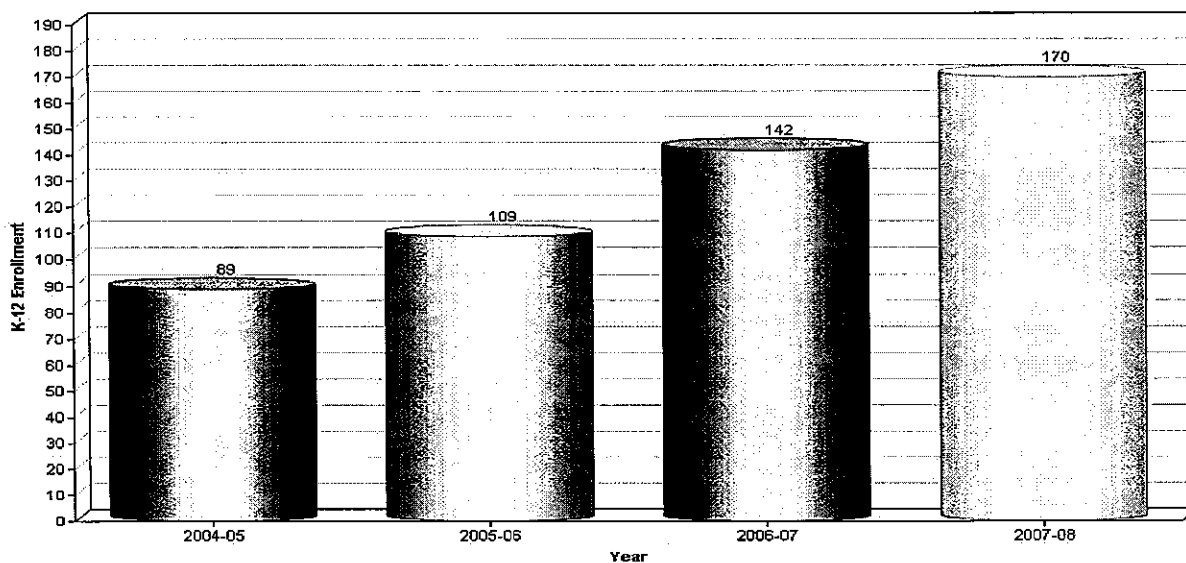
UNIQUE ASPECTS OF OASIS HIGH SCHOOL
It takes a village...

Oasis has been immensely effective in implementing the original program set forth in the charter. In addition to achieving the majority of the academic outcomes in the charter (see performance report), the school has exceeded all expectations in engaging students in real life learning, providing opportunities that promote leadership, and granting access to programs that will support our students' success in life. The following are examples of the many unique programs and partnerships that have been developed over the last four years at Oasis that support the mission and vision of the school:

Youth Against Youth Incarceration
In 2005-06, in response to knowledge gained from researching youth incarceration, a group of Oasis students and teachers mobilized to form Youth Against Youth Incarceration (YAYI). YAYI served as an active and educated voice speaking out against the epidemic of youth incarceration. Members of YAYI spoke out to a growing body of interested and concerned adult policy makers as well as youth and adult activists, seeking to duplicate more effective and humane strategies utilized by other states to educate and rehabilitate juvenile offenders. Toward this end, YAYI worked with Education Not Incarceration, Books Not Bars, and Berkeley Youth Alternatives.

Science Education
As part of the Youth Expressions Project, Oasis students combine the study of science with creative writing, drawing, music and videography. Using this combination, Oasis students design and present musical lessons to 7th grade Life Science classes at Oakland's Westlake Middle School.

Sports Leadership
Oasis students study leadership development and practice team-building skills in partnership with the YWCA and Sports 4 Kids. Using these tools, Oasis students lead games and outdoor activities at Richmond elementary schools with an emphasis on cooperation and conflict resolution.

Social Justice Curriculum
The Oasis social justice curriculum examines the power structures that are established through the use of classism, sexism, and racism. Freire states, "...to be truly emancipatory, education must go beyond analysis and effect a social change. A social justice curriculum is the union between thinking and acting; without the acting the thinking is just for thought, and without thinking action is ill-conceived" (Freire, 1970). As such, Oasis creates numerous opportunities for students to examine their actions and the actions of others through classes like Ethnic Studies, Black Film and Graffiti.

Step to College
In 2007-08, Oasis High School incorporated a special program and partnership into its curriculum as a result of the closure of a small, innovative high school. Step to College (STC) is a collaborated effort between Oasis and the Colleges of Education and Ethnic Studies at San Francisco State University (SFSU). This partnership is designed to foster collaboration between universities and high schools to increase high school matriculation to college. STC students are high school seniors who take courses that train them in critical thinking, academic literacy and technology as well as other college preparatory courses for which they receive up to twelve (12) units of transferable credit from SFSU. The courses are taught by a university faculty member in an effort to familiarize historically under-represented urban students with the format and structure of university courses. Students who participate in the program also receive help completing university admissions applications and financial aide and scholarship support. Students in the

program have also gone to New York and Washington, DC to visit colleges and make presentations. Our plans are to continue with this model and collaborate with other local universities.

Bay Area Youth Gone International (BAYGI)
The mission of BAYGI is to expose urban youth to social, political, and cultural realities through international travel. BAYGI programs develop the skills beyond traveling for taking action to become not only a leader in the neighborhood, but a citizen of the world. Oasis students have gone to Venezuela for the last two years where they participated in academic programs and social ventures.

Community Action Research
Oasis students explore relevant topics within the community to research; they also explore effective strategies for making real and measurable change in their community. Research includes identifying and meeting with individual leaders and agencies across the East Bay who are currently carrying out significant work in the chosen area. Students post findings on a website they designed that includes interactive portfolios and discussions. This project evolved with a focus on street violence in the second and third trimester of 2007.

Sports
Oasis has developed competitive soccer and basketball teams in response to the demand and needs of our students to participate in organized sports. Oasis believes playing sports can contribute to a student's success in the classroom and encourages student athletes. We are in the process of joining the North Coast Athletics Section (NCS).

Studio One
Oasis has partnered with Studio One of the City of Oakland to provide access to over 100 art-centered classes. As the arts are being cut systematically, Oasis values arts in the classroom and is committed to providing various art mediums to our students. Studio One staff teaches drawing, sketching, painting, mosaics, sewing, murals, 3-D projects, ceramics, photography, and jewelry making.

Bay Area Video Coalition (BAVC)
BAVC provides music recording classes to Oasis students. Oasis students not only learn how to arrange music but also to write, create and produce. While technology continues to evolve, BAVC's mission is to bring increased cultural and economic participation to underserved communities through media.

Asian Community Mental Health Services (ACMHS)
Asian Community Mental Health Services provides multicultural and multilingual services, empowering the most vulnerable members of our community to lead healthy and productive lives. ACMHS counselors are available both on and offsite to students who are in need of counseling services, primarily through a referral process. Services offered include mental health, alcohol or other drug-related issues.

HOME Project
With support from caring adult "coaches" and experienced "youth coaches," HOME members serve over 400 youth per year, working in teams after school and during the summer to develop real-world community projects that reflect young people's interests and their community's needs. HOME Project was brought to Oasis as an afterschool program to provide music mixing sessions and beat making workshops. Students produced their own songs and recorded two compilation CDs.

McCullum Youth Court (MYC)

MYC offered many opportunities for students to be engaged in the juvenile justice system. Staff taught youth law classes in addition to providing a youth law club for students to be trained as youth attorneys.

Local Colleges & Universities

Oasis has partnered with many local colleges and universities to provide support and educational opportunities for students. Graduate and undergraduate students from UC Berkeley, Hastings University, Mills College and Boalt Law School volunteer in the classroom both as tutors and instructors for classes such as youth law. Student teacher interns from Mills College were partnered with teachers in the classroom as part of their credentialing program. One of our English teachers, Ms. Manning, is currently enrolled in the PhD program at UC Berkeley, brings UC students to tutor and support our Oasis students. Ms. Manning will have a student teacher from San Francisco State University credentialing program. Ms. Manning did a "Story Swap" sponsored by the Aspen Writers Project and the WordSoundLife organization at UC Berkeley where Oasis students shared stories with a class in Rifle, Colorado using a social networking site.

YELLAWE

Through "Edutainment" YELLAWE brings the performing arts into the classroom. YELLAWE provides an array of filmmaking, theatre, drumming circles, and music/beat making instruction. Students create music and produce short films on issues affecting their community.

Revolution Foods

Revolution Foods creates and delivers the school's lunch program. Their mission is to get as much fresh, healthy food to as many students as possible. Revolution Foods meets FDA guidelines for healthy eating.

Family Violence Law Center (FVLC)

FVLC not only provides services to students who are victims of family violence but the organization also provides internships to Oasis students. Oasis students have also participated in the R.A.P program. This program focuses on violence prevention and educates middle and high school youth as well as parents, educators, adolescent health care providers and youth service workers about the dynamics of domestic and dating violence. It explores the interrelated nature of violence in the home, in schools, in society and in the media. Youth are taught how to recognize the warning signs of an abusive relationship, how racism and sexism are linked to violent behavior, and how to resolve conflicts in a peaceful manner. Parents and educators learn how to become allies to youth as they increase their understanding on this issue. Health care providers learn ways to address this problem with their adolescent clients and how to provide support and assistance.

The Center for Youth Developmet Through Law

Every summer, the Summer Legal Fellowship Program provides a group of East Bay youth from low-income backgrounds with instruction in legal topics, practical life skills workshops, paid internships in law and government offices, conflict management training, and mentors. Three Oasis students have participated in the Fellowship Program every year. In addition to their participation, many Oasis students have been granted internships in law offices through CYDTL. On the U.C. Berkeley Law School campus, students take courses entitled: *Race, the Constitution, and the Supreme Court; Conflict Management; Trial Skills;* and *The World of Work.* They also learn how to use a law library, apply for jobs, and pursue higher education.

Cycles of Change

Cycles of Change provides bicycles for students to use for PE or the Oasis Outdoor class and also provides connections for bicycle field trips, classes on bicycle maintenance and bicycle safety.

Sports for Kids

This program brings play and physical activity to our school during our PE, afterschool, and Service Learning classes. Oasis has a well-trained and enthusiastic PE coach who creates structured activities during daily classes, afterschool programs and coaches teams for our sports league. The mission of the program is to improve the health and well being of students by increasing opportunities for physical activity and safe, meaningful play. Another aspect of the program goal is to promote healthy lifestyles through teaching Oasis students about good nutrition, healthy minds, and the dangers of drug abuse. The teacher/coach follows the state standards on Physical Education to instill good health and nutrition throughout the school year and beyond.

Book Club

The Oasis Book Club is a school wide approach to increasing literacy. Book Clubs take place through the Wednesday Classes where each class takes at least 30 min (up to 2 hours) to read and discuss books in class. Reading homework is also assigned. At the beginning of the trimester, students choose their own groups of 4-5 for their book clubs with the assistance of teachers. Teachers present reading lists and distribute book options for each group to pick a book; they also help to guide the book clubs with discussion questions and activities. Participation in the book club counts towards each student's grade.

Bay Area Youth Explorers (BAYEx)

BAYEx was created by Oasis in 2006-07 as a full-time program that involved about 30 students. BAYEx uses the Oakland Bay Area as a point of entry for a program of integrated learning that includes two full days in the field and three days of independent or small group work. Students and staff build a strong learning community with students highly engaged in learning that combines extensive experiential learning with independent academic work. In 2007-08, BAYEx offered a Biology course that combined classroom learning with weekly field studies excursions. BAYEx features hands-on exploration through weekly field studies, group discussions and projects, student presentations, independent reading, research, and production work.

Service Learning

Oasis students spend one day a week (Wednesdays) collaborating with peers to carry out service on behalf of others. Service learning provides students with a range of challenges and experiences that build academic skills, foster an ability to work in teams, and offer opportunities to explore career possibilities. In some cases, Oasis youth work with younger children; in other cases Oasis youth educate their Oakland peers; and still in other cases Oasis youth are educating and organizing adults in Oakland and beyond. Seven projects are offered each quarter. Each student has the option to work with a project over the course of the full school year or to work on a different project each trimester. Students culminated with an end of the year exhibition of learning.

Oasis High School Students Have Been Published

In keeping with the Oasis focus of building literacy, Oasis students are learning to write poetry, give public readings, and each year, a class fully publishes a poetry book. To date, three books of Oasis poetry have been published under the direction of an English teacher and can be found at Oakland Public Libraries (Bloomin' Poets Breaking the Silence, Fully Loaded Minds Breakin', and Breakin' Down but Still We Stand.) The first book is in circulation and can be checked out at the Cesar Chavez Library in Oakland.

Drama

Oasis has a drama program in which students write their own plays and produce them each year. In the spring 2006, we had the productions of *Is It Really Us* which was showcased at the Oakland City Hall and *Lessons Vision Life* which was presented at the YWCA in Oakland. In the spring 2007, the students produced *Annie Boy* which was showcased at La Pena Cultural Center in Berkeley. In the spring 2008, the students produced *Good Things Don't Last Forever* which was showcased at La Pena Cultural Center in Berkeley.

THE EDUCATED PERSON IN THE 21ST CENTURY

The 21st Century will need literate workers with excellent problem-solving skills. It is expected that 75% of new jobs will require additional education or training beyond a high school diploma. As this century unfolds, the nation will increasingly require a citizenry who not only has mastered the learning process, but also has mastered the skills to work cooperatively amongst its peers. Change will also be a core characteristic of the 21st Century. During this century, citizens will change jobs an average of eight times during their working lives. As knowledge continues to expand, skills involving information acquisition, management, technology, and communication will become key tools for success. Oasis High School believes an educated person in the 21st century is one who is self-directed and self-motivated, communicates well and works cooperatively with others, is literate, can solve problems (both mathematically and logically), is flexible and can adapt to changing environments, is creative, techno-literate, and a contributing member of our democratic society. Such a citizenry would be characterized by the following academic and personal habits:

The Academic Habits:

- being curious
- striving to become self-motivated, competent, life-long learners
- communicating clearly through oral and written dialogue
- thinking creatively
- thinking logically and making informed judgments
- using technology as a tool
- adapting to new situations and responding to new information
- solving problems
- finding, selecting, evaluating, organizing and using information from various sources
- making easy and flexible connections among various disciplines of thought
- evaluating the reliability of information from video, audio, and printed sources including advertising and the media

The Personal Habits and Attitudes:
- accepting responsibility for personal decisions and actions
- academic honesty and the ability to face challenges with courage and integrity
- a healthy lifestyle
- empathy and courtesy for others and respect for difference among people and cultures
- self-confidence and a willingness to take risks in order to learn
- concentration and perseverance
- seeking a fair share of the work load – managing time in a responsible manner

- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus

An educated person in the 21st Century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to have a passion for learning itself. An educated person understands that there are always new things to be learned and is therefore self-motivated and driven to learn throughout his or her life.

How does learning best occur?
Research in the field of adolescent development suggests that in order to learn, young people first need to feel safe and connected through *supportive* relationships with adults. They also need *opportunities* to assume meaningful roles and responsibilities within their school and their community. Given such "supports and opportunities," as well as engaging, challenging learning experiences that help them build skills, young people will not only learn more effectively, but will also achieve positive developmental outcomes (Connell & Gambone). Drawing upon research and practice from the education and youth development fields, Oasis High School has taken these critical elements that promote learning and the development of personal and social assets as the guiding framework for the school. Oasis High School also subscribes to ideas underscored by the research of Deborah Meier and adopted by the Oakland Small Schools Initiative that learning best occurs in small learning communities where students receive personalized attention, mentorship, and guidance. Students have a harder time slipping through the cracks in a small community, and teachers can more easily accommodate differing learning styles at a small school.

Within the context of a small learning community, learning best occurs when . . .

. . . Students are physically and emotionally secure and there are clear and consistent rules and expectations.

Oasis High School addresses young people's need for physical, emotional, and social safety in the selection of staff and facility, design of an interdisciplinary and multicultural curriculum, and development of a respectful learning environment that emphasizes ongoing constructive feedback among students and teachers. School staff consciously works to create a sense of safety and community within the school as a whole and within each class. A learning community allows teachers to know their students better academically and personally. Teachers meet with each other and with students weekly to discuss student needs and learn from each other. In a small learning community teachers and students are collectively, not individually, responsible for student learning. Where people care for each other, teachers, staff, and students feel safer to learn. Teachers and students take communal responsibility for individual growth and student achievement (Meier, 1995; Sizer, 1996).

By creating a sense of security through a structured and predictable environment. Oasis High School introduces a basic set of consistent, predictable, and non-negotiable school-wide rules to all students during orientation. Students have the opportunity to discuss and agree to these rules during an introductory period, and each cohort and class of students helps develop additional agreements governing respect and behavior at Oasis.

. . . The academic program is challenging, meaningful, personalized, and fun.

• Oasis High School sets *high expectations* for participation and provides *intellectually challenging* work to help students build critical skills. All students are encouraged to improve and develop their literacy and math skills. Students have the opportunity to complete the courses required for entry into UC/CSU. For many of the Oasis students, this is the first time admission to college has ever been presented as a real possibility.

The school focuses on creating active, *meaningful* real-world learning experiences using project-based learning and selecting curricular topics that both meet state standards and are connected to the lives and interests of students. The curriculum includes regular participation in service learning projects, as well as student internships with mentors who are involved in local businesses and community organizations.

The students enrolled at Oasis High School come with highly variable educational backgrounds that may not fit well within the progression of a standard high school academic program. As such, instead of enrolling by grade level and taking a prescribed slate of classes, students take only the classes they need to complete their high school diploma. Teachers work in collaboration with students, parents, and/or mentors to develop a course of study based on each student's individual academic history, interests, needs, and courses required for a high school diploma. Teachers also get together on a regular basis to discuss student needs and learn from each other.

Finally, learning at Oasis High School is *fun*. Students engage with a talented and energetic staff and in learning experiences that are tailored to their interests and issues as young people.

• *. . . There is a context of positive relationships among peers and adults, a sense of belonging, and participation of parents or family members.*

Deborah Meier writes, "Adults work better and students learn better when they know one another." Developing deep personal relationships among students and faculty will foster and maintain a climate of emotional safety and intellectual growth. The school will emphasize the importance of personal relationships and promote cultural understanding and appreciation of social and personal differences. In such a learning environment, students and faculty bring diverse knowledge and experiences that are distributed and shared throughout the community. (Meier, 1995; Gibbs, 2000)

Oasis High School has instituted a number of specific structures and practices to promote the development of positive relationships and to build community, including:
- striving for racial and gender equity;
- creating opportunities to build cross-cultural understanding;
- conducting regular one-on-one meetings between students and teachers; and
- organizing advisory groups of 12-15 students.

Over the years, Oasis has attempted several methods of advising. In the future, advisors will stay with students over the years of their enrollment at Oasis High School. Internships and community-based projects extend the opportunity for students to build relationships with other adults as well. At the classroom level, teachers facilitate activities that can promote a sense of belonging and foster the appreciation of differing backgrounds and points of view. At the school-wide level there are regular opportunities to celebrate success, student accomplishments and holidays to which family members and community supporters are invited.

. . . Students have opportunities to assume meaningful roles and responsibilities within their school and their community.

Oasis High School creates a culture in which "youth voice" is valued and respected. The starting point is each student's assuming responsibility for his or her own learning and participation in the school. All students have roles and responsibilities for aspects of the school's development and operation, including helping recruit and orient new students, organizing student activities, tutoring other students, serving as a peer reviewer of presentations of learning, and participating in school-related decision-making as members of a Student Council and the School Site Council. Opportunities for responsibility are structured into the curriculum and instructional approach. Furthermore, students have the chance to assume responsibility for participation in service learning projects in the community. At Oasis, students are encouraged to think of themselves as contributing members of society, capable of making a change and making a difference.

. . . With highly-qualified, dedicated staff who have the support, training, and tools necessary for success.

Oasis High School hire staff that enjoy working with a diverse population of high school-age youth, have experience teaching and facilitating learning, and are able to meet the challenges of a start-up school. Teachers have a great deal of ownership and responsibility for curriculum in their subject area of expertise.

...In small supportive classes
Oasis maintains a maximum average class size of 20 students. In 1978, Smith and Glass published a *meta-analysis* combining the results of 77 empirical studies pertaining to the relationship between class size and achievement, and soon followed it with a second meta-analysis showing the relationship between class size and other outcomes. Overall, they found that small classes were associated with higher achievement at all grade levels, especially if students were in the small classes for more than 100 hours, and if student assignments were carefully controlled. They found that the major benefits of reducing class size occurred where the number of students in the class was fewer than 20. In their second study, they concluded that small classes were superior in terms of students' reactions, teacher morale, and the quality of the instructional environment.[1]

California Content Standards
Although the state standards are common among all schools, our dedication to upholding the state's expectations has intensified greatly this past year. Teachers have worked with a mentor Curriculum Coordinator who is a member of our staff/teacher to analyze the schools test results as well as individual student test results and have developed a well defined scope and sequences of teaching standards in each class. Teachers are required to submit monthly lesson plans that articulated the standards being taught each month the methods of instruction for each lass and the method of evaluation. These lesson plans are reviewed by the mentor teacher and feedback is provided to each teacher. This newly created process has been very successful at focusing teachers on the standards, the "WHAT" that needs to be taught, while supporting their professional creativity in allowing teachers to determine "HOW" they are going to teach the standards. Teachers also meet at the beginning of the year to determine and refine which standards are high focus, and therefore essential to cover in-depth, and to which ones students can simply be exposed. In addition to standards based lesson plans, teachers work individually and collaboratively to develop standards-based units and lessons. Thus, the California standards are integrated into our curricular program throughout the year.

Extended Day
Extra time beyond the traditional instructional school day is required in order to help students learn. All Oasis students and teachers begin their school day at 8:30 a.m. and are at school until 4:40 P.M.; some are at school until 6:00 P.M. Of these hours spent on campus, six to seven are spent on core academic classes and one to two are spent on enrichment learning activities including Spanish literacy, sports, music, drama, and service learning. A new Saturday school program has been launched to assist students in their homework, CAHSEE and SAT preparation.

Serving Students Who Are Performing Above and Below Grade Level
Oasis has spent the last four years trying to balance the benefit of implementing project-based instruction to make learning meaningful and interesting to this special population of students and the development of numerous unique opportunities which support students' confidence and productivity with creating a solid CA standards-based curriculum. As the original charter petition stated, the school's primary mission was to reinstate drop-outs and severely credit-deficient students back into the public school fold while creating unique and interesting learning opportunities that would engage these "lost" students. This difficult "balancing act" has not always, (until very recently) produced the desired performance on state standardized assessments; Oasis found that it takes a great deal of remediation to undo many years of our students not succeeding in traditional educational environments.

Most students who enroll in Oasis are performing below grade level when they first arrive; therefore the majority of the curricular focus at Oasis is aimed at serving and supporting these students. In addition to tutoring from private school teachers, college students and professional tutors, Oasis provides afterschool Math & Writing labs. Students who have not succeeded in passing the CAHSEE, who struggle with identified skill gaps or who need to prepare for the SAT, ACT, and CST tests are invited to participate in afterschool labs. These labs help students develop critical skills that assist them in their academic advancement and build confidence, while having the additional benefit of helping them pass the High School Exit Exam.

With the recent implementation of Data Director (see Assessment), Oasis teachers have begun to analyze test scores and use the information to inform instruction and develop unique ways to better serve the students. Using these assessments and STAR results, teachers determine which students would benefit from tutoring and the labs.

As students are enrolled in Oasis for longer periods of time, their skills improve and they become more confident and capable of handling more challenging curriculum. As a result, the school implemented Advanced Placement Spanish and Advanced Placement English the last two years. Students who are performing above grade level also have the opportunity to take classes at the local community college for credit as well as summer school programs at UC Berkeley Bolt School of Law.

SST Process
Oasis has also developed a detailed Student Study Team process to support students who are performing below grade level or who are struggling.

Procedures for struggling students and those who have not qualified for special education services:

- Meet with parent to discuss the concerns about the student.
- Discuss what is seen in class and what is seen at home.
- Discuss any strategies that parents are finding successful at home.

- Discuss modifications to be used in the classroom
- Allow 2 - 4 weeks to assess the modifications.
- Documentation of the meetings, modifications, and results of the modifications.
- Meet again; if strategies are working, continue to monitor. If strategies are not working:
    o Complete Referral to Student Study Team Document.
    o Referral to Site Administrator

Referral to Site Administrator:
- Review the documentation with the site administrator.
- Site Administrator may have additional strategies/modifications.
- Site administrator/teacher reviews cumulative file for history of incidences and/or strategies, referrals, modifications which have been attempted in the past
- Documentation continues.

Referral to Student Success Team:
- The person making the referral completes the SST referral form.
- The team will consist of those the Site Administrator feels are necessary, i.e. referring teacher, other teachers, Site Administrator, school Psychologist, Special Education Coordinator, Speech/Lang Specialist, and anyone else as indicated by student need.
- The team discusses the strengths and needs of the student and documents the discussion on the SST notes form. If the SST decides that the student could be successful in the classroom if new modifications were made to curriculum and/or teaching strategies, the interventions are designed and recorded on the SST notes form.
- If the interventions recorded on the SST notes form are effective, the student's "progress" continues to be monitored. If, however, after 30-40 days, the student is not progressing satisfactorily even with minor modifications to the original interventions, the Team meets again. If the consensus is still that the student can achieve in the regular classroom with further or revised modifications, alternative interventions are designed and implemented.
- However, if the student's difficulties are such that the team feels interventions will not be successful they may recommend Special Education Referral.

Transferability of Courses to Other Public High Schools and Eligibility of Courses to Meet College Entrance Requirements

Oasis High School has received candidacy status for accreditation through the Western Association of Schools and Colleges and will be undergoing the full self-study and four-day review for full accreditation in the spring of 2009. All Oasis transcripts have the WASC candidacy seal and statement, demonstrating transferability of courses. In addition, Oasis has received University of California A-G course approval for 18 courses.

Independent Study
Laws and Regulations
If Oasis chooses to offer to some students a program of short or long term independent study, when it is appropriate for the educational goals of the student, Oasis shall comply with all state and federal laws regarding independent study, including, but not limited to the following:

Written Policies
Oasis High School shall adopt written policies prior to commencing operation. The policies shall be adopted after a public hearing and will be submitted to the School's independent auditor for approval. The independent study policies shall include, but are not limited to the following:

a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work.

b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's permanent record.

c) A requirement that a current written agreement ("master agreement") for each independent study student shall be maintained on file.

Independent Study Master Agreements
Oasis maintains on file a current written master agreements for each independent study student. The master agreement contains, at minimum, the following information:

a) The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress.

b) The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.

c) The specific resources, including materials and personnel that will be made available to the student.

d) A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

e) The duration of the independent study master agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

f) A statement of the number of course credits or, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

g) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate.

h) Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee, Supervising Teacher who has been designated as having responsibility for the general supervision of independent study, and all other persons who have direct responsibility for providing assistance to the student.

Prohibition Against Provision of Funds or Things of Value
Oasis High School shall not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district or to his or her parent or guardian.

County or Contiguous County Residents
Oasis High School may only receive funding for the provision of independent study to students who are residents of Alameda County or who are residents of a county immediately adjacent to Alameda County.

Teacher/Student Ratio
Oasis High School complies with Title 5 California Code of Regulations Section 11704 and Education Code Section 5745.6(a) regarding teacher to ADA limits.

School Calendar
As required by law, Oasis High School will offer at least 175 instructional days each year.

Instructional Minutes
Oasis High School shall offer, at a minimum, the same number of minutes of instruction set forth in 47612.5(a)(1)

Contemporaneous Records of Attendance
Oasis High School maintains written contemporaneous records that document all student attendance and make these records available for audit and inspection. "Attendance" means the attendance of charter school students while engaged in educational activities required of them by their charter schools, on days when school is actually taught in their charter schools. "Regular average daily attendance" is computed by dividing the school's total number of student-days of attendance by the number of calendar days on which school was actually taught. For purposes of determining the school's total number of student-days of attendance, no student may generate more than one day of attendance in a calendar day.

For independent study students, parents/guardians/or students age 18 or over Oasis will keep a daily log of engagement of students in educational activities, which is maintained and signed contemporaneously by the parent/guardians/or students 18 years of age or older which will be reviewed and signed by the certificated teacher of record at each meeting. Additionally, the certificated teacher of record will document and personally judge, in each instance, the extent of the time value of the student work products.

SPECIAL EDUCATION
Oasis High School adheres to all applicable provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, Office for Civil Rights mandates, AB 602, the FAPE, and Americans with Disabilities Act (ADA).

Oasis High School's status is a public school, as per Education Code Section 47646; it does not use disability status as a criterion for non-eligibility for enrollment.

Special Education and Independent Study
According to California education code any student with an existing Individualized Education Plan (IEP) may only participate in the Independent Study program if his or her IEP specifically provides for that participation (Ed Code 51745c).

Section 504 /ADA
Oasis is solely responsible for its compliance with Section 504 and the ADA. All Oasis facilities are accessible for all students with disabilities in accordance with the ADA. The Oasis facility does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by Oasis.

Further, Oasis has written polices which outline the requirements for identifying and serving students with a 504 accommodation plan. Oasis recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Oasis High School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation and/or related services by the School under Section 504.

A 504 team was assembled by the Principal and the Principal serves as the 504 Coordinator. The 504 team includes the parent/guardian, the student, as appropriate, and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for the least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA and found to be ineligible, those evaluations are used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

a) Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
b) Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
c) Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Oasis professional staff. The parent or guardian is invited to participate in all 504 team meetings and is given an opportunity to examine in advance all relevant records.

The 504 Plan describes the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification is placed in the regular programs of Oasis along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Services for Students under the "IDEA"
Oasis High School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Oasis remains, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b).

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Oasis seeks services from the District for special education students enrolled in Oasis in the same manner as is provided to students in other District schools. Oasis follows the District and SELPA policies and procedures, and uses SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of student records. Oasis High School complies with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified students. Oasis regularly attends SELPA/District training to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that the Oasis has an ongoing understanding of District protocol and ensure ongoing compliance.

As long as Oasis functions as a public school of the District for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), the School will comply with the Memorandum of Understanding ("MOU") with the District which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of Oasis. A summary of the relationship follows the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of the Oasis;

- The District provides services to the students of Oasis High School in the same manner as other students of the District;

- Oasis High School pays the District, a pro-rata share of the overall District encroachment for special education.

Identification and Referral
Oasis has the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. Oasis has developed, maintained, and implemented policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures are in accordance with California law and District policy. As between Oasis

and the District, Oasis is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Plan ("IEP") and other special education information on any student enrolling from a non-District school. A student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, used. Oasis documents all modifications and accommodations made to the student's program in the regular educational setting through a Student Success Team process.

The District provides Oasis with any assistance that it generally provides its other public schools in the identification and referral processes. The District ensures that Oasis is provided with notification and relevant files of all students transferring to Oasis from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between other District schools. All records and files are released with the signed permission of the parent/guardian.

Assessment

The Oakland Unified School District and Oasis High School make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable laws. Oasis does not conduct unilateral independent assessments.

Individualized Education Plan ("IEP")

Responsibility for arranging necessary I.E.P. meetings is allocated in accordance with the District's general practice and procedure and applicable law. Oasis is responsible for having the designated representative of Oasis in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at Oasis. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education are the decision of the IEP team. Team membership is in compliance with state and federal law and includes the designated representative of Oasis (or designee) and the designated representative of the District (or designee) unless otherwise required by law. Services and placements are provided to all eligible Oasis students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than Oasis staff, the District provides and/or arranges for such services in the same manner that it would be legally obligated to provide to the students at its other Oakland Unified School District schools. District services include consultative services by District staff to Oasis staff in the same manner that District staff consults with staff at other District schools.

Funding

Oasis has been elected the status of any other public school in the District for the purposes of special education services and funding, and the District provides special education services for Oasis consistent with the services it provides at its public schools. Consistent with this division of responsibility, Oakland Unified School District retains all state and federal special education funding allocated for Oasis students through the SELPA. Oasis is responsible for a pro rata share of the district wide encroachment for special education.

Discipline

Oasis follows the requirements of State and Federal law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

LIMITED ENGLISH PROFICIENT LEARNERS

Oasis' personalized learning approach to education is a good option for Limited English Proficient Learners. In Oasis' program, all students are given the support they need to reach grade level proficiency in a variety of areas, including English proficiency.

English Language Learners are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. Teachers provide sheltered instruction using SDAIE techniques. These strategies include:

- Effective use of contextual clues
- Simplifying input
- Checking frequently for understanding
- Designing appropriate lessons
- Planning student-centered lessons

The school promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments and through the service learning assignments.

In accordance with SB 638, Oasis uses the California English Language Development Test (CELDT) to identify new enrollees with a home language other than English, to monitor their progress in learning English, and to help reclassify them when they become proficient in English. New enrollees are tested within 30 calendar days of enrollment. When advisable, Oasis provides bilingual tutors for Limited English Proficient students, and uses peer tutoring to enhance the students' language skills.

English Language Class for ELL Students.

The ELD class began out of a determination to offer English Language Learners more opportunities for focused English Language instruction. It is offered as a regular class during Block A from 9:00 A.M. to 10:20 A.M. daily. Students focus on practicing their reading, writing and literacy skills.

Oasis takes advantage of the small group size to help students work on oral fluency with debates and discussion, while challenging those with oral proficiency to improve their written skills. Vocabulary (including spelling strategies) is included in every class period. The class uses lessons from the REWARDS reading fluency program, and reading passages from High Point and Become a Better Reader textbooks, including grammar from the High Point student workbook. In previous classes, students have been on two fieldtrips to the Oakland Museum of California, visited the Earth Day fair, joined another class for a baseball game, and went to the Exploratorium. These community activities are designed to get students interacting with strangers in English, and provide fodder for class discussions afterwards.

CURRICLUM

Instructional Approach

Teachers utilize a broad repertoire of instructional strategies based on current research that are tailored to the goals of the school and students' interests and needs. Academic courses have been designed to meet the needs of all learners through the use of teaching strategies that target multiple learning styles. Oasis High School utilizes independent study, classroom-based models, direct instruction, project-based learning and block scheduling to maximize the flexibility in the design and structure of the educational program. Below are the key instructional strategies that Oasis focuses on offering every day at the school.

- *In depth project-based learning* allows students to focus on real-world problems, creates understanding of different disciplines from different perspectives, and demands that students develop higher order thinking and communication skills. Students are engaged in challenging tasks that usually require knowledge and skills from more than one academic discipline and require students to work independently and in small groups to solve complex problems. Projects drive the curriculum, with teachers ensuring state standards are met in the context of research, investigation, problem-solving and development of final products.

- *Independent study* (short term) provides flexibility and allows students to move at their own pace and group themselves with other students to focus on common educational objectives and projects.

- *Community service learning projects and internships* supplement and complement core academic offerings with out-of-school experiences that allow students to explore their interests and future career goals, make a contribution to the lives of others, and learn how to engage the world outside of home and school. Experiences can be accompanied by seminars, research projects, and reflective assignments.

- *Computer-based instruction* supplement and support group and individual work, as well as provide learning opportunities outside the classes offered at the school. Oasis High School selectively taps the wealth of educational resources available on-line or through computer-based applications.

- *Direct instruction* is used to communicate core content (such as Mathematics) and to support low-level readers using a curriculum across the school such as Scholastic's *Read 180*.

- *Instruction at local community colleges* allows students to enroll in specific classes not offered at Oasis High School. Oasis High School has sought out partnerships specifically around the provision of Spanish instruction, the Arts and lab science classes.

Students must accumulate **230** credit units to graduate from Oasis High School. Upon enrollment, an administrator reviews each student's previous course credits (if any) and takes them into account in developing the student's plan. Students are required to repeat subjects that they have failed in previous high school settings. Oasis offers required core courses in English Language Arts, History/Social Science, Mathematics, and Science that fulfill the A-D academic requirements for admission to the UC/CSU system. Students also have the opportunity and are encouraged to take courses that satisfy the UC/CSU's E-G requirements in the areas of Foreign Language, College Preparatory Electives, and Visual and Performing Arts. In addition, all students participate in a series of required Oasis High School electives and experiences such as community service, internships, and a senior project.

Graduation Requirements:

Transferable Credit Courses: Credits earned from other schools are evaluated to determine whether they can be transferred to meet the requirements for these courses.

Academic Core Courses	Credits Needed	Yrs Needed
English	45 Credits	4 years
History/Social Science Must include one year of World History, Cultures and Geography and one year of U.S. History (this can be satisfied with one ½ year of U.S. History and one ½ year of American Govt. and Economics)	30 Credits	2 years
Math Algebra IA, IB, IC, Geometry A/B, Algebra IIA/IIB,	35 Credits	3 years
Lab Science Must include 2 years of Lab Science, including 2 of the choice of Biology, Chemistry or Physics, Earth Science and Physical Science	20 Credits	2 years
Other Required Courses	Credits Needed	Yrs Needed
Language Other than English 2 years of the same language other than English.	20 Credits	2 years
Visual and Performing Arts 1 year, including dance, drama/theater, music or visual art.	10 Credits	1 Year
Personal Health and Fitness	20 Credits	2 Years
Electives	30 Credits	3 Years
Additional Required Courses: These courses are unique to Oasis and must be completed under the supervision of Oasis High School.	Credits Needed	Yrs Needed
Community Service/Service Learning	15 Credits	1 ½ Years
Senior Project	5 Credits	½ Year

Required Core Academic Courses
Students are expected to meet various subject area outcomes as listed below:

Outcomes for Core Courses:

A. History/Social Science: In alignment with state content standards, students understand and apply civic, historical and geographical knowledge in order to contribute to today's society.

Requirement for Graduation: Three years required, including one year of World Cultures, one year of U.S. History, one-half year of Economics and one-half year of American Government. Content is aligned with state content standards for History/Social Science.

Outcomes: Students will understand and apply civic, historical, and geographical knowledge and develop qualitative, historical and sociological skills to understand how individuals work together in communities and societies. (NB: Outcomes are also included in Section B of the charter.)

Instructional Approach: History/Social Science is largely explored through project-based learning tapping the rich cultural and historical environment accessible to the school. Community service projects are integrated into the coursework. As with other coursework, there are extensive opportunities for research, reading, and different forms of verbal communication. Potential Resource Partners: Oakland Museum

Facing History and Ourselves; Alameda County Registrar of Voters, Barbara Lee's office and the YWCA (Teens Teaching Tolerance Program).

B. English Language Arts

Requirement for Graduation: Four years of English that include extensive writing and reading of classic and modern literature. Content is aligned with state content standards for English Language Arts.

Outcomes: Students will demonstrate strong reading, writing, listening, speaking and presentation skills in multiple forms of expression (written, oral, multi-media). They will demonstrate understanding and analysis of texts from a variety of genres and time periods using a range of forms of expression, including the use of technology, drama, and visual arts as well as written expression.

Instructional Approach: Students at Oasis take three trimesters of English 9/10 and three trimesters of English 11/12. English classes are project-based and focused on increasing literacy skills while at the same time teaching critical thinking skills. Teachers connect their curricula to the students' lives through particular books, non-fiction pieces, and other texts. Reading habits are emphasized to teach students how to think about reading. The instructional approach to Language Arts is through whole class instruction and individual, partner, and group work. Assessment is conducted daily with check-ins and daily writing assignments as well as larger assessments such as essays, presentations, multi-media projects, and fiction writing. Teachers emphasize projects rather than quizzes or tests in order to assess understanding and not simply memorization.

Other Resource Partners: Bay Area Writing Project; West Ed's Strategic Literacy Project; CORE, Spoken Word Organizations, such as Youth Speaks; 826 Valencia's writing workshops. Aspen Writers Project, WordSoundLife and Bridging the Gap from UC Berkeley.

C. Math

Requirements for Graduation: Three years of Math, including elementary and advanced Algebra and two- and three-dimensional Geometry as outlined in the California Mathematics Content Standards for Algebra 1, Math Enrichment, Geometry, and Algebra 2.

Outcomes: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, trigonometry, and possibly statistics. We aim to have all students master the practical math skills necessary to succeed on standardized tests, the world of work, and their personal lives (such as developing a personal financial plan that includes a budget, income, and savings plan). Our goal is that students will be facile users of mathematics and have the skills to express and solve problems in mathematical terms.

Instructional Approach: Students are engaged in a constructivist, problem-solving curriculum that explores core mathematical concepts through thematic units structured around a complex central problem. The use of meaningful contexts, manipulatives, and software allows students to build their conceptual understanding on a foundation that is accessible to diverse learners. Traditional topics are integrated into the thematic units as needed to solve central problems. Students move from the concrete to the abstract over time, with initial explorations leading to formal presentations of core mathematical standards. Students work in small, heterogeneous classes supported by volunteer tutors, if available. The instructional approach is balanced through group work, student presentations, write-ups, graphing calculators, software, real life projects with direct instruction, note-taking, and guided review. Where intensive work is required, traditional classroom models are used.

Potential Resource Partners: Kapland Learning Service, McDougall Little, Math Teachers Press, Cerebellum Corporation Math Video Series and Key Curriculum Press, Creative Publications; Texas Instruments, College Preparatory Mathematics (CPM); Creative Publications; Texas Instruments.

D. Lab Science
Requirement for Graduation: Two years of Laboratory Science, including two of three disciplines (Biology, Chemistry or Physics). Content is aligned with State Science Content Standards for Grades 9-12.

Outcomes: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science as outlined in the California Science Content Standards for Grades 9-12. Students will be able to: probe and map the interconnections between science and daily life; frame meaningful questions about issues that concern them and apply the tools of science to help answer these questions; understand the concepts underlying various branches of science and apply these concepts to authentic questions in the community; and understand the possibilities and limits of technology in solving our community's problems.

Instructional Approach: Oasis High School emphasizes hands-on investigation and experiments in science particularly suited to project-based and expeditionary learning models. Students investigate real-life questions based in downtown Oakland and their own communities, such as the unique geologic history and characteristics of Lake Merritt; lead hazards in homes, schools, and playgrounds; and other ecological and technological issues. Students work individually and in collaboration with other students and members of the community; they work in the field, gathering data and input from the community, and in the laboratory, doing experiments to complement or prepare for their fieldwork. They also explore careers in science and technology. State content standards are used to scaffold activities and lessons developed to allow students to work with individuals in technology, industry, and the community.

Potential Resource Partners: Lawrence Hall of Science; Chabot Space Center; Chiron; Clorox; Chevron; SAGE (The School Garden at MLK Jr. Middle School in Berkeley); Center for Ecoliteracy (Berkeley Farmers Market); Aquatic Outreach Institute; UCB's WISE; UCB's Interactive University Project for undergraduate tutors (See Letter of Support).

Non-Core Courses to Meet UC/CSU Admissions Requirements

A. Language other than English
Requirement: Two years of the same language other than English. Initially, Spanish is the only language offered, either on-site at Oasis High School or in conjunction with a nearby community college.

Outcomes: Students will gain proficiency in writing, reading, speaking and listening comprehension in Spanish. Students will also understand key aspects of past and present Spanish-speaking cultures, including an introduction to the largely Spanish-speaking communities and neighborhoods of Oakland.

Instructional Approach: Spanish language instruction combines direct instruction, tutoring, computer-assisted instruction, and immersion experiences in the local community. Spanish may be offered through a partnership with a local community college.

Potential Resource Partners: Peralta Community Colleges.

B. College Preparatory Elective
Requirement: Two semesters from Visual and Performing Arts, History, Social Science, English, advanced Mathematics, Laboratory Science, and Language other than English.

Outcomes: Depending on the subject area of the course, outcomes mirror those described in detail in this section and the above section on A-D requirements.

Instructional Approach: College prep electives are largely independent work with a teacher acting as a coach, advisor, and resource guide. Other methods of instruction reflect those detailed in descriptions of the A-D core academic courses above.

C. Visual and Performing Arts
Requirements: One year, including visual art.

Outcomes: Students learn and apply artistic processes and skills using a variety of media to communicate meaning and intent through original works of art. Students apply what they learned in visual arts across subject areas and develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

Instructional Approach: Students explore the overarching themes of the school and/or content of other courses through a variety of artistic processes. Artistic expression is integrated as part of presentations of learning, English/Language Arts courses.

Resource Partners: Museum of Children's Art and Oakland California Museum located five blocks from school. La Pena Cultural center, Studio One, and Alice Arts Center. There are also various privately owned galleries in the area that cater to the needs of the arts as a career standard which we have visited or will be visiting soon.

D. Personal Health and Fitness
School Requirement: 20 units of Personal Health and Fitness are required for graduation. Courses focus on aspects of adolescent health including diet, exercise, relationships, mental, and sexual health with specific topics defined by students. Regular physical exercise is incorporated into the weekly program, along with health workshops and study projects.

Outcomes: Students will achieve and maintain a health-enhancing level of physical fitness. Students will also assume a greater sense of personal responsibility for lifelong health; have respect for and promote the health of others; understand the process of growth and development; and be more informed about health-related information, products, and services.

Instructional Approach: Students choose from a number of independent study options for physical exercise, including enrolling in a training program or sports team that involves weekly training and a culminating event or tournament. Regular physical exercise is incorporated into the weekly school schedule. A health education component is designed as a research and seminar class in which students conduct an investigation and develop a presentation of their learning and findings to other students.

Resource Partners: YWCA; Sports for Kids

Additional Required Courses:

A. Community Service Projects/Internships

School Requirement: 15 units of Community Service and/or Internships are required for graduation. Students are expected to participate in an internship and other community service projects during their tenure at Oasis High School. Internships include regular seminars that consist of reflective assignments and exploration of career interests and passions. Service learning projects are often developed in connection to other curricular subjects.

Outcomes: Students will actively participate in community service and demonstrate understanding of the significance of their community service experience through personal reflection and presentation to others. Students will have knowledge of how to find and become involved in service or advocacy efforts and have experience as a volunteer or activist. Students will be able to describe the impact of their service on others, and have a better knowledge of career options open to them.

Instructional Approach: Service learning and internship opportunities are integrated into several academic courses and electives, furthering the school's interdisciplinary and project-based approach to learning. Teachers encourage students to engage in reflective writing and thinking throughout these experiences.

Resource Partners: Community organizations, government agencies, and businesses in the local community.

B. Senior Project
See Senior Project Handbook Appendix 2

School Requirement: Students must conceive, plan, and execute a 5-unit senior project that draws upon what they have learned during high school. The topics are of the student's choosing but require approval and guidance from the student's mentor/instructor. Depending on the content covered, the senior project may qualify for college preparatory credit.

Outcomes: Students will learn how to develop a project from the ground up and will get the opportunity to study a topic of interest to them in great depth. They will learn how to develop a project proposal, conduct research, write a paper of significance, and deliver a final presentation and exhibition of learning.

Instructional Approach: Independent study under the supervision and guidance of an instructor/mentor/coach.

Resource Partners: After a number of years at OCHS, students have cultivated relationships and resources in the community from which they draw as needed for their culminating student projects. Oasis is committed to providing a high quality educational experience for our students. These are some of our goals in having our students, create and present an in-depth senior project:

- Develop student ownership and self-esteem.
- Help students explore and develop expertise in an area of their choice.
- Practice skills needed in life in a safe and supportive environment.
- Provide long-term, challenging, multi-disciplinary activities.
- Enhance the senior experience and diminish potential for "senioritis."
- Allow students to take ownership of a project and excel.

- Combine reading, writing, doing, speaking, thinking, problem-solving, time management, and organization into a single project.
- Provide a way for students to take risks, while remaining in a safe environment.
- Make graduating seniors accountable for twelve years of schooling and demonstrate to the public that learning did take place.
- Insist and expect seniors to model active learning focused on a long-term educational goal.
- Allow and encourage seniors to make choices, as they will certainly be taking responsibility for educational and life choices after graduation.
- Provide the staff with a sense of accomplishment and a clear idea of needed improvement by showcasing the results of student and staff efforts.

B. Measurable Student Outcomes

This section satisfies Education Code §47605(b)(5)(B) which requires:

Measurable student outcomes identified for use by the charter school. 'Student outcomes,' for the purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

> Inner city education must change. Our responsibility is not merely to provide access to knowledge; we must produce educated people -James L. Farmer, Jr.

OVERARCHING GOALS/OUTCOMES OF THE SCHOOL

Oasis High School helps students acquire the following essential competencies:

- *Communication* – Students develop writing, speaking, listening, presentation and interpersonal skills to participate as productive citizens in today's society.
- *Reasoning and Problem Solving* – Students develop quantitative and computational skills to analyze and make decisions about issues confronting society. They also develop critical thinking and inquiry skills to analyze and solve problems in the context of school projects and/or school or community service endeavors.
- *Community & Citizenship* – Students develop qualitative, historical and sociological skills to understand how individuals work together in communities and societies.
- *Technology* – Students develop technology skills for research, presentation of work, communication with teachers and staff, and documentation of their progress and course work in order to be prepared for today's technological work place.
- *Creative Expression* – Students develop an appreciation of and explore the various forms of art and music our communities use to express themselves. They apply what they have learned in the arts across subject areas and develop competencies and creative skills in problem solving, communication, and time and resource management.
- *Self-Knowledge* – Students develop a deep understanding of themselves as learners, community members, and leaders; they develop a vision for a healthy, responsible future.

Additionally, Oasis:
- Provides students the opportunity to attain a high school diploma and the academic knowledge and skills required for entry into UC/CSU.
- Helps students develop a deeper understanding of themselves as learners and their connection to others and to their communities.
- Enables students to become self-motivated, competent, and lifelong learners.
- Engages students with real-world projects and problems, giving them the opportunity to apply their academic learning to internships, projects, and community service.

By focusing on these overarching goals, Oasis High School strives to instill in its students a sense of purpose and a passion for lifelong learning. Given the tools to understand the connections among ideas and the practical application of their learning, this group of young people graduate from high school with a renewed sense of purpose and the motivation to pursue their dreams.

Individual Course Goals are outlined in Section A under each course descriptions and requirements. All core course goals are assessed through a combination of the STAR tests, embedded assessments, rubrics, portfolios, teacher made assessments, exhibitions and projects.

School Performance Goals

At Oasis High School:

- Students are physically safe and emotionally secure.
- The academic program is challenging, meaningful, personalized and fun.
- There is a context of positive relationships among peers and adults, a sense of belonging, and participation by parents or family members.
- Students have opportunities to assume meaningful roles and responsibilities within the school and community.
- There is a student culture of inquiry-based self-reflection and pursuit of excellence.
- Staff are highly qualified and dedicated, with the support, training, and tools necessary for success.
- The school helps students acquire essential competencies (listed above).
- Students have the opportunity to attain a high school diploma and the academic knowledge and skills required for entry into UC/CSU.
- Students develop a deeper understanding of themselves as learners and their connection to others and to their communities.
- Students are enabled to become self-motivated, competent, and lifelong learners.
- Students engage with real-world projects and problems, giving them the opportunity to apply their academic learning to internships, projects, and community service.

School Performance Goals, Measurable Student Outcomes and Methods of Assessing

School Performance Goals	Measurable objective/outcomes	Method of assessment
Students are physically safe and emotionally secure	• 80% of students will report feeling safe and emotionally secure.	Oasis students evaluate the performance of the school and their experience through: -Surveys about their overall experience which are conducted annually. -Evaluations of teachers and courses evaluations conducted at the end of each course. -Oasis maintains and track incidents related to student safety.
The academic program is challenging, meaningful, personalized and fun	• 80% of students will report the program as challenging, meaningful, personalized and fun, and the school will show gains over time.	Student surveys and teacher evaluations
	• Oasis will reach and maintain a 92.5% attendance rate	Student attendance reporting

School Performance Goals	Measurable objective/outcomes	Method of assessment
There is a context of: positive relationships among peers and adults, a sense of belonging, and participation by parents or family members	• At least 80% of students report positive relationships among peers. • At least 80 % of students will report positive relationships with adults associated w/ the school. • At least 80 % of students will report a sense of belonging.	Students evaluate their experience of factors in through surveys conducted annually and through feedback sessic
	• 40% of parents/guardians/family members of enrolled students will participate in school activities.	School director monitors and summa participation annually.
	• At least 2 parents/family members will serve on School Site Council.	School director ensures that parents/1 members make up 51% of the 3-7 m School Council.
	• The school will show increased parental participation over time,	Annual reports are summarized to sh change from one year to the next.

School Performance Goals	Measurable objective/outcomes	Method of assessment
Students have opportunities to assume meaningful roles and responsibilities within the school and community	• All students will assume meaningful roles and responsibilities within the school and community.	In collaboration with teachers and stud council, the Principal has developed sy: for developing, assigning and monitorii student roles and responsibilities and conduct an annual review of student participation. The annual student survey determines i students feel their roles are meaningful.
Staff will be highly qualified and dedicated, with the support, training, and tools necessary for success	• Each core academic area will be directed by "highly qualified" teachers, as defined by NCLB.	Credential review is conducted as part hiring process. School Director conducts annual evaluations of teachers.
	• 100% of teachers will report feeling supported by the administration • 75% will report having the tools necessary for success (classroom space, access to computer, phone, copy machine, office supplies, curriculum materials and resources. • 75% will report having sufficient training for success.	Teachers are surveyed to determine the satisfaction with support from the administration.

School Performance Goals	Measurable objective/outcomes	Method of assessment
The school helps students acquire essential competencies (listed above)	All graduates will have successfully demonstrated competence in the six essential competencies.	See Section C. for Methods to Assess student progress
	Oasis will strive to meet annual growth targets for both the AYP and the API.	STAR assessments
	Over a period of three years, Oasis will reduce the % of the total student body that scores in the lowest two CST categories by 10% per year and increase the % in the highest two CST categories by 2% per year.	STAR assessments
Students have the opportunity to attain a high school diploma and the academic knowledge and skills required for entry into UC/CSU.	90% of seniors will receive a high school diploma.	Graduation rates. Issuance of High School Diplomas.
	All graduates will have passed the California High School Exit Exam (if applicable).	California High School Exit Exam

School Performance Goals	Measurable objective/outcomes	Method of assessment
Students develop a deeper understanding of themselves as learners and their connection to others and to their communities.	100% of students will participate in at least one service learning project each year.	Service Learning Project Assessments/Evaluation
Students are enables to become self-motivated, competent, and lifelong learners.	After 18 months at Oasis, 75% of students will report increased confidence in their ability to succeed in school.	Annual student surveys
Students engage with real-world projects and problems, giving them the opportunity to apply their academic learning to internships, projects, and community service.	All courses directed by Oasis instructors will integrate real-world projects and problems.	School Director reviews and approves course outlines and curriculum plans.
	All students will have the opportunity to participate in internships.	The School Director reviews student participation
	All students will participate in community service projects.	Same as above.
	All seniors will complete a post high school plan.	

Outcomes for Special Education Students and Limited English Proficient Learners

Special education students, students with limited English proficiency, and other students who are underperforming meet the same student outcomes as other students. As with every student at the school, students with special needs achieve student outcomes by way of their own path and timeline as outlined in their personalized learning plan. Additional help is provided to students that need extra help to achieve student goals. Special Education students receive all legally-required accommodations and those required in their IEPs. Oasis takes all necessary measures to successfully attain student goals as indicated in the student's IEP. The following are student outcomes our school strives for:

- Increased growth on assessments that include both the learning process and the skills outlined in the IEP's goals section.
- Greater student engagement and motivation to participate in learning tasks.
- Observation of increased student competence and motivation.
- Improved abilities in all areas of development.
- Increase in social interactions with peers.
- Improved self-concept and self-esteem.

C.   Methods to Assess Students Toward Meeting Outcomes

This section satisfies the Education Code Section 47605 (b)(5)(C), which requires a description of:
The method by which student progress in meeting student outcomes is to be measured.

> "Be more concerned with your character than your reputation, because your character is what you really are,
> while your reputation is merely what others think you are."
> -John Wooden

Oasis High School combines multiple forms of assessment including the required standardized tests, teacher assessment, and portfolios which are not just evaluation instruments, but complex learning experiences (Newman et al, 1996). There are also periodic oral presentations and public exhibitions by students to a committee of teachers, peers, family and community members, which are evaluated on school-wide rubrics. Teachers develop, or modify rubrics, (See Appendix 3 for sample rubrics) that embody the standards against which student portfolios, exhibitions and performances are evaluated. Students are given the opportunity to revise their work to demonstrate their learning and to meet standards.

Oasis High School assesses student progress in academic areas and competencies defined in Section B using the assessment methods summarized in the table above in section B. The table outlines the areas of outcomes defined in Section B and lists the assessment methods that are used to determine if the outcome is attained.

The assessment plan for Oasis High School is designed to be a tool for external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what Oasis expects students to learn, assignments are aligned with the school's student outcomes and curriculum. In addition to the assessments outlined in Section 2 of this charter titled "Measurable Student Outcomes" corresponding to each outcome, ongoing benchmark assessments (created using the DataDirector program or similar tool) are used to meet the following objectives:

1) To help teachers revise curriculum and instruction according to student needs;
2) To give parents and students meaningful, useful feedback on student progress;
3) To compare the school's progress to that of schools with similar student demographics;
4) To monitor the school's progress in meeting its missions, and to revise its activities accordingly;
5) To be accountable for meeting student outcomes;

Use of standardized test scores in measuring student progress
Oasis conducts all required state assessments per Education Code § 47605(c)(1) in compliance with the Standardized Testing and Reporting (STAR) program. Staff helps translate results so their meaning is accessible to students, parents, and teachers. API scores, both on a statewide and a similar schools basis, are based in large part on standardized test scores, and are used to determine how Oasis compares to other schools in OUSD and throughout California, as well as to schools with students from similar socio-economic backgrounds.

Standards-Based Benchmark Exams

At Oasis High School, we strive to ensure that students are "on track" and making progress toward acquiring the state standards. Oasis High School has a strict policy of "no social promotion" and believes that objective testing helps to truly assess whether the students are ready for the next grade level. To this end, Oasis has begun to implement standards-based assessments, administered throughout the year, through a program called DataDirector. The results of these assessments are used for the following purposes:

- To help teachers revise curriculum and instruction according to student needs.
- To give parents and students meaningful, useful feedback on student progress toward acquiring the state standards.
- To monitor school's progress in meeting its missions and to revise its activities accordingly.
- To be accountable for meeting student exit outcomes.

Figure 5 gives an overview of DataDirector's features.

FIGURE 5

DataDirector's Features

Student Assessment Management
• Standards Aligned Test Item Bank
• Test/Assessment creation using a simple Wizardbased process
• Test Processing including plain paper scanning
• Test Item Analysis
• Assessment linked to content standards for reporting
Student Demographic Management
• View, aggregate, disaggregate and report on student demographic data including sub-group information
• Link student demographic data to any other data in the system
Standards Support
• Browse, view and search state standards
• Link standards directly to teacher or administrator created assessments
• Generate reports showing student achievement as it relates to standards
Dynamic Reporting Capabilities
• Teachers and administrators can create an unlimited number of reports
• Reports creation is a simple wizard-based process
• Reports may reflect virtually any data in the system (i.e. assessment data, next to demographic data, next to teacher data, etc.)
• Reports can be shared with individuals, groups, or sites
• Access to many pre-built reports including scaled score, Multi-year, R-30, API Estimation and PIVOT table reports
• API Estimator
Exams
• Teachers and administrators can use DataDirector to score exams at the district and classroom level
• Gain valuable statistical information such as item analysis, response matrix, point bi-serial, etc.
• Link items to specific standards to generate reports identifying student mastery of standards
• The Exam section allows integration of exam data with all other data in the system and generate multiple measures reports
• Use Exam data to identify patterns and trends and generate reports such as comparing grades with Criterion or Norm Referenced Tests
Technical, Hosting Options and Security Specifications
• DataDirector is completely Web-based
• Developed using Open Source technology (php and MySQL) to avoid expensive licensing costs
• Uses Secure Socket Layer (SSL) technology on every page
• District has the option to host own data
• If Achieve! hosts, all data is maintained on redundant servers
• Fully compatible with data from SASI, Aeries, PowerSchool and all other Student

Information Systems
•Powerful online import and rostering tool
• Minimal hardware and software requirements
Program/Event Management
• Professional development attendance/participation tracking and reporting
• Program creation by teachers or administrators
• Report on student program attendance/ participation
• Intervention program development
• Link program data to any other data in the system
Teacher and Human Resource Data Management
• Store and view Teacher Credentialing Data
• Teacher Degree Data
• Report on Highly Qualified Teachers
• Report on paraprofessional status

A sample DataDirector Report is attached as Appendix 4

Individual Student Progress Reporting
Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully, and consistently. Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress reports are distributed four times a year, after exams and portfolios have been evaluated. Student progress reports create a succinct written record of student performance by compiling data from multiple assessments. Progress reports are one of several ways to keep parents in the communication loop about student performance, and insure that data collection is regular and consistent. The school-wide rubrics used to score portfolios and exhibitions translate into a meaningful analysis of student performance, with point values accompanied by written explanations. Progress reports compile narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student progress report with explanations designed to help students and parents interpret their relationship to other assessments. Effort and improvement levels are noted as well.

Ongoing communication between teachers, parents, and students is an essential component of Oasis High School, and is triggered by the assessment timeline. Parent conferences are conducted with teachers on an informal basis weekly or monthly, and on a formal basis two to four times per year to discuss students' progress reports.

Methods To Assess Subject Matter Outcomes

Subject/Competencies	Major Outcomes	Summary of Types of Curriculum or Instructional Approaches	Methods of Assessment
Communication	Students will develop writing, speaking, listening, presentation and interpersonal skills to participate as productive citizens in today's society.	-Writing across the curriculum -Student presentations -Project-based curricula in teams -Internships	-Teacher writing evaluations -Presentation evaluation rubrics -Student portfolio/teacher project evaluation -Internship mentor evaluations
Reasoning and Problem Solving	Students will develop quantitative and computational skills to analyze and make decisions about issues confronting society. They will also develop critical thinking and inquiry skills to analyze and solve problems in the context of school projects or school or community service endeavors.	-Project-based curricula -Quantitative exercises	-Student portfolio/teacher project evaluation -Teacher and publisher designed tests/quizzes
Community and Citizenship	Students will develop qualitative, historical and sociological skills to understand how individuals work together in communities and societies.	-Project-based curricula -Writing across the curriculum -Service learning -School expectations	-Student portfolio/project evaluations -Teacher writing evaluations
Technology	Students will develop technology skills for research, presentation of work, communication with teachers and staff, and documentation of their progress and course work to be prepared for today's technological work place.	-Project-based curricula -Student presentations using technology	-Student portfolio/teacher project evaluation -Student portfolio/teacher project evaluation
Self-Knowledge	Students will develop a deep understanding of themselves as learners, community members, and leaders. They will develop a vision for a healthy, responsible future.	-Learning styles analysis/development of personalized learning plan -Internship -Entry course -Advisory	-Completion of personalized learning plan -Successful completion of internship with positive evaluation

			by internship mentor
Creative Expression	Students will develop an appreciation of and explore the various forms of art and music our communities use to express themselves.	-Public performance/exhibit -Student presentations across curriculum	-Teacher evaluation Portfolio/presentation assessment

D. Governance Structure of the School

This section satisfies Education Code §47605 (5)(D) which requires a description of:
The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

> "Education can change culture but only in so far as educators are transformed."
> —Parent School Board USA

The governance structure for Oasis High School includes a Board of Directors, School and Student Councils which create opportunities for the participation of direct stakeholders including students, parents, staff and community members interested in supporting the mission and vision of the school.

Board of Directors

Oasis was incorporated as a nonprofit organization in December 2003 by attorneys of Sonnenschein Nath, and Rosenthal law firm in San Francisco. As provided for in the California Corporations Code, Oasis High School is governed by its Board of Directors whose members have a legal fiduciary responsibility for the well-being of the organization.

The Board conducts or directs the affairs of the corporation and exercises its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, and the Bylaws. The Board delegates the management of the activities of the corporation to others, so long as the affairs of the corporation are managed and its powers are exercised under the Board's ultimate jurisdiction.

The Board of Directors major roles and responsibilities include:
- Approving and developing the educational and operational policies of the school.
- Approving and monitoring the school's annual budget and fiscal affairs.
- Approving all major contracts ($5,000 or more).
- Recruiting, evaluating, and hiring the school's executive director.
- Approving the school's personnel policies and overseeing the implementation of these policies by the Principal/executive director.
- Soliciting and receiving grants and donations consistent with the mission of the school.
- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting principles.
- Borrowing money and incurring indebtedness on the corporation's behalf and causing to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Appointing and removing members of the Board.
- Prescribing the duties of the Board Directors except as otherwise provided in the Bylaws.
- Reviewing discipline procedures and hearing discipline appeals.
- Performing any and all duties imposed on it collectively or individually by law, the Articles of Incorporation, and the Bylaws of the corporation.

The Board of Directors consists of a minimum of three (3) and a maximum of ten (10) voting members. The Board reflects a broad cross-section of the school community and the community-at-large, including

parents, business leaders, community leaders, and educators. No more than forty-nine percent (49%) of the persons serving on the Board of Directors are "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph does not affect the validity or enforceability of transactions entered into by the corporation.

Among others, the Board consists of:
- At least one parent of a student of the Oasis High School, elected and approved by the Oasis High School board.
- Community member(s).

Vacancies on the Board are filled by a two-thirds vote of the Board. The number of directors may be changed by amendment of the bylaws, which would require two-thirds approval of the Board of Directors.

Education Code Section 47604 (b) provides that the governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to this section is entitled to a single representative on the board of directors of the nonprofit public benefit corporation. In accordance with Education Code Section 47604(b), the sponsoring district, Oakland Unified School District, is entitled to a single representative on the Oasis High School Board of Directors. At the district's election, this representative is voting or non-voting. However, pursuant Education Code §47604 (c), OUSD's representative presence on the Board does not make it liable for the debts or obligations of the Oasis High Community School.

Terms of Office
Except for the initial Board of Directors, and unless otherwise specified at the time of election, each director holds office for three (3) years and until a successor director has been designated and qualified. The terms of office of the initial Board of Directors was staggered for one-, two- and three-year terms. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues: (1) for the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of the Directors authorized. A Director's term of office is not shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action. A Director's term of office will not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

Vacancies on Board of Directors
A vacancy or vacancies on the Board of Directors occurs in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Filling Vacancies on the Board of Directors

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with the California Nonprofit Corporation Law and the Ralph M. Brown Act, if applicable, or (c) a sole remaining director.

How Board decisions are made:

- No business shall be considered by the Board at any meeting at which a quorum is not initially present, however, a meeting may be adjourned by a simple majority of members present;
- A quorum shall consist of a majority of the then-sitting voting directors;
- The Board makes decisions using a majority vote (51% of the board members attending the meeting);
- Board meetings are conducted following Robert's Rules of Order and, to the extent applicable, all meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation;
- The Board may authorize a committee of the Board to make decisions on its behalf. All decisions hold the force of the Board, except, no committee may:
  - Fill vacancies on the Board of Directors or any committee of the Board;
  - Fix compensation of the directors for serving on the Board of Directors or on any committee;
  - Amend or repeal bylaws or adopt new bylaws;
  - Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
  - Create any other committees of the Board of Directors or appoint the members of committees of the Board;
  - Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
  - Approve any contract or transaction to which the corporation is a party and in which one (1) or more of its directors has a material financial interest, except as special approval is provided for in California Corporations Code Section 5233(d)(3);
- No director shall vote on any matter involving (a) a self-dealing transaction, (b) a conflict of interest, (c) indemnification of that director, or (d) any other matter at the discretion of a majority of the directors present;
- All non-closed Board session deliberations and documents will be announced and posted as a matter of public record in compliance with the Ralph M. Brown Act.

Meetings

The Board of Directors meet at least once a month to discuss Oasis High School's operations and hear reports and updates from each committee member, consider and adopt policies, and consider requests and concerns from parents, students, and teachers. A majority vote of those present at a board meeting will constitute action by the Board of Directors. Board of Directors may not act unless a quorum is

present.

Policy Adoption

Public policy may be proposed by any member of the Oasis High School. Proposed policy shall be submitted in writing to the Board Chair. It shall contain a draft text for the policy and shall be accompanied by background information, documentation, and an indication of the degree of urgency.

Upon submission, the Board Chair shall (1) receive the proposed policy as is; (2) direct it to appropriate committee(s) or individuals for comments; or (3) send it back to the originator(s) for clarification or additional documentation.

Following final receipt of the policy, the proposed policy and supporting information and documentation shall be distributed to each Board member and the Principal and the policy will be placed on the agenda of a regularly scheduled Board meeting. The Board shall have at least 45 days from the date the policy proposal is postmarked or delivered, except in an emergency situation, which shall be determined by the Board Chair, to respond in writing as to the status of the adoption of the policy. At the Board meeting, the Board shall vote "yes", "no", or "abstain" in regards to the proposed policy, and are encouraged to provide supporting documents for their stance. No response by a Board member shall be considered an abstention.

A two-thirds (2/3) majority of all the votes shall be necessary to adopt the proposed policy. Once adopted, the policy will be published or distributed by means of newsletters and other appropriate public relations channels.

In the event that a proposed policy is not adopted, the reasons for that decision shall be memorialized in detail by the posted and adopted minutes of the Board meeting when the decision was made.

When the need for a policy is brought to the attention of the Board, the Board may delegate the responsibility of drafting the policy to the Principal or a committee of staff. The draft policy shall follow the same process and meet the same requirements as stated above.

Fiscal Oversight

Among the most important responsibilities of the Board of Directors is ensuring that the organization manages its financial resources effectively to further the charitable mission. The board must set the policies for financial management and review financial practices and reports to ensure that staff or designated volunteers are adhering to those policies. Day-to-day accounting and financial management are the task of staff.

The Board of Directors ensures sound fiscal management of the school by:

1. ensuring that financial systems provide adequate information for managing resources to accomplish program goals;
2. ensuring that financial managers provide accurate, relevant financial reporting to the public, constituencies and all relevant parties;
3. assessing adherence to laws, regulations, and financial contract clauses;
4. assessing effective, efficient use of pubic dollars; and
5. evaluating and assessing the effectiveness of financial management oversight activities.

As such, the Board of Directors has the sole authority to approve and incorporates into its own minutes such matters as (i) change of the School's name, with MCS pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property, (ix) opening or closing of checking or savings accounts, (x) selection of School's certified public accountants and (xi) other activities associated with the operations of the School.

The Board of Directors of Oasis High School ensures that the school prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors and modified, as necessary.

Financial statements displaying budget vs. actual results are prepared by EdTec and reviewed by the Principal and presented to the Board of Directors at each board meeting.

Evaluation of the Principal

One of the key functions of the Board of Directors is to hire and oversee the performance of the Principal. The Board and the founding Principal have established a highly effective and sound relationship. As the school continues to grow, so do the many responsibilities of the Principal. It is the intent of the Board of Directors of Oasis High School to conduct an annual, formal, written evaluation of the Principal. The Board will solicit feedback from many sources, including OUSD, staff and parents in order to assess the performance of the Principal. From this evaluation, the Board will establish goals toward which the Principal will strive each year, the accomplishment of which will serve as a part of the following year's evaluation.

Conflicts Code

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Oasis High School or might result in a possible excess benefit transaction. This policy is intended to supplement, not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions

1. *Interested Person*

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. *Financial Interest*

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

    a. An ownership or investment interest in any entity with which Oasis High School has a transaction or arrangement;

    b. A compensation arrangement with Oasis High School or with any entity or individual with which Oasis High School has a transaction or arrangement; or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Oasis High School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Procedures

1. *Duty to Disclose*

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. *Determining Whether a Conflict of Interest Exists*

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she leaves the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members decide if a conflict of interest exists.

3. *Procedures for Addressing the Conflict of Interest*

   a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she leaves the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

   b. The chairperson of the governing board or committee, if appropriate, appoints a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

   c. After exercising due diligence, the governing board or committee determines whether Oasis High School can obtain with reasonable efforts a more advantageous transaction or arrangement form a person or entity that would not give rise to a conflict of interest.

   d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the governing board or committee determines by a majority vote of the disinterested directors whether the transaction or arrangement is in Oasis High School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it makes its decision as to whether to enter into the transaction or arrangement.

4. *Violations of the Conflicts of Interest Policy*

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it informs the member of the basis for such belief and affords the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigations as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it takes appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from Oasis High School for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Oasis High School for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Oasis High School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands Oasis High School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure Oasis High School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews are conducted. The periodic reviews, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Oasis High School's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews, Oasis High School may, but need not, use outside advisors. If outside experts are used, their will not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Day-to-day administration of the school is overseen by the Principal and the designated administrative team. Business and financial administration such as SACS compliant financial accounting, cash flow management, accounts payable/receivable, and payroll is provided by an outsourced financial services company such as EdTec, Inc. under the supervision of the Principal, or their designee and the Board of Directors. The financial services company works closely with the Principal and under the ultimate authority of the Board to maintain the fiscal health of the school. Internal financial controls have been implemented by the board under the guidance of legal counsel and the back office business services company.

School Site Council

A School Site Council, composed of parents, faculty, and student representatives, advises the Principal on the school's operations, including but not limited to the dress code, school culture, curriculum, instruction, and fundraising. The School Site Council operating size is a minimum of three (3) and a maximum of seven (7), with no less than 51% parental representatives.

Process to ensure parent involvement

In keeping with the Oasis High School's mission of creating a small community of learning where everyone has a sense of ownership and purpose, Oasis High School encourages the involvement of parents, community members, and other stakeholders.

It is the belief of the Oasis High School staff that increased parent involvement translates into increased student achievement. Oasis High School encourages, honors, and respects the parent voice. Parent involvement and the inclusion of the parent voice are ensured in the following manner:

- At least one parent is represented on the Oasis High School Board of Directors.
- At least half of the School Council is students and parents.
- The staff and Principal of Oasis High School maintain open lines of communication at all times with all parents. Beyond meeting with staff at parent-teacher conferences, parents are advised that the Principal and teachers are available for additional conferences as needed.
- Oasis seeks involvement of parents in the development of presentations of learning and school-wide celebrations and other school community events.

Process to ensure student involvement

One of the major benefits of small schools, as articulated by the U.S. Department of Education, is the level of connectedness students feel in small learning communities. Students who feel connected and who feel their presence is valued have higher self-worth and increased achievement. Oasis High School fosters strong and ongoing relationships among students, teachers, and parents through an extensive mentoring and advisory program.

Beyond the close informal interactions that students have with teachers and staff, students also have the opportunity to provide input about the school policies and curriculum in the following ways:
- As members of the School Council Oasis High School students are a part of the School Council that includes parents and faculty
- As representatives on the Student Council
- As participants in the process of selecting staff on a hiring committee
- As tutors and mentors to incoming students
- As recruiters and participants in the schools admissions, enrollment and orientation processes

Teachers also engage students in roles of responsibility in the classroom and in the development and execution of projects.

Process to ensure community involvement

There are numerous ways that the community has been involved with Oasis High School. As outlined in the first section of this charter, Oasis High School has been exceptionally successful in building partnerships with community organizations. To summarize the success of these partnerships, community organizations have been involved in providing the following for Oasis students:
- service learning opportunities
- jobs
- helping students satisfy community service requirements
- offering teachers and students a wide range of educational resources, programs, and learning opportunities
- internships
- training students to be effective community organizers
- leadership training opportunities

Currently four community members serve on the Board of Directors.

The Principal, staff, and Board of Directors continually seek community partnerships that enhance the instructional program and support the vision and goals of the Oasis High School.

E. Employee Qualifications and Other Personnel Matters

This section satisfies Education Code §47605(b)(5)(E), which requires a description of:
The qualifications to be met by individuals employed by the school, including the credentials held by the teachers of the school.

> "The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods. Such methods are designed to help average teachers approximate the performance of good teachers."
> – Margaret Mead

During its first years of operation, Oasis had an Executive Director, School Secretary, Principal, and four teachers serving eighty students. Currently, the school has a Principal, an Associate Director, a Secretary, a half-time Curriculum Coordinator and a Director of Recruitment. During the third year, Oasis also added a half-time Dean of Students, responsible for student affairs. Oasis is currently in the process of hiring a Director of Outcomes to work alongside the Curriculum Coordinator. Oasis adds teachers based on enrollment

Roles and Responsibilities

PRINCIPAL
The Principal is responsible for the academic program and oversee the day-to-day operation of the school. Responsibilities include:

Curriculum & Instruction
- Responsible for decisive leadership in improving the total educational program within the school community.
- Responsible for visiting classrooms, conferring with teachers, providing leadership in curriculum improvement, and assisting in the selection and use of instructional materials.
- Responsible for directing the implementation of the school curriculum.
- Responsible for the evaluation of instructional techniques.
- Responsible for supervising the school's special services program(s)

Staff Personnel
- Responsible for planning programs, schedules, and assignment of building staff.
- Responsible for assisting with applicant screening and recommendations for hiring, assigning, and dismissing the school staff.
- Responsible for formative and summative evaluations of staff.
- Responsible for providing leadership in developing, conducting, and maintaining productive interpersonal relationships among staff.

Student Personnel
- Responsible for the management of student recruitment efforts.
- Responsible for implementing Board and District policies and administrative regulations that provide educational conditions under which students and teachers may work to their best advantage.
- Responsible for implementing established guidelines for student conduct.

- Responsible for monitoring student academic progress.
- Responsible for recording and maintaining accurate student records as required by federal, state, and local statutes.
- Responsible for developing and maintaining student recognition programs.
- Responsible for keeping students and parents informed of school goals, policies, and activities, involving them when appropriate, in matters directly related to them.

Finance & Business Management
- Responsible for recording and maintaining accurate records as required by federal, state, and local statutes.
- Responsible for budget planning and requisitioning equipment and supplies within the funds allocated, in collaboration with the Board of Directors.
- Responsible for all student activity budgets and fund expenditures.

School Buildings & Equipment
- Responsible for supervision and safety of the maintenance of school building, grounds, and equipment, as directed.

School/Community Relations
- Responsible for recognizing and reinforcing accomplishments and achievements of students and staff.
- Responsible for maintaining cooperative liaison with the Oakland Unified School District and other schools within the District as needed.
- Responsible for the interpretation of school programs to the community; enlisting the participation of the community in school activities as needed.
- Responsible for working with the School Site Council.

Professional Growth
- Responsible for keeping abreast of changes and developments in the profession, particularly focusing on urban education and project-based learning, by attending professional meetings, District Staff Development programs, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Responsible for their own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state and national meetings, through enrollment and participation in advanced courses.

Supporting Services
- Responsible for assisting in the implementation of supportive services in meeting the needs of students and staff.
- Responsible for assisting with school functions, programs, and committees.

Administrative Team
- Responsible for keeping the Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the school's accountability.
- Responsible for working with the Board of Directors and staff on all issues of school and/or district concern.
- Responsible for participation in administrators' meetings and such other meetings as are required or appropriate.

- Responsible for participation in the decision making process, in addition to supporting and implementing decisions and directives of the Governing Board, District officials, and the Administrative Team.
- Responsible for performing other job related duties as assigned by the Board of Directors.

Qualifications
- Commitment to the mission and goals of the school
- Experience in an urban school or education environment working with adolescents
- A proven track record of management and/or leadership experience in educational programs enrolling adolescents who have not succeeded in traditional settings
- An interest and expertise in curriculum and instruction
- Entrepreneurial thinking and strategic vision
- Believing that all students can achieve at high levels
- Ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision
- Valid, NCLB-compliant teaching certificate, permit, or other document issued by the Commission on Teacher Credentialing that enables the Principal to teach high school students

ASSOCIATE DIRECTOR
The Associate Director supports the Principal in conducting the day-to-day operations of the school. The Associate Director's primary responsibilities are to oversee:
- Standardized Testing
- Attendance reporting
- Business services
- Technology
- Report cards and Progress reports
- The PowerSchool student information system and
- Community relationships

DEAN OF STUDENTS
The Dean of Students is responsible for overseeing all students and student-related activities. The Dean of Students provides leadership to create and maintain a positive, supportive environment based on youth development principles. Responsibilities include:
- Recruiting and enrolling students with the Director of Recruitment
- Orienting new students to school's expectations
- Working with the Director of Outcomes, Curriculum Coordinator and teachers to ensure students are on track academically and developmentally
- Disciplining students when they violate school rules
- Maintaining current, accurate student records
- Working with the Principal and Board to develop school policies and procedures
- Advising and supporting the Student Council
- Organizing celebrations and community meetings

Qualifications
- Commitment to the mission and goals of the school
- Experience in an urban school or education environment working with adolescents
- Ability to manage and organize sensitive student information

- Valid, NCLB-compliant teaching certificate, permit, or other document issued by the Commission on Teacher Credentialing that enables the dean of students to teach high school students
- Experience teaching in a high school

RECRUITMENT COORDINATOR
The Recruitment Coordinator supports the Dean of Students and focuses on enrollment and recruitment. The primary responsibility is to ensure that Oasis High School always has enough students who would benefit from the Oasis program. The Recruitment Coordinator develops partnerships within the community and meets with Oakland leaders to ensure that the community understands the program that Oasis offers and is aware of the benefits of the program. The Recruitment Coordinator works closely with churches, the Spanish-speaking community agencies as well as the Asian community agencies.

CURRICULUM COORDINATOR
The Curriculum Coordinator is responsible for the curriculum, pedagogy, and academic direction of the school. Specifically, the Curriculum Coordinator will:
- monitor identification of low performing students and support extra efforts for these students
- guide teachers in changing instructional strategies to support student needs and develop documents to provide intervention
- coordinate efforts in curriculum implementation
- seek out and provide instructional resources and curricular assistance for classroom instruction
- research, identify, and model best practices
- encourage the integration of technology in daily instruction
- monitor effectiveness of classroom instruction, management, environment, and interventions

Qualifications
- Commitment to the mission and goals of the school
- Experience in an urban school or education environment working with adolescents
- Valid, NCLB-compliant teaching certificate, permit, or other document issued by the Commission on Teacher Credentialing that enables the dean of instruction to teach high school students
- Extensive experience in the teaching profession, including teaching high school students
- Proven success in managing teachers and promoting teaching excellence

CORE TEACHERS
The core teachers at the school are responsible for instructing the students in the core subjects of English, Math, Science and Social Studies. Specifically, they will:
- Provide hands-on, standards-based classroom instruction
- Ensure that students are making documented progress toward meeting the requirements for grade-level advancement
- Create a learning environment that is engaging, challenging, and fun
- Enable students to succeed on the state-approved standardized tests and meet the A-G requirements for entrance into CSU/UC
- Advise a group of 15-20 students, ensuring that they are on track to meet their academic and personal development goals
- Work with the Principal and administrative team to create a healthy school culture

Qualifications
- Commitment to the mission and goals of the school
- Valid, NCLB-compliant teaching certificate, permit, or other document issued by the Commission on Teacher Credentialing that enables the teachers to teach high school students in their given subject areas
- Expertise in the core subjects they teach
- Evidence of successful classroom teaching experience at the high school level
- Experience in an urban school or education environment working with adolescents
- A proven track record of improving student outcomes
- Experience using multiple instructional approaches such as group facilitation, project-based learning, independent study, service-learning, and computer-based learning
- a desire for professional development using inquiry and critical reflection
- Ability to work in a team environment
- Willingness to take responsibility and exercise leadership for the school as a whole

ADMINISTRATIVE SUPPORT STAFF
The administrative support staff is responsible for handling the day-to-day administrative tasks at the school as directed by the executive director and other senior staff. These responsibilities include:
- Managing the administration of the office
- Providing administrative support to Principal, Associate Director and other staff
- Handling and filing student records
- Answering of the phone
- Meeting and greeting parents and visitors
- General office related functions

Qualifications
- Associate's Degree or equivalent experience
- Comfort working with and in diverse communities and with high school students
- Good judgment, particularly in his or her interactions with parents, students, and staff
- Commitment to promoting school safety and maintaining the privacy of school records

Oasis High School may also employ or retain qualified non-certified instructional support staff to serve in an instructional support capacity. These employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in an instructional support role. They will comply with applicable NCLB rules for non-core teachers.

Recruitment
Oasis High School conducts a far-reaching recruitment of teaching staff. In addition to running ads throughout UC Berkeley, Craigslist and Edjoin, Oasis works with Resources for Indispensable Schools and Educators (RISE), a national headhunter company with a successful track record of placing strong educational leaders at appropriate schools.

Staff Selection
The Board of Directors oversees the selection of the Principal and approves all employment contracts. The Principal creates a hiring committee comprised of parents, two teachers and students to hire instructional staff and most administration.

Evaluation

The Principal observe and evaluate teachers at least twice a year. One evaluation results in a written evaluation and the other is an informal evaluation. More frequent performance evaluations may be performed as needed. At the conclusion of the observation and evaluation process, the Principal provides teachers with constructive feedback.

Evaluation Methods

The Oasis teacher evaluation system gives teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from the Principal and others on how to make changes in their classrooms. Oasis teacher evaluations:

- relate to important teaching skills,
- are as objective as possible,
- are clearly communicated to the teacher before the evaluation begins and be reviewed after the evaluation is over, and
- are lined to the teacher's professional development.

The Board of Directors evaluates the Principal on an annual basis and conducted annual evaluations of the former Executive Director.

STAFF AND PROFESSIONAL DEVELOPMENT

The first few years of Oasis High School growth, a great deal of professional development time was spent creating and articulating the new programs and partnerships mentioned earlier. Recently, staff have received training in strategies for increasing literacy school-wide, special education, literacy Breadloaf, integrating technology into the curriculum, website development, and using Photoshop in the classroom.

Professional development is a continuous process of individual and collective examination and improvement of practice. Oasis believes professional development should empower individual educators and communities of educators to make complex decisions, to identify and solve problems, and to connect theory, practice, and student outcomes. Professional development at Oasis also enables teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

Oasis is committed to increasing the professional development offered at the school and to the following professional development philosophy:

1. Professional development should deepen and broaden knowledge of content.
2. Professional development should provide a strong foundation in the pedagogy of particular disciplines.
3. Professional development should provide knowledge about the teaching and learning processes.
4. Professional development should be rooted in and reflect the best available research.
5. The content of professional development should be aligned with the standards and curriculum teachers use.
6. Professional development should contribute to measurable improvement in student achievement.
7. Professional development should be intellectually engaging and address the complexity of teaching.

8. Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.
9. Professional development should be designed by teachers in cooperation with experts in the field.
10. Professional development should take a variety of forms, including some we have not typically considered.
11. Professional development should be job-embedded and site specific.

Teachers themselves report that the more time they spend in professional development activities, the more likely they were to indicate that it had improved their instruction (Killion, 1999; National Center for Education Statistics, 2001). One study also identified two important factors that influence the impact of professional development on teaching – the extent to which teachers felt that their professional development was linked to other program activities at the school, and whether the professional development activity was followed up with school-based activities (NCES, 2001). Researchers also agree that the success of school improvement and reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers (Killion, 1999; Garet, Porter, Desimone, Birman, & Yoon, 2001). To this end, Oasis High School will provide additional professional development over the next five years for teaching staff that focuses on the following specific elements of the Oasis curriculum and instructional design: ELD training, conflict resolution and management, diversity trainings (AED), literacy training and curriculum training.

F. Health and Safety Procedures

This section meets the requirements of Education Code §47605(5) (F), which requires a description of:
The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Education Code § 44237. The procedures shall also address safe housing and employee clearance for tuberculosis.

> "Education would be much more effective if its purpose was to ensure that by the time they leave school every boy and girl should know how much they do not know, and be imbued with a lifelong desire to know it." – William Haley

Oasis High School complies with all applicable provisions of Education Code § 44237, including the requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Records of students' immunizations are maintained to the extent required for enrollment in non-charter public schools. Students who do not have a full regime of immunizations are required to get them before starting school. All staff provide evidence that they are free from tuberculosis. The Principal is responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

Oasis High School provides for the screening of students' vision and hearing and screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.

Oasis High School has adopted and implements a comprehensive set of health, safety, and risk management policies. These policies include:
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies relating to the administration of prescription drugs and other medicines
- A policy that the school is housed in facilities that have received Fire Marshal approval
- A policy that the school location and facility will be investigated, inspected, and tested in order to determine that it is free from environmental hazards
- A policy establishing that the school functions as a drug-, alcohol-, and tobacco- free workplace
- A policy mandating that all teachers and staff at Oasis High School report suspected child abuse in accordance with California state law reporting procedures.

These policies are incorporated, as appropriate, into the school's student and staff handbooks and are reviewed on an ongoing basis as part of the school's staff development efforts and governing board policies.

G. Means to Achieve Racial/Ethnic Balance Reflecting the District & its Enrollment Policies

This section meets the requirements of Education Code §47605(5)(G), which requires a description of:
The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

> "'If we remain wedded to the way education is currently provided we cannot imagine other ways.. we need some imagination , some fantasy, some new ways of thinking - some magic in fact."
> Hedley Beare, Professor of Education, Melbourne

Oasis High School recruits students throughout Oakland, tapping community networks, individuals, organizations and institutions using a grass-roots organizing approach. Oasis High School works through community organizations, churches, and individuals to identify young people that might excel in Oasis High School's learning environment. Oasis has developed multi-lingual flyers and brochures to ensure recruitment reaches families for whom English is a second language. Through this community-wide, multi-lingual outreach and recruitment effort, Oasis High School strives to enroll a population that mirrors the demographic diversity of the schools from which Oasis High School's students dropped out.

H. Admission Requirements

This section meets the requirements of Education Code §47605(5)(H), which requires a description of: *admissions requirements, if applicable.*

> "Could it be that the current education reforms have not yet fully dealt with what teaching and learning are all about? In a word, yes."
> —Peyton Williams, ASCD President, 2003

Oasis High School uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief. Oasis High School does not charge tuition. Oasis High School complies with all applicable state laws pertaining to student admission and enrollment.

Oasis High School is a school of choice seeking to recruit and admit students motivated to return to school. For admission to Oasis High School, students must complete and sign an enrollment application and submit it directly to the school. Students may apply at any time during the year for admission. Application deadlines for each enrollment period are set on an annual basis by the Director of Recruitment. In accordance with California State Education Code 47605 (d) (2), a public random drawing is used when admissions requests exceed the available space during each enrollment period. In the event that a random drawing must be performed, all students who are not admitted are placed on a waiting list and given priority admission status through the next enrollment period. However, students may only remain on the waiting list through one (additional) enrollment period; students must reapply to the school if space limitations prevent them from being admitted in two consecutive enrollment periods. To date, Oasis has not had to implement the random public lottery drawing.

Before students enroll, Oasis High School provides parents/guardians and students with information that explains the instructional program and policies of the school, including, but not limited to, the following:
- Student behavior codes
- Student attendance policy
- Care of school property
- Commitment to the academic program

All students are required to attend an orientation prior to the opening of the school year. Parents and students are required to sign an agreement that they will abide by the school policies on academics, attendance, and conduct.

I. Independent Financial Audit

This section meets the requirements of Education Code § 47605(5)(1), which requires a description of:

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

> 'If we want to create a workplace that values idealism, human connection, and real, in depth learning, we will have to create it ourselves."
> —Peter Block

The Oasis High School Board of Directors retains the services of an independent public accountant who is certified by the State of California and experienced in education finance to audit the school's financial statements in accordance with GAAP and the schools attendance records. The Board of Directors is responsible for contracting and overseeing the independent audit, and provides the audit to OUSD, the County Superintendent, the State Comptroller, and the Department of Education by December 15th of the following year. Any audit exceptions or deficiencies are resolved in a timely fashion, typically within 60 days, and to the satisfaction of OUSD.

The Board of Directors of Oasis High School and the school leaders develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Oasis High School receives funding in accordance with Education Code, Charter Schools Act and other appropriate laws. Oasis is a Direct-Funded Charter School. Funds received from the state may include, but are not limited to, Average Daily Attendance (ADA), California State Lottery, supplemental hours funding, categorical block and non-block grants, parcel taxes, charter school funding from the CDE, federal government or other sources, and any other available or mutually agreeable sources and funding programs.

Oasis High School and OUSD may negotiate in good faith on an annual basis to develop an MOU that establishes the specific financial and service relationship between Oasis High School and OUSD. The District may at its discretion provide services to Oasis on a fee-per-service basis, if requested by Oasis to do so. In such a case, the District will determine the cost of providing such services, and these fees must be in place prior to the requested service. Any service agreements will be detailed in the MOU. The MOU may address, among other things: any Special Education agreement between Oasis High School and the District, fund transfer and fiscal overview procedures, any service agreements between Oasis High School and the District (such as food service, transportation, or personnel), and a dispute resolution process.

The District may charge for the actual documented costs of supervisorial oversight of Oasis High School not to exceed one percent (1%) of the average daily attendance revenue of the school pursuant to the Charter Schools Act. If the Oasis High School is able to obtain substantially rent-free facilities from the District, the District may charge for the actual documented cost of supervisorial oversight of the school not to exceed three percent (3%) of the average daily attendance revenue of the school.

Oasis High School conducts all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. In receiving this funding directly, Oasis High School is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. Oasis High School provides the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding, Oasis High School's expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

Oasis High School promptly responds to all reasonable inquiries, including but not limited to, inquiries regarding financial records, student records, or teacher records, from the OUSD and consults with the OUSD regarding these inquiries.

J. Discipline Policy/Suspension and Expulsion
This section meets the requirements of Education Code § 47605(5)(J), which requires a description of:
The procedures by which students can be suspended or expelled (and a description of any appeal process).

> "We should see schools as safe arenas for experimenting with life, for discovering our talents... for taking responsibility for tasks and other people, for learning how to learn... and for exploring our beliefs about life and society."
> Charles Handy

Oasis High School maintains a comprehensive set of student discipline policies. These policies are revised based on the input of the staff, parents, Board of Directors and students, and informed by district policies and best practices. These policies include appropriate due process, are specific and clear, and are compliant with federal laws governing discipline of special needs students. These policies, which are meant to ensure a safe learning environment, are printed and distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school rules shall expect consequences that will increase as follows, based on the seriousness and frequency of the proscribed behavior. The list below shall be amended from time to time based on staff, parent, Board of Director, and student feedback.

1. Verbal warning to student
2. Notices to parents by telephone or letter
3. Request for parent conference with written remediation agreement outlining the school's future expectation of the student and consequences for failure to meet those expectations.
4. Follow-up meeting with parents and students to discuss suspension
5. Suspension
6. Expulsion

Students who present an immediate threat to the health and safety of themselves or others may be suspended immediately to protect the safety of students and staff. The school will notify OUSD of any expulsions.

SUSPENSION, EXPULSION AND DISENROLLMENT POLICY

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. *Enumerated Offenses for Suspension or Expulsion*

Students may be suspended or expelled for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property or private property.

- Stole or attempted to steal school property or private property.

- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- Knowingly received stolen school property or private property.

- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- Engaged in or attempted to engage in hazing of another.

- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

- Made terrorist threats against school officials and/or school property.

- Committed sexual harassment.

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

C. *Grounds for Disenrollment*

Oasis is a public school of choice. Consistent with California law and the approved Oasis charter, no student is forced to attend Oasis and there are several public school alternatives for students for whom Oasis is an inappropriate choice. Therefore, it is the policy of the Oasis Governing Board that students may be disenrolled from Oasis if they are demonstrably unlikely to succeed in the Oasis learning environment.

The mission of Oasis is to create a small, safe, learning environment, in which there is a culture of high expectations and strong relationships, in order to foster learning that is personal, relevant, and stimulating. As described in the charter, Oasis is a college-preparatory program with a broad range of identified learning outcomes, including graduation requirements that exceed the requirements of the State of California. Students who are making insufficient progress toward achieving the learning outcomes of the program may therefore be disenrolled.

Students may be recommended for disenrollment for the following:

- Disruptive behavior (number and nature of incidents);

- Disrespectful behavior and language (number and nature of incidents);

- Failure to comply with agreements and cooperation with adults and peers;

- Lack of willingness and ability to take responsibility for personal choices;

- Excessive number of absences resulting in the loss of academic credit;

- Failure to comply with Oasis policies (attendance, behavior, etc.)

In deciding what consequences to impose, the panel or Board may consider the following factors, and others not here listed:

- Personal circumstances of the student and reasons for non-performance;

- Student's past performance at Oasis, both behaviorally and academically;

- Student's contributions to the Oasis community;

- Support systems available to the student that may affect his/her ability to succeed;

- Impact of the student's performance on the effectiveness of the Oasis community.

D. *Suspension Procedure*

Suspensions are initiated according to the following procedures:

1. **Conference**—Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Dean of Students with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or Dean of Students determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

   This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

   No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**—At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified *in writing* of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Placement/Expulsion**—Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

   Upon a recommendation of Placement/Expulsion by the Principal or Dean of Students, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or Dean of Students upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

E. *Authority to Expel or Disenroll*

A student may be expelled or disenrolled either by the Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. *Expulsion Procedures*

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or Dean of Students determines that the Student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. *Disenrollment Procedure*

Disenrollment procedures are the same as expulsion procedures with the following additions:

- The Oasis Principal may refer a student for consideration of disenrollment upon his/her own recommendation or the recommendation of another staff member if, based on the criteria described above, the students appears to be making insufficient progress toward charter-defined learning outcomes.

- No disenrollment proceeding will be initiated unless and until the student has had at least one formal evaluation demonstrating unsatisfactory progress in at least one area of assessment and documented attempts by the staff to offer support, clear expectations, and criteria for avoiding disenrollment (which may include but are not limited to probation contracts and formal written warnings.)

- To the extent practicable, disenrollment decisions will be made at times that will allow a disenrolled student to transition to another school with the least disruption to the student's academic progress, including the new schools start of terms.

- The consequences of disenrollment are that the student may no longer attend Oasis and will not be eligible to apply for readmission to Oasis for at least one (1) full academic trimester following the disenrollment decision. Readmission to Oasis is contingent on Oasis Governing Board's approval of the application and may be conditioned on academic and behavioral progress requirements. Conditions for readmission may be established at the time of disenrollment. Oasis will cooperate with the student's family and other public schools to ensure timely transfer of student records.

- The panel may impose consequences other than disenrollment, including placing a student on probationary status or requiring compliance with a performance or behavioral contract. In the event that a student subject to probation or contract violates its terms, he or she will be subject to disenrollment as described above.

H. *Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

I. *Record of Hearing*

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. *Presentation of Evidence*

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

K. *Written Notice to Expel*

The Principal or Dean of Students following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or Dean of Students shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

The Board's decision to expel or disenroll shall be final.

L. *Disciplinary Records*

Oasis High School maintains records of all student suspensions and expulsions. Such records are made available to the District upon request.

M. *Expelled or Disenrolled Students/Alternative Education*

Students who are expelled are responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. *Rehabilitation Plans*

Students who are expelled from Oasis High School are given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan includes a date not later than one year from the date of expulsion when the student may reapply to the School for readmission.

O. *Readmission*

The decision to readmit a student or to admit a previously expelled student from another school district or charter school is in the sole discretion of the Board following a meeting with the Principal and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal makes a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

K. Retirement Benefits

This section meets the requirements of Education Code §47605(5)(K), which requires a description of:
The manner by which staff members of charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

> "The main function of the school... lies in offering opportunities and an environment in which a child can explore freely, along many lines, and create in many media. In doing he will utilize his natural instinctive energies in the acquiring of skills and the building of interests."
> —Froebel Publication 1949

Employees at Oasis High School participate in STRS and the federal social security system as applicable to the position. Oasis High School informs all applicants for positions within the School of the retirement system options for employees of the School.

L. Attendance Alternatives

This section meets the requirements of Education Code §47605(5)(L), which requires a description of:
The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.

> "Why follow the steps of another to find out where our dreams will lead us."
> —Peter Block

Students who opt not to attend Oasis High School may attend other OUSD high schools, subject to the District's placement policies and procedures. Parents of students are informed through the student handbook that the students have no right to admission in a particular school of any local education agency (or any program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

M. Return Rights of Employees

This section meets the requirements of Education Code §47605(5)(M), which requires:
A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

> "Passion mutates into procedures, into rules and roles. Instead of purpose, we focus on policies. Instead of being free to create, we impose constraints that squeeze the life out of us."
> —Margaret Wheatley and Kellner Rogers

All employees join Oasis High School staff voluntarily. An employee joining Oasis High School staff may do so as a result of taking leave from employment with the sponsoring district, Oakland Unified School District. Oasis High School employees who were previously employees of OUSD have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status who leave the district for employment with any private employer.

N. Dispute Resolution Process

This section meets the requirements of Education Code §47605(5)(N), which requires a description of:
The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

> "'We must give more attention to the interplay between the science of teaching - pedagogy - and the art of teaching... A teacher must be anchored in pedagogy and blend imagination, creativity and inspiration into the teaching learning process to ignite a passion for learning in student."
> —Pevton Williams. President ASCD 2003

Disputes Between Oasis High School & OUSD

Oasis High School and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith as expeditiously as possible. Oasis High School and OUSD agree that Oasis High School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocations are taken.

Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

Hugo Arabia, Principal
c/o Oasis High School
285 – 17th Street
Oakland, CA 94612

A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a

mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration, conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

The Oakland Unified School District agrees to consider, but does not commit to, dispute mediation and shared standard costs if the Charter School and the District are unable to resolve a dispute. The District does not commit to submit any dispute to binding arbitration or shared costs.

The District agrees to give the charter school reasonable opportunity to cure any deficiencies in its performance prior to initiating revocation proceedings unless the violation presents an imminent threat to the health or safety of the students.

Internal Disputes

Disputes arising from within Oasis, including all disputes among and between students, staff, parents, volunteers, advisors, vendors, and/or partner organizations are resolved by the Oasis Board of Trustees and/or administrative staff pursuant to the Governing Board approved dispute resolution policy. OUSD will not intervene in any such internal disputes without the consent of the Oasis Board of Trustees and will refer any complaints or reports regarding such disputes to the Board or administrative staff of Oasis for resolution. OUSD staff will instruct any Oasis stakeholder who attempts to lodge a complaint with OUSD to stop their explanation of the situation and inform them that all complaints must be directed directly to Oasis personnel.

Internal Dispute Resolution Policy

All internal disputes involving the Oasis High School are resolved by the School according to the school's own internal policies.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by an administrator or Director and, if it cannot be resolved at this level, to have it heard by the Governing Board at a regularly scheduled Board meeting.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. Oasis High School intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question receives a timely and respectful response. It is

requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with an administrator to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Director. No parent or employee will be penalized, formally or informally, for voicing a grievance or complaint with Oasis High School in a reasonable, business-like manner, or for using this dispute resolution process.

The Director is the official representative between parents and the Governing Board. S/he or any administrator is accessible and ready to hear suggestions, concerns, and complaints. Oasis High School cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort is made on behalf of Oasis High School, and its staff, to bring resolution to any problem. This is only possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management are able to develop confidence in each other. This confidence is important to the smooth, effective operation of Oasis High School and directly benefits the students. Oasis High School strives to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.

2. If they are unable to resolve the issue at this level, the grievant should then contact the supervisor of the employee to make an appointment to discuss the issue as soon as possible.

3. If the problem cannot be resolved informally by the employee's supervisor through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Director/Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, an administrator, and any other related parties. The request for the meeting is to be delivered to the Director/Principal who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.

4. Following any necessary investigation, the Director/Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of meeting, unless for good cause, additional time is required for the response.

5. If the matter cannot be resolved at the Director level, the grievant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting. All applicable laws of the Ralph M. Brown Act will apply.

6. The Governing Board and the Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of Oasis High School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and Director shall make a decision on the grievance in writing. This decision will serve as the final decision of Oasis High School.

O. Collective Bargaining

This section meets the requirements of Education Code §47605(5)(O), which requires:

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title I of the Government Code).

> 'Come to the edge', he said.
> They said, 'We are afraid'
> 'Come to the edge', he said
> They came
> He pushed them... and they flew.
> Guillaume Apollinaire Poet

Oasis High School is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. Oasis High School adheres to all applicable provisions of EERA.

P. Charter School Closing, Terms of Renewal and Amendment

This section meets the requirements of Education Code §47605(5)(P), which requires:
A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.

> "Life is a banquet and most poor sons-of-a-gun are starving to death."
> Mame Dennis

TERM OF THE CHARTER

The term of this Charter will be five years, commencing July 1, 2009.

The following are closing procedures that abide by Cal. Ed. Code §47605(b)(5)(P), should the school close for any reason. The decision to close Oasis High School either by the Oasis High School Governing Board or by the OUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the OUSD Board of Education; the charter school Governing Board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Closure of the school will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

   The Charter School Governing Board will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements   Written notification to parents/guardians/caregivers of the enrolled students of Oasis High School will be issued by Oasis High School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to OUSD within the same time frame.

   a) The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
   b) The process for transferring student records to the receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

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c) Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

The Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities.

2. Written notification to OUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close when parents notify Oasis High School of the receiving school. Records of students who have not notified Oasis High School in writing of a receiving school will be sent to the student's school of residence.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Oasis High School will ask the District to store original records of the Oasis High School students. All records of Oasis High School shall be transferred to the District upon closure. If the District will not or cannot store the records, Oasis High School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

4. Written notification to the California Department of Education and the Alameda County Office of Education of the Closure Action shall be made by the Oasis High School by registered mail within 72 hours of the decision to Closure Action.

5. Oasis High School shall allow OUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by OUSD.

6. A financial closeout audit of the school will be paid for by Oasis High School to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

Any liability or debt incurred by Oasis High School will be the responsibility of the Oasis High School and not OUSD. Oasis High School understands and acknowledges that Oasis High School will cover the outstanding debts or liabilities of Oasis High School. On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property,

intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Oasis High School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As Oasis High School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Oasis High School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget, Oasis High School will use the reserve fund to undertake any expenses associated with the closure procedures identified above.

Oasis High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.

7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Oasis High School Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. The Oasis High School Board of Directors shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, Oasis High School will also submit any required year-end financial reports to the California Department of Education and OUSD, in the form and time frame required.

10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will determine whether it should be dissolved according to its bylaws.

    a) The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
    b) A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to OUSD prior to approval of this Petition.

This Element P shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Oasis High School's right to operate as a charter school or cause Oasis High School to cease operation. Oasis High School and the District agree that, due to the nature of the

property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element P The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element P or any provision of this Element P or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, retraining order, or order for specific performance, and may be sought in any appropriate court.

REVOCATION

The District may revoke the charter in accordance with Education Code Section 47607.

Pursuant to §47607(b), this Charter may be revoked by the Sponsoring District's Board of Education if it finds that the charter school did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

- Failed to meet or pursue any of the student outcomes identified in the charter.

- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Violated any provision of law.

The Sponsoring District agrees to act in good faith to notify Oasis High School in writing of any violation that may result in the revocation of the charter and, if the violation does not constitute a severe and imminent threat to the health or safety of the learners, to provide a reasonable opportunity to cure such a violation. In such a situation, the Sponsoring District and Oasis High School shall follow the laws and procedures in the California Education Code.

District Impact Statement and Other Charter Provisions

This section satisfies the requirements of Education Code Section 57605(g), which states:
petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district.

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

> "Whenever I address audiences about the merit of charter schools, they think I am going speak about how much better charter schools are than traditional schools. They are surprised when I tell them that charters schools do not necessarily do it better, just different, and that I dream of the day when charter schools are no longer necessary."
> Jayna Gaskell, Charter School Founder/Operator and National Charter Schools Consultant

Facilities

The Oasis High School is currently seeking new facilities (the school has outgrown its current facilities) within the territorial boundaries of OUSD. Oasis High School has contracted with Colliers International to assist its facilities search. Oasis High School intends to locate its school site in downtown Oakland where students will have easy access to public transportation and plentiful internship opportunities.

FINANCIAL REPORTING

Oasis High School provides reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For the first year of operation, the financial statements submitted with this charter petition pursuant to Education Code 47605(g) shall satisfy this requirement.

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Oasis High School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Oasis High School's receipts and expenditures for the preceding fiscal year.

INSURANCE

Oasis High School finances and maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District is named as an additional insured on all policies of Oasis High School.

ADMINISTRATIVE SERVICES

Financial Management
Plan for Sound Fiscal Management: To ensure effective financial management, Oasis High School works with a back-office service contractor with expertise in finance, facilities, business management, and administration. At all times Oasis High School retains final authority and control over these functions. Oasis High School is currently working with EdTec, Inc., which provides business, financial, and technology services for over 35 charter campuses. This contract will be re-bid competitively if the grant is renewed.

The Principal and the Associate Director at Oasis High School oversee the work of the selected business service company, which handles all back-office business functions, including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. Oasis High School uses PowerSchool to track attendance and other statistics accurately and efficiently. EdTec assists the school in setting up its attendance accounting systems and ensures that all reporting is submitted accurately and in a timely manner. EdTec helps the Associate Director and the Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

Internal Control Objectives: Oasis High School has also developed internal controls and effective practices to ensure sound financial management. Examples of internal controls include separation of duties to prevent embezzlement, adoption of a school conflict of interest policy, rules that all cash and deposits will be accounted for in detail and deposited in the main account, and approval by the Board of Directors of the check register of recently cut checks at each board meeting. Oasis High School requires a two week turn-around on payables, one hundred percent compliance with all applicable rules and regulations, and transparency of financial reports to the board.

Oasis High School works with the back office business services company to generate monthly financial reports and annual budgeting that conform to the requirements of the board, district and county. These monthly reports show budget expenditures, actual expenditures, the variance between budget and actual, and the end-of-year forecasted surplus or deficit.

Severability
If any clause is found to be invalid for any reason, all other clauses remain in effect. OUSD agrees to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code 47605 or its successors. Charter renewals will be for five year periods.

Civil Liability
Oasis High School operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Oasis High School works diligently to assist the District in meeting any and all oversight obligations under the law,

including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of Oasis High School.

The corporate bylaws of Oasis High School provide for indemnification of the school's Board of Directors, officers, agents, and employees, and the School has purchased general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District is named an additional insured on the general liability insurance of the Charter School.

The Board of Directors of Oasis High School institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

Renewal or Amendment

The Board of Directors of Oasis High School may request from the OUSD governing board an amendment of the charter at any time prior to expiration. The charter-granting agency's governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code section 47605.

PERFORMANCE REPORT

SUBMITTED TO OAKLAND UNIFIED SCHOOL DISTRICT

DECEMBER 17, 2008

Executive Summary

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

I. Oasis High School is an academically successful school
- Oasis High School has met the API criteria for consideration of renewal under Education Code 47607.
- Oasis High School has made progressive improvement in standardized test scores while other comparison schools have declined.
- Oasis has increased the number of students performing at proficient or above and lowered the number of students performing below basic or far below basic.
- Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and some local schools in Math.

II. Oasis High School is a viable, effective, and fiscally sound organization with strong leadership
- Oasis consistently engages in sound board governance.
- Oasis maintains positive relationships w/ parents and community.
- Oasis has maintained strong leadership that engages the community.
- Oasis consistently maintains safe & orderly school environment.
- Oasis consistently engages in timely reporting of required info to OUSD, ACOE, and the CDE.
- Oasis receives clean annual audits.
- Oasis consistently engages in generally acceptable accounting practices.
- Oasis has consistent, effective board oversight of fiscal operation.
- Oasis maintains financial ratios applied to statements which are w/in acceptable ranges.
- Oasis has had a positive ending fund balance for all years of operation.
- Oasis has raised over $385,000 in grants and fundraising monies over the last three years.

III. Oasis High School has met the terms of the original charter

- Oasis has met all of the outcomes presented in the original charter and continues to improve upon those original goals.

PERFORMANCE REPORT

I. Oasis High School is an academically successful school

- Oasis High School has met the API criteria for consideration of renewal under Education Code 47607.
- Oasis High School has made progressive improvement in standardized test scores while other comparison schools have declined.
- Oasis has increased the number of students performing at proficient or above and lowered the number of students performing below basic or far below basic.
- Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and some local schools in Math.

Oasis High School is An Academic Success.

Oasis High School has met the API criteria for consideration of renewal under Education Code 47607.

Education Code § 47607 (b) states that once a charter school has been in operation for 4 years, it **shall** meet at least one of the following criteria prior to being reauthorized pursuant to paragraph 1 of subdivision (a) [of education code § 47607]:

(1) Attained its **Academic Performance Index (API) growth target** in the prior year or in two of the last three years, or in the aggregate for the prior three years.

    [Or]

(2) Ranked in deciles 4 to 10, inclusive, on the **API** in the prior year or in two of the last three years.

    [Or]

(3) Ranked in deciles 4 to 10, inclusive, on the **API for a demographically comparable school** in the prior year or in two of the last three years.

    [Or]

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Oasis has met **all three** (only one needed) of the conditions of **criteria 1** of the renewal criteria specified in Ed Code 47607 (AB 1137).

Year	Base API	Growth	Met API (/5%) Growth?
2005	458	N/A	N/A
2006	502	42	Yes
2007	497	-5	Only subgroups met target

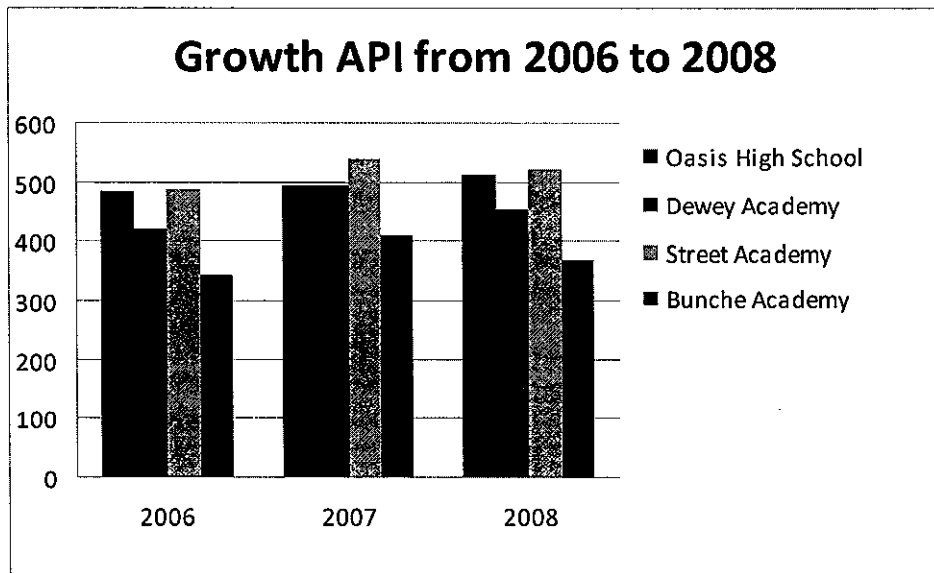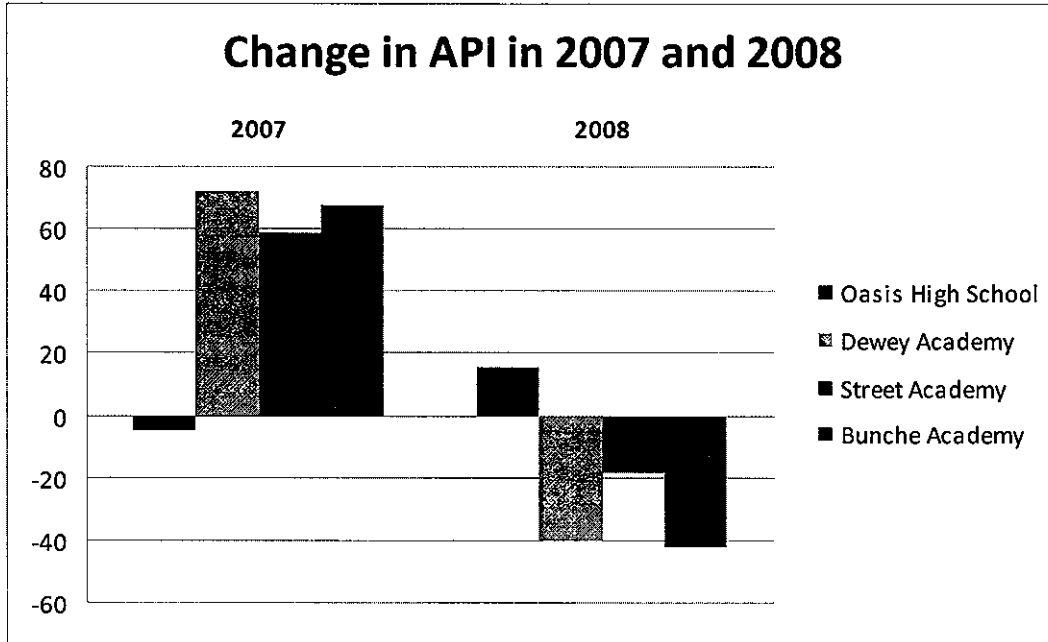| 2008	513	13	Yes
Summary:	Oasis High School has met their API growth target in the year prior to renewal AND met aggregate growth targets over three years (50 points) AND met annual growth targets two out of three years.		

Comparison Schools

In the last two years, Oasis has made a strong conscious effort to refocus on the CA state standards. The positive result of this emphasis is demonstrated on test scores, especially compared to three of six schools in the local attendance area.
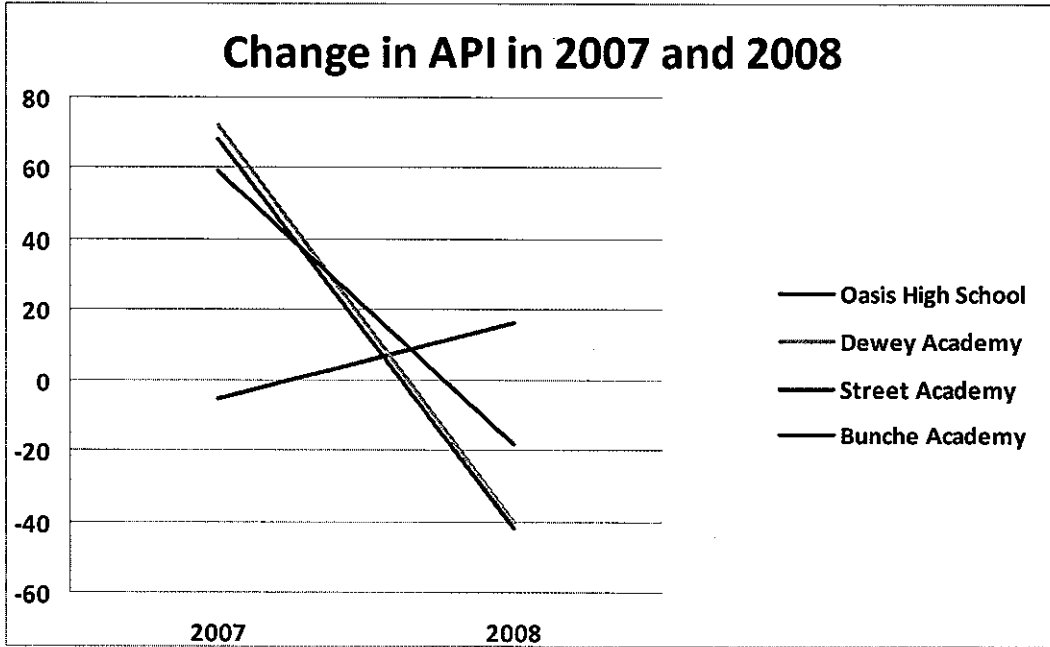
The following are schools within 1.5 mile radius of the Oasis attendance boundaries. Oasis High School consistently outperforms at least three schools within a 1.5 mile radius on most measures.

School	Distance
Dewey Academy	0.8
Street Academy	0.8
MetWest High School	0.9
Business Entrepreneurial Tech (BEST)	1.1
EXCEL College Prep HS	1.1
Bunche Academy	1.3

Oasis High School has made progressive improvement in standardized test scores while comparison schools have recently declined.

API Growth

Change in API in 2007 and 2008

Growth API from 2006 to 2008

Change in API in 2007 and 2008

Legend: Oasis High School, Dewey Academy, Street Academy, Bunche Academy
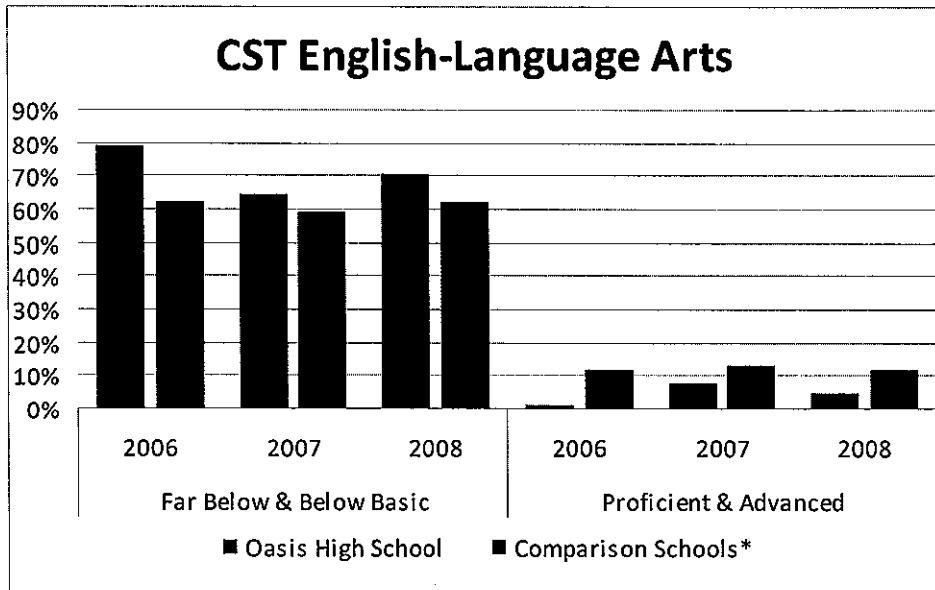
Student Improvement

From 2006 to 2008, Oasis HS decreased the percent of students performing in the lowest two CST categories by 10.1% in ELA and 3.2% in Math

From 2006 to 2008, Oasis HS increased the percent of students performing in the highest two CST categories by 4 percentage points in ELA and 4 percentage points in Math.

CST English-Language Arts

Far Below & Below Basic | Proficient & Advanced

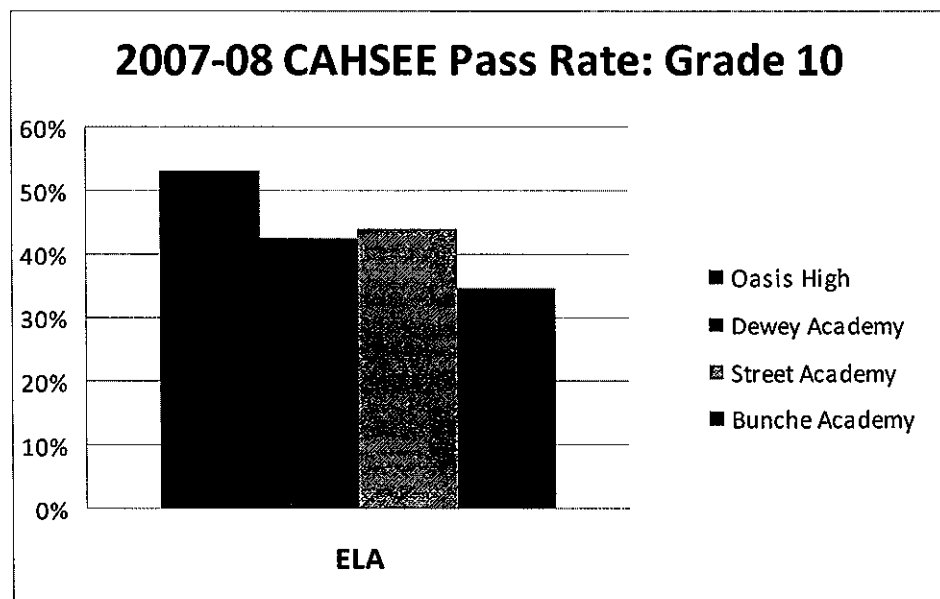Legend: Oasis High School, Comparison Schools*

Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and Some Local Schools in Math
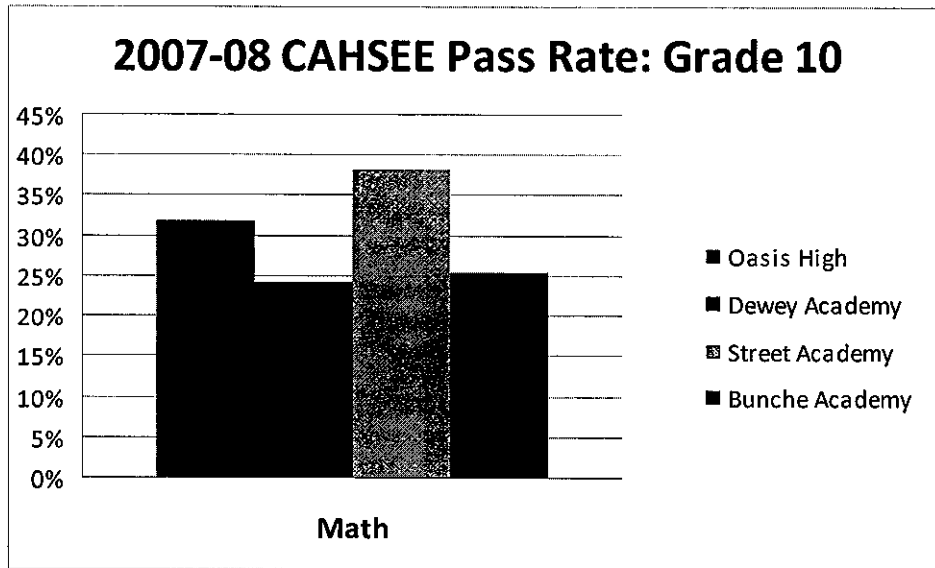
CAHSEE

Overall ELA results
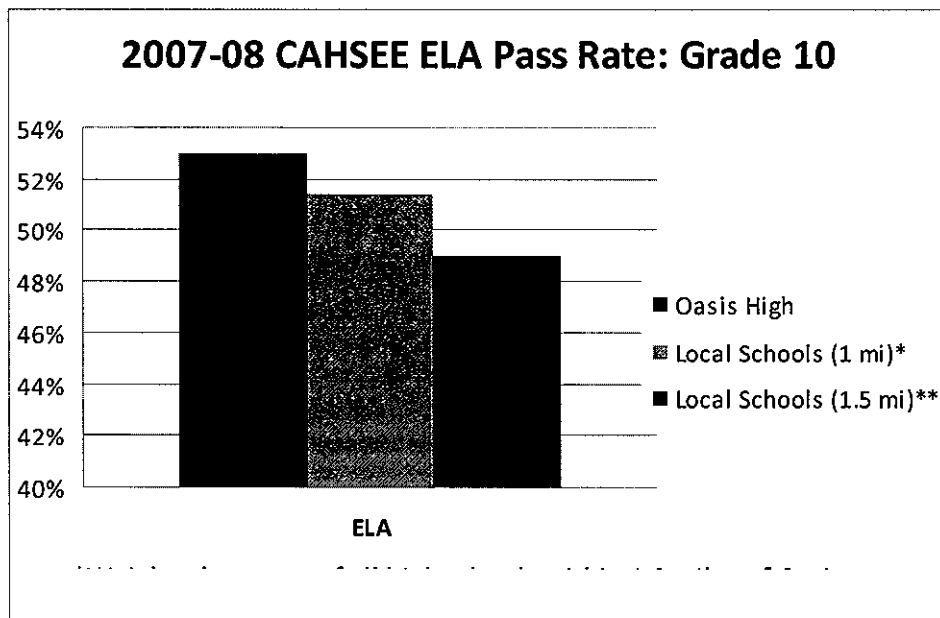
CAHSEE ELA results with similar local comparison schools

CAHSEE Math passing rates with similar comparison local schools

2007-08 CAHSEE Pass Rate: Grade 10

Math

- Oasis High
- Dewey Academy
- Street Academy
- Bunche Academy

AYP

Oasis met 4 out of 6 AYP criteria in the first two years and 5 out of 6 this last year. The one criteria with which Oasis continues to struggle is the calculation of graduation rates. It is part of the Oasis mission to serve students who have already dropped out of high school, thus the 9th grade class is usually very small. Those that do attend Oasis in the 9th grade are doing so to remediate deficits and learn strong study skills in order to return to the public schools. Oasis, by mission, has a high turnover rate. Students who graduate from Oasis High School are those that come their junior or senior year. The graduation rate is calculated on how many 9th grade students actually graduate from Oasis or a .01 % increase in graduation rates. Without many 9th grade students and with the high turnover in students intended at Oasis, the school will always struggle to meet this statistical calculation.

Oasis High School is an Academic Success

According to the OUSD renewal handbook, the following criteria is used to determine if a charter school is an academic success. Oasis High School has strong evidence to demonstrate that the school meets the stipulated criteria.

Criteria	Evidence that Oasis Meets the Criteria
Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards	See section on Oasis meeting the terms of the charter and above graph.
Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended	See graphs above.
Demonstrates high expectations for student achievement	62% of students reported that they feel their academics are challenging. While the school recognizes the ongoing support that the Oasis student population needs, the school believes that all students can learn and that given adequate academic support, engagement in learning, students will rise to meet the school's expectations.
Provides a challenging and coherent curriculum for each individual student	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.
Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students.	In addition to implementing project based learning, Oasis High School has collaboration with over 20 associations and community organizations that work with Oasis to actively engage students outside of the traditional Oasis classroom. (see charter)
Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	All students have their own texts in Science, Social Science and Math in the classroom. In English, students read numerous novels. The school also uses TCI for History. The school has increased staffing this past year to support the refinement of the academic program, specifically adding a Curriculum Coordinator and

	Director of Outcomes. Most recently, the school has contracted for new, more spacious facilities.
Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	This criteria element is the heart of the Oasis mission and vision. Roughly 80% of students report they are treated fairly by adults at school.
Productively engages parental and community involvement as a part of the school's support system	Parents serve on the School Site Council and are required to attend orientation nights and parent teacher conferences. There are numerous opportunities for parental involvement but it has been a challenge for the school. The community is very involved with Oasis High School. In addition to the collaboration with community groups, the school has a half time position to work with community groups to improve the community.
Shares its vision among the school community and demonstrates its mission in daily action and practice	Mission: Oasis High School will provide a comprehensive, rigorous, and meaningful high school education for 14-18 year old students who have not been successful in traditional schools, who want to earn their diplomas and prepare for life beyond high school. Oasis High School will engage these students by offering them the support and opportunities that are critical to their academic and personal accomplishment.
Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	Oasis High School conducts surveys every year of teachers, parents, and students. Regular meetings are held by the Staff each week. The community partners work closely with Oasis to improve services to Oasis students.

II. Oasis High School is a viable, effective, and fiscally sound organization with strong leadership

Oasis High School's Governing Board and Leadership has done an exceptional job ensuring that the school is effective, fiscally sound, compliant with all applicable laws and has engaged in sound Board Governance.

CRITERIA	EVIDENCE THAT OASIS HAS MET THE CRITERIA	PLANS TO IMPROVE/FUTURE GOALS, PLANS
1. Ensure that policies are implemented in a fair and consistent manner	The board's policies and bylaws are clear and comprehensive. The monthly meeting protocols are visibly posted in the front of the school before each meeting so that the general public may read them. Conflict of interest and conflict resolution policies have been adopted and are available to the school community and public in general. The school's governance policies are accessible to the parents and community. Policies are explained at the School Site Council meetings and at regular teacher/staff meetings.	
2. Monitor the trends, issues, and potential changes in the environment in which charter schools operate	Governing board members stay abreast of changes to the law through the firm Spector, Middleton, Young and Minney Legal Alerts. Leadership attends CCSA, CSDC and EdTec conferences and briefings. The school is a member of the California Charter School Association and the Charter Schools Development Center.	
3. Seek input from impacted stakeholders	Oasis conducts annual surveys of teachers, parents, and students. The School Site Council provides significant input to the Board. The School Site Council is comprised of parents, students, teachers, and administrators and reports to the board through the Principal.	New board members have orientation meetings regarding their roles and responsibilities and the mission and vision of the school.

4. Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	Oasis is committed to serving a diverse population and our policy does not discriminate based on race, gender or economic status. Our teachers, staff and Board of Directors represent diverse backgrounds and reflects our student population. We recruit and outreach to many different communities such as East Oakland, West Oakland, North Oakland, Fruitvale, and Chinatown. The school serves approximately 5% of the student population in special education.	Our goal is to recruit more Caucasian and Asian students.
5. Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	The Principal provides monthly attendance reports to the District. Each month at Governing Board meetings, the Board gets a report on expenditures year to date as well as approves the check register. The District receives monthly Board meeting agendas in a timely fashion. The District can always choose to fill their seat on the Board. Interim and annual budgets are sent to the district and all appropriate agencies in a timely manner.	
6. Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability	EdTec provides services to Oasis to ensure fiscal practices and policies are in place. They monitor the monthly and yearly financial reports and give presentations each month. Every year an audit is completed by a third party auditor. The Board works with the Principal and EdTec to develop a budget each year.	The Governing Board is planning on engaging in formal strategic planning once the charter is renewed.
7. Conducts an annual financial audit which is made public	A third party auditor, who are certified public accountants and licensed by the California State Board of Accountancy, audits the school every year. The school's audit is done in accordance with auditing standards and ensures that the school's finances are managed properly and its practices are	

	reported and available to the public at the end of every fiscal year.	
8. Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	EdTec provides a fiscal report to the Board monthly. Check registers are also reviewed and approved by the board. The school follows clear policies around check signing and purchase orders. Checks over $5,000 require two signatures. All contracts over $5,000 are approved by the Board.	
9. Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	The school's goal is to create a safe and adequate learning environment for the students. Funding for textbooks and classroom materials are allocated at the beginning of each school year to ensure teachers and students learning needs are met. The school also renovates and restores any facility needs during the summer months. In general, funds at Oasis are used to support teaching and learning by keeping class sizes small, offering programming that targets student academic needs.	
10. Consistently engages in sound board governance.	The Governing Board closely monitors the academic performance of the school but leaves the decisions about improving the program to the Principal and administrative staff. The Governing Board evaluates the Principal on an annual basis and sets annual goals for the school. The Governing Board follows the Brown Act and all applicable laws. Board members are involved in finding facilities, the charter re-write as well as WASC.	
11. Maintains positive relationships w/ parents and community.	The school holds regular monthly parent meetings. Phone calls are made home daily for students who are tardy or absent. There are parents who volunteer or visit the	

	school regularly. Board members visit the school during hours of operation and instruction throughout the year.	
12. Consistently maintains safe & orderly school environment.	School policies are practiced to ensure the safety of all students and teachers. The school maintains a comprehensive Health and Safety Manual. Oasis is partners with other charter schools as part of the OCSS REMS to use grant funds and conduct meetings about school safety.	
13. Consistently engages in timely reporting of required info to OUSD, ACOE, and CDE.	All reports are submitted on time.	
14. Receives clean annual audits.	All audits have been free of findings.	
15. Consistently engages in generally acceptable accounting practices.	Audit reports demonstrate that the school engages in generally acceptable accounting practices.	
16. Consistent, effective board oversight of fiscal operation.	See above.	
17. Financial ratios applied to statements are w/in acceptable ranges.	See audit reports.	

III. Oasis High School has met the terms of the original charter

Oasis has stayed true to its mission to serve drop-out students or those that would drop out of OUSD schools. As such, Oasis has a very transient population as most students who attend Oasis enroll in order to learn stronger study skills, remediate their basic skills and to participate in a community-supported organization that provides interesting opportunities outside of the classroom.

The following demonstrates that Oasis has achieved the student learning objectives, methods, and outcomes outlined in the original charter. Where Oasis has made changes, (or plans to make changes) to the goals of the charter in order to better meet the needs of the student population, the efficacy of the change is cited.

OUTCOME AS SPECIFIED in ORIGINAL OASIS CHARTER	EVIDENCE THAT OASIS HAS MET THE GOAL	CHANGES MADE TO THE GOAL/EFFICACY OF THE NEW MODEL	FUTURE PLANS
1. All students meet the specific objectives of their Personal Learning Plan.	Currently, due to limited staffing, only seniors and students who have had SST-type meetings and continue to struggle with the program have PLPs.		PLPs will continue to be used for seniors and students who struggle.
2. All graduates will have passed the CAHSEE	The first graduating year, 20 students graduated and 4 did not pass the CAHSEE. The following year 25 graduated 9 did not pass. Last year there were 64 graduates 60 passed.	OASIS boasts a proportionally higher passing rate on the CAHSEE than most local schools which the Oasis students would have attended if they were not at Oasis.	Oasis will continue to offer CAHSEE prep in both ELA and Math and will include CAHSEE blueprints in core classes for all grades.

3. All graduating students will have successfully demonstrated competence in the 6 essential competencies, and the four core academic areas through presentations, portfolios, essays, exams, standardized tests, and projects.	Oasis has always implemented alternative assessments to ensure that students are meeting their core competencies (see appendices of charter petition). In addition, Oasis began to implement Data Director (standardized method of measuring acquisition of standards) in 2008 (see charter). Other evidence: Senior Projects, Report Cards, S-L Presentations, Plays, Student Work, AP exams, Student presentations, group work		Oasis is committed to improving access to technology.
4. OASIS will strive to meet its annual API and graduation rates to attain AYP as defined by NCLB.	Due to the high turnover rate of students, Oasis has not met graduation rates for AYP. However, Oasis has met 4 of 6 criteria (had not met API growth target) for three years and 5 of six criteria (all but graduation rates) this past year. Oasis has demonstrated continuous improvement on the API each year of operation. Oasis met its API growth target in 2008.		

5. A majority of students, who have not moved away or otherwise left the school involuntarily, will complete their high school degree.	Students who graduate Oasis receive their high school diploma. Graduation rates appear to not be met due to the transient nature of the Oasis student population.		
6. Oasis will achieve an attendance rate of 92.5%	Oasis attendance rate has improved annually. The school has met this target the last two years. Attendance fluctuates on a monthly basis from 85-95% based on the timing of the trimester. Annually attendance rates have been 92% the last two years. Oasis calls parents daily when a student is not in attendance. Oasis recently started having Saturday school for those that come late or cut classes or need extra help in academics.		Oasis is considering presenting awards for those students with good attendance.
7. All graduates will complete a post high school plan	This was implemented Oasis's first year but was very resource intensive and took away from time spent on instruction so was discontinued.		As Oasis adds staff, the school will strive to reinitiate this aspect of the program.

8. 80% of students will meet 80% of the specific objectives of their Personalized Learning Plans each year.	The students who have PLPs meet more than 80% of their objectives. The teacher in charge of the PLPs meets with each student in the beginning of the year and develops their PLP and meets with the students throughout the year.		
9. All students will assume meaningful roles and responsibilities within the school and community.	Oasis students have numerous methods for participating in leadership roles within the school and community such as internships, the School Site Council, yearbook, student council, peer educators, community cleanup, and service learning projects. (see charter)		
10. All graduates will have successfully demonstrated competence in the six essential competencies.	These competencies serve as the school's ESLRs for WASC. With the implementation of Data Director, demonstrating competency in the essential competencies is tracked throughout the school year.		

11. OASIS will demonstrate a 5% point increase in National Percentage Rank on the CAT 6 among its students in each school year.	Oasis met this goal two out of three years and in the third year where the entire school did not meet the goal, the significant subgroups continued to meet the goal. See charts above.		The implementation of Data Director will give the school ongoing assessments throughout the year demonstrating where students are meeting the standards and where they need extra support. (See charter)
12. Oasis will reduce the percentage of the total student body that scores in the lowest two CST categories by 10% per year and increase the percentage in the highest two CST categories by 2%	Oasis met this target over a three year period in English Language Arts and continues to strive to meet this target in Math. From 2006 to 2008, Oasis decreased the percent of students performing in the lowest two CST categories by 10.1% in ELA and 3.2% in Math There was an average decrease of 8.8% per year in ELA and 5.8% per year in Math. See charts above.		Oasis has implemented Accelerated Math. Accelerated Math allows Oasis to focus on students deficits and remediate these areas while still moving students forward in acquiring new math skills.

13. 60% of students who have completed 18 or more months at OASIS will attain a high school degree and enroll in college, training, conservation corps, AmericCorps or WIA programs. 20% of enrolled students may move away or enroll in another high school program. 20% may be expelled dropout or otherwise leave involuntarily.	Oasis does not work with WIA, AmericCorps or Conservation Corps to track this data. Each year Oasis has increased the number of high school graduates. Based on the high level of turnover of students at Oasis and the number of students who go back to traditional schools, this statistic is not easily measured.		Oasis has begun to track students who do not receive their high school diplomas and is finding that some students are going to Laney College and adult school as well as trade schools. Oasis will strive to find a method to track all students who have enrolled with Oasis.
14. All students who complete the entry course will be able to describe their learning style, short-term learning goals, personal interests and concerns about their community.	The entry course was only given the first year. It was decided that more time needed to be spent on core academics and the entry courses did not fit in to the schedule without taking some time away from core academics.		Oasis teachers are interested in, and beginning to formulate, an advisory program to support students learning at Oasis.

15. After 18 months at Oasis, 75% of students will report increased confidence in their ability to succeed in school.	Oasis students report a high level of satisfaction with their progress at school. Student survey results show that greater than 80% of students say the courses they are taking are useful, 75% report that it is clear what they are expected to learn at school, and 74 % report that they can get extra help with schoolwork whenever they need it.		
16. All students will participate in community service projects.	100% of Oasis students participate in one or more service projects each SEMESTER.		

Conclusion

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. While many students come and go at Oasis each year, the school stays true to the mission and serves students in a unique and hands-on learning environment. Oasis inspires students to remain in high school and complete their diploma requirements. Many Oasis graduates have continued to further their education in both community colleges and four-year universities.

While we believe we have achieved our goal of engaging students who were disconnected in traditional schools, we will strive in the coming years to improve the performance of students within the school. We have successfully established a robust community with a caring culture that attracts students who were turned off by traditional schooling experiences. Now we are ready to look closely at the differences in performance within our school population and to continue to raise expectations and outcomes for all students. As Oasis continues to grow, teachers and administrators plan to strategically analyze performance among special populations within the student body and to work diligently to construct a comprehensive plan to increase student achievement. We will continue to nurture community partnerships to support teachers and students. Oasis works collaboratively with MANY community organizations to provide a relevant, exciting, and unique education. Oasis High School is a highly successful, effective, fiscally sound, and viable charter school.

Oasis High School is a public charter school for young people who want to complete high school in spite of their past academic experience.

Oasis High School seeks students with strong commitment to academic and social success.

Oasis provides:

- **A small school with small classes**

- **One-to-one advising**

- **Internships, community service, field study and service-learning so students can connect their academic work to the real world**

- **Teachers who know and support each student and hold high standards for learning and participation**

"To me, Oasis is a great school to come to and study, if you really want to get yourself together... Teachers really take the time to teach you and to help you." Oasis Student

Oasis High School is enrolling students 14-18 years of age who want to take control of their education, finish high school, and make real plans for their next steps in life. Students must be ready to strive for success and meet high expectations for attendance and participation.

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Oasis High School is located in downtown Oakland at the corner of 17th and Harrison Streets so students can take advantage of the nearby civic and cultural resources as places of learning outside the classroom. Oasis will enroll 180 students in group study classes that meet on a daily basis. Classes for the 2008-2009 school year begin on August 25th. Class hours are from 9:00 am to 3:15 pm on Mondays and Fridays with mandatory afterschool tutoring. Class hours are from 9:00 am to 4:40 pm on Tuesdays and Thursdays. Class hours are from 9:00 am to 1:30 pm on Wednesdays. ભ

Oasis curriculum is aligned with California State Standards. 230 units are required for graduation. Required courses are consistent with requirements for CSU/UC admissions or requirements for graduation from Oakland public schools. Each student's transcript is analyzed so students are placed in classes they need for graduation.

Oasis High School – How to Apply

Learn About Oasis High School

Attend an Oasis Information Session to learn more about our school. These take place in early August. Dates to be announced. Please call to RSVP.

Step One: Complete the Application Process As Soon As Possible

1. Complete (1) **Oasis student application** (2) **submit transcripts and** (3) **essay** and return it in person, or by mail to:

Oasis High School
285 17th Street
Oakland, CA 94612

2. **Schedule and participate in a personal interview** for student and parent or adult supporter.

3. **Placement test.** All new students will be required to take a school placement test in English and Math to determine their needs.

To be considered for immediate acceptance for the 2008-09 Fall term, please complete the three steps in the application process <u>by July 15, 2008</u>.

If there are more applicants than we have space for, students are selected by lottery. Enrollment Lotteries will be held on October 9th, 2008, January 9th, 2009 and May 28th, 2009. Names not selected during the lottery will be added to our waiting list. After June 30th, applicants who complete the process will be accepted for the Fall Term on a first come, first enrolled basis. Oasis High School is on a trimester system. Trimester 1 begins on August 25th 2008, Trimester 2 begins late November 2008, and Trimester 3 begins early March 2009. Students are also admitted at trimester breaks in November and March.

If Accepted – Complete the Enrollment Process by completing and returning Registration Documents

Complete the Oasis registration packet. You must return the completed registration packet to confirm your intention to enroll at Oasis. Incomplete forms or missing documents will not be processed and may delay student enrollment. Oasis will contact you to confirm your enrollment and start date.

Oasis High School
2008-09 Student Application Form

| Date Application |
| Received by Oasis: |

Student Name:		Date of Birth:	Age:
			Last grade completed:
Address:		Ethnicity:	Male: _____ Female: _____
Home Phone:	Cell Phone:	Other phone: Email address:	

Primary Parent/Guardian/Adult Supporter Contact Information for Admissions

Parent/Guardian Name:	Relationship to Student:
Address:	

Home Phone:	Cell Phone:	Other phone:

Educational Background: List all school previously attended

	Name of School	Location/School District	Dates	Reason for Leaving
Elementary:				
Middle:				
High School(s):				

Does this student have an independent education plan (IEP)?	**Y or N** (Please circle one)	If yes, please indicate which previous school has the IEP report with a *.

Any information disclosed on this application is completely confidential. A student's IEP will not influence the admissions process.

Please write an essay of 2 pages or more, answering ALL of the following questions:

- Why did you choose to apply to Oasis High School?
- What will you contribute to the community at Oasis?
- What are your dreams for yourself?
- What kind of support do you need to be successful?

Please submit your application, essay and copy of your most recent transcript to Oasis High School. You will need to attend an information session and schedule a personal interview with a parent/guardian as part of the application process.

Name of Student: _____

Oasis High School

Enrollment Checklist

- ☐ Completed Application and Personal Essay
- ☐ Transcript from previous school
- ☐ Interview with Oasis staff
- ☐ Shadow and Oasis student for one day
- ☐ Completed registration packet/forms:
  1. Student Registration Form
  2. Emergency Contact and Medical Release
  3. Cumulative File and Records Request
  4. Income Eligibility Survey
  5. Home Language Survey
  6. Walking Field Trip
  7. Consent to Photograph
  8. Acknowledge receipt of Student/Parent Handbook
- ☐ Immunization record
- ☐ Meeting to review course schedule
- ☐ Signed Master Work Agreement

Oasis Office Staff:

- ☐ Review documents to ensure completeness
- ☐ Enter student information into Student Information System
- ☐ Create student folder

_____   _____

Oasis Staff Completed   **Date**

Oasis High School
Registration/Enrollment Form

Student Name:	Date of Birth:	Age:
Address:		

Home Phone:	Cell Phone:	Other phone:

Ethnicity:	Social Security Number:

Primary Parent/Guardian - Contact Information

Parent/Guardian Name:	Relationship to Student:
Home Address:	

Home Phone:	Cell Phone:	Day phone:

Employer:	

Parent/Guardian Contact Information

Parent/Guardian Name:	Relationship to Student:
Home Address:	

Home Phone:	Cell Phone:	Day phone:

Employer:	

Oasis High School is a school of choice. When you sign this agreement you are affirming the fact that you chose this school over all the other schools that you are entitled to attend or have your child attend.

Oasis High School is a public charter high school auathorized under the provisions of the California Education Code section 48600. In accordance with the provisions of the Education Code section 48605(d)(1) its programs are non-sectarian. Furthermore, the school program shall be open to any eligible resident of California.

No student may enroll in the school who is enrolled in any other school, except under the provisions of a currently completed co-enrollment agreement being in effect between the two schools.

By my signature(s) below, I acknowledge the above limitations, and do hereby agree that the student shall not be enrolled in any school that charges tuition of any sort while enrolled at Oasis High School.

Student Name: _____   **Signature** _____

Parent/Guardian Name _____   **Signature** _____

Student and Parent Handbook

2008-2009

Oasis High School
285 17th Street
Oakland, CA 94612
Tel (510) 251-8103
Fax (510) 251-8115

www.oaklandoasis.org

August 25, 2008

Dear Oasis High School Community,

As the Principal of Oasis High School, I welcome you to your school. I am very excited and honored to serve as the Principal and will continue with the goals of the school vision. As a small, urban school, we are unique in many ways. At Oasis High School, we believe that the interpersonal relationships between students, parents, teachers and community members hold the key to our success. As such, we have established small learning classes for our students, service-learning days and class projects. Our small class sizes give our students unique and powerful opportunities to take full advantage of the strong and talented and teaching staff.

I am honored to have the opportunity to serve as the Principal for this school year. I have experienced relationships between students, staff and parents which are powerful. I believe that all students will be taught to feel empowered to achieve their highest personal level of learning. Teachers and staff at our school work to support students to be self-confident and highly motivated achievers with a lifelong love of learning. At the same time, the school will instill personal skills necessary to succeed in higher education and in life.

One of my goals at Oasis High School is to help students demonstrate respect for themselves and others and to embrace social responsibility. I would like to have a very strong school community where parents play an important role in building a safe, positive foundation for the school. I believe that the key to success in school is to have consistent parent participation. Together, we will work on this all year long.

I look forward to meeting each parent in the coming days. I am always available to meet with parents to discuss any issues or concerns. I welcome any feedback, negative or positive about our school. I look forward to the opportunity and the challenges to serve your children in the months to come.

Sincerely,

Mr. Arabia
Principal

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Oasis High School Mission

Oasis High School will provide a comprehensive, rigorous and meaningful high school education for 14-18 year olds who want to earn their diplomas and prepare for life beyond high school. Oasis High School will engage these students by offering them the supports and opportunities that are critical to their academic and personal accomplishment:

- A small, safe learning environment in which relationships among young people and adult teachers and mentors can flourish;

- A culture of high expectations that helps them take on meaningful roles and responsibilities;

- A focus on the connection between self and community that makes learning personal, relevant and stimulating.

Oasis will offer students a site-based education operating from a resource center in Downtown Oakland. Oasis will provide a safe and nurturing environment in which students can explore their potential through a variety of experiences both on-site and out in the larger community. The school will emphasize reflective and analytical thinking around a core set of questions about individual identity in the context of community. Students at Oasis will pursue personalized learning paths that incorporate hands-on investigation of real-world issues and problems about which they are passionate while developing their skills in areas such as communication and critical thinking. Where appropriate, students will receive traditional "classroom" instruction where intensive, directed work is required, such as in academic literacy or math.

Oasis High School Vision

Oasis High School is a learning community which is built upon students' interests and culminates in a rich understanding of their relationship to society. Oasis students and parents commit to this alternative charter high school and choose to be active participants in the community. It is an environment in which students pull for each other to succeed.

The curriculum at Oasis is relevant to the diverse cultures of the students, and the learning environments enable students and teachers to know how to support each other. The school partners with the community to enrich curriculum and student learning. The school provides resources to support students in all aspects of their personal lives.

Oasis students spend as much time learning from and working in the community as they do in the classroom. These experiences transfer into a rigorous academic curriculum which prepares students for success in college.

Service-Learning Days

The motivation for instituting a Service-Learning program at Oasis High School came out of staff reflections on the school practice of Community Learning Day from the 2005-2006 school year. While the concept of getting students to bridge their classroom experiences to their worlds outside of school is critical to our students' success, the Community Learning Day failed to provide an organized structure to guide those connections. There was little consistency in how individual teachers interpreted and utilized these unstructured days. Through the school-wide Service Learning model, we hope to increase the meaningful interactions between the student, the school, and the community in ways that challenge students and enhance their academic experience.

Overall Program Objectives:
- Students will look closely at a theme or issue in their community, will understand the development or social context, and will be able to identify and access local resources in the particular field.
- Students will conduct field research and will gain hands-on experience in learning from the community.
- Students will analyze a particular community issue based on field research and experience and will be able to complete a meaningful project that engages the public.

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All parents/guardians and students must sign a comprehensive *Walking Trips Permission Form for the Year*

- During Service-Learning Days and other school trips, please remember that students are ambassadors of Oasis and all school rules apply;

- All Service-Learning Days are mandatory unless otherwise noted;

- Failure to participate will be considered an unexcused absence and consequently may affect a student's grade;

- Students must be where they are asked to be at the time they are asked to be there;

- Parents and guardians are welcome to join students' excursions when there is space and with advance notice/approval form the sponsoring teacher.

Expectations for Attendance and Participation

Maintaining an excellent attendance record is expected of Oasis students because excellent attendance is directly tied to academic achievement.

Expectations: Students are expected to be at school on time everyday and maintain at least a 90% attendance record to earn full credit and to maintain status as a student in good academic standing. Students who miss an excessive number of days will lose academic credit for that course. Students must pass at least 50% of their core academic courses in each trimester to maintain status as a student in good standing at Oasis. Failure to earn a passing grade in at least ½ of a student's academic classes will result in the loss of status as a student in good standing and can lead to recommendation for disenrollment from Oasis High School.

Partial-Day Absences: When students need to be released from school for an appointment (such as doctor or dental appointment), they must bring a note from their parent/guardian or have the parent call the office before school starts.

Tardiness: A student will be counted tardy if s/he arrives in class after the teacher has taken roll. Students who arrive to class late must check in with the front desk upon arrival to receive a pass before entering their class. Students may be recommended for disenrollment if tardiness is a chronic problem.

Make-Up Work: Students may make arrangements with teachers, in advance of any absence, for make up work.

Missed Work: Students are expected to attend and participate in classes and to work outside of class meetings.
- Students who attend Oasis High Schools are expected to work for approximately 1.5 hours/day outside of class participation.
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Student Expectations

Students are expected to be on time, prepared with all necessary materials and ready to commit to the academic rigors instituted by Oasis High School. It is the student's responsibility to communicate any needs deemed valuable to their individual success.

Expectations for Respectful, Responsible and Positive Behavior

Oasis expects responsible and respectful behavior of adults and students who are part of the Oasis Community. In order to be a safe learning environment, there are high expectations for the behavior of every person in our community. Teachers will create and enforce classroom rules and expectations. These rules and expectations will be reviewed with students and the consequences will be consistent. The following outlines the disciplinary infractions and the consequences of the behavior which in unacceptable in our community.

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List of Unacceptable Behavior

The following is a list of unacceptable behavior that will result in school consequences and/or recommendation for disenrollment:

Disruptive Behavior: Behavior (such as talking or playing around) which interrupts the learning of other students or the classroom environment.

Profanity: Committing an obscene act or engaging in habitual profanity or vulgarity.

Damage/Disrespect of School Property and Vandalism: Vandalism is an expellable offense and will not be tolerated. First offense will result in community service hours dedicated towards neighborhood or school beautification.

Personal Electronic Devices: Headphones and walkman (including CD players) may be used before and after school and during lunchtime. Teachers may make exceptions to this rule in individual classrooms. They may not be used without teacher permission.

Cell Phones: Cell phones are permitted before school, at lunch or after school. We ask that parents and guardians call the school when attempting to contact their child. Any phone used during the instruction times may be confiscated (Oasis is not responsible for any confiscated phone that is lost). *Oasis is not responsible for lost or stolen cell phones.*

Defiance of Authority: Disrupting school activities or willfully defying the valid authority of school personnel will not be tolerated.

Tobacco Use: Students are not allowed to smoke on or near school grounds at any hour or during school activities off-site. Reminder that it is illegal for any high school student to possess or use tobacco within one square block of the school.

Harassment: Physically or verbally harassing any student, staff or community member is a display of disrespect and is prohibited and will merit disciplinary action. Harassment can come in many different forms. What should be remembered is that any action deemed offensive by anyone present can be considered harassment. This includes but is not limited to physical and verbal actions of a racial, homophobic, threatening or sexual nature.

Verbal and Sexual Assault: Verbally accosting someone is unacceptable at Oasis. Students engaging in speech that is deliberate and targeted and of a hateful, bigoted, sexual, threatening or otherwise offensive nature will face appropriate counseling and discipline. Any sexual assault will not be tolerated at Oasis and is an expellable offense.

Possession of Life-Threatening Weapon: Possessing, selling or otherwise furnishing a firearm, explosive or other life-threatening weapon will not be tolerated. Knowingly participating in activities that seriously endangered students, parents or staff or Oasis is not acceptable. It is the responsibility of the school to notify authorities and handle lawfully with the understanding that possession is an expellable offense.

Drugs and Alcohol: Use, possession or sale of any intoxicant, including alcohol and drugs is prohibited. Coming to school under the influence of alcohol or drugs is also not allowed. If there is a reasonable suspicion that a student possesses or is under the influence of any illegal substance, Oasis staff has the right to search him/her, call home, meet with parents and have a meeting before a student is allowed to return.

Robbery or Extortion: Committing or attempting to commit robbery or extortion is prohibited. Stealing or attempting to steal school material or private property or knowingly receiving stolen school or private property is prohibited and will be handled lawfully with the understanding that robbery or extortion is an expellable offense.

Physical Conflict: Physically assaulting, fighting or in any way violating someone's person is strictly prohibited. We have a zero tolerance policy with the understanding that physical conflicts are expellable offenses.

Expectations for Academic Performance

Below is a list of expectations for students' academic performance. (These expectations were developed by students and staff in the Spring of 2005.) Students are expected to:
- Come prepared to all classes, with supplies and work needed;
- Have an organizational system to keep track of work, assignments, due dates, etc;
- Seek assistance if needed from teachers or advisors;
- Are physically and mentally prepared for school;
- Participate in activities;
- Behave in a way that helps them achieve;
- Think of themselves as students;
- Support each other;
- Strive to see academics as relevant to their personal success;
- Provide and offer their knowledge and life experiences to the class;
- Develop and use technological skills.

Lack of Academic Integrity: Academic work and ideas are valuable and are a representation of your personal efforts. Taking someone's assignment and copying it is not acceptable. Taking someone's assignment and rephrasing his/her work is not acceptable. You must indicate where you got information. "Give credit where credit is due."

Materials Students are Required To Bring Daily to School to Help With Learning: A student cannot get the job done without the proper materials and tools on hand everyday. In general, each student must have the following items at school each day:
- Lined paper or notebook;
- Handouts, homework or other class materials;
- Pens and pencils

Note: Each student will have a folder for each of his/her classes which will be kept in the classroom. Students are expected to keep all work, projects and notebooks in their folders. These folders should not leave the classroom.

Homework: You are expected to do homework during the week and may be assigned work due over a weekend. Find a quiet place and do the work! We want you to do your best, and we have found that students who read on their own generally get better grades and are more successful in school.

Computer and Technology Rules: Oasis High School is fortunate to have a computer network with access to the Internet. We believe that a curriculum that includes a strong technology component and requires responsible use of computers and networks. **Misuse of school computers or internet may result in disciplinary action.** Oasis will block access to websites that are inappropriate and interfere with learning.

Here are some basic guidelines that all students will follow. Students breaking these guidelines will loose computer privileges:

> *The Internet.* All students must read and sign the "*Acceptable Use Policy and Agreement for Internet Access*" form before using the Internet on campus. If a teacher deems an Internet site inappropriate, the teacher's ruling is final. Continued access to that site will be deemed defiance and appropriate disciplinary action will follow.
> *Chat Rooms.* Unless part of a classroom activity, Internet chat rooms are off limits to students. Unless part of a classroom activity, students may not send e-mail, or send personal information across the Internet.
> *Email.* Students will often use email for school purposes and are welcome to use it for personal use during non-class times. The same expectations for professional language at Oasis apply to email and internet content (i.e. no profanity, vulgarity, threatening language or hate speech.)

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Network Server. More and more student work will be saved to the Oasis network server. Students should never access work that is not theirs. Students are not to throw away work that does not belong to them. Sabotage of another individual's work or the computers will be treated as vandalism.

Saving Files. As part of class work students may save files to the school's server in designated student folders. Students need to follow their teacher's direction closely when saving their work. Students should title their files appropriately and should have their name and their teacher's name clearly entered somewhere in their file.

Textbooks: Books are a critical part of our instructional program. They are very expensive to replace and upon checkout become the responsibility of you and your parent. Textbooks should be covered and brought to and from school daily. *The student must pay for lost, stolen, or damaged textbooks and library books.* Any student with an unpaid book bill may not be able to participate in school activities.

Dress Code

We expect students to dress appropriately and modestly. Oasis is a neutral space. Any clothing/accessories representing turf or gang association will not be allowed. Clothing and accessories (book bags, notebooks, etc...) should not have representations of alcohol, tobacco and weapon or offensive images.

Food and Drink

We understand that good nutrition is necessary to help the learning process. Because of this, we encourage all students to practice good nutrition both in and out of school.

Oasis is an open campus. Open campus is a revocable privilege. If this privilege is abused by an individual, it may be revoked. If there is persistent, campus-wide abuse of this privilege, the open campus policy will be reviewed and could be revoked for all students. Students are not allowed to congregate or hang out in front of apartment buildings, liquor stores or other businesses. During lunch, students are allowed to eat in the school's common areas.

Food, chewing gum and drinks, other than water, are not allowed in the classrooms without permission. Water is allowed in all Oasis rooms except next to any computers.

Bathroom Policy

Students should use the bathroom during break and passing period. Exceptions may be made for medical conditions or an urgent situation. Students who are in the bathroom during class hours must have a bathroom pass from his or her teacher. Students may use only designated student restrooms and may not enter a restroom of the opposite gender.

Personal Items

Each student's personal items should remain with him/her or be stored in a designated space, not left around the school. Please do not bring valuable items to school or lend them to friends. Oasis High School will not be responsible for lost or stolen items.

Items Not Allowed on Campus

Items prohibited may be confiscated by Oasis staff. In addition to school consequences, these items may be turned over to the Oakland Police Department and a police report may be made by the Oasis staff.

The following items if brought to school may result in expulsion (see Appendix B):
- Weapons (firearms, knives, etc.) or anything that looks like a weapon
- Weapon facsimiles
- Explosives (including fireworks)
- Dangerous objects
- Drugs and alcohol and drug paraphernalia.

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The following items are also not allowed on campus:
- Tobacco
- Laser pointers
- Permanent markers

Expectations for Behavior in the Community

All Oasis students are considered ambassadors of our program and as such, are a reflection of our school. Because of this, orderly behavior is expected both in school and out in the community.

Inappropriate behavior off campus during school hours, at school sponsored activities, and on the way to or from school will result in the same behavioral consequences as if they had occurred on campus.

Students are expected to behave in a respectful and orderly manner on public transportation and in their interactions with others in this community—this includes vendors, local market and restaurant workers and clientele and community members on the sidewalks near the school.

Conferences with Teachers, Dean of Students and/or Principal

Teachers: If your parent(s)/guardian(s)/adult supporter(s) want more information about your progress in school, they can schedule a conference by making a phone call or sending an email to your teacher or dean of students. Regular student-advisor-parent/guardian/adult support meetings will also be scheduled by the advisor.

Dean of Students and/or Principal: If a parent has an urgent issue concerning her/his student she/he may schedule a meeting with the principal or dean by contacting the office. However, please consider meeting with student's teacher and/or dean of students.

Parent/Guardian Participation

Parent/Guardian participation and volunteerism with Oasis is encouraged. Parents/Guardians are welcome to sit in on their students classes (with prior notification to teacher). Parents/Guardians are also encouraged to be involved in their child's education. Some opportunities include help as classroom aides, assist at the front desk or attend parent meetings regularly.

Health Concerns

The office is responsible for the maintenance of health records, parental contact concerning health problems. Remember to have your parents contact the office if you have any unusual health problems. **BE SURE WE HAVE UP-TO-DATE INFORMATION ON YOUR HEALTH CARD** so that we can call your parent at home or at work, or call a neighbor or friend if you're sick and need to go home.

Medication: A parent or guardian parent must sign a *Parent/Guardian Consent Form* that authorizes school personnel to administer medication during school hours before any medication is given at school. If the medication order is changed, a new, signed statement is necessary.

If the medication to be given is non-prescribed, the original container with the entire manufacturer labeling identifying the medication, plus the student's name (written on the container) should be supplied by the parent.

For prescription medicine, you must also provide a *Parent/Physician Statement Form* from a licensed prescriber that includes:
- Name of the student
- Name of the medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date
- Any known allergies or reactions
- Parent signature

A student's medication and the reason they are taking it is confidential information. All medication must be provided in the original container from the pharmacist, complete with:

- The student's name
- Physician's name
- Name of the medication, dosage and strength
- Time interval and discontinuation information

When the medication is out-of-date, the parent will be advised to pick up any unused portion. Any medication not picked up will be destroyed and documented on the student's medication record. Self-administration of medication is at the discretion of the Principal and parent. A signed *Parent/Physician Statement* and signed *Parent Consent Form* identifying the medication and authorizing self-administration must be on file. Parents may bring medication that they personally administer to their child. **NO MEDICATION IS TO BE BROUGHT TO THE SCHOOL UNLESS THE ABOVE CONDITIONS ARE MET.** This includes aspirin, Tylenol, or any other over-the-counter medications. These requirements are for your protection and for the protection of others and are defined by **CALIFORNIA STATE LAW.**

Child Abuse Reporting

Every child has the right to grow up without being the victim of child abuse. Child abuse can be physical, emotional, or sexual. If you or someone you know is being abused, TELL AN ADVISOR, TEACHER OR ADULT whom you trust. By law, teachers are required to report any suspicions of child abuse to the proper authorities.

Bicycles on Campus

If you ride your bike to school, be sure to **LOCK IT UP**. Bike riding is not permitted anywhere on the school campus. The school is NOT responsible for bicycles on the campus. *If you ride your bike to school, RIDE SAFELY.* **YOU MUST WEAR A HELMET.**

Driving To and From School

Students can only drive to the Oasis High School campus if previously approved by school dean. The following items must be on file at Oasis.

- Signed and approved copy of the "Request for Approval to Drive to School" (See Appendix E)
- Photocopy of driver's license, auto insurance and car registration

Note: Parking in the area around the school is very limited and students are encouraged to take public transportation if possible. Students *will not* be excused from class to pay parking meters or move their cars. Also any student that doesn't submit the necessary documents will not be excused from school at any time to deal with their car (putting change in the meter, moving the car or finding a parking spot].

Oasis High School Graduation Requirements

Transferable Credit Courses: Credits from other schools will be evaluated to determine whether they can be transferred to meet the requirements for these courses.

Academic Core Courses	Credits Needed	Yrs Needed
English	40 Credits	4 years
History/Social Science Must include one year of World History, Cultures and Geography and one year of U.S. History (this can be satisfied with one ½ year of U.S. History and one ½ year of American Govt. or Civics)	20 Credits	2 years
Math Algebra I, Geometry, Algebra II, Math Enrichment	35 Credits	3 years
Lab Science Must include 2 years of Lab Science, including 2 of the choice of Biology, Chemistry or Physics, Earth Science and Physical Science	20 Credits	2 years
Other Required Courses	Credits Needed	Yrs Needed
Language Other than English 2 years of the same language other than English.	20 Credits	2 years
College Prep Elective 2 semesters from Visual and Performing Arts, History, Social Science, English, Advanced Mathematics, Laboratory Science and Language other than English	10 Credits	1 Year
Visual and Performing Arts 1 year, including dance, drama/theater, music or visual art.	10 Credits	1 Year
Personal Health and Fitness	20 Credits	2 Years
Electives	20 Credits	2 Years
Additional Required Courses: These courses are unique to Oasis and must be completed under the supervision of Oasis High School.	Credits Needed	Yrs Needed
Community Service/Service Learning	15 Credits	1 ½ Years
Transition: Life After High School	5 Credits	½ Year
Senior Project	5 Credits	½ Year

Suspension, Expulsion and Disenrollment Policy 2008-09

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses For Suspension or Expulsion
Students may be suspended or expelled for any of the following acts when it is determined the pupil:
1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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C. Grounds for Disenrollment

Oasis is a public school of choice. Consistent with California law and the approved Oasis charter, no student is forced to attend Oasis and there are several public school alternatives for students for whom Oasis is an inappropriate choice. Therefore, it is the policy of the Oasis Governing Board that students may be disenrolled from Oasis if they are demonstrably unlikely to succeed in the Oasis learning environment.

The mission of Oasis is to create a small, safe, learning environment, in which there is a culture of high expectations and strong relationships, in order to foster learning that is personal, relevant, and stimulating. As described in the charter, Oasis is a college-preparatory program with a broad range of identified learning outcomes, including graduation requirements that exceed the requirements of the State of California. Students who are making insufficient progress toward achieving the learning outcomes of the program may therefore be disenrolled.

Students may be recommended for disenrollment for the following:
- Failure to maintain good academic standing with the minimum requirement to pass at least 50% of core academic courses in any trimester;
- Disruptive behavior (number and nature of incidents);
- Disrespectful behavior and language (number and nature of incidents);
- Failure to comply with agreements and cooperation with adults and peers;
- Lack of willingness and ability to take responsibility for personal choices;
- Excessive number of absences resulting in the loss of academic credit;
- Failure to comply with Oasis policies (attendance, behavior, etc.)

In deciding what consequences to impose, the panel or Board may consider the following factors, and others not here listed:
- Personal circumstances of the student and reasons for non-performance;
- Student's past performance at Oasis, both behaviorally and academically;
- Student's contributions to the Oasis community;
- Support systems available to the student that may affect his/her ability to succeed;
- Impact of the student's performance on the effectiveness of the Oasis community.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**—Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Dean of Students with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or Dean of Students determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

    At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

    This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

    No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. **Notice to Parents/Guardians**—At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified *in writing* of the

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suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Placement/Expulsion**—Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Dean of Students, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or Dean of Students upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel or Disenroll

A student may be expelled or disenrolled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or Dean of Students determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Disenrollment Procedure

Disenrollment procedures are the same as expulsion procedures with the following additions:
- The Oasis Principal may refer a student for consideration of disenrollment upon his/her own recommendation or the recommendation of another staff member if, based on the criteria described above, the students appears to be making insufficient progress toward charter-defined learning outcomes.

- No disenrollment proceeding will be initiated unless and until the student has had at least one formal evaluation demonstrating unsatisfactory progress in at least one area of assessment and documented attempts by the staff to offer support, clear expectations, and criteria for avoiding disenrollment (which may include but are not limited to probation contracts and formal written warnings.)
- To the extent practicable, disenrollment decisions will be made at times that will allow a disenrolled student to transition to another school with the least disruption to the student's academic progress, including the new schools start of terms.
- The consequences of disenrollment are that the student may no longer attend Oasis and will not be eligible to apply for readmission to Oasis for at least one (1) full academic trimester following the disenrollment decision. Readmission to Oasis is contingent on Oasis Governing Board's approval of the application and may be conditioned on academic and behavioral progress requirements. Conditions for readmission may be established at the time of disenrollment. Oasis will cooperate with the student's family and other public schools to ensure timely transfer of student records.
- The panel may impose consequences other than disenrollment, including placing a student on probationary status or requiring compliance with a performance or behavioral contract. In the event that a student subject to probation or contract violates its terms, he or she will be subject to disenrollment as described above.

H. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Principal or Dean of Students following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or Dean of Students shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
a) The student's name
b) The specific expellable offense committed by the student
The Board's decision to expel or disenroll shall be final.

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L. Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

M. Expelled or Disenrolled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans
Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Professional Development Days...Wednesday, August 20 to
Friday, August 22, 2008

First Day of Instruction/Trimester 1 Begins................................Monday, August 25, 2008

Labor Day Holiday (School Closed)...Monday, September 1, 2008

Staff Work Day (No Classes)..Friday, October 10, 2008

Veteran's Day Holiday (School Closed)....................................Tuesday, November 11, 2008

Trimester 1 Ends...Friday, November 21, 2008

Thanksgiving Holiday (School Closed)..Monday, November 24 –
Friday, November 28, 2008

Trimester 2 Begins.. Monday, December 1, 2008

Winter Holiday (School Closed)..Monday, December 22, 2008 –
Friday, January 2, 2009

Classes Resume...Monday, January 5, 2009

Martin Luther King, Jr. Day Holiday (School Closed)...................Monday, January 19, 2009

Staff Work Day (No Classes)..Monday, January 26, 2009

Presidents' Day Holiday...Monday, February 16, 2009

Trimester 2 Ends..Friday, March 6, 2009

Trimester 3 Begins..Monday, March 9, 2009

Cesar Chavez Day Holiday (School Closed)..................................Monday, March 30, 2009

Spring Break Holiday (School Closed)...................Monday, April 6 to Friday, April 10, 2009

In Lieu of Lincoln's Day Holiday (School Closed)................................Friday, May 22, 2009

Outdoor Education Days.....................................Friday, May 22 – Monday, May 25, 2009

Memorial Day Holiday (School Closed)...Monday, May 25, 2009

Last Day of Classroom Instruction/Trimester 3 Ends....................Thursday, June 11, 2009

Graduation (School Closed)...Friday, June 12, 2009

Staff Work Day (No Classes).........................Monday, June 15 to Wednesday June 17, 2009

Weekly Schedule 2008-09
Oasis High School

	Mon	Tue	Wed	Thu	Fri
Staff Prep	8:30 - 9:00	8:30 - 9:00	8:30 - 9:00	8:30 - 9:00	8:30 - 9:00
Block A	9:00 – 10:20 1 hr 20 minutes	9:00 – 10:20 1 hr 20 minutes	9:00 – 1:30 Service-Learning Day	9:00 – 10:20 1 hr 20 minutes	9:00 – 10:20 1 hr 20 minutes
Block B	10:25 – 11:45 1 hr 20 minutes	10:25 – 11:45 1 hr 20 minutes		10:25 – 11:45 1 hr 20 minutes	10:25 – 11:45 1 hr 20 minutes
Lunch	11:45– 12:30 45 minutes	11:45– 12:30 45 minutes		11:45– 12:30 45 minutes	11:45– 12:30 45 minutes
Block C	12:30 – 1:50 1 hr 20 minutes	12:30 – 1:50 1 hr 20 minutes		12:30 – 1:50 1 hr 20 minutes	12:30 – 1:50 1 hr 20 minutes
Block D	1:55 – 3:15 1 hr 20 minutes	1:55 – 3:15 1 hr 20 minutes		1:55 – 3:15 1 hr 20 minutes	1:55 – 3:15 1 hr 20 minutes
Block E	n/a	3:20 – 4:40 1 hr 20 minutes		3:20 – 4:40 1 hr 20 minutes	n/a
Outdoor Ed Days	Dates TBD				
Staff Meeting	See Calendar				

Note: this schedule is subject to change.

Students are expected to attend and participate in classes and to work outside of class meetings.

Request for Approval to Drive to School
Oasis High School

The policy of Oasis High School requires students to have school approval before driving to school. Students must have a valid California Driver's license and automobile insurance and be in good standing.

Please complete the following information and attach copies of Driver's License and Automobile Insurance.

Name of Student: _____ **Date of Birth:** _____

Attach copies of:

☐ **California Driver's License**

☐ **Automobile Insurance**

Parent/Guardian

I hereby give my permission to my son/daughter to drive to Oasis High School.
I understand there is no convenient parking near the school and that my son/daughter will not be able to leave classes to feed meters/move the car during class time. I also understand that the school may revoke driving privileges if my son/daughter is regularly late or tardy, or is not in good standing with the school. I also understand that my son/daughter must receive approval before he/she can begin driving to school

_____

Name of Parent/Guardian   **Signature of Parent/Guardian**   **Date**

School Approval

Approved_____   Not Approved _____

Comments or Conditions: _____

_____

_____

Name of School Official: _____ Signature: _____ Date:_____

Parent contacted: _____ Date:_____

Student contacted: _____ Date:_____

Uniform Complaint Process
Oasis High School

The purpose of this notice is to inform you of your right to file a complaint about certain school matters. The school has different procedures for handling different kinds of complaints. Please read the following carefully and contact the school principal if you have questions about this information.

Pursuant to *California Education Code Section 35186*, you are hereby notified that:

1.   There should be sufficient textbooks and instructional materials. That means each pupil, including English Language Learners, must have a textbook or instructional materials, or both, to use in class and to take home.

2.   School facilities must be clean, safe and maintained in good repair.

3.   There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English Language Learners if present.

   Teacher vacancies means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-trimester course, a position to which a single designated certificated employee has not been assigned at the beginning of a trimester for an entire trimester.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by the statute to hold.

4.   Other—you may file a complaint regarding the following issues:
   ❑ Hiring and evaluation of staff,
   ❑ Classroom assignments,
   ❑ Student advancement and retention,
   ❑ Student discipline,
   ❑ Provision of core curricula subjects,
   ❑ Graduation requirements,
   ❑ Homework policies and practices,
   ❑ Use of general education funds,
   ❑ Dress codes and school uniforms

A copy of the complaint form follows or may be obtained at the school office. You may also download a copy of the California Department of Education complaint form from the following website:
http://www.cde.ca.gov/re/cp/uc/.

Oasis High School
Uniform Complaint Procedure Form

Education Code Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. This uniform complaint procedure can also be used to address complaints on other matters as listed below. However, complaints regarding instances of sexual harassment are governed by a separate policy and procedure that are included in the Student -Parent Handbook. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information. The Governing Board of Oasis High School ensures that all complainants are protected from retaliation.

Response requested: ❑ Yes ❑ No

Name: _____ Address: _____

Phone Number: Day: _____ Evening: _____

Issue of complaint (please check the category all that apply):

1. **Textbooks and Instructional Materials**
   - ❑ A pupil, including an English Language Learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
   - ❑ A pupil does not have access to textbooks or instructional materials to use at home or afterschool.
   - ❑ Textbooks or instructional materials are in poor or unusable condition, having missing pages or are unreadable due to damage.
   - ❑ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. **Facility Conditions**
   - ❑ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition and any other emergency conditions the school district determines appropriate.

3. **Teacher Vacancy or Misassignment**
   - ❑ Teacher Vacancy—A trimester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-trimester course, a position to which a single designated certificated employee has not been assigned at the beginning of a trimester for an entire trimester).
   - ❑ Teacher misassignment—A teacher who lacks credentials or training to teach English Language Learners is assigned to teach a class with more than 20 percent English Language Learners in the class.
   - ❑ Teacher misassignment-A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. **Other**
   - ❑ Hiring and evaluation of staff,
   - ❑ Classroom assignments,
   - ❑ Student advancement and retention,
   - ❑ Student discipline,
   - ❑ Provision of core curricula subjects,

- ❑ Graduation requirements,
- ❑ Homework policies and practices,
- ❑ Use of general education funds,
- ❑ Dress codes and school uniforms

Date of Problem:_____

Location of Problem (School Name, Address, and Room Number or

Location):_____

_____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. Please attach additional pages if necessary to fully describe the situation.

_____

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Please file this complaint at the following location: Hugo Arabia, Principal
Oasis High School
285 17th Street Oakland, CA 94612
(510) 251-8103

Acknowledgment of Receipt of Student and Parent Handbook
Oasis High School

I have received and read the school's Student and Parent Handbook. I understand and agree to comply with the handbook.

Student Name	Signature	Date

Parent/Guardian Name	Signature	Date

PLEASE SIGN AND RETURN THIS FORM TO THE SCHOOL DIRECTOR AS SOON AS POSSIBLE.

THANK YOU!

Oasis High School
Disciplinary Procedures – Proposed 2009

At Oasis we foster a small, safe learning environment in which relationships among young people and adults flourish, there is a culture of high expectations that helps youth take on meaningful leadership roles, and creates a connection between individuals and their community.

In order to put these values into practice, each class will make agreements about what standards of behavior you expect from each other and what you will need to be successful. Staff will work to engage students and create buy in to the common agreements and clear expectations.

There are also some expectations that are important to the success of the whole community. These expectations must be upheld school wide. Violating these expectations will result in a range of consequences. The staff will decide on the appropriate consequences depending on each situation.

Classroom Level Expectations & Consequences		
Setting Expectations: Teachers will review, discuss and finalize expectations for behavior in class, during projects and community learning days with students at the beginning of each term.		
Expectations • Respect each other with in how you speak and act • Take care of school property • Respect for staff, parents , school partners, school volunteers and neighboring community • Contribute to creating a positive learning environment & getting the most out of your education	**Inappropriate Behaviors** Level I • Profanity • Cell phone use in class • CD/Walkman use in class • Coming to class unprepared • Minor damage/disrespect for school property • Cheating/Plagiarism • Tardiness • Not working in class • Minor disruptions	**Prevention:** • Class discussion and agreements about classroom expectations and behavior (e.g. define respect) • Other? **Intervention/Possible Consequences/** • In class warning • Asked to take a short break from the groups activities • Asked to work independently for a specific period of time • Loss of credit • A written or verbal apology to the teacher or the class • Work (cleaning, etc.) • Call for Student Intervention Plan
	• Excessive and/or repeated Level 1 behavior – (intervene when we begin to get concerned)	• Student Intervention Plan - We still need to define next steps after SIP ??
	Level 2: • Significant Disruption of classes or school activities – **DEFINE** • Defiance of teachers and disrespect **DEFINE**	Referred to Principal -See flow chart for outline of proposed steps
	Other Level 2: • Cutting class/truancy • Use of tobacco	

Administrative Level Expectations & Consequences		
Expectations	**Inappropriate Behaviors**	**Possible Consequences**
• Contribute to keeping Oasis physically and emotionally safe	• Harassment • Fighting/Physical conflict • Threats • Verbal Assaults • Vandalism • Use of Drugs/Alcohol • Neighborhood behavior • Use of alcohol	• Sent to Principal • Referral to principal for suspension, probation, or expulsion referral • Any combination of the above consequences

Board Level Expectations & Consequences (Principal will enforce or refer to the Board as appropriate)		
Expectations	**Inappropriate Behaviors**	**Possible Consequences**
• Contribute to keeping Oasis physically and emotionally safe.	• Theft or attempted theft (of personal or school property) • Physical conflict • Possessing weapons • Sale of drugs or use of drugs (or representing the sale or use of drugs) • Obscene acts • Use of alcohol • Hate violence • Sexual harassment • Causing physical injury to another person.	• Suspension • Referral to the Board of Directors for expulsion • Contact the police • Any combination of the above consequences

To review at a later time

Attendance and Academic Progress

Expectations and Consequences for Attendance and Academic Progress		
Expectations	**Unacceptable Attendance**	**Possible Consequences**
• Students are expected to maintain at least a 90% attendance record for every class and be on time for every class to earn full credit and to maintain status as a student in good standing at Oasis High School • Students may make arrangements with teachers, in advance of any absence, for make up assignments. This work, if completed and turned in on time, and if given a passing evaluation by the teacher, can reduce or eliminate absences from a student's record. • Students must pass at least 50% of their core academic classes in each trimester to maintain status as a student in good standing at Oasis High School.	• Missing any one class more than 8 days in a trimester will result in a loss of credit • Failure to pass/earn credit in at least 50% of a student's core academic classes in a trimester.	• Call home • Letter home • Meeting with student and/ Student Services Coordinator • Parent/student conference with Student Services Coordinator and/or Principal • Referral to SARB (District Attorney) • Loss of credit • Loss of status as a student in good academic standing which can lead to referral to Principal and/or Board of Directors for hearing and possible disenrollment

Oasis High School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Oasis High School educational program as described in the charter. We are currently living in extraordinary economic times. There is real uncertainty around education funding rates, but instead of making premature guesses as to what the actual rates might be, we have budgeted a substantial reserve to accommodate the potential shortfalls in revenues. Additionally, if rates are much lower than projected, we would expect inflation to also be lower, offsetting some of the shortfall.

Average Daily Attendance (ADA) Calculation: 88.5% ADA percentage estimated for current year. This rate is increased to 90% in future years to reflect prior year attendance rate. This percentage is based on the school's historical ADA. Enrollment is expected to grow by 75 students in year 2 (2009-10) and remain at 250 students for years 3 and 4. Enrollment projections are based on historical rates and the school's plans to move into a larger facility before year 2.

Percentage of Economically Disadvantaged Students: The percentage used is 60.6%. This is based on historical data collected by the school. This same percentage is applied to future years, in which the school expects to have higher enrollment, and therefore more ED students.

Percentage of Free Lunch Students: The percentage used is 68.6%. This is based on historical data collected by the school. This same percentage is applied to future years, in which the school expects to have higher enrollment, and therefore more Free Lunch students.

Percentage of English Language Learners: The percentage used is 8.6%. This is based on historical data collected by the school. This same percentage is applied to future years, in which the school expects to have higher enrollment, and therefore more ELL students.

Revenue projections for the first year were based on the CCSA estimates for 2008-2009 as published in September 2008 following the signing of the state budget. Categorical funding, which is now set in statute, has been included at the statutory rate (per CSDC). We have followed the CSDC estimates for COLA growth published in September 2008. Of course, given the current economic climate, the actual COLA may be lower, but we have budgeted for a substantial reserve to cover potentially lower funding rates rather than presenting uninformed guesses of the actual COLA.

Expense projections have been conservatively estimated by EdTec based on current market conditions in the Bay Area and EdTec's experience working with many charter schools in the East Bay. Expense assumptions have been increased 3% per year, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the assumptions underlying them (these are also included on the budget documents).

Staffing and benefits: Oasis High School currently has a principal, an associate director, a dean, a student services coordinator, an office manager, a food and office assistant, and 8 teachers. The school is currently recruiting for a development director, who will be hired for the second (09-10) school year. In year two, Oasis also plans to hire 4 new teachers to accommodate the enrollment growth. Oasis has budgeted to mirror the Oakland Unified School District pay schedule for teachers. In the current year, the average teacher salary is $47,130, ranging from $39,456 to $60,817.

Oasis outsources its back-office business services to EdTec, so it will not expand its central office staff beyond the office manager and food and office assistant in year two. Business service costs increase over time based on revenue growth.

Oasis offers health benefits at a contribution rate consistent with current OUSD health benefits, which will grow by 10% per year in line with health cost increases. It will offer STRS, Social Security, Medicare, ETT, State Unemployment Insurance, and Workers Comp. Please see the budget document for specific rates.

Books and Supplies: Oasis has budgeted for textbooks based on number of students enrolled. $5000 extra is allocated to both Textbooks and Core Materials and Books and Other Reference Materials in year 2 for the jump in enrollment.

Instructional materials, PE supplies, classroom furniture and equipment and computers are all based on a per student cost (see budget document for numbers), as these expenses are expected to increase with enrollment. Custodial supplies and office supplies are based on historical costs and are not expected to change significantly based on new students.

Oasis is currently using Revolution Foods as its provider for student food services. Food is budgeted based on material cost per meal for the number of kids who get free lunch and the number of days they receive this lunch. A monthly allowance for afterschool snacks, testing days, outdoor days, and graduation are all included in student food services. Other food is also budgeted to include special lunch or dinner meetings, and WASC and Charter Renewal visits. (See budget document for numbers.)

Services and Operating: The school has applied for Prop 39, but has also budgeted for a commercial facility. The school has applied for SB740 funds to offset some of its private facility needs; this category of funding has now been guaranteed for five years. The school has budgeted for: District oversight (1% of general and categorical block grants), $19,000 in rent a month, including utilities, and about $5,000 in repairs and maintenance in years 2-4.

The school plans to spend roughly $3K on dues and memberships, made up of CCSA, CSDC, OCO, and Rise memberships per student each year.

The school plans to spend $39 per student each year in insurance, which is based on historical rates from the CCSA JPA.

The school has budgeted between $63K-$65K annually on various consultants to assist in teaching art classes, math tutoring, and PE. In the current year, the school has budgeted an additional $26K to consultants for charter renewal/WASC accreditation, which does not apply to years 2 through 4.

The school has budgeted $18-19K per year in years 2-4 in professional development, a $9K increase from current year, due to the hiring of 4 new teachers in year 2. These expenses will be spent on workshops and conferences.

The School has budgeted to contract with a back office business provider to manage the school's business office in partnership with the principal, associate director and office manager. The school will outsource technology support and student health services.

Special Education encroachment is budgeted at $365 per ADA.

Accounting fees, assemblies, banking fees, communication fees, equipment leases, field trips, fingerprinting, grant writing services, legal fees, marketing and student recruiting, payroll fees, staff recruiting, student activities, student information system, student health services, tutoring and other operating expenses are all based on historical costs.

Capital Outlay: Oasis is in the process of moving into a new facility. Most tenant improvements will be amortized into the lease, but the school has allotted $30K to site improvements to cover any other necessary improvements in year 2.

Contingencies and Reserves: The school currently has a healthy cash reserve, and will continue to build that reserve given the current economic uncertainty so that it can weather any shortfalls in government revenues.

Oasis High School
Budget Summary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
	Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast
SUMMARY						
Revenue						
General Block Grant	1,179,837	1,683,874	1,741,275	1,785,006	1,827,837	1,871,793
Federal Income	48,240	143,388	174,311	178,337	182,225	186,318
Other State Income	275,326	209,879	262,624	267,657	273,049	278,513
Other Local Revenue	16,110	14,341	14,628	14,921	15,219	15,523
Fundraising and Grants	60,000	61,200	62,424	63,672	64,946	66,245
Total Revenue	1,579,513	2,112,682	2,255,262	2,309,593	2,363,276	2,418,392
Expenses						
Compensation and Benefits	759,909	1,073,795	1,113,435	1,156,045	1,200,748	1,257,348
Books & Supplies	118,316	246,129	240,852	245,669	250,582	255,594
Services & Operating Exp.	530,032	666,919	688,048	702,448	717,015	733,463
Capital Outlay	-	30,000	-	-	-	-
Total Expenses	1,408,257	2,016,843	2,042,334	2,104,162	2,168,346	2,246,405
Operating Income (excluding Depreciation)	171,256	95,840	212,928	205,431	194,931	171,988
Operating Income (including Depreciation)	*171,256*	*119,840*	*206,928*	*199,431*	*194,931*	*171,988*
Fund Balance						
Beginning Balance (Unaudited)	119,826	294,135	389,975	602,903	808,334	1,003,264
Audit Adjustment	66,428					
Beginning Balance (Audited)						
Operating Income (including Depreciation)	171,256	119,840	206,928	199,431	194,931	171,988
Ending Fund Balance (including Depreciation)	291,082	413,975	596,903	802,334	1,003,264	1,175,252
CDE Recommended Reserve (5% of Expenses)	70,413	100,842	102,117	105,208	108,417	112,320

Oasis High School
Budget Summary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
	Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	
DETAIL							
Enrollment							
9 to 12	175	250	250	250	250	250	Based on historical enrollment rates and plans to move into a larger facility before the start of 09-10
Total Enrollment	175	250	250	250	250	250	
Attendance Rates							
9 to 12	89%	88.5%	90.0%	90.0%	90.0%	90.0%	Based on historical attendance rates
Average	89%	88.5%	90.0%	90.0%	90.0%	90.0%	
ADA							
9 to 12	155	221	225	225	225	225	
Total ADA	155	221	225	225	225	225	
Economically Disadvantaged	106	151	151	151	151	151	Based on historical ED rates
Free Lunch	120	171	171	171	171	171	Based on historical Free Lunch rates
Reduced Lunch	-	-	-	-	-	-	
English Language Learners	15	15	15	15	15	15	Based on historical ELL rates

Oasis High School
Budget Summary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
	Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	
Revenue							
General Purpose Block Grant (9 - 12)	1,047,575	1,496,535	1,561,500	1,600,650	1,639,125	1,678,500	$6764 per ADA per CCSA
Subtotal General Purpose Block Grant	1,047,575	1,496,535	1,561,500	1,600,650	1,639,125	1,678,500	
8015 State Aid	783,586	1,119,408	1,168,002	1,197,286	1,226,066	1,255,518	Based on each fiscal year's ADA
8780 Property Tax	263,989	377,127	393,498	403,364	413,060	422,982	Based on each fiscal year's ADA
8480 Charter Schools Categorical Block Grant	132,263	187,339	179,775	184,356	188,712	193,293	$467.5 per ADA per statute; includes $317 per ED & ELL student
Subtotal - General Block Grant	1,179,837	1,683,874	1,741,275	1,785,006	1,827,837	1,871,793	
8220 Child Nutrition Programs - Federal	6,240	80,028	81,629	83,261	84,926	86,625	Based on number of FRL kids, $2.6 per day, 120 days
8294 Title I - Basic Grant	42,000	63,360	92,682	95,076	97,299	99,693	$528 per Title I eligible student based on avg 06-07 rates
Subtotal - Federal Income	48,240	143,388	174,311	178,337	182,225	186,318	
8545 School Facilities (SB740)	112,500	19,932	69,714	168,750	172,125	175,568	Approved by state; lower of 75% of prior year cost of facilities, or $750 per ADA; in 09-10 and 10-11, funds are lower because school is getting CSFIGP funds over 3 years starting in 08-09
8560 State Lottery Revenue	21,218	30,311	31,725	32,625	33,300	34,200	$137 per ADA per CDE
8591 Supplemental Hourly Revenue	8,887	12,696	12,950	13,209	13,473	13,742	Based on current year utilization
0000 Arts & Music Block Grant	4,000	4,000	4,104	4,207	4,308	4,163	$16.78 per ADA; $4000 minimum
0000 MS/HS Counseling Program	10,222	14,895	15,450	15,759	16,074	16,396	$66 per ADA
0000 CSFIGP Program	96,224	96,224	96,224		-		
0000 CAHSEE	22,275	31,821	32,458	33,107	33,769	34,445	Based on number of 11th ($275 per student) and 12th ($550 per student) graders who have not passed CAHSEE
Subtotal - Other State Income	275,326	209,879	262,624	267,657	273,049	278,513	
8650 Leases and Rentals	2,050	-	-	-	-	-	Based on leasing classroom space to tenants for less than half of the year in 08-09 at $500 a month.
8660 Interest	2,028	2,069	2,110	2,152	2,195	2,239	
8699 Other Local Revenue	12,032	12,273	12,518	12,768	13,024	13,284	Based on historical revenues
Subtotal - Local Revenues	16,110	14,341	14,628	14,921	15,219	15,523	
8694 Fundraising	60,000	61,200	62,424	63,672	64,946	66,245	Conservative estimate based on historical fundraising (less than half of historical).
Subtotal - Fundraising and Grants	60,000	61,200	62,424	63,672	64,946	66,245	
TOTAL REVENUE	1,579,513	2,112,682	2,255,262	2,309,593	2,363,276	2,418,392	

Oasis High School
Budget Summary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
	Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	
Expenses							
1000 Certificated Employees							
Administration (Cert)	91,000	93,730	96,542	99,438	102,421	105,494	1 Principal; 1 FTE for all years
Teachers (Cert)	336,702	559,395	576,177	593,463	611,267	629,605	12 teachers; 10.8 FTE starting in 09-10
SUBTOTAL	427,702	653,125	672,719	692,901	713,688	735,098	
2000 Classified Employees							
Administration (Class)	188,415	198,826	204,791	210,935	217,263	223,780	1 Associate Director, 1 Dean, 1 Office Manager, 1 Student Services Coordinator 1 Development Director; 4.495 FTE for all years
Other Classified - Food	15,120	15,574	16,041	16,522	17,018	17,528	1 Food and Office Assistant; 1 FTE for all years
SUBTOTAL	203,535	214,400	220,832	227,457	234,280	241,309	
3000 Employee Benefits							
3401- Health Insurance	54,562	99,000	108,900	119,790	131,769	154,609	$6000 per FTE per year. Growing at 10% per year.
3301- Social Security/Medicare/ETT	22,231	26,005	26,781	27,580	28,404	29,252	Social Security: 6.2% of salary; Medicare: 1.45% of salary; ETT: $7 per employee
3501- Unemployment Insurance - State	4,284	5,796	4,788	4,788	4,788	4,788	3.6% of salary
3101 STRS	35,285	55,516	58,863	62,361	66,016	69,834	8.25% of cert. salaries, growing .25% per year
3601- Worker's Comp	12,309	19,953	20,552	21,168	21,803	22,457	2.0% of all wages
SUBTOTAL	128,671	206,270	219,884	235,688	252,780	280,941	

Oasis High School
Budget Summary

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
	Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	
4000 Books and Supplies							
4100 Textbooks and Core Materials	12,000	22,486	17,835	18,192	18,556	18,927	$68.57 per Student; extra $5000 for new students in 09-10
4200 Books and Other Reference Materials	11,000	21,029	16,349	16,676	17,010	17,350	$62.86 per Student; extra $5000 for new students in 09-10
4315 Custodial Supplies	636	649	662	675	688	702	Based on historical costs
4325 Instructional Materials	14,500	21,129	21,551	21,982	22,422	22,870	$82.85 per Student
4330 Office Supplies	15,000	15,300	15,606	15,918	16,236	16,561	Based on historical costs
4335 PE Supplies	1,050	1,530	1,561	1,592	1,624	1,656	$6 per Student
4410 Classroom Furniture and Equipment	7,600	11,074	11,296	11,522	11,752	11,987	$43.43 per Student
4420 Computers	18,000	26,229	26,753	27,288	27,834	28,391	$102.86 per Student
4710 Student Food Services	32,080	117,306	119,652	122,045	124,486	126,976	Revolution Foods: $3.92 per day for FRL kids
4720 Other Food	6,450	9,399	9,587	9,778	9,974	10,173	SSC meetings, board meetings, staff meetings, xmas and summer luncheons; WASC and Charter Renewal
SUBTOTAL	**118,316**	**246,129**	**240,852**	**245,669**	**250,582**	**255,594**	

12/17/2008

Oasis High School
Budget Summary

	2008/09 Budget – Approved 07/01/08	2009/10 Budget Forecast	2010/11 Budget Forecast	2011/12 Budget Forecast	2012/13 Budget Forecast	2013/14 Budget Forecast	
5000 Services and Other Operating Expenditures							
5803 Accounting Fees	7,388	7,536	7,686	7,840	7,997	8,157	Based on historical costs
5806 Assemblies	2,000	2,040	2,081	2,122	2,165	2,208	Based on historical costs
5809 Banking Fees	396	404	412	420	429	437	Based on historical costs
5812 Business Services	99,801	117,427	125,795	128,864	131,891	135,000	Estimate based on revenue growth
5905 Communications - Cell Phones	696	710	724	739	753	768	Based on historical costs
5910 Communications - Internet / Website Fees	240	245	250	255	260	265	Based on historical costs
5920 Communications - Telephone & Fax	6,000	6,120	6,242	6,367	6,495	6,624	Based on historical costs
5827 Consultant - Educational	13,959	14,238	14,523	14,813	15,110	15,412	Two classes of Studio One during Block C; $4,653 for three trimesters
5854 F: Consultants - Other	19,950	20,349	20,756	21,171	21,595	22,026	$2,700 for Block E math tutor, $4,500 for Block E PE, $10,000 for independent contractor for facilities
5854 F: Consultants - Charter Renewal/WASC accrediation	26,000	-	-	-	-	-	
5842 Contract Instructor	6,000	3,366	3,433	3,502	3,572	3,643	Math contract instructor, paid between $400-$500 per month for 7 months
5854 F: Sports4Kids Consultant	23,496	23,966	24,445	24,934	25,433	25,941	Sports Consultant
5824 District Oversight Fees	11,200	16,072	16,740	17,161	17,573	17,996	1.0% of General & Categorical Block Grants
5305 Dues & Membership	2,845	2,902	2,960	3,019	3,080	3,141	CCSA 5 per student, CSDC 500, OCO 500 a year, Rise 200 a year
5310 Dues & Membership - Subscriptions	-	-	-	-	-	-	08-09 this will be nothing it will be budgeted in 5305
5605 Equipment Leases	8,400	8,568	8,739	8,914	9,092	9,274	$500 a month for 200 copies, maintanence, etc.
5830 Field Trips	4,500	6,557	6,688	6,822	6,958	7,098	$1500 bart tickets ($500 a trimester) + $3K for outdoor education
5836 Fingerprinting	1,700	1,734	1,769	1,804	1,840	1,877	$85 each employee
5842 Grant Writing Services	8,400	8,568	8,739	8,914	9,092	9,274	Based on historical costs
5450 Insurance - Other	6,802	9,911	10,109	10,311	10,518	10,728	$38.87 per Student
5845 Legal Fees	2,500	2,550	2,601	2,653	2,706	2,760	Based on historical costs
5851 Marketing and Student Recruiting	2,700	2,754	2,809	2,865	2,923	2,981	08-09 new sign (500), student fairs 500), hiring someone 3.5 hours*10 days*5 days a wk Javier, 500 for printing, 500 for newspaper advertising
5899 Miscellaneous Operating Expenses	1,027	1,048	1,068	1,090	1,112	1,134	Based on historical costs
5857 Payroll Fees	2,400	2,448	2,497	2,547	2,598	2,650	$200 a month
5915 Postage and Delivery	1,500	1,530	1,561	1,592	1,624	1,656	Based on historical costs
5863 Professional Development	9,740	18,000	18,360	18,727	19,102	19,484	$500 for miscellaneous workshops; $3K for conferences, $4K for principal
5875 Recruiting - Staff	1,000	1,020	1,040	1,061	1,082	1,104	craigslist ads $1K; EdJoin
5610 Rent	136,507	228,000	232,560	237,211	241,955	246,795	$19,000 a month, including utilities
5615 Repairs and Maintenance - Building	5,000	5,100	5,202	5,306	5,412	5,520	$5K for rug and windows
5872 Special Education Encroachment	56,529	82,371	85,443	87,152	88,895	90,673	$365 per ADA

Oasis High School
Budget Summary

		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
		Budget - Approved 07/01/08	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	Budget Forecast	
5878	Student Assessment	11,202	11,426	11,655	11,888	12,125	12,368	$3327 for Data Director License fee, $500 per month for test results analysis; $500 for standardized testing, and $25 each for 50 students for AP testing
5881	Student Information System	3,060	3,121	3,184	3,247	3,312	3,378	Based on historical costs
5884	Substitutes	8,033	13,013	13,273	13,538	13,809	15,650	$135 daily rate; 5.0% teacher absence rate
5887	Technology Services	10,166	14,352	14,639	14,932	15,230	15,535	Slingstone IT contract
5215	Travel - Mileage, Parking, Tolls	500	510	520	531	541	552	Based on historical costs
5220	Travel and Lodging	3,000	3,060	3,121	3,184	3,247	3,312	WASC & Charter Renewal visits
5530	Utilities - Water	396	404	412	420	429	437	Based on historical costs
5880	Student Health Services	2,500	2,550	2,601	2,653	2,706	2,760	Based on historical costs
5864	BTSA Training	7,500	7,650	7,803	7,959	8,118	8,281	BTSA, 4 people going through induction at 1500
5874-O	sports league (program)	10,000	10,200	10,404	10,612	10,824	11,041	10K
5877-O	Student Activity/Graduation	5,000	5,100	5,202	5,306	5,412	5,520	$2K for student activities (drama) and $3K for prom/graduation.
5885	tutoring	-	-	-	-	-	-	Based on historical costs
	SUBTOTAL	530,032	666,919	688,048	702,448	717,015	733,463	
6000 Capital Outlay								
6100	Sites & Improvement of Sites	-	30,000	-	-	-	-	Most tenant improvements will be amortized into the lease
	SUBTOTAL	-	30,000	-	-	-	-	
	TOTAL EXPENSES	1,408,257	2,016,843	2,042,334	2,104,162	2,168,346	2,246,405	
	Depreciation - Prior Years	-	-	6,000	6,000	-	-	
	Depreciation - Current Year	-	6,000	-	-	-	-	
	SUBTOTAL - Depreciation	-	6,000	6,000	6,000	-	-	
	TOTAL EXPENSES including Depreciation	1,408,257	1,992,843	2,048,334	2,110,162	2,168,346	2,246,405	

Oasis High School
Cash Forecast

						2008/09							
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	AP/AR
BEGINNING CASH	68,197	109,542	73,764	115,835	168,180	193,604	139,812	159,260	164,337	307,504	299,303	275,896	
INCOME													
8015 State Aid	-	7,697	102,631	112,038	53,684	89,999	68,420	68,420	95,846	47,923	47,923	47,923	41,081
8780 Property Tax	-	16,167	32,335	21,556	21,556	21,557	21,556	21,556	35,902	17,951	17,951	17,951	17,951
8480 Charter Schools Categorical Block Grant	-	-	-	-	44,175	5,227	9,234	9,234	1,511	756	756	756	756
0 Educationally Disadvantaged Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal - General Block Grant	-	23,864	134,966	133,594	119,415	116,784	99,211	99,211	133,259	66,629	66,629	66,629	59,787
Subtotal - Federal Income	-	-	-	425	-	2,695	17,320	520	520	17,320	520	520	8,400
Subtotal - Other State Income	-	65	-	9,736	8,019	43,550	12,739	14,739	133,099	12,739	12,739	22,599	5,304
Subtotal - Local Revenues	35,945	(27,608)	(3,097)	3,364	(1,132)	(1,849)	1,406	1,406	1,406	1,406	1,406	1,406	2,050
Subtotal - Fundraising and Grants	-	20,000	-	5,000	175	4,975	4,975	4,975	4,975	4,975	4,975	4,975	-
TOTAL INCOME	35,945	16,321	131,869	152,119	126,478	166,155	135,650	120,850	273,258	103,069	86,269	96,129	75,542
EXPENSES													
1000-3000 Compensation & Benefits	30,151	58,103	62,764	56,499	62,896	89,244	67,388	66,960	66,831	66,788	65,762	65,762	407
4000 Books & Supplies	475	264	12,169	8,653	3,075	44,560	8,187	8,187	8,187	8,187	8,187	8,187	-
5000 Services & Other Operating Expenses	10,860	28,875	37,939	33,313	49,491	88,693	43,178	43,178	57,624	38,845	38,278	57,058	0
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	41,487	87,242	112,871	98,465	115,461	222,497	118,753	118,324	132,642	113,820	112,227	131,007	407
NET OPERATING CASH INFLOW (OUTFLOW)	(5,541)	(70,921)	18,998	53,654	11,016	(56,343)	16,897	2,526	140,616	(10,751)	(25,958)	(34,878)	75,135
Prior Year Revenue	$106,004.76	-	-	$3,072.83	-	-	-	-	-	-	-	-	
Prior Year Expenses	($53,487.81)	-	-	-	-	-	-	-	-	-	-	-	
Change in Accounts Receivable (current yr)		$35,038.24	$18,974.90		-	-	-	-	-	-	-	-	
Change in Accounts Payable (current yr)		($2,728.84)	$3,321.97	$827.23	$11,960.70	-	-	-	-	-	-	-	
Summerholdback for Teachers	($18,777.54)	$2,446.76	$422.55	$2,446.76	$2,446.76	2,551	2,551	2,551	2,551	2,551	2,551	2,551	
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	
Loan Payments		-	$352.92	($352.92)	-	-	-	-	-	-	-	-	
Capital Expenditure		$386.22	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes (prepaids etc)	$13,147.22	-	-	($7,302.00)	-	-	-	-	-	-	-	-	
ENDING CASH	109,542	73,764	115,835	168,180	193,604	139,812	159,260	164,337	307,504	299,303	275,896	243,569	

Oasis High School
Cash Forecast

2009/10

		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH		243,569	237,722	190,767	127,639	53,022	16,868	(46,982)	(66,238)	(108,260)	107,796	172,133	213,616
INCOME													
8015	State Aid	-	47,015	94,030	62,687	62,687	62,687	62,687	62,687	221,643	110,821	110,821	110,821
8780	Property Tax	-	15,839	31,679	21,119	21,119	21,119	21,119	21,119	74,671	37,336	37,336	37,336
8480	Charter Schools Categorical Block Grant	-	4,344	8,688	5,792	5,792	5,792	5,792	5,792	48,448	24,224	24,224	24,224
0	Educationally Disadvantaged Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal - General Block Grant	-	67,199	134,397	89,598	89,598	89,598	89,598	89,598	344,762	172,381	172,381	172,381
	Subtotal - Federal Income	6,669	6,669	6,669	6,669	6,669	6,669	32,013	6,669	6,669	32,013	6,669	6,669
	Subtotal - Other State Income	-	-	17,798	14,074	21,652	17,798	14,074	16,074	45,308	14,074	14,074	27,376
	Subtotal - Local Revenues	-	-	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434
	Subtotal - Fundraising and Grants	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100
	TOTAL INCOME	11,769	78,968	165,398	116,876	124,453	120,599	142,220	118,876	403,273	225,002	199,658	212,960
EXPENSES													
1000-3000	Compensation & Benefits	38,906	91,306	95,374	95,081	94,501	94,501	95,371	94,791	94,617	94,559	92,897	92,897
4000	Books & Supplies	-	-	48,858	48,858	18,552	18,552	18,552	18,552	18,552	18,552	18,552	18,552
5000	Services & Other Operating Expenses	14,523	35,255	79,184	51,125	51,125	77,620	51,125	51,125	77,620	51,125	50,299	76,794
6000	Capital Outlay	-	12,000	12,000	667	667	667	667	667	667	667	667	667
	TOTAL EXPENSES	53,428	138,560	235,416	195,731	164,845	191,339	165,714	165,135	191,455	164,903	162,414	188,909
NET OPERATING CASH INFLOW (OUTFLOW)		(41,659)	(59,593)	(70,018)	(78,855)	(40,391)	(70,740)	(23,495)	(46,259)	211,818	60,100	37,244	24,051
Prior Year Revenue		61,837	8,400	2,652	-	-	2,652	-	-	-	-	-	-
Prior Year Expenses		(0)	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers		(26,025)	4,238	4,238	4,238	4,238	4,238	4,238	4,238	4,238	4,238	4,238	4,238
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments		-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
ENDING CASH		237,722	190,767	127,639	53,022	16,868	(46,982)	(66,238)	(108,260)	107,796	172,133	213,616	241,904

Oasis High School
Cash Forecast

2010/11

		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH		241,904	323,671	327,646	342,757	312,165	317,070	294,228	327,556	326,343	497,427	524,154	516,363
INCOME													
8015	State Aid	-	67,164	134,329	89,553	89,553	89,553	89,553	89,553	172,915	86,458	86,458	86,458
8780	Property Tax	-	22,628	45,255	30,170	30,170	30,170	30,170	30,170	58,255	29,127	29,127	29,127
8480	Charter Schools Categorical Block Grant	-	11,240	22,481	14,987	14,987	14,987	14,987	14,987	23,706	11,853	11,853	11,853
0	Educationally Disadvantaged Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal - General Block Grant	-	101,032	202,065	134,710	134,710	134,710	134,710	134,710	254,876	127,438	127,438	127,438
	Subtotal - Federal Income	6,802	6,802	6,802	6,802	6,802	6,802	43,875	6,802	6,802	43,875	6,802	6,802
	Subtotal - Other State Income	-	-	18,026	14,163	22,094	18,026	14,163	16,215	95,670	14,163	14,163	28,009
	Subtotal - Local Revenues	-	-	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463
	Subtotal - Fundraising and Grants	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202	5,202
	TOTAL INCOME	12,004	113,037	233,558	162,340	170,272	166,203	199,413	164,392	364,014	192,141	155,068	168,914
EXPENSES													
1000-3000	Compensation & Benefits	39,987	89,637	99,133	98,893	98,415	98,415	99,133	98,654	98,510	98,462	96,750	96,750
4000	Books & Supplies	-	-	45,755	45,755	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668
5000	Services & Other Operating Expenses	15,315	36,461	81,712	52,649	52,649	80,116	52,649	52,649	80,116	52,649	51,807	79,274
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL EXPENSES	55,302	126,099	226,600	197,298	169,731	197,199	170,450	169,971	197,294	169,779	167,224	194,691
NET OPERATING CASH INFLOW (OUTFLOW)		(43,297)	(13,062)	6,958	(34,957)	540	(30,996)	28,963	(5,579)	166,719	22,362	(12,156)	(25,777)
Prior Year Revenue		172,381	12,672	3,789	-	-	3,789	-	-	-	-	-	-
Prior Year Expenses		-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers		(47,317)	4,365	4,365	4,365	4,365	4,365	4,365	4,365	4,365	4,365	4,365	4,365
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments		-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
ENDING CASH		323,671	327,646	342,757	312,165	317,070	294,228	327,556	326,343	497,427	524,154	516,363	494,951

Oasis High School
Cash Forecast

2011/12

		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH		494,951	546,970	537,988	540,775	503,841	499,206	466,282	490,803	479,876	738,851	753,918	733,578
INCOME													
8015	State Aid	-	70,080	140,160	93,440	93,440	93,440	93,440	93,440	173,282	86,641	86,641	86,641
8780	Property Tax	-	23,610	47,220	31,480	31,480	31,480	31,480	31,480	58,378	29,189	29,189	29,189
8480	Charter Schools Categorical Block Grant	-	10,787	21,573	14,382	14,382	14,382	14,382	14,382	26,696	13,348	13,348	13,348
0	Educationally Disadvantaged Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal - General Block Grant	-	104,477	208,953	139,302	139,302	139,302	139,302	139,302	258,356	129,178	129,178	129,178
	Subtotal - Federal Income	6,938	6,938	6,938	6,938	6,938	6,938	44,969	6,938	6,938	44,969	6,938	6,938
	Subtotal - Other State Income	-	-	8,571	4,632	12,788	8,571	4,632	6,735	185,478	4,632	4,632	18,831
	Subtotal - Local Revenues	-	-	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492
	Subtotal - Fundraising and Grants	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306
	TOTAL INCOME	12,244	116,721	231,261	157,670	165,826	161,610	195,700	159,774	457,570	185,576	147,546	161,745
EXPENSES													
1000-3000	Compensation & Benefits	41,822	92,962	102,886	102,647	102,168	102,168	102,886	102,407	102,264	102,216	100,452	100,452
4000	Books & Supplies	-	-	46,670	46,670	19,041	19,041	19,041	19,041	19,041	19,041	19,041	19,041
5000	Services & Other Operating Expenses	15,667	37,237	83,414	53,748	53,748	81,786	53,748	53,748	81,786	53,748	52,889	80,927
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL EXPENSES	57,489	130,198	232,970	203,065	174,957	202,995	175,675	175,197	203,091	175,005	172,382	200,420
NET OPERATING CASH INFLOW (OUTFLOW)		(45,244)	(13,478)	(1,710)	(45,395)	(9,131)	(41,385)	20,025	(15,423)	254,479	10,571	(24,836)	(38,675)
Prior Year Revenue		145,974	-	-	3,966	-	3,966	-	-	-	-	-	-
Prior Year Expenses		(0)	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers		(48,711)	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496	4,496
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments		-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
ENDING CASH		546,970	537,988	540,775	503,841	499,206	466,282	490,803	479,876	738,851	753,918	733,578	699,399

Oasis High School
Cash Forecast

2012/13

		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH		699,399	748,749	792,726	789,845	746,139	734,862	694,741	713,341	695,653	953,185	961,744	934,076
INCOME													
8015	State Aid	-	71,837	143,674	95,783	95,783	95,783	95,783	95,783	177,213	88,607	88,607	88,607
8780	Property Tax	-	24,202	48,404	32,269	32,269	32,269	32,269	32,269	59,703	29,851	29,851	29,851
8480	Charter Schools Categorical Block Grant	-	11,061	22,123	14,748	14,748	14,748	14,748	14,748	27,262	13,631	13,631	13,631
0	Educationally Disadvantaged Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal - General Block Grant	-	107,100	214,201	142,800	142,800	142,800	142,800	142,800	264,178	132,089	132,089	132,089
	Subtotal - Federal Income	7,077	7,077	7,077	7,077	7,077	7,077	45,997	7,077	7,077	45,997	7,077	7,077
	Subtotal - Other State Income	-	-	8,743	4,724	13,049	8,743	4,724	6,878	189,193	4,724	4,724	19,222
	Subtotal - Local Revenues	-	-	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522
	Subtotal - Fundraising and Grants	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412
	TOTAL INCOME	12,489	119,590	236,955	161,536	169,861	165,554	200,456	163,690	467,382	189,744	150,824	165,322
EXPENSES													
1000-3000	Compensation & Benefits	45,859	42,225	111,726	111,486	111,486	111,486	112,204	111,726	111,582	111,534	109,717	109,717
4000	Books & Supplies	-	-	47,604	47,604	19,422	19,422	19,422	19,422	19,422	19,422	19,422	19,422
5000	Services & Other Operating Expenses	16,018	38,019	85,137	54,861	54,861	83,477	54,861	54,861	83,477	54,861	53,984	82,600
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL EXPENSES	61,877	80,244	244,466	213,951	185,769	214,385	186,487	186,008	214,480	185,817	183,123	211,739
NET OPERATING CASH INFLOW (OUTFLOW)		(49,388)	39,346	(7,512)	(52,415)	(15,908)	(48,830)	13,969	(22,318)	252,901	3,927	(32,299)	(46,417)
Prior Year Revenue		148,193	-	-	4,078	-	4,078	-	-	-	-	-	-
Prior Year Expenses		(0)	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers		(49,455)	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments		-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
ENDING CASH		748,749	792,726	789,845	746,139	734,862	694,741	713,341	695,653	953,185	961,744	934,076	892,289

Oasis High School
Cash Forecast

2013/14

	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected
BEGINNING CASH	892,289	1,001,224	1,177,982	1,281,592	1,324,625	1,319,065	1,271,674	1,257,192	1,213,359	1,228,753	1,207,861	1,458,170
INCOME												
8015 State Aid	88,607	1,255,518	-	73,564	147,128	98,085	98,085	98,085	98,085	98,085	177,213	88,607
8780 Property Tax	29,851	422,982	-	24,784	49,567	33,045	33,045	33,045	33,045	33,045	59,703	29,851
8480 Charter Schools Categorical Block Grant	13,631	193,293	-	11,323	22,645	15,097	15,097	15,097	15,097	15,097	27,262	13,631
0 Educationally Disadvantaged Block Grant	-	-	-	-	-	.	-	-	.	-	-	.
Subtotal - General Block Grant	132,089	1,871,793	-	109,670	219,340	146,227	146,227	146,227	146,227	146,227	264,178	132,089
Subtotal - Federal Income	19,460	186,318	7,077	7,077	7,077	7,077	7,077	7,077	45,997	7,077	7,077	45,997
Subtotal - Other State Income	8,325	278,513	-	-	8,743	4,724	13,049	8,743	4,724	6,878	189,193	4,724
Subtotal - Local Revenues	-	15,523	-	-	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522
Subtotal - Fundraising and Grants	-	66,245	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412	5,412
TOTAL INCOME	159,874	2,418,392	12,489	122,160	242,094	164,962	173,287	168,981	203,882	167,116	467,382	189,744
EXPENSES												
1000-3000 Compensation & Benefits	-	1,257,348	48,820	45,077	116,815	116,576	116,576	116,576	117,294	116,815	116,671	116,624
4000 Books & Supplies	-	255,594	.	-	48,556	48,556	19,810	19,810	19,810	19,810	19,810	19,810
5000 Services & Other Operating Expenses	0	733,463	16,378	38,819	87,053	56,154	56,154	85,360	56,154	56,154	85,360	56,154
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	0	2,246,405	65,198	83,896	252,424	221,285	192,540	221,746	193,258	192,779	221,842	192,587
NET OPERATING CASH INFLOW (OUTFLOW)	159,874	171,988	(52,709)	38,264	(10,330)	(56,323)	(19,252)	(52,765)	10,624	(25,663)	245,540	(2,843)
Prior Year Revenue	-	-	151,549	-	-	4,163	-	4,163	-	-	-	-
Prior Year Expenses	-	-	(0)	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)												
Change in Accounts Payable (current yr)												
Summerholdback for Teachers	(50,939)	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure												
Other Balance Sheet Changes (prepaids etc)												
ENDING CASH	1,001,224	1,177,982	1,281,592	1,324,625	1,319,065	1,271,674	1,257,192	1,213,359	1,228,753	1,207,861	1,458,170	1,460,097

Funding Calculations - Input Page

COLA		0.0%	2.6%	2.5%	2.4%	2.4%	Based on CSDC Crystal Ball (Sep 2008)

Code	Revenue Item				Rate		
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	

Code	Revenue Item	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	
8010	Principal Apportionment							
	ADA K - 3	5,590	5,590	5,735	5,878	6,019	6,163	CCSA Rate (Sep 2008) which is lower than CSDC
	ADA 4 - 6	5,674	5,674	5,822	5,968	6,111	6,258	CCSA Rate (Sep 2008) which is lower than CSDC
	ADA 7 - 8	5,836	5,836	5,988	6,138	6,285	6,436	CCSA Rate (Sep 2008) which is lower than CSDC
	ADA 9 - 12	6,764	6,764	6,940	7,114	7,285	7,460	CCSA Rate (Sep 2008) which is lower than CSDC
8294	Title I	528	528	542	556	569	583	
8295	Title II	0	0	0	0	0	0	
8296	Title III	0	0	0	0	0	0	
8297	Title IV	0	0	0	0	0	0	
8298	Title V	0	0	0	0	0	0	
8434	Class Size Reduction, Grades K–3	1,070	1,070	1,098	1,125	1,152	1,180	CCSA Rate (Sep 2008) which is lower than CSDC
8480	Charter Schools Categorical Block Grant	468	500	500	513	525	538	CCSA Rate (Sep 2008) which is lower than CSDC
8560	State Lottery Revenue	137	137	141	145	148	152	CCSA Rate (Sep 2008) which is lower than CSDC
8678	Educationally Disadvantaged Aid	317	317	325	333	341	349	CCSA Rate (Sep 2008) which is lower than CSDC
	minimum 11+ students	8,676	8,676	8,902	9,125	9,344	9,568	
8591	Supplemental Hourly Revenue							
0000	Arts & Music Block Grant	16.78	16.78	17.22	17.65	18.07	18.50	
	minimum	4,000	4,000	4,104	4,207	4,308	4,411	

APPENDIX
List of Exemplars and Supporting Documents

Professional Development
Teacher Portfolio Checklist
Professional Development Calendar
Professional Development Plan
Professional Learning Community

Professional Development Inservice
Differentiated Instruction
English Language Development
Reciprocal teaching
Habits of Mind
Six Essential Competencies

Ongoing Assessment
Focal Students
Cycle of Inquiry

Assessment
Release Data

Instruction Assessment
Classroom Observations
Instructional Support

Student Monitoring Assessment
Personal Learning Plan (PLP)

Instruction
Five-Tier Teacher Effectiveness Process
Lesson Study Model

Curriculum
Outline and Syllabus Exemplar

Curriculum and Assessment
National Writing Project Writing Rubric

APPENDIX

List of Exemplars and Supporting Documents
(continued)

Schedules
Intervention Advisory

Admissions Policy

Disciplinary Procedures

Leadership
Job Descriptions

WASC Report
Oasis High School, March 2009

Organizational Chart

Fundraising Plan 2008-2011

Professional Development

Teacher Portfolio Checklist
Professional Development Calendar
Professional Development Plan
Professional Learning Community

Teacher's Portfolio – Checklist

- ☐ Teacher's journal – Teachers will utilize journals and anecdotal recording to begin the process of on-going reflection of instructional methodology.

- ☐ Course Outlines – Up to State Requirements, articulating content. Due at the beginning of each Trimester, put together by Teachers and Curriculum Team.

- ☐ Course Syllabus – will include course description, grading policy, formative (quizzes) and benchmark (tests) assessments, other rubrics for competency. Due at the beginning of each Trimester.

- ☐ Monthly Lesson Plans – to include standards addressed, assessment methods, projects and re-teaching strategies and interventions.

- ☐ Weekly Lesson Plan

- ☐ Daily Lesson Plans – Also incorporating monthly "Habit of Mind of Effective Students" into plans, as well as having something in every lesson that connects to the outside world. Each lesson should contain a "Check for Understanding" component.

  The Director of Outcomes will provide weekly Lesson Plan Support.

- ☐ Critical Inquiry Group's school-wide list of academic language vocabulary.

- ☐ The Six Essential Learnings – To be integrated with Lesson Planning, on-site

- ☐ Differentiated Instruction Workshop Agendas – including flexible grouping, heterogeneous skill grouping and cooperative grouping.

- ☐ ELL Workshop Agendas

- ☐ Japanese Lesson Study Model

- ☐ Effective uses of Cooperative Structures: Learning Buddies, Reciprocal Teaching, Backwards Planning Workshop Agendas

- ☐ Leadership Team & CIG's regular review of teacher performance/portfolio.

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

Sunday	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

August 2009

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

September 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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**	**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**
6	**7** SCHOOL CLOSED LABOR DAY	**8** Content Area Staff Meetings 3:30 – 5:00/Lesson Planning w/Co-Principal of Instruction Topic: Flexible Grouping	**9** 9:00 am – 1:30 pm Teacher Leaders/CIG walk-throughs – check Portfolios Student Advisories – 20 mins. Topic: The First Learning 2:00 – 3:30 CIG Meeting Madeline Hunter Lesson Plans	**10** 3:30 pm – 5:00 pm Co-Principal of Instruction Teacher Workshop Topic: ELD Vocabulary Development and Comprehension	**11** Student Advisories – 20 mins. Topic: The First Learning Teachers update Student and Teacher Portfolios/Journals for review by CIG	**12**
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
				1 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios	2 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	3
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 Student Advisories – 20 mins. Topic: The Second Learning Teachers update Student and Teacher Portfolios/Journals	10
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
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
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	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

Oasis Charter High School
Professional Development Calendar

June 2009 – December 2009

November 2009

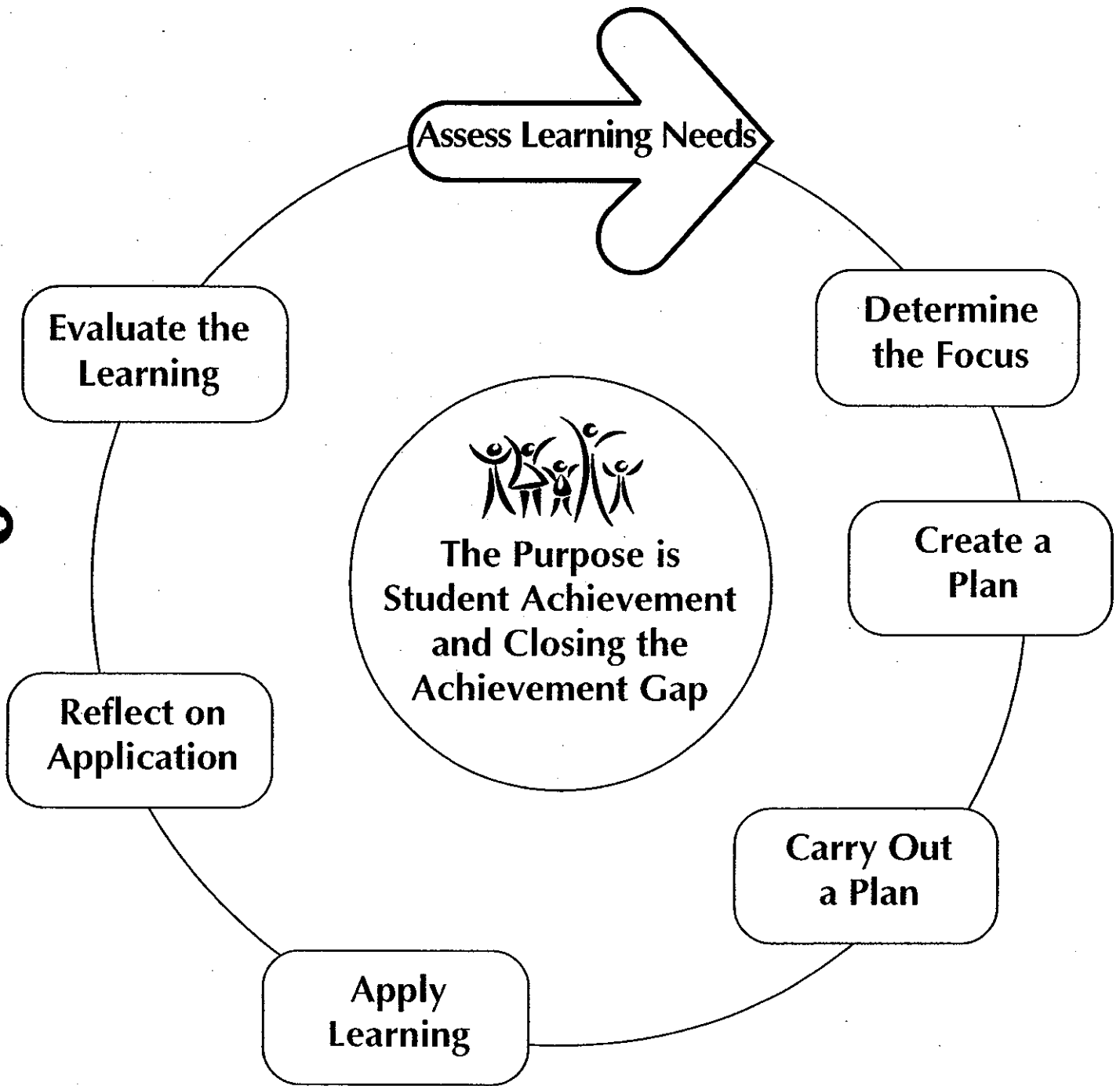| Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 9:00 am – 3:15 pm Teacher Leaders/CIG walk-throughs – check Portfolios Student Advisories – 20 mins. Topic: The Third Learning 3:30 – 6:00 Monthly Staff Meeting – Choose "Habit of Mind"	3 Content Area Staff Meetings 3:30 – 5:00/Lesson Planning 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

December 2009

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

My Professional Development Plan

Assess Learning Needs

Evaluate the Learning

Determine the Focus

Reflect on Application

The Purpose is Student Achievement and Closing the Achievement Gap

Create a Plan

Carry Out a Plan

Apply Learning

Nested Professional Learning Communities for Equity

Learning communities engage in...

Learning communities are based on...

Continuous Inquiry
Professional learning communities engage in continuous inquiry. They identify problems based on data, try research-based practices to address them, continuously examine the effectiveness of strategies for the lowest-performing groups and make changes based on what they learn.

Collaboration
Professional learning communities work collaboratively. No matter what their roles or levels in the system may be, educators seek out the expertise and feedback of their colleagues. They are particularly attentive to the cultural insights that members of diverse backgrounds bring to bear on the problems at hand. They share with one another, solve problems together, and support each other to do high-quality work.

Reflective Dialogue
Members of professional learning communities reflect, both individually and collectively, on the degree to which work meets both a shared set of standards for good professional work and goals for student achievement. Reflective dialogue produces shared understanding about the purposes and processes for teaching and learning, as well as awareness of the ways practices at each level of the system can be honed to improve student achievement and close the achievement gap.

De-privatizing Practice
In professional learning communities, educational practice (whether teaching or leadership) is not a private act. It is shared openly so educators learn with and from one another. Educators are open to sharing what they do and why they do it.

Common Practice
The work of professional learning communities is based on shared pictues of best practice (whether teaching or leadership) that supports the development, implementation and continuous refinement of a standards-based common curriculum and set of instructional strategies that are robust and challenging for all students.

A Focus on Student Learning
Every activity of the professional learning community is focused on improving teaching and learning, and of improving achievement for all students while closing the achievement gap for those who are traditionally underserved. Teachers and administrators are held individually and collectively accountable for results.
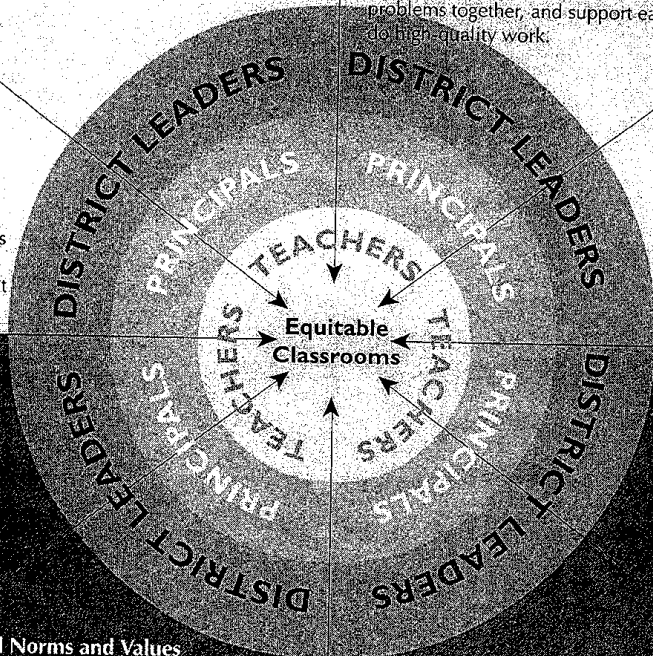
Shared Norms and Values
Professional learning communities develop shared norms and values that establish reciprocal expectations for members. In addition to promoting healthy communication and decision-making, these norms and values promote a commitment to cultural proficiency by ensuring that all members experience the community as accepting of and responsive to their cultural backgrounds.

A Systems Approach
As nested professional learning communities, all levels of the school system are aligned for the purpose of improving instruction. Teachers work collaboratively to improve their practice, principals provide instructional support for teachers, and the district office focuses its support on schools. Each level of the system is accountable to each of the others for contributing to the improvement of instruction.

DISTRICT LEADERS — PRINCIPALS — TEACHERS — **Equitable Classrooms**

What Is a "Professional Learning Community"?

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.

Richard DuFour

The idea of improving schools by developing *professional learning communities* is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.

The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. Another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too shall pass."

The movement to develop professional learning communities can avoid this cycle, but only if educators reflect critically on the concept's merits. What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?

Big Idea #1: Ensuring That Students Learn

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.

School mission statements that promise "learning for all" have become a cliché. But when a school staff takes that statement literally—when teachers view it as a pledge to ensure the success of each student rather than as politically correct hyperbole—profound changes begin to take place. The school staff finds itself asking, What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own school? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative.

As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

*   What do we want each student to learn?

*   How will we know when each student has learned it?

*   How will we respond when a student experiences difficulty in learning?

The answer to the third question separates learning communities from traditional schools.

Here is a scenario that plays out daily in traditional schools. A teacher teaches a unit to the best of his or her ability, but at the conclusion of the unit some students have not mastered the essential outcomes. On the one hand, the teacher would like to take the time to help those students. On the other hand, the teacher feels compelled to move forward to "cover" the course content. If the teacher uses instructional time to assist students who have not learned, the progress of students

who have mastered the content will suffer; if the teacher pushes on with new concepts, the struggling students will fall farther behind.

What typically happens in this situation? Almost invariably, the school leaves the solution to the discretion of individual teachers, who vary widely in the ways they respond. Some teachers conclude that the struggling students should transfer to a less rigorous course or should be considered for special education. Some lower their expectations by adopting less challenging standards for subgroups of students within their classrooms. Some look for ways to assist the students before and after school. Some allow struggling students to fail.

When a school begins to function as a professional learning community, however, teachers become aware of the incongruity between their commitment to ensure learning for all students and their lack of a coordinated strategy to respond when some students do not learn. The staff addresses this discrepancy by designing strategies to ensure that struggling students receive additional time and support, no matter who their teacher is. In addition to being systematic and schoolwide, the professional learning community's response to students who experience difficulty is

* _Timely_. The school quickly identifies students who need additional time and support.

* _Based on intervention rather than remediation_. The plan provides students with help as soon as they experience difficulty rather than relying on summer school, retention, and remedial courses.

* _Directive_. Instead of _inviting_ students to seek additional help, the systematic plan _requires_ students to devote extra time and receive additional assistance until they have mastered the necessary concepts.

The systematic, timely, and directive intervention program operating at Adlai Stevenson High School in Lincolnshire, Illinois, provides an excellent example. Every three weeks, every student receives a progress report. Within the first month of school, new students discover that if they are not doing well in a class, they will receive a wide array of immediate interventions. First, the teacher, counselor, and faculty advisor each talk with the student individually to help resolve the problem. The school also notifies the student's parents about the concern. In addition, the school offers the struggling student

a pass from study hall to a school tutoring center to get additional help in the course. An older student mentor, in conjunction with the struggling student's advisor, helps the student with homework during the student's daily advisory period.

Any student who continues to fall short of expectations at the end of six weeks despite these interventions is required, rather than invited, to attend tutoring sessions during the study hall period. Counselors begin to make weekly checks on the struggling student's progress. If tutoring fails to bring about improvement within the next six weeks, the student is assigned to a daily guided study hall with 10 or fewer students. The guided study hall supervisor communicates with classroom teachers to learn exactly what homework each student needs to complete and monitors the completion of that homework. Parents attend a meeting at the school at which the student, parents, counselor, and classroom teacher must sign a contract clarifying what each party will do to help the student meet the standards for the course.

Stevenson High School serves more than 4,000 students. Yet this school has found a way to monitor each student's learning on a timely basis and to ensure that every student who experiences academic difficulty will receive extra time and support for learning.

Like Stevenson, schools that are truly committed to the concept of learning for each student will stop subjecting struggling students to a haphazard education lottery. These schools will guarantee that each student receives whatever additional support he or she needs.

Big Idea #2: A Culture of Collaboration

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.

Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the staff's willingness to collaborate often stops at the classroom door. Some school staffs equate the term "collaboration" with congeniality and focus on building group camaraderie. Other staffs join forces to develop consensus on operational procedures, such as how they will respond to tardiness or supervise recess. Still others organize themselves into committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although

each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community.

The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

Collaborating for School Improvement

At Boones Mill Elementary School, a K-5 school serving 400 students in rural Franklin County, Virginia, the powerful collaboration of grade-level teams drives the school improvement process. The following scenario describes what Boones Mill staff members refer to as their *teaching-learning process.*

The school's five 3rd grade teachers study state and national standards, the district curriculum guide, and student achievement data to identify the essential knowledge and skills that all students should learn in an upcoming language arts unit. They also ask the 4th grade teachers what they hope students will have mastered by the time they leave 3rd grade. On the basis of the shared knowledge generated by this joint study, the 3rd grade team agrees on the critical outcomes that they will make sure each student achieves during the unit.

Next, the team turns its attention to developing common formative assessments to monitor each student's mastery of the essential outcomes. Team members discuss the most authentic and valid ways to assess student mastery. They set the standard for each skill or concept that each student must achieve to be deemed proficient. They agree on the criteria by which they will judge the quality of student work, and they practice applying those criteria until they can do so consistently. Finally, they decide when they will administer the assessments.

After each teacher has examined the results of the common formative assessment for his or her students, the team analyzes how all 3rd graders performed. Team members identify strengths and weaknesses in student learning and begin to discuss how they can build on the strengths and address the weaknesses. The entire team gains new insights into what is working and what is not, and members discuss new strategies that they can implement in their classrooms to raise student achievement.

At Boones Mill, collaborative conversations happen routinely throughout the year. Teachers use frequent formative assessments to investigate the questions "Are students learning what they need to learn?" and "Who needs additional time and support to learn?" rather than relying solely on summative assessments that ask "Which students learned what was intended and which students did not?"

Collaborative conversations call on team members to make public what has traditionally been private—goals, strategies, materials, pacing, questions, concerns, and results. These discussions give every teacher someone to turn to and talk to, and they are explicitly structured to improve the classroom practice of teachers—individually and collectively.

For teachers to participate in such a powerful process, the school must ensure that everyone belongs to a team that focuses on student learning. Each team must have time to meet during the workday and throughout the school year. Teams must focus their efforts on crucial questions related to learning and generate products that reflect that focus, such as lists of essential outcomes, different kinds of assessment, analyses of student achievement, and strategies for improving results. Teams must develop norms or protocols to clarify expectations regarding roles, responsibilities, and relationships among team members. Teams must adopt student achievement goals linked with school and district goals.

Removing Barriers to Success

For meaningful collaboration to occur, a number of things must also *stop* happening. Schools must stop pretending that merely presenting teachers with state standards or district curriculum guides will guarantee that all students have access to a common curriculum. Even school districts that devote tremendous time and energy to designing the *intended* curriculum often pay little attention to the *implemented* curriculum (what teachers actually teach) and even less to the *attained* curriculum (what students learn) (Marzano, 2003). Schools must also give teachers time to analyze and discuss state and district curriculum documents. More important, teacher conversations must quickly move beyond "What are we expected to teach?" to "How will we know when each student has learned?"

In addition, faculties must stop making excuses for failing to collaborate. Few educators publicly assert that working in isolation is the best strategy for improving schools. Instead, they give reasons why it is impossible for them to work together: "We just can't find the

time." "Not everyone on the staff has endorsed the idea." "We need more training in collaboration." But the number of schools that have created truly collaborative cultures proves that such barriers are not insurmountable. As Roland Barth (1991) wrote,

Are teachers and administrators willing to accept the fact that they are part of the problem? . . . God didn't create self-contained classrooms, 50-minute periods, and subjects taught in isolation. We did—because we find working alone safer than and preferable to working together. (pp. 126–127)

In the final analysis, building the collaborative culture of a professional learning community is a question of will. A group of staff members who are determined to work together will find a way.

Big Idea #3: A Focus on Results

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of team goals shifts. Such goals as "We will adopt the Junior Great Books program" or "We will create three new labs for our science course" give way to "We will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent" or "We will reduce the failure rate in our course by 50 percent."

Schools and teachers typically suffer from the DRIP syndrome—Data Rich/Information Poor. The results-oriented professional learning community not only welcomes data but also turns data into useful and relevant information for staff. Teachers have never suffered from a lack of data. Even a teacher who works in isolation can easily establish the mean, mode, median, standard deviation, and percentage of students who demonstrated proficiency every time he or she administers a test. However, data will become a catalyst for improved teacher practice only if the teacher has a basis of comparison.

When teacher teams develop common formative assessments throughout the school year, each teacher can identify how his or her students performed on each skill compared with other students.

Individual teachers can call on their team colleagues to help them reflect on areas of concern. Each teacher has access to the ideas, materials, strategies, and talents of the entire team.

Freeport Intermediate School, located 50 miles south of Houston, Texas, attributes its success to an unrelenting focus on results. Teachers work in collaborative teams for 90 minutes daily to clarify the essential outcomes of their grade levels and courses and to align those outcomes with state standards. They develop consistent instructional calendars and administer the same brief assessment to all students at the same grade level at the conclusion of each instructional unit, roughly once a week.

Each quarter, the teams administer a common cumulative exam. Each spring, the teams develop and administer practice tests for the state exam. Each year, the teams pore over the results of the state test, which are broken down to show every teacher how his or her students performed on every skill and on every test item. The teachers share their results from all of these assessments with their colleagues, and they quickly learn when a teammate has been particularly effective in teaching a certain skill. Team members consciously look for successful practice and attempt to replicate it in their own practice; they also identify areas of the curriculum that need more attention.

Freeport Intermediate has been transformed from one of the lowest-performing schools in the state to a national model for academic achievement. Principal Clara Sale-Davis believes that the crucial first step in that transformation came when the staff began to honestly confront data on student achievement and to work together to improve results rather than make excuses for them.

Of course, this focus on continual improvement and results requires educators to change traditional practices and revise prevalent assumptions. Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student.

Educators who focus on results must also stop limiting improvement goals to factors outside the classroom, such as student discipline and staff morale, and shift their attention to goals that focus on student learning. They must stop assessing their own effectiveness on the basis of how busy they are or how many new initiatives they have launched and begin instead to ask, "Have we made progress on the goals that are most important to us?" Educators must stop working in

isolation and hoarding their ideas, materials, and strategies and begin to work together to meet the needs of all students.

Hard Work and Commitment

Even the grandest design eventually translates into hard work. The professional learning community model is a grand design—a powerful new way of working together that profoundly affects the practices of schooling. But initiating and sustaining the concept requires hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

When educators do the hard work necessary to implement these principles, their collective ability to help all students learn will rise. If they fail to demonstrate the discipline to initiate and sustain this work, then their school is unlikely to become more effective, even if those within it claim to be a professional learning community. The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

References

Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan, 73*(2), 123–128.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

Richard DuFour recently retired as Superintendent of Adlai Stevenson High School in Lincolnshire, Illinois. He currently resides in Moneta, Virginia, and may be reached at (540) 721-4662; rdufour@district125.k12.il.us. His forthcoming book is *Whatever It Takes: How a Professional Learning Community Responds When Kids Don't Learn* (National Educational Service, in press).

Professional Development Inservice

Differentiated Instruction
English Language Development
Reciprocal teaching
Habits of Mind
Six Essential Competencies

Differentiated Instruction

Day 1 Assessment   Trainer Agenda

Materials for this training: Agendas and Feedback forms

Materials participants already have: Module with copies of slides, relevant research articles, agenda

Instructor: *The participants' agenda looks like your trainer agenda minus this information section and any italicized text, (except for titles of readings) to enable you to tailor the day to the participants. Be selective about the slides. The key points are identified in the notes:*
Essentially they are:

- Assessment-Diagnostic, formative, and summative
- Scope and sequence of skills-Creating a safety net
- What flexible grouping looks like-Grouping possibilities
- Apportioning instructional time
- Special needs of students
- Constraints of the classroom-Students, dimensions, movement
- Implementation of skill groups-Modeling centers, materials available, monitoring
- Teaching tools-Work box, answer keys, testbox
- Teacher resources-Normative and cooperative structures

8:30   **Welcome/Introduction/Purpose**
- **Paradigm shift**
- **Creating a safety net**
- **Organizing diagnostics, predictive measures**

The goal today is that teachers will have a plan for redesigning their classrooms to match a flexible grouping model. This is also an opportunity to assess the awareness of the participants as to their understanding of the term "differentiated instruction" and "flexible grouping." A KWHL activity would be useful here. Crucial here is the point of assessment as a tool to inform instruction or "backwards planning." Even though we try to do it right from the start, there will be students who will need more individual support. The research suggests that for every grade a student is behind he or she needs 15 additional minutes of instruction. This is different than the old model of remediation where children were often pulled out and ended up receiving the same amount of time but just different techniques. Tutoring approaches, one-to-one or small group support systems are important backups to ensure that no one slips through the cracks. However if we start out right, the number of students requiring such support outside of the regular classroom will be greatly minimized,

9:00   **Paradigm Shift, Organizing Diagnostics, Scope and Sequence of Skills**
                         (Put up and Discuss Slides 1 – 3)

Here you will address the special needs of secondary teachers which will include master scheduling, and the practical implementation of scheduled support for these students within the

classroom. Here you will cover the pragmatic details of implementation which include: Diagnostic assessment, and formative assessment. Here you will also provide diagnostic and formative assessment tools for participants to consider and ways to use the results. Generally schools rely on large-scale achievement test batteries which give reliable accountability measures but do not provide adequate diagnostic information about each child. Similarly, some authentic measures like running records or reading conferences can provide a snapshot of a student's reading processes but do not provide information about the specific nature of a student's area of need. (The diagnostic sequence chart is a tool for the use of teachers or leadership group meetings). Discuss the nature and importance of the scope and sequence of skills relative to both literacy and content areas. Crucial here is the point that our instructional programs must accommodate the individual needs of our students. To make this happen in a real classroom several things need to be addressed: the special needs of the students, scheduling and classroom constraint, daily and weekly implementation, cooperative or heterogeneous skill groups (the latter we will discuss in more depth during the next hour).

10:00   Grouping Issues

Grouping should, if needed, make up only a portion of the day. Groups may be needed for specific needs (skill-based or needs based). Often such groups will be needed only while the student is learning to "crack the code," but of course is also useful for students who are working to increase fluency, vocabulary, and comprehension. Schools may choose once they adopt their materials to have all students in the same place but then use a small group workshop approach with students at centers and others with the teacher at another time, (This is the Open Court and Corrective Reading approach), or they may wish to have different groups for accommodating different levels of literacy. Here you want to make the critical point that a school site accommodation to differentiation will vary depending on many factors, but the most critical is: Whether or not an intensive intervention has been selected and what is the capacity of the site to implement the model to design classes which are homogeneously grouped? Other issues involve creating a Master Schedule which responds to the needs of a population of non-proficient readers

10:00   Break

10:15-11:00   *(Put up Slide #4)*
What Flexible Grouping Looks Like
Have teachers respond in K W L Format. The crucial point during this time is to arrive at the point where teachers understand the necessity of using some type of formative or on-going assessment so that grouping of students is flexible, (students are continuously assessed to determine if they have mastered sufficient skills to move to another group).

> ***(Put up and Discuss Slide #5)***
> **Apportioning instructional time**
>
> ***(Put up Slide #6)***

Here you may want to address several issues which will impact implementation: Master scheduling and the capacity (read teachers) to implement an intervention model. That said, there are certainly issues within the content area classrooms which involve the daily and weekly implementation of a differentiated model. Critical points to cover involve the determination of instructional plans for homogeneous or heterogeneous groups are combinations-determining "what might an instructional plan look like." Include the necessity of analyzing the tasks required at a center or of a group. These tasks should be embedded in the behavioral objective which is derived from the skill strand/standard and should be justified per assessment backwards planning)

11:00-12:00   **Classroom Implementation**
                                 (Put up and Discuss Slide #7)

Here, it is important to consolidate the information that has already been discussed, particularly the issue of scheduling, specific reading intervention classes, reading interventions for content area classrooms, homogeneous and heterogeneous groupings of students. Make the crucial point that anything placed into a center as well as any independent work must reflect the objective, and the student should know that the work is important for specific skill development. Actual classroom implementation will involve many factors:

- *A normative underlayment of procedures which support both independent and cooperative ways to construct meaning.*
- *A normative overlay of expectations as to the quality and quantity of work as well as both, specific and long-range student goals.*
- *Consideration of the specific needs of students, (including skill-level, and language proficiency).*
- *Constraints of the classroom, (number of students, dimensions of classroom, and movement).*
- *Variety and type of resources available to support implementation.*

- *Schema includes the specific modeling/scaffolding of any new instructional element, Group Look and Work Wall schedules.*

- *Implementation of skill groups, materials, and monitoring.*

12:00-1:00   **LUNCH**

1:00-2:00   **Teaching tools: What it means to "conduct", and the power of self correction**

During this time you will discuss the "Work Box" and "Test Box." The "Work Box" is where all the materials for practice and application are kept. The "Test Box" is where the informal and formal assessment materials are kept, with answer keys where applicable; these materials directly correlate with the scope and sequence of skills. In content are classrooms it is useful to discuss how the California content objective strands spiral and correlate across the grades. This information is extremely important when differentiating instruction through content. Flesh out the scope and sequence of skills. (Use Generic Model) This will take about 30 minutes. Much discussion will be generated about the types of materials and activities which could comprise the "Work Box." The point here is that the materials must match the array presented in the scope and sequence of skills. If districts are using a complete intervention, or if the site is using other resources for strategic and intensive intervention then the critical elements are that the teacher must provide on- going assessment to ensure flexibility and the activities/assignments/lessons must be developmentally appropriate.

2:00-2:15   **Break**

2:15-3:00   **Diagnostic Reading conferences /Planning for Change**

Here, it is important to stress the importance of providing on-going assessment. Make the point that a reading conference may actually be tailored to accommodate any subject area, perhaps more may

be said relative to this at a later date. For our purposes use this time to discuss the reading conference form **(Put up Slide #8)** *thoroughly; explain each segment of the form. Be sure to embed the discussion with ways of using this tool in the classroom, (schedules, times, etc).*

A large portion of time, (35-40 minutes), should be spent here allowing teachers to plan for change. **Use the slide template.**

Differentiated Instruction

Day 2   Assessment   Trainer Agenda

Materials for this training: Agenda and Feedback Forms, transparencies, overheads for Day 2, samples of various assessment

Materials participants already have: Module with copies of slides, relevant research articles, agenda.

Textbook Series:

Note:

Instructor: *The participant's agenda looks like your trainer agenda minus this information section and any italicized text, (except for titles of readings), to enable you to tailor the day to the participants.   Be selective about the slides.   The key points for today are identified in the notes, essentially they are:*

- Diagnostic Assessment
- Formative (on-going) assessment
- Summative Assessment
- Formal, informal, portfolio, and performance-based assessment
- Content standards and instructional alignment
- Behavioral objectives
- Scope and sequence of skills
- Meeting individual needs for targeted students.

8:00   Welcome/Introduction/Purpose

- **Creating a safety net**
- **Organizing diagnostics, predictive measures**
- **Scope and sequence of skills**

The goal today is that teachers will review and understand assessment as a critical element in informing instruction and as a necessity in providing for the individual needs of students. Additionally, teachers will create a plan for redesigning instruction to match an equity model, a model which provides for universal access to the curriculum.
Several years ago a former colleague, Dr. Linda Clinard described the necessity of educators to "backwards plan" for instruction to meet the needs of students.   To implement a program of instruction teachers need to understand diagnostic, formative, and summative assessment.

8:10   *(Put up Slide # 1)*

In a differentiated classroom, no single content assessment or type of assessment is used as the sole measure of student learning.   When the teacher attends to content in conjunction with the context, cognition, and social skills of the student, a more detailed picture of what the student knows and is able to do becomes more apparent.   Authentic assessment moves the student from situation specific learner to independent problem solver.   Moll, (2003), suggests three levels of assessment techniques: Situation Specific Tests, Supported Performances, and Authentic assessment.

Briefly describe each:

⬤ Situation Specific Tests

Anderson, (1997) refers to the assessment which occurs in typical classrooms: interrogate review, and evaluate. Most assessment techniques focus on content comprehension and skill acquisition. The assessment is often based on the classroom curriculum concepts taught under isolated circumstances. The assessment is intended to determine if the student understands and can perform the skill. Examples of this type of assessment are paper and pencil tests, worksheets and boardwork.

Students are often not required to apply the skills to new situations or to use the skills in problem-solving.

Supported Performances:

Here, the teacher opens the door for students to demonstrate under supportive circumstances, what they know and can do. At this level of assessment, the teacher gives the student the opportunity to apply and to analyze new learning.

Participant Activity: (20 minutes)

Here allow participants to discuss and chart the assessments used within the classroom and as a district requirement. Note: You will refer to this chart during the day. It is important for participants to understand that good tests are "content valid", that is to say, they must test what is taught.

⬤ 9:10   Diagnostic Assessment

Here you will provide diagnostic assessment tools for participants to consider and ways to use the results:

Basal series diagnostic tests should be provided for review here; tests may include placement tests, pre-tests, as well as specific literacy assessments such as the Basic Phonics Skills Test, the CORE Phonics survey, the Rosner, and Sawyer Tests, the Developmental Reading Assessment,(DRA), The QWIK Inventory, the San Diego Quick Assessment, the Mcleod Comprehension Test, and Leveled reading passages . The key points to be made here:

- *All diagnostic assessment should closely match the scope and   sequence of skills taught within the curriculum; they should be content-valid.*

- *A diagnostic sequence should be established which offers a more comprehensive survey of skills. For example, often after and initial assessment it is determined that a student needs a more specific assessment such as the Phonics survey or the San Diego Quick Assessment, or perhaps the QWIK Inventory. This diagnostic sequence also needs to include any district-required assessment.*

Participant Activity
(Put up Slide #2 & #3)

⬤ *As an activity, group participants, and provide one assessment per group, assign the following criteria for discussion: What is the assessment, (provide a brief description); When is it used; How is it used or administered; and most importantly, Why is it used, (does it closely match the scope and sequence of skills), is it a valid assessment of content. Share, (Table Talk), and process this information with participants. This activity will take about 45 minutes.*

10:00   Break

10:15   Formative Assessment

Here you will provide formative assessment tools for participants to consider:

• *All formative assessments within the Basal texts or content area materials should be provided for participants to review.* ***Note:*** *All materials related to district adoption need to be gathered by the trainer and reviewed beforehand.*

A critical point to make here is that formative assessment may be formal or informal.

• *Formative assessment is the crucial element in modification of instruction to accommodate the individual needs of students.*

• *Formative assessment speaks to instructional efficacy.*

• *Formative assessment is necessary to create flexible skill or content groups.*

Participant Activity:

Group participants and select sources for formative assessment such as opportunities within Basal texts, lesson plans, selection assessments, and teacher observation, within the next 20 minutes each group will brainstorm as many opportunities for formative assessment as possible. Additionally, each group will discuss, (Table Talk), and share ways in which instruction will be modified to accommodate assessment. ***Note:*** *Trainer should review all relevant formative assessment with in Basal or content materials and should review beforehand the module on Differentiated Lesson planning*

11:15   Summative Assessment
**   *(Put up and Discuss Slide #4)***

Most curricula suggest a summative assessment; frequently districts choose additional summative assessment which is often formal and frequently standardized. It is crucial here to discuss the assessment that the district has required teachers to use.

Key points must include:

• *Definition of summative assessment*
• *Definitions of standardized, criterion-referenced, performance-based, and benchmark assessment*
• *Consensus/understanding of ways to use summative assessment*

Participant Activity

Participants should read/scan California Content Standards, Chapter 5 "Assessment" (Participants record key points) This activity will take about 30 minutes. Share/Process questions with participants.

12:00   Lunch

1:00   Strategies for Assessment:

Diverse Learners (in class homework)
The key point of the last section is that diverse learners display characteristics specific to the following needs: memory skills, strategy knowledge and use, vocabulary knowledge, and language coding, (Kame'enui, 2000). Allow participants (20 minutes) to read the article "Effective Strategies for Diverse Learners." Participants will use the study sheet to record important points.

2:00 Break

2:15 (*Put up and Discuss Slide #5*)
"Mediated Scaffolding"

Allow participants to discuss the five elements on the slide. Using Handout 1, group into four small groups, participants will describe a learner with memory skill deficiencies, and prescribe instruction, and each characteristic in turn for each prescribing instruction. Allow participants to chart there products on large chart paper share and process as a whole group. Allow (45 minutes).

Closure:

Summarize all key points. Be sure to make the point that assessment is designed to generate instruction which meets the individual needs of students, "backwards planning".
Note: *Participants record three significant concepts from today's session. Distribute evaluations.*

Differentiated Instruction

Day 3   **Trainer Agenda**

Resources for Implementation

Materials for this training: Agendas, reading supplementary materials, (Reading Conference Form Overhead)

Materials participants must have: Samples of basal or content-area texts, resources that they have brought to this training, boxes, and/or file folders, access to a copy machine, lunch.

Note: *This day is primarily a structured implementation or "make it and take it" day, teachers will have opportunities to design and assemble materials for differentiated lesson planning, and assessment.*

Instructor: *The participants' agenda looks like your trainer agenda minus this information section, (except for titles or readings), to enable you to tailor the day to the participants. Be selective about the slides. The key points are identified in the notes:*

Reading conferences can be an effective way to monitor student progress/skills.

A variety of resources are needed to implement a differentiated curricula.
Work boxes can be assembled with materials for practice and application of skills and content.

Test boxes can be assembled with materials which provide for formative assessment.

Formative assessment is aligned with instructional content, (scope and sequence of skills).

8:00   **Welcome/Purpose   (10 minutes)**

- **Reading Conferences**
- **Work boxes**
- **Test boxes**

The goal today is that teachers will match resources with the literacy and content area scope and sequence of skills.

Note: *The instructional resources of content area teachers will differ from the resources of K-6 teachers. K-6 teachers will need to assemble resources which address reading comprehension, word work, vocabulary skills, spelling and writing. Content area teachers of high school and middle school students will need to assemble instructional resources which differentiate a content area curriculum. The home work from the last session required teachers to bring to this in service all instructional resources which may address the needs of diverse learners. These resources may include those within the basal program as well as any additional resources.*

Materials that the trainer must have: *A scope and sequence of skills from the basal textbook teacher's edition or from a content area textbook; chart paper, markers, slides of the reading conference form, the workbox prototype, the testbox prototype, and extra transparencies.*

Materials participants must have: a box or container holding collected resources, an accordion file

box which can hold resources for each skill area, a scope and sequence of skills.

8:10   Reading Conferences
          (Put up Slide #1) - **"The Reading Conference"**

Reading conferences provide opportunities for teachers to "check in" on student progress. Conferences may be structured to include information about reading as well as content area text and essential student questions,(see Slide 2 Essential Student questions). **(Put up Slide #2)**

The reading conference need be no longer than 5-7 minutes of scheduled time.

*Review each aspect of the conference form, which for reading covers decoding, comprehension, vocabulary acquisition and follow-up activities; and for content area subject matter covers essential student questions. Guide participants through each aspect of the form for both reading and content areas, be certain to cover the comprehension possible questions,***(Put up Slide #3 – "Possible Questions") (Handout # 1)*** Allow participants time to discuss each element on the conference form, and to process the essential questions.*

9:10   Creating Work Boxes
          (Put up Slides #4 & #5)

Transition to Work Boxes. Make the critical point that teachers must have organized and assembled resources, and materials to support lesson planning for differentiated instruction.

The Work Box is one way of providing support for lesson planning.   Note that during the last session, the home work assignment was to garner resources and materials from the handout/checklist provided and to bring them to this session.

Note that below is the content of the homework handout:

For those teachers of K-8 programs:
Bring the scope and sequence of skills for reading, word work, and grammar, writing, and language. These can be found in the Teacher's Editions, Theme One in Houghton-Mifflin, McDougal-Littel, Prentiss-Hall, and others.

Bring the Support materials within the basal program for the Intensive, Strategic, Benchmark, and Challenge student. These materials will include the ancillary handbooks: Extra Support, English Language Learner, and Challenge.
For teachers of 9-12 content curricula, bring all materials which relate to the content area scope and sequence of skills.
Bring any additional reading, word work, or grammar, writing, and language materials you may have which address the scope and sequence of skills.

(An embedded break will occur from 9:30-9-45)

Here are some excellent resources for K-6 reading intervention:

Instructor: *Briefly discuss each below:*

SRA/McGraw-Hill
Corrective Reading
Globe-Fearon, "Highpoint"
Hampton-Brown, "Into English" or "Advance" for English Language Learners
Sopris-West, "Language!" for middle, and high school intervention
Houghton-Mifflin, "Early Success" or "Si Puedo" for K-3 Intervention
Houghton-Mifflin, "Soar to Success" for 4-8 Intervention
McDougal-Littel, "Bridges"
Sopris-West, "Rewards" for middle, and high school intervention
Scholastic, "Read 180" for K-12 intervention
Scholastic, SIPPS,(John Sheffelbine), for Phonemic Awareness and Phonics intervention

Note to instructor: *Teachers should assemble a file of resources which is categorized to align with the reading or content area scope and sequence of skills. This should resemble the prototype Workbox that you have made beforehand. Teachers should plan on making two copies of what is to be used as a resource for lesson planning.*

11:00   Creating Test Boxes
(Put up Slides # 6 & # 7)

*The next two hours are designed to have teachers create Test Boxes
As with the Work Box, teachers should bring to this session all assessment materials within the current reading or content area curricula, all of these were addressed during Day Two. Here, it is important for teachers to think of ways to structure formative assessment so that teachers can modify instruction to meet the needs of diverse learners.*

*As a participant activity, list ways in which teachers can informally assess student progress, remember to include ways in which teachers mediate and modify instruction as well as ways in which teachers check for understanding, portfolio opportunities, preteaching, and or reteaching. **Key point:** most responses will indicate informal formative assessment.*

(An embedded lunch will occur from 12-1)

The Test Box includes all of those materials for which STUDENTS can measure performance. Materials in this box may include, selection quizzes, "on demand" writing prompts, spelling tests, and any other intermediate assessments which can be student-selected and corrected. All materials in this box should also have an Answer Key.

2:00
Teachers will spend this last hour assembling assessment for this box

Closure:

It is important that teachers know that the materials in the Work Box and Test Box provide for an on-going process of support for differentiated lesson planning. The box will not be complete at this session.

Homework:

Read Articles from: Ways We Want our Class to Be, and Blueprints for a Collaborative Classroom, or Chapter 23, Differentiated Instruction" from the CORE Teaching Reading Sourcebook

Day Four   **Trainer Agenda**

Differentiated Instruction

Classroom Implementation

Materials for this training: Agendas, feedback forms, slides, lesson plan forms(blank), "Schema" slide, article on "Small Group Instruction", "Five Steps to Independence Handout"

Materials participants already have: Homework, agendas, Teacher's Editions,

Key points to be covered:

- Normative and cooperative structures
- What it means to "conduct'
- Daily Implementation
- Weekly Implementation
- Skill groups and content area groups
- Homogeneous groups and heterogeneous groups
- Cooperative groups
- Schema

Textbook Series:

Note:

Instructor: *The participant agenda looks like your trainer agenda minus this information section ,
(except for titles of readings) to enable you to tailor the day to the participants.   Be selective about the
slides.*

8:00   **Welcome/Purpose**

 *Today participants will examine all aspects of classroom management which support differentiated
instruction.*

8:00-8:45   **Minutes: 45**

  Participant Activity
  (Put up Slide # 1)

 **Discuss with a partner, one thing regarding differentiated instruction that is most difficult to
implement.**

  Instructor: *Allow participants time to share their thoughts regarding the difficulties, with the whole
group. Make the point that many of these difficulties will be addressed during the course of the
institute. **Note:** record all of these thoughts on large chart paper for reference during the week.*

8:45-9:30   **Additional Activity**
   (Put up Slides # 2 & # 3 – "Commonly Asked   Questions")

Participants may add more questions. Process and discuss -- mention that each will be discussed in depth today.

Table Talk

Process the homework and guide discussion in this manner;
- *Discuss any compelling thoughts or emotional responses(hearts) to the readings,(page by page).*
- *Discuss any points of interest (star icon)*
- *Discuss any questions(question mark icon)*
  (Put up Slide # 4)

Connect the discussion to classroom normative structures. Outline/brainstorm with participants the various normative structures, and cooperative structures that are reflected in the research and add any additions that teachers may have.

9:30-10:00   What it means to Conduct
(Put up and discuss each element -- Slide # 5)

Distribute Handout: "The Five Steps to Independence"

Engage participants in discussion of ways in which they may encourage students to work in meaningful independence.
The key point is that teachers learn to work smarter and not harder; a differentiated classroom is more student-centered; it requires structures which support independence such as opportunities for students to correct work, (immediate corrective feedback).

10:00-10:15   Break

10:15-11:15   Daily and weekly implementation
(Put up and Discuss each element in Slide # 6)

Note *that all elements need to be addressed in a differentiated classroom.*

(Put up Slide # 7 and Discuss this "sample")
(Put up and Discuss Slide # 8)

(Put up the Schema Slide # 9)

This diagram shows a "typical " differentiated classroom.

View and discuss each element on the diagram with teachers. Crucial here are the connections that teachers will make to their own classrooms. This diagram is a model and not a stricture.

Participant Activity:

Participants will complete a blank schema form, for their individual classrooms.

Close the activity with a list of resources for each area on the overhead.
They will include such resources as Words Their Way, SIPPS, Marie Carbo's Learning Styles, SRA, Highpoint, and resources from reading/language arts adoptions. Note to trainer: have a prepared list of

resources for this activity. Teachers may add to this list.

11:15-12:00   **Skill groups and Content area groups**

Participant activity:

Distribute the article on "Small group Instruction" read, record key points.

Allow participants to read the article, (20 minutes), Discuss/Process all key points.

Discuss ways in which teachers may arrange students in small interactive and instructional groups.

12:00-1:00   **Lunch**

1:00-1:30   **Homogeneous and heterogeneous groupings**
                          (Put up and Discuss Slide # 9)

Crucial point here is that groups of students should be arranged intentionally, that is with the skills and needs of students in mind. The differences between the two types of groups should be discussed. Allow participants to discuss ways in which they might organize groupings around instruction and independence.

1:30-2:00   **Cooperative groupings**

Re-visit the article: "Small Groups"

Allow participants to describe structures in which students may process information, (collaborative structures).

(Put up and Discuss Slides # 10 & # 11)

Note *that flexible groups are "flexible" because of on-going assessment. The crucial point here is that there are many ways for students to work together. A good resource is: "Blueprints for a Collaborative Classroom" – www.devstu.org*

2:00-2:10   **Break**

2:10-2:45   **Schema**
                          (Put up again Slide # 8)

Revisit now ways in which teachers might "put it all together" in the classroom. Have participants look again at the Schema diagram and discuss ways in which teachers will redesign their classrooms.

2:45-3:00   **Closure/Reflection**
                          (Possibly revisit Slides # 2 & # 3 –
                          "Commonly Asked Questions")

Review the day's Keypoints.
Participants complete the 3-2-1 handout; distribute evaluations; preview Day 5.

Differentiated Lesson Planning

Day 5   **Trainer Agenda**

Differentiated Instruction

Materials for this training: Slides, article on "Diverse Learners" by Kame'enui and Simmons, and the attached study sheet, chart paper, markers, Chapter Seven excerpt from the State Framework, ASCD handout, Lesson Planning" (Slides)

Materials participants already have: Basal or content area texts

Basal Series:

Note: The afternoon should allow time for teachers to plan and present differentiated lessons.

Instructor: *The participant agenda looks like your agenda minus the italicized text. Key points to cover are identified below.*

- Important principles of differentiated instruction
- Differentiated content, process, and product
- Teacher resources
- Models of teacher collaboration

8:00-8:15   **Welcome/Purpose**

Goal: Teachers will understand the elements of differentiated lesson planning.
Teachers will understand ways in which they might effectively collaborate and reflect as colleagues.
Teachers will be aware of resources available to create a stimulating classroom. Entertain any lingering thoughts from the previous day, and outline today's agenda.

8:15-9:00   **Differentiated Lesson Planning**

Participant Activity: KWL

Process what participants know, and want to know about differentiated lesson planning. Take these ideas and refer to them as appropriate, during the course of the day.

Using the Slide (Put up Slide # 1), outline and discuss the key principles of Differentiated lesson planning. Engage participants in noting the differences between traditional and differentiated plans. During the next hour we will go into depth about writing plans with differentiated content, the process of differentiated instruction and, differentiated products.

9:00-10:00   **Diverse Learners**

Distribute, and allow participants to scan the article on "Diverse Learners", Kame'enui, Simmons, highlight key points, (allow about 30 minutes).

Complete the study sheet for this article. We will process teacher's thoughts around the article

after the break.

10:00-10:15   **Break**

10:15-10:45   *(Put up Slide # 2)*

Process the article and the answers to the study sheet.
Make the key point that to effectively meet the needs of diverse learners, teachers need to PLAN and TEACH DIFFERENTLY. Discuss some current models of teaching such as Madeline Hunter, CRLP "Into, Through, and Beyond", Ellin Keene.

Transition to the next section

10:45-12:00   **Differentiated Lesson Plans**
                              Content, Process, Product
                              (Put up and Discuss Slides # 3 -- # 5)

Participant Activity (in groups)

Explain that this activity is designed to put together all of the discussion, research, student needs, teacher wisdom, and resources to design a model of instruction. **(Display the activity guidelines slides # 6 - # 9. Discuss each element)** *(Select a learner: Intensive, Strategic, EL, Benchmark, or Challenge);select a subject are or Literacy strand; select a day or week of instruction, chart and plan instruction). Things to consider are pacing, resources, (human and material) instructive and interactive groups, collaborative structures.* **See Slides and Handouts # 1 - # 3**

Be prepared to present and discuss after lunch.

12:00-1:00   **Lunch**

1:00-1:45   **Differentiated Lesson Plans**

Here you will allow participants to present and discuss the lesson plans.

1:45-2:00   **Teacher Resources**
                              (Put up and Discuss Slides # 9 and # 10)

Here you will provide participants with list of resources for implementation as well as readings and research for teachers to discover more about Equity and Diverse learners, and Differentiated Instruction.

                              Summing Up
                              (Put up Slides # 11 and # 12)

Summarize key resources with participants.

2:00-2:10   **Break**

2:10-2:45   **Models of Teacher Collaboration**

(Put up Slides # 13 and # 14, Discuss each element.)

Distribute collaboration handout (Slide # 13), and discuss ways in which teachers may effectively work together.

2:45-3:00   **Closure**
                            (Put up Slides # 15, # 16, # 17)

      Summarize key points (announce any coaching follow-up (Slide # 13)), allow time for reflection (3-2-1- handout), Final evaluations.

Effective Language Instruction for English Learners
Robin Scarcella, UCI

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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 ESL. 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

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.

DESCRIBING 16 HABITS OF MIND

By
Arthur L. Costa, Ed. D.
and
Bena Kallick, Ph.D.

By definition, a problem is any stimulus, question, task, phenomenon, or discrepancy, the explanation for which is not immediately known. Thus, we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem. Not only are we interested in how many answers students know, but also in knowing how to behave when they DON'T know. Habits of Mind are performed in response to those questions and problems the answers to which are NOT immediately known. We are interested in observing how students produce knowledge rather than how they merely reproduce knowledge. The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.

A "Habit of Mind" means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties--our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced through are more powerful, of higher quality and greater significance than if we fail to employ those patterns of intellectual behaviors.

Employing "Habits of Mind" requires a composite of many skills, attitudes cues, past experiences and proclivities. It means that we value one pattern of thinking over another and therefore it implies choice making about which pattern should be employed at this time. It includes sensitivity to the contextual cues in a situation which signal this as an appropriate time and circumstance in which the employment of this pattern would be useful. It requires a level of skillfulness to employ and carry through the behaviors effectively over time. It suggests that as a result of each experience in which these behaviors were employed, the effects of their use are reflected upon, evaluated, modified and carried forth to future applications

HABITS OF MIND ATTEND TO: .

• **Value:**	Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns.
• **Inclination:**	Feeling the tendency toward employing a pattern of intellectual behaviors.
• **Sensitivity:**	Perceiving opportunities for, and appropriateness of employing the pattern of behavior.
• **Capability:**	Possessing the basic skills and capacities to carry through with the behaviors.
• **Commitment:**	Constantly striving to reflect on and improve performance of the pattern of intellectual behavior.

DESCRIBING HABITS OF MIND

> When we no longer know what to do we have come to our real work and when we no longer know which way to go we have begun our real journey. The mind that is not baffled is not employed. The impeded stream is the one that sings.
>
> Wendell Berry

What behaviors are indicative of the efficient, effective problem solver? Just what do human beings do when they behave intelligently? Research in effective thinking and intelligent behavior by Feuerstein (1980), Glatthorn and Baron (1985), Sternberg (1985), Perkins (1985), and Ennis (1985) indicates that there are some identifiable characteristics of effective thinkers. These are not necessarily scientists, artists, mathematicians or the wealthy who demonstrate these behaviors. These characteristics have been identified in successful mechanics, teachers, entrepreneurs, salespeople, and parents—people in all walks of life.

Following are descriptions and an elaboration of 16 attributes of what human beings do when they behave intelligently. We choose to refer to them as <u>Habits of Mind.</u> They are the characteristics of what intelligent people do when they are confronted with problems, the resolution to which are not immediately apparent.

These behaviors are seldom performed in isolation. Rather, clusters of such behaviors are drawn forth and employed in various situations. When listening intently, for example, one employs flexibility, metacognition, precise language and perhaps questioning.

Please do not think that there are only sixteen ways in which humans display their intelligence. It should be understood that this list is not meant to be complete. It should serve to initiate the collection of additional attributes. Although 16 Habits of Mind are described here, you, your colleagues and your students will want to continue the search for additional Habits of Mind by adding to and elaborating on this list and the descriptions.

1. Persisting

> Persistence is the twin sister of excellence.
> One is a matter of quality; the other, a matter of time.
>
> Marabel Morgan,
> *The Electric Woman*

Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, to develop a system, structure, or strategy to attack a problem. They employ a range and have repertoire of alternative strategies for problem solving. They collect evidence to indicate their problem-solving strategy is working, and if one strategy doesn't work, they know how to back up and try another. They recognize when a theory or idea must be rejected and another employed. They have systematic methods of analyzing a problem which include knowing how to begin, knowing what steps must be performed, and what data need to be generated or collected. Because they are able to sustain a problem solving process over time, they are comfortable with ambiguous situations.

Students often give up in despair when the answer to a problem is not immediately known. They sometimes crumple their papers and throw them away saying, "I can't do this," "It's too hard," or, they write down any answer to get the task over with as quickly as possible. Some have attention deficits; they have difficulty staying focused for any length of time, they are easily distracted, they lack the ability to analyze a problem, to develop a system, structure, or strategy of problem attack. They may give up because they have a limited repertoire of problem solving strategies. If their strategy doesn't work, they give up because they have no alternatives.

2. Managing Impulsivity

> "....goal directed self-imposed delay of gratification is perhaps the essence of emotional self-regulation: the ability to deny impulse in the service of a goal, whether it be building a business, solving an algebraic equation, or pursuing the Stanley cup.
>
> Daniel Goleman *Emotional Intelligence* (1995) p. 83

Effective problem solvers have a sense of deliberativeness: They think before they act. They intentionally form a vision of a product, plan of action, goal or a destination before they begin. They strive to clarify and understand directions, develop a strategy for approaching a problem and withhold immediate value judgments about an idea before fully understanding it. Reflective individuals consider alternatives and consequences of several possible directions prior to taking action. They decrease their need for trial and error by gathering information, taking time to reflect on an answer before giving it, making sure they understand directions, and listening to alternative points of view.

Often students blurt the first answer that comes to mind. Sometimes they shout out an answer, start to work without fully understanding the directions, lack an organized plan or strategy for approaching a problem or make immediate value judgments about an idea—criticizing or praising it— before fully understanding it. They may take the first suggestion given or operate on the first idea that comes to mind rather than considering alternatives and consequences of several possible directions.

3. Listening To Others—With Understanding and Empathy

> Listening is the beginning of understanding.....
> Wisdom is the reward for a lifetime of listening.
> Let the wise listen and add to their learning and let the discerning get guidance –
>
> Proverbs 1:5

Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989). Some psychologists believe that the ability to listen to another person, to empathize with, and to understand their point of view is one of the highest forms of intelligent behavior. Being able to paraphrase another person's ideas, detecting indicators (cues) of their feelings or emotional states in their oral and body language (empathy), accurately expressing another person's concepts, emotions and problems—all are indications of listening behavior (Piaget called it "overcoming ego-centrism"). They are able to see through the diverse perspectives of others. They gently attend to another person demonstrating their understanding of and empathy for an idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it.

Senge and his colleagues (1994) suggest that to listen fully means to pay close attention to what is being said beneath the words. You listen not only to the "music", but also to the essence of the person speaking. You listen not only for what someone knows, but also for what he or she is trying to represent. Ears operate at the speed of sound, which is far slower than the speed of light the eyes take in. Generative listening is the art of developing deeper silences in yourself, so you can slow your mind's hearing to your ears' natural speed, and hear beneath the words to their meaning.

We spend 55 percent of our lives listening yet it is one of the least taught skills in schools. We often say we are listening but in actuality, we are rehearsing in our head what we are going to say next when our partner is finished. Some students ridicule, laugh at, or put down other students' ideas. They interrupt are

unable to build upon, consider the merits of, or operate on another person's ideas. We want our students to learn to devote their mental energies to another person and invest themselves in their partner's ideas.

We wish students to learn to hold in abeyance their own values, judgments, opinions, and prejudices in order to listen to and entertain another person's thoughts. This is a very complex skill requiring the ability to monitor one's own thoughts while, at the same time, attending to the partner's words. This does not mean that we can't disagree with some one. A good listener tries to understand what the other person is saying. In the end he may disagree sharply, but because he disagrees, he wants to know exactly what it is he is disagreeing with.

4. Thinking Flexibly

> If you never change your mind, why have one?
>
> Edward deBono

An amazing discovery about the human brain is its plasticity--its ability to "rewire", change and even repair itself to become smarter. Flexible people are the ones with the most control. They have the capacity to change their mind as they receive additional data. They engage in multiple and simultaneous outcomes and activities, draw upon a repertoire of problem solving strategies and can practice style flexibility, knowing when it is appropriate to be broad and global in their thinking and when a situation requires detailed precision. They create and seek novel approaches and have a well-developed sense of humor. They envision a range of consequences.

Flexible people can approach a problem from a new angle using a novel approach {deBono (1970) refers to this as *lateral thinking*.} They consider alternative points of view or deal with several sources of information simultaneously. Their minds are open to change based on additional information and data or reasoning, which contradicts their beliefs. Flexible people know that they have and can develop options and alternatives to consider. They understand mean-ends relationships being able to work within rules, criteria and regulations and they can predict the consequences of flouting them. They understand not only the immediate reactions but are also able to perceive the bigger purposes that such constraints serve. Thus, flexibility of mind is essential for working with social diversity, enabling an individual to recognize the wholeness and distinctness of other people's ways of experiencing and making meaning.

Flexible thinkers are able to shift, at will, through multiple perceptual positions. One perceptual orientation is what Jean Piaget called, *egocentrism*--perceiving from our own point of view. By contrast, *allocentrism* is the position in which we perceive through another persons' orientation. We operate from this second position when we empathize with other's feelings, predict how others are thinking, and anticipate potential misunderstandings.

Another perceptual position is "macro-centric". It is similar to looking down from a balcony at ourselves and our interactions with others. This bird's-eye view is useful for discerning themes and patterns from assortments of information. It is intuitive, holistic and conceptual. Since we often need to solve problems with incomplete information, we need the capacity to perceive general patterns and jump across gaps of incomplete knowledge or when some of the pieces are missing.

Yet another perceptual orientation is micro-centric--examining the individual and sometimes minute parts that make up the whole. This "worm's-eye view", without which science, technology, and any complex enterprise could not function, involves logical analytical computation searching for causality in methodical steps. It requires attention to detail, precision, and orderly progressions.

Flexible thinkers display confidence in their intuition. They tolerate confusion and ambiguity up to a point, and are willing to let go of a problem trusting their subconscious to continue creative and productive work on it. Flexibility is the cradle of humor, creativity and repertoire. While there are many possible perceptual positions--past, present, future, egocentric, allocentric, macro centric, visual, auditory, kinesthetic--the flexible mind is activated by knowing when to shift perceptual positions.

Some students have difficulty in considering alternative points of view or dealing with more than one classification system simultaneously. THEIR way to solve a problem seems to be the ONLY way. They perceive situations from a very ego-centered point of view: "My way or the highway!" Their mind is made up; "Don't confuse me with facts, that's it."

5. Thinking About our Thinking (Metacognition)

When the mind is thinking it is talking to itself
Plato

Occurring in the neocortex, metacognition is our ability to know what we know and what we don't know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking. While "inner language," thought to be a prerequisite, begins in most children around age five, metacognition is a key attribute of formal thought flowering about age eleven.

Probably the major components of metacognition are developing a plan of action, maintaining that plan in mind over a period of time, then reflecting back on and evaluating the plan upon its completion. Planning a strategy before embarking on a course of action assists us in keeping track of the steps in the sequence of planned behavior at the conscious awareness level for the duration of the activity. It facilitates making temporal and comparative judgments, assessing the readiness for more or different activities, and monitoring our interpretations, perceptions, decisions and behaviors. An example of this would be what superior teachers do daily: developing a teaching strategy for a lesson, keeping that strategy in mind throughout the instruction, then reflecting back upon the strategy to evaluate its effectiveness in producing the desired student outcomes.

Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means becoming increasingly aware of one's actions and the effect of those actions on others and on the environment; forming internal questions as one searches for information and meaning, developing mental maps or plans of action, mentally rehearsing prior to performance, monitoring those plans as they are employed--being conscious of the need for midcourse correction if the plan is not meeting expectations, reflecting on the plan upon completion of the implementation for the purpose of self-evaluation, and editing mental pictures for improved performance.

Interestingly, not all humans achieve the level of formal operations (Chiabetta, 1976). And as Alexander Luria, the Russian psychologist found, not all adults metacogitate (Whimbey, 1976). The most likely reason is that we do not take the time to reflect on our experiences. Students often do not take the time to wonder why we are doing what we are doing. They seldom question themselves about their own learning strategies or evaluate the efficiency of their own performance. Some children virtually have no idea of what they should do when they confront a problem and are often unable to explain their strategies of decision making (Sternberg and Wagner, 1982). When teachers ask, "How did you solve that problem; what strategies did you have in mind"? or, "Tell us what went on in your head to come up with that conclusion". Students often respond by saying, "I don't know, I just did it.'

We want our students to perform well on complex cognitive tasks. A simple example of this might be drawn from a reading task. It is a common experience while reading a passage to have our minds "wander" from the pages. We "see" the words but no meaning is being produced. Suddenly we realize that we are not concentrating and that we've lost contact with the meaning of the text. We "recover" by returning to the passage to find our place, matching it with the last thought we can remember, and, once having found it, reading on with connectedness. This inner awareness and the strategy of recovery are components of metacognition.

6. Striving For Accuracy and Precision

> A man who has committed a mistake and doesn't correct it
> is committing another mistake.
>
> Confucius

Embodied in the stamina, grace and elegance of a ballerina or a shoemaker, is the desire for craftsmanship, mastery, flawlessness and economy of energy to produce exceptional results. People who value accuracy, precision and craftsmanship take time to check over their products. They review the rules by which they are to abide; they review the models and visions they are to follow; and they review the criteria they are to employ and confirm that their finish product matches the criteria exactly. To be craftsmanlike means knowing that one can continually perfect one's craft by working to attain the highest possible standards, and pursue ongoing learning in order to bring a laser like focus of energies to task accomplishment. These people take pride in their work and have a desire for accuracy as they take time to check over their work. Craftsmanship includes exactness, precision, accuracy, correctness, faithfulness, and fidelity. For some people, craftsmanship requires continuous reworking. Mario Cuomo, a great speechwriter and politician, once said that his speeches were never done—it was only a deadline that made him stop working on them!

Some students may turn in sloppy, incomplete or uncorrected work. They are more anxious to get rid of the assignment than to check it over for accuracy and precision. They are willing to suffice with minimum effort rather than investing their maximum. They may be more interested in expedience rather than excellence.

7. Questioning and Posing Problems

> The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill.
> To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advances.....
>
> Albert Einstein

One of the distinguishing characteristics between humans and other forms of life is our inclination, and ability to FIND problems to solve. Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know. Effective questioners are inclined to ask a range of questions. For example: requests for data to support others' conclusions and assumptions—such questions as,

"What evidence do you have.....?"
"How do you know that's true?"
"How reliable is this data source?"

They pose questions about alternative points of view:

"From whose viewpoint are we seeing, reading of hearing?"
"From what angle, what perspective are we viewing this situation?"

Students pose questions, which make causal connections and relationships:

"How are these people (events) (situations) related to each other?"
"What produced this connection?"

They pose hypothetical problems characterized by "iffy"-type questions:

"What do you think would happen IF.....?"
"IF that is true, then what might happen if....?"

Inquirers recognize discrepancies and phenomena in their environment and probe into their causes: "Why do cats purr?" "How high can birds fly?" "Why does the hair on my head grow so fast, while the hair on my arms and legs grows so slowly? "What would happen if we put the saltwater fish in a fresh water aquarium?" "What are some alternative solutions to international conflicts other than wars?"

Some students may be unaware of the functions, classes, syntax or intentions in questions. They may not realize that questions vary in complexity, structure and purpose. They may pose simple questions intending to derive maximal results. When confronted with a discrepancy, they may lack an overall strategy of search and solution finding.

8. Applying Past Knowledge to New Situations

"I've never made a mistake. I've only learned from experience."

Thomas A. Edison

Intelligent human beings learn from experience. When confronted with a new and perplexing problem they will often draw forth experience from their past. They can often be heard to say, "This reminds me of...." or "This is just like the time when I..." They explain what they are doing now in terms of analogies with or references to previous experiences. They call upon their store of knowledge and experience as sources of data to support, theories to explain, or processes to solve each new challenge. Furthermore, they are able to abstract meaning from one experience, carry it forth, and apply it in a new and novel situation.

Too often students begin each new task as if it were being approached for the very first time. Teachers are often dismayed when they invite students to recall how they solved a similar problem previously and students don't remember. It's as if they never heard of it before, even though they had the same type of problem just recently. It is as if each experience is encapsulated and has no relationship to what has come before or what comes afterward. Their thinking is what psychologists refer to as an "episodic grasp of reality" (Feuerstein 1980). That is, each event in life is a separate and discrete event with no connections to what may have come before or with no relation to what follows. Furthermore, their learning is so encapsulated that they seem unable to draw forth from one event and apply it in another context.

9. Thinking and Communicating with Clarity and Precision

> I do not so easily think in words.... after being hard at work having arrived at results that are perfectly clear... I have to translate my thoughts in a language that does not run evenly with them.
>
> Francis Galton, Geneticist.

Language refinement plays a critical role in enhancing a person's cognitive maps, and their ability to think critically which is the knowledge base for efficacious action. Enriching the complexity and specificity of language simultaneously produces effective thinking.

Language and thinking are closely entwined. Like either side of a coin, they are inseparable. When you hear fuzzy language, it is a reflection of fuzzy thinking. Intelligent people strive to communicate accurately in both written and oral form taking care to use precise language, defining terms, using correct names and universal labels and analogies. They strive to avoid overgeneralizations, deletions and distortions. Instead they support their statements with explanations, comparisons, quantification, and evidence.

We sometimes hear students and other adults using vague and imprecise language. They describe objects or events with words like *weird, nice,* or *OK.* They call specific objects using such non-descriptive words as *stuff, junk* and *things.* They punctuate sentences with meaningless interjections like *ya know, er* and *uh.* They use vague or general nouns and pronouns: "*They* told me to do it". "*Everybody* has one." "*Teachers* don't understand me. They use non-specific verbs: "Let's *do* it." and unqualified comparatives: "This soda is *better,* I like it *more*".

10. Gathering Data through All Senses

> Observe perpetually.
>
> Henry James

The brain is the ultimate reductionist. It reduces the world to its elementary parts: photons of light, molecules of smell, sound waves, vibrations of touch--which send electrochemical signals to individual brain cells that store information about lines, movements, colors, smells and other sensory inputs.

Intelligent people know that all information gets into the brain through the sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, visual, Most linguistic, cultural, and physical learning is derived from the environment by observing or taking in through the senses. To know a wine it must be drunk; to know a role it must be acted; to know a game it must be played; to know a dance it must be moved; to know a goal it must be envisioned. Those whose sensory pathways are open, alert, and acute absorb more information from the environment than those whose pathways are withered, immune, and oblivious to sensory stimuli.

Furthermore, we are learning more about the impact of arts and music on improved mental functioning. Forming mental images is important in mathematics and engineering; listening to classical music seems to improve spatial reasoning.

Social scientists solve problems through scenarios and role-playing; scientists build models; engineers use cad-cam; mechanics learn through hands-on experimentation; artists experiment with colors and textures. Musicians experiment by producing combinations of instrumental and vocal music.

Some students, however, go through school and life oblivious to the textures, rhythms, patterns sounds and colors around them. Sometimes children are afraid to touch, get their hands "dirty" or feel some object might be "slimy" or "icky". They operate within a narrow range of sensory problem solving strategies wanting only to "describe it but not illustrate or act it", or "listen but not participate".

11. Creating, Imagining, and Innovating

> "The future is not some place we are going to but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination."
>
> John Schaar, Political Scientist,
> University of Santa Clara
> Author, Loyalty in America

All human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Creative human beings try to conceive problem solutions differently, examining alternative possibilities from many angles. They tend to project themselves into different roles using analogies, starting with a vision and working backward, imagining they are the objects being considered. Creative people take risks and frequently push the boundaries of their perceived limits Perkins 1985). They are intrinsically rather than extrinsically motivated, working on the task because of the aesthetic challenge rather than the material rewards. Creative people are open to criticism. They hold up their products for others to judge and seek feedback in an ever-increasing effort to refine their technique. They are uneasy with the status quo. They constantly strive for greater fluency, elaboration, novelty, parsimony, simplicity, craftsmanship, perfection, beauty, harmony, and balance.

Students, however, are often heard saying, "I can't draw," "I was never very good at art," "I can't sing a note," "I'm not creative". Some people believe creative humans are just born that way; in their genes and chromosomes.

12. Responding with Wonderment and Awe

> The most beautiful experience in the world is the experience of the mysterious."
>
> Albert Einstein.

Describing the 200 best and brightest of the All USA College Academic Team identified by USA Today, Tracey Wong Briggs (1999) states, "They are creative thinkers who have a passion for what they do." Efficacious people have not only an "I CAN" attitude, but also an "I ENJOY" feeling. They seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own and request enigmas from others. They enjoy figuring things out by themselves, and continue to learn throughout their lifetimes.

Some children and adults avoid problems and are "turned off" to learning. They make such comments as, "I was never good at these brain teasers," or "Go ask your father; he's the brain in this family. "Its boring." "When am I ever going to use this stuff?" "Who cares?" "Lighten up, teacher, thinking is hard work," or "I don't do thinking!" Many people never enrolled in another math class or other "hard" academic subjects after they didn't have to in high school or college. Many people perceive thinking as hard work and therefore recoil from situations, which demand "too much" of it.

We want our students, however to be curious; to commune with the world around them; to reflect on the changing formations of a cloud; feel charmed by the opening of a bud; sense the logical simplicity of

mathematical order. Students can find beauty in a sunset, intrigue in the geometric of a spider web, and exhilaration at the iridescence of a hummingbird's wings. They see the congruity and intricacies in the derivation of a mathematical formula, recognize the orderliness and adroitness of a chemical change, and commune with the serenity of a distant constellation. We want them feel compelled, enthusiastic and passionate about learning, inquiring and mastering.

13. Taking Responsible Risks.

> There has been a calculated risk in every stage of American development--the pioneers who were not afraid of the wilderness, businessmen who were not afraid of failure, dreamers who were not afraid of action.
>
> Brooks Atkinson

Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they "live on the edge of their competence". They seem compelled to place themselves in situations where they do not know what the outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process and they learn to view setbacks as interesting, challenging and growth producing. However, they are not behaving impulsively. Their risks are educated. They draw on past knowledge, are thoughtful about consequences and have a well-trained sense of what is appropriate. They know that all risks are not worth taking!

Risk taking can be considered in two categories: those who see it as a venture and those who see it as adventure. The venture part of risk taking might be described by the venture capitalist. When a person is approached to take the risk of investing in a new business, she will look at the markets, see how well organized the ideas are, and study the economic projections. If she finally decides to take the risk, it is a well considered one.

The adventure part of risk taking might be described by the experiences from project adventure. In this situation, there is a spontaneity, a willingness to take a chance in the moment. Once again, a person will only take the chance if they know that there is either past history that suggests that what they are doing is not going to be life threatening or if they believe that there is enough support in the group to protect them from harm. Ultimately, the learning from such high-risk experiences is that people are far more able to take actions than they previously believed.

It is only through repeated experiences that risk taking becomes educated. It often is a cross between intuition, drawing on past knowledge and a sense of meeting new challenges.

Bobby Jindal, executive Director of the National Bipartisan Commission on the Future of Medicare states,

"The only way to succeed is to be brave enough to risk failure. " (Briggs, 1999 p 2A)

When someone holds back from taking risks, he is confronted constantly with missed opportunities. Some students seem reluctant to take risks. Some students hold back games, new learning, and new friendships because their fear of failure is far greater than their experience of venture or adventure. They are reinforced by the mental voice that says, " if you don't try it, you won't be wrong" or "if you try it and you are wrong, you will look stupid". The other voice that might say, "if you don't try it, you will never know" is trapped in fear and mistrust. They are more interested in knowing whether their answer is correct or not, rather than being challenged by the process of finding the answer. They are unable to sustain a process of problem solving and finding the answer over time, and therefore avoid ambiguous situations. They have a need for certainty rather than an inclination for doubt

We hope that students will learn how to take intellectual as well as physical risks. Students who are capable of being different, going against the grain of the common, thinking of new ideas and testing them with peers as well as teachers, are more likely to be successful in this age of innovation and uncertainty.

14. Finding Humor

Where do bees wait? At the buzz stop.

Andrew, Age six

Another unique attribute of human beings is our sense of humor. Laughter transcends all human beings. Its' positive effects on psychological functions include a drop in the pulse rate, the secretion of endorphins, an increased oxygen in the blood. It has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. People who engage in the mystery of humor have the ability to perceive situations from an original and often interesting vantagepoint. They tend to initiate humor more often, to place greater value on having a sense of humor, to appreciate and understand others' humor and to be verbally playful when interacting with others. Having a whimsical frame of mind, they thrive on finding incongruity and perceiving absurdities, ironies and satire; finding discontinuities and being able to laugh at situations and themselves. Some students find humor in all the "wrong places"–human differences, ineptitude, injurious behavior, vulgarity, violence and profanity. They laugh at others yet are unable to laugh at themselves.

We want our student to acquire the characteristic of creative problem solvers, they can distinguish between situations of human frailty and fallibility which are in need of compassion and those which are truly funny. (Dyer, 1997).

15. Thinking Interdependently

Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it.

Willie Unsoeld
Renowned Mountain Climber

Human beings are social beings. We congregate in groups, find it therapeutic to be listened to, draw energy from one another, and seek reciprocity. In groups we contribute our time and energy to tasks that we would quickly tire of when working alone. In fact, we have learned that one of the cruelest forms of punishment that can be inflicted on an individual is solitary confinement.

Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual. Probably the foremost disposition in the post industrial society is the heightened ability to think in concert with others; to find ourselves increasingly more interdependent and sensitive to the needs of others. Problem solving has become so complex that no one person can go it alone. No one has access to all the data needed to make critical decisions; no one person can consider as many alternatives as several people can.

Some students may not have learned to work in groups; they have underdeveloped social skills. They feel isolated, they prefer their solitude. "Leave me alone--I'll do it by my self". " They just don't like me". "I want to be alone." Some students seem unable to contribute to group work either by being a "job hog" or conversely, letting others do all the work.

Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It also requires the development of a willingness and openness to accept the feedback from a critical friend. Through this interaction the group and the individual continue to grow. Listening, consensus seeking, giving up an idea to work with someone else's, empathy, compassion, group leadership, knowing how to support group efforts, altruism--all are behaviors indicative of cooperative human beings.

16 Learning Continuously:

> Insanity is continuing to do the same thing over and over and expecting different results.
>
> Albert Einstein

Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this Habit of Mind are always striving for improvement, always growing, always learning, always modifying and improving themselves. They seize problems, situations, tensions, conflicts and circumstances as valuable opportunities to learn.

A great mystery about humans is that we confront learning opportunities with fear rather than mystery and wonder. We seem to feel better when we know rather than when we learn. We defend our biases, beliefs, and storehouses of knowledge rather than inviting the unknown, the creative and the inspirational. Being certain and closed gives us comfort while being doubtful and open gives us fear.
From an early age, employing a curriculum of fragmentation, competition and reactiveness, students are trained to believe that deep learning means figuring out the truth rather than developing capabilities for effective and thoughtful action. They have been taught to value certainty rather than doubt, to give answers rather than to inquire, to know which choice is correct rather than to explore alternatives.

Our wish is for creative students and people who are eager to learn. That includes the humility of knowing that we don't know, which is the highest form of thinking we will ever learn. Paradoxically, unless you start off with humility you will never get anywhere, so as the first step you have to have already what will eventually be the crowning glory of all learning: the humility to know--and admit--that you don't know and not be afraid to find out.

IN SUMMARY

Drawn from research on human effectiveness, descriptions of remarkable performers, and analyses of the characteristics of efficacious people, we have presented descriptions of sixteen Habits of Mind. This list is not meant to be complete but rather to serve as a starting point for further elaboration and description.

These Habits of Mind may serve as mental disciplines. When confronted with problematic situations, students, parents and teachers might habitually employ one or more of these Habits of Mind by asking themselves, "What is the most *intelligent thing* I can do right now?"

- How can I learn from this, what are my resources, how can I draw on my past successes with problems like this, what do I already know about the problem, what resources do I have available or need to generate?

- How can I approach this problem *flexibly?* How might I look at the situation in another way, how can I draw upon my repertoire of problem solving strategies; how can I look at this problem from a fresh perspective (Lateral Thinking).

- How can I illuminate this problem to make it clearer, more precise? Do I need to check out my data sources? How might I break this problem down into its component parts and develop a strategy for understanding and accomplishing each step.

- What do I know or not know; what questions do I need to ask, what strategies are in my mind now, what am I aware of in terms of my own beliefs, values and goals with this problem. What feelings or emotions am I aware of which might be blocking or enhancing my progress?

- The interdependent thinker might turn to others for help. They might ask how this problem affects others; how can we solve it together and what can I learn from others that would help me become a better problem solver?

Taking a reflective stance in the midst of active problem solving is often difficult. For that reason, each of these Habits of Mind is situational and transitory. There is no such thing as perfect realization of any of them. They are utopian states toward which we constantly aspire. Csikszentmihalyi (1993, p. 23) states,

"Although every human brain is able to generate self-reflective consciousness, not everyone seems to use it equally."

Few people, notes Kegan (1994) ever fully reach the stage of cognitive complexity, and rarely before middle age.

These Habits of Mind transcend all subject matters commonly taught in school. They are characteristic of peak performers whether they be in homes, schools, athletic fields, organizations, the military, governments, churches or corporations. They are what make marriages successful, learning continual, workplaces productive and democracies enduring.

The goal of education therefore, should be to support others and ourselves in liberating, developing and habituating these Habits of Mind more fully. Taken together, they are a force directing us toward increasingly authentic, congruent, ethical behavior, the touchstones of integrity. They are the tools of disciplined choice making. They are the primary vehicles in the lifelong journey toward integration. They are the "right stuff" that makes human beings efficacious.

> "We are what we repeatedly do. Excellence, then, is not an act but a habit."
>
> Aristotle

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> *Book I: Discovering and Exploring Habits of Mind*
> *Book II: Activating and Engaging Habits of Mind*
> *Book III: Assessing and Reporting Growth in Habits of Mind*
> *Book IV: Integrating and Sustaining Habits ofMind*

Six Essential Competencies
(pg 34 of the Charte)

Oasis High School helps students acquire the following essential competencies:

Communication—Students develop writing, speaking, listening, presentation and interpersonal skills to participate as productive citizens in today's society.

Reasoning and Problem Solving—Students develop quantitative and computational skills to analyze and make decisions about issues confronting society. They also develop critical thinking and inquiry skills to analyze and solve problems in the context of school projects and/or school or community service endeavors.

Community and Citizenship—Students develop qualitative, historical, and sociological skills to understand how individuals work together in communities and societies.

Technology—Students develop technology skills for research, presentation of work, communication with teachers and staff, and documentation of their progress and course work in order to be prepared for today's technological work place.

Creative Expression—Students develop an appreciation for and explore the various forms of art and music our communities use to express themselves. They apply what they have learned in the arts across subject areas and develop competencies and creative skills in problem solving, communication, and time and resource management.

Self-Knowledge—Students develop a deep understanding of themselves as learners, community members, and leaders; they develop a vision for a healthy, responsible future.

Ongoing Assessment
Focal Students
Cycle of Inquiry

Why Focal Students?

Collecting data on all students is time consuming

Collecting useful data on classroom instruction isn't easy. To get a comprehensive picture of a student's needs teachers must constantly collect and analyze various assessment data, keep track of how each student is responding to specific approaches and strategies, and record any turning points in classroom experience. But classrooms are noisy, busy places that don't allow teachers lots of time for quiet observation and reflection, nor do the responsibilities of teaching leave much time for keeping notes on the effectiveness of lessons. With 20 or more students in a class, teachers do not have time to thoroughly collect and reflect on data for every student. Still, collecting and analyzing data on teaching practices, student achievement and classroom experience are essential to any teacher who wants to improve the efficacy of her practice, particularly with low-achieving students.

Selecting focal students is a way to manage data collection

Working with focal students is a practical solution to the problem of data overload and lack of reflection time. Focal students can be viewed as a sample population on which to conduct inquiry. Social scientists also study and collect data on sample groups rather than entire populations.

Because classroom inquiry focuses on improving the achievement of the lowest performers, a teacher selecting focal students for a classroom Cycle of Inquiry would not select a "representative" sample of students, as might a social scientist. If most of her class were doing well, for example, she would not choose to study in-depth her relationship with and teaching of those students who represented the class majority or who were already successful in her classroom. Instead she would select low-performing students, because they are the students most in need of effective teaching and positive interactions. However, what she learns will help her strengthen her teaching practices to address problems experienced both by her focal students *and* the other children in her classes.

Working with focal students doesn't mean teaching only focal students

Some teachers fear that identifying only two focal students means *teaching* only two students. Of course, teachers working with focal students should continue to respond to the needs of all of the students in their classes. Keeping one's finger on the pulse of the needs of each individual student is one mark of a good teacher. Selecting and studying the effects of your teaching on two focal students is simply a way to make more manageable the in-depth data collection and reflection necessary for real improvement.

The benefits of working with focal students

Teachers report that the practice of selecting and working with focal students has improved their skill in attending to the specific needs of students and in making time for

more individualized instruction. In practicing observation, including self-observation and observation of their focal students, they become more aware of their teaching styles and patterns of interaction with their students. As they learn more about their practices they are more likely to start applying their insights to all of their students, an endeavor that often results not only in improved instruction, but better classroom routines and a classroom environment in which every student feels understood, accepted and cared for.

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.

Assessment
Release Data

Oasis High School
Oakland Unified School District
285 17th Street
Oakland, CA 94612
(510) 251-8103

Content- Area Release Data

Benchmark Progress Tracking

- Highlight Benchmarks Given During 2009- 2010 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
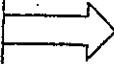
Items to be turned in:

- Six week Action Plan
- Forms for potential retainees

Oasis High School
Oakland Unified School District
285 17th Street
Oakland, CA 94612
(510) 251-8103

Content Area Classroom Release Data

Name: _____

Assessment Date: _____

Name	Score	Name	Score	Name	Score	Name	Score	Name	Score
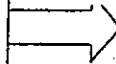
Classroom Analysis & Identification of Needs

Based on your Mid-Year _____ assessment, what are your students' needs and what evidence suggests those needs?

Reading Comprehension

Need	Evidence

Vocabulary

Need	Evidence

Grammar & Usage

Need	Evidence

Six Week Action Plan-Planning Sheet

Based on your classroom data, what materials, strategies, components of
ELD and/or Write from the Beginning will you use to support your students?

Reading Comprehension

Vocabulary

Grammar & Usage

Instruction Assessment

Classroom Observations
Instructional Support

Classroom Observation Feedback

Date of Visit: _____ Classroom/Teacher: _____

Student Outcomes:

Given _____
       (conditions)

the learner will_____

      (level of cognition)

_____
      (content)

by _____
     (proving behavior)

with _____
     (level of accuracy)

Is the proving behavior:
O observable?
O measurable?
O matched to the level of thinking?

Evidence of Active Participation

Teaching Behavior:

Information:

Questioning:

Activities:

Response:

Comments:

Response (Please respond to this note by_____)

11/16/02

Classroom Observation Feedback

Teacher:_____   Date:_____

Time:_____

Active Participation:
_____Covert
_____Overt
_____Monitoring

Instructional Feedback:

Lesson Design:
_____Objective
_____Set   _____Purpose   _____Input   _____Modeling
_____Check for Understanding _____Guided Practice   _____Closure

Instructional Feedback:

Other Focus Area(s):
_____Other:

Instructional Feedback:

Teacher Reply:

Instructional Feedback

Focus of the Week:

Clarity of Objective being taught:
(What is the content that students are being taught? How are students proving that they understand the content?)

Evidence of Active Participation:
(How are ALL students simultaneously participating through covert or overt participation?)

Evidence of Monitoring of Instruction:
(How are students being monitored to ensure that they are learning the content? Are adjustments made when needed to clarify content?)

Feedback/Questions:

Date of Walk Through:
Team Members:

Walk Through Data Collection

Focus of the Walk-Through:
What evidence is there that all students are actively participating?
What evidence is there that all five parts of an objective exist and are congruent?
What evidence is there of teaching to the objective (I.Q.A.R.)?

Walk Through Classroom Observation

Evidence that supports our focus.
- We saw....

Unanswered Questions.
- Have you thought about...
- I am wondering...
- We expected to see, but did not see...

11/05/02

Lesson Design - A Decision Making Model

The purpose of the lesson design is to assist teachers in designing effective lessons, this model provides a structure for answering decision-making questions so the elements appropriate for the lesson are purposely included. - Madeline Hunter

(Plan first)
Formal Objective:

INTRODUCTION	BODY OF LESSON (Plan second)				
(Plan last) **Anticipatory Set**	Input (Content/Strategy)	Modeling (yes/no/materials)	Check for Understanding	Guided Practice (yes/no)	Closure
Objective (as stated to students)					
Purpose					Independent Practice

Content Standard _____

Essential Question _____

Lesson Design Template

Formal Objective

Given (condition) _____

the learner will (level of cognition) _____

(specific content) _____

by (observable, relevant student proven behavior) _____

_____

with (accuracy) _____

Content Standard	
Anticipatory Set	
Objective	
Essential Question	
Purpose	
Input	
Modeling	
Check for Understanding	
Guided Practice	
Closure	
Independent Practice	

Instructional Support Plan Template

Focus Area(s):

Addendum Outcome	Coaching activities (how, with whom, how often)	Who?	When?	What will this support look like?	Evidence- How will I know it is working?

Instructional Support Plan Template

Focus Area(s):

Addendum Outcome	Coaching activities (how, with whom, how often)	Who?	When?	What will this support look like?	Evidence- How will I know it is working?

Student Monitoring Assessment
Personal Learning Plan (PLP)

Oasis High School
Oakland Unified School District
285 17th Street
Oakland, CA 94612
(510) 251-8103

Personal Learning Plan

Name:

Week of:

Class Percentages/Credit Earned:

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 I can really do?)

TIMELY (When?)

Instruction

Five-Tier Teacher Effectiveness Process
Lesson Study Model

Oasis High School
Oakland Unified School District
285 17th Street
Oakland, CA 94612
(510) 251-8103

5 Tier Teacher Effectiveness Assessment Process

Classroom teachers are observed and evaluated using the following data points to determine effectiveness:

1. Test Scores
   a. Classroom
   b. Grade Level
   c. Content Area

2. Co-Principal of Instruction Evaluation

3. Peer Evaluation

4. Self-Evaluation

5. Student Evaluation

Lesson Study in San Mateo: Teachers Learning Together

August 6 - 10, 2001

Some teachers at Highland Elementary school in San Mateo took a big step last year. After hearing about the Japanese Lesson Study model, they launched their own effort. This August, this work was the basis for a week-long collaboration between American and Japanese teachers, putting the model into practice on a large scale, culminating in a public lesson attended by over a hundred observers. With support from the Chabot Space and Science Center's Right From the Start grant, I attended.

How Does Lesson Study Work?
Lesson Study is a structure for teacher collaboration involving lesson planning, observation of teaching and discussion of the results, followed by revision and reteaching. Each of these three phases has a protocol that has been worked out through much trial and error.

Lesson Planning
Central to Lesson Study is the lesson being taught. The research lesson is usually planned by a team, and is written up in detail. The topic chosen is one that presents a challenge to students, that is difficult or problematic to teach. The plans we saw last week included the California standards the students were expected to have learned, as well as the standards that were the focus of the lesson at hand. The research lesson plans include familiar things such as materials to be used, but also key questions the teacher will pose. These questions lead up to a "hatsumon," the Japanese word for the question that sets the task for the students to solve. This question in particular must be well thought through. A second valuable component to the lesson plans are the expected student responses to these questions. We try to anticipate the students' responses so that our plan can follow the students' natural thinking as it responds to these questions. When we reflect on our lesson later, we compare our projections with reality, and find where our expectations were correct or wrong.

The Lesson Itself
The lesson plan is shared in advance with teachers who will be observing the lesson, along with a seating chart, so that observers can take detailed notes on individual student responses. One or two teachers present the lesson. When students tackle the problem, observers mingle among them, looking at their

work and eavesdropping on their conversations, to try to find out what they are thinking and learning. Observers do not speak to the students or help them in any way. At times, the teacher being observed may ask observers to pay particular attention to certain students or particular instructional issues.

Lesson Discussion
Following the lesson, teachers gather and a follow a structured discussion protocol. A moderator invites the teacher who has taught to give his opinion of the lesson. Then a couple of other panelists make observations and pose a few questions to the teacher, who responds. The questions tend to focus on the issues that arose during the lesson. When were the students clear? When confused? Were the materials appropriate? Were the questions useful in provoking the students to think? How was the pacing? Were there opportunities missed? How did the students' responses compare to those anticipated in the plan? What could we change to make the lesson work better? The focus is on the lesson, and though there may be criticism felt by the teacher, the goal is to improve the lesson and learn.

The best example of this came on Thursday of last week, when a San Mateo teacher taught a lesson on area and perimeter. She and her team had set a very ambitious set of objectives for the one hour lesson. The fifth grade students would use Geo boards to make a variety of rectangles. They would then be asked to choose a single perimeter and make as many rectangles they could with that same perimeter. The goal was for them to see that area and perimeter were distinct and independent. The lesson ran into trouble early on when the students, who had worked with Geoboards in the past, counted the pegs instead of the spaces, yielding incorrect perimeters. A second problem occurred when a significant number of students failed to follow instructions to keep the perimeter constant. The teacher plowed ahead, however, anxious to get the numbers on the board and get students to see the patterns that resulted.

The discussion that followed this lesson was rich. The teacher was very self critical from the start, which gave the rest of us permission to join her in trying to figure out exactly what had gone wrong, and how it might be improved. How could her directions have been clearer? Were the students focused on solving a big problem, or were they just following the teacher step by step, without really thinking about where they were going? How could we get the students to take over more of the problem-solving? Were the Geoboards the best manipulative? Was the question appropriate for these students? Every aspect of the lesson was rethought. In a regular lesson study, this would be followed by several weeks of revision, and then the revised lesson would be retaught to a new group of students. Another discussion would evaluate the effectiveness of the revisions.

As with many of the lessons this week, teachers tried to cram way too much content into a one hour lesson. The goal is not to teach as much as possible in one hour, but to explore how students are learning as a lesson unfolds naturally.

Big Lessons
We learned the most about Lesson Study by working with the American teachers. We learned some great lessons about teaching from our Japanese colleagues. A few memories. Mr. Hattori posing as a nitwit with his class of first graders, intentionally putting pairs of numbers on the board all sideways and upside down, inviting the children to correct him and impose order on the list. Mr. Takahashi discovering that half his class thinks one thing, the other half disagrees. He calls on ten different students, each of whom assert their answer with no explanation or justification. "Six." "No, seven." "Six," "seven," and so on. He did this, he explained later, to create discomfort among the students a hunger for resolution. On another question, a student gives a wrong answer. He looks quizzical, asking the class, "Do you agree?" Another student disagrees, providing another explanation. The first student says, "he is right. I was wrong." Mr. Takahashi says, "That is very good thinking. If we are thinking, we make mistakes," and leads the class in giving a round of applause to the student for his great thinking. What fantastic ways to build student motivation from within!

Catherine Lewis quotes a Japanese teacher who said "A lesson is like a swiftly flowing river." The idea of the flow of the lesson came up many times. There is a flow of time, then there is the flow of the teacher-driven lesson, and the flow of the students' ideas as they develop through the hour. We want the teacher flow to run closely parallel to the student flow, constantly checking and adjusting to keep pace.

Next Steps
Much discussion centered around how to make Lesson Study work in our schools. We need active administrative support and participation. But the key ingredient will be teacher enthusiasm and initiative, and, as Catherine Lewis said at the closing, the feeling that this will not be "just one more thing," but actually a process that gives structure and coherence to valuable collaborative work between teachers. Back in Oakland, we have a large group of teachers collaborating District-wide in creating a "shared frugal curriculum," one of the other foundations of Lesson Study. If groups of teachers are ready to work together and learn from one another, and really start looking closely at how students are learning, then Lesson Study can take off.

Anthony Cody, Aug. 11, 2001

"The Madeline Hunter Model"

Lesson Date and Time: **No. of Students:**

Room Number: **Miscellaneous Information:**

Teacher's name:

What is the lesson objective?
(What will the students learn and/or demonstrate?)

Standards addressed and expectations of students:
Anticipatory Set:
("The Hook" -- something to excite the student about the subject matter)

Teaching/Instructional Process:
(Input, modeling, and checking for understanding)

Guided practice and monitoring:
(Monitor orally individually or together; monitor via written language or via a task performance; monitor via group sampling or visual answers, e.g., "thumbs" -- you monitor to know if students are learning and lesson objectives are being met)

Closure:
(Statements or actions by you that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned)

Independent Practice:
(This can be a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.)

Hunter Lesson Plan Explained

OASIS

HIGH SCHOOL

Instructional Strategies

Oasis teachers will be required to submit lesson plans that reflect the school's educational philosophy and cover the state standards. An Oasis lesson plan will provide details about how the teacher will deliver instruction. The required elements of an Oasis lesson will include:

- Anticipatory Set

    Sometimes called a "hook" to grab the student's attention, the Anticipatory Set means actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. The instructor wants to put students into a receptive frame of mind and to focus student attention on the lesson, as well as to create an organizing framework for the ideas, principles, or information that is to follow. An Anticipatory Set is used any time a different activity or new concept is to be introduced.

- Objective / Purpose

    Before the lesson is prepared, the teacher should have a clear idea of the teaching objectives. What, specifically, should the student be able to do, understand, and care about as a result of the lesson?

- Input

    The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

- Modeling

    Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

- Guided Practice

    Guided practice is an opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed

- Checking for Understanding

    Determination of whether students have "got it" before proceeding.

    It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins. Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer.

- Independent practice

    Once students have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. **The failure to do this is responsible for most student failure to be able to apply something learned.**

- Closure

    These are actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion constitute closure. They are used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used: to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson, to help organize student learning, to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc., to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.

    Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Curriculum
Outline and Syllabus Exemplar

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:
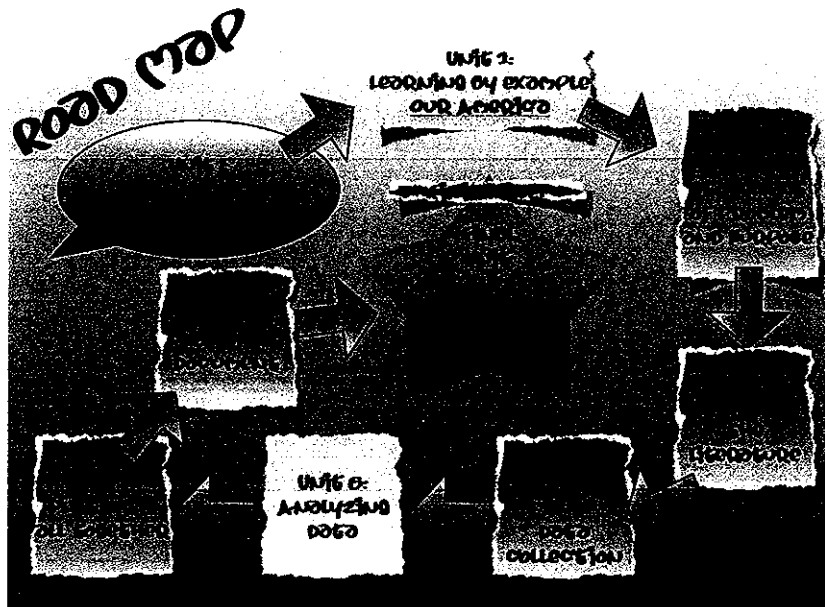
C.   List Course Objectives
a. List the CA State Standards this course will address
1.0   Writing Strategies

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 parallellelism, 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
- o Participation in group learning situations
- o Community action research
- o Daily Do Nows and Reflection exercises
- o Field work and community observations
- o 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.

Curriculum and Assessment
National Writing Project Writing Rubric

5. The writing:

- Usually has rhythm, cadence, and effective phrasing, although occasionally a sentence may not flow smoothly into the next.

- Includes sentences that vary in structure and length and are used effectively; fragments, if present, appear chosen for stylistic purposes.

- Includes sentence structures that are usually logical and clear so that the relationships among ideas are established.

5. The writing:

- Contains words and expressions that are usually vivid and precise.

- Contains words that are usually creative and/or sophisticated, but not always natural.

- Contains mostly active verbs and words chosen to fit the piece effectively.

- May include imagery; when present, it is usually strong.

- May include figurative language; when present, it is usually effective.

5. The writing:

- Exhibits few errors and mainly shows effective control of age-appropriate standard writing conventions.

- Includes spelling, usage, punctuation, capitalization, and paragraph breaks that are correct to the extent that minimal editing is needed.

- Includes age-appropriate conventions sometimes used for stylistic effect.

The writing:

Has little flow or rhythm and phrasing may be rigid or mechanical.

Has little variation in sentence structure; fragments, if present, are used indiscriminately.

Includes sentences that may be illogical or unclear so that the relationships among ideas are only somewhat established.

2. The writing:

- Includes some sentences with structural and word placement problems that result in confusion and unnatural phrasing.

- Includes a pattern of many simple and monotonous sentences or a pattern of multiple rambling sentences; may include inappropriate fragments.

- Includes sentences that may be unclear or illogical.

1. The writing:

- Connectives may be redundant, overused, or lacking, so that the piece lacks flow.

- Includes choppy, rambling, irregular, or awkward sentences; typically includes several inappropriate fragments.

- Includes sentences that are unclear and illogical.

The writing

Contains words and expressions that are sometimes clear and precise.

Contains words that are primarily simple and general, yet adequate.

Contains mostly bland verbs or commonplace nouns and inappropriate modifiers.

May include imagery or figurative language; when present it is simple and generally not effective.

The writing:

- Contains words and expressions that are occasionally clear and precise.

- Contains some vague and/or overused words that may be sometimes clear.

- Rarely identifies imagery or figurative language.

1. The writing:

- Contains a limited vocabulary and redundant words and phrases.

- Contains words that are frequently used incorrectly.

- Contains words that create only general meaning; imagery and figurative language are typically missing.

The writing:

- Reflects a limited control of age-appropriate standard writing conventions or reasonable control over a very limited range of conventions.

- Contains errors in spelling, usage, end and internal punctuation, capitalization, and paragraph breaks that require moderate editing.

2. The writing:

- Contains several errors that reflect a struggle with control of basic conventions.

- Contains errors in spelling, usage, and end and internal punctuation, capitalization, and paragraph breaks that require extensive editing.

1. The writing:

- Contains many errors of a variety of types scattered throughout the writing: spelling, usage, punctuation, capitalization, and paragraph breaks.

- May be too brief to evaluate conventions.

CONTENT (Including Quality a

6. The writing:	5. The writing:	4. The writing:
• Is clear and consistently focused; exceptionally well shaped and connected.	• Is clear and focused; well shaped and connected.	• Is generally clear and focused; satisfactorily shaped and connected.
• Reflects outstanding control and development of ideas and content.	• Reflects strong control and development of ideas and content.	• Reflects good control and development of ideas and content.
• Contains ideas that consistently and fully support and/or enhance the central theme or topic (e.g., well-developed details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc.).	• Contains ideas that usually support and or enhance the central theme or topic (e.g., developed details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc.)	• Contains ideas that satisfactorily support and/or are relevant to the central theme and/or topic. Details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc. are sometimes developed.
• Ideas are consistently purposeful, specific, and often creative.	• Ideas are usually purposeful, specific and sometimes creative.	• Ideas tend to be predictable but purposeful.

STRU

6. The writing:	5. The writing:	4. The writing:
• Presents an organization that enhances the central idea or theme.	• Presents an organization that enhances the central idea or theme.	• Presents an organization that satisfactorily develops the central idea or theme.
• Presents a compelling order and structure; writing flows smoothly so that organizational patterns are seamless.	• Includes an order and structure that is maintained with a consistent flow of ideas.	• Includes an order and structure that may be predictable.
• Includes a compelling opening and an effective closure that reinforces unity and provides an outstanding sense of resolution.	• Includes an opening and an inviting opening and an effective closure that unity and provides a sense of resolution.	• Includes a clear opening and a closure that contributes to unity, but the resolution tends to be obvious.
• Demonstrates a purposeful, coherent, and effective arrangement of events, ideas, and/or details.	• Demonstrates an effective arrangement of ideas, events, and/or details.	• Demonstrates a clear arrangement of events, ideas, and/or details.
• Includes transitions that are smooth and cohesive.	• Includes transitions that are effective and clearly connect across the ideas and events.	• Includes transitions that work well, but sometimes the connections between the ideas seem forced or predictable.

ST

6. The writing:	5. The writing:	4. The writing:
• Consistently demonstrates distinctive and sophisticated tone or style that adds interest and is appropriate for purpose and audience.	• Consistently demonstrates tone or style that adds interest and is appropriate for purpose and audience.	• Demonstrates tone or style that is adequate for purpose and audience.
• Exhibits level(s) of formality or informality very well suited for purpose and audience.	• Exhibits level(s) of formality or informality generally well suited for purpose and audience.	• Exhibits formality or informality adequate to purpose and audience.
• Tone and style powerfully and consistently demonstrate a clear perspective.	• Tone and style consistently demonstrate a clear perspective.	• Tone and style adequately demonstrate a clear perspective.

Clarity of Ideas and Meaning)

2. The writing:

- May present several ideas, but no central focus emerges; seldom shaped and connected.
- Reflects little control or development of ideas and content.
- Contains ideas related to a theme or topic, but they are often confusing or incidental. Details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc. are gratuitous, list-like, and/or undeveloped.

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2. The writing:

- Presents an organization that is not adequate for the central idea or theme.
- Includes a structure that is a simple listing of loosely connected events, ideas, and/or details.
- May include an opening with little direction and a closure that is inappropriate, unconnected, or missing.
- Transitions are typically missing and ideas may not pertain to the topic.

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2. The writing:

- Shows little discernible tone or style or may show inadequate tone or style.
- Often exhibits formality or informality inappropriate to purpose and audience.
- Tone and style weakly demonstrate a clear perspective.

Schedules

Intervention Advisory

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

Admissions Policy

Oasis High School is a public charter school for young people who want to complete high school in spite of their past academic experience.

HIGH SCHOOL

Oasis High School seeks students with strong commitment to academic and social success.

Oasis provides:

- **A small school with small classes**

- **One-to-one advising**

- **Internships, community service, field study and service-learning so students can connect their academic work to the real world**

- **Teachers who know and support each student and hold high standards for learning and participation**

"To me, Oasis is a great school to come to and study, if you really want to get yourself together... Teachers really take the time to teach you and to help you." Oasis Student

Oasis High School is enrolling students 14-18 years of age who want to take control of their education, finish high school, and make real plans for their next steps in life. Students must be ready to strive for success and meet high expectations for attendance and participation.

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Oasis High School is located in downtown Oakland at the corner of 17th and Harrison Streets so students can take advantage of the nearby civic and cultural resources as places of learning outside the classroom. Oasis will enroll 180 students in group study classes that meet on a daily basis. Classes for the 2008-2009 school year begin on August 25th. Class hours are from 9:00 am to 3:15 pm on Mondays and Fridays with mandatory afterschool tutoring. Class hours are from 9:00 am to 4:40 pm on Tuesdays and Thursdays. Class hours are from 9:00 am to 1:30 pm on Wednesdays. ૦ଃ

Oasis curriculum is aligned with California State Standards. 230 units are required for graduation. Required courses are consistent with requirements for CSU/UC admissions or requirements for graduation from Oakland public schools. Each student's transcript is analyzed so students are placed in classes they need for graduation.

Oasis High School – How to Apply

Learn About Oasis High School

Attend an Oasis Information Session to learn more about our school. These take place in early August. Dates to be announced. Please call to RSVP.

Step One: Complete the Application Process As Soon As Possible

1. Complete (1) **Oasis student application** (2) **submit transcripts and** (3) **essay** and return it in person, or by mail to:

Oasis High School
285 17th Street
Oakland, CA 94612

2. **Schedule and participate in a personal interview** for student and parent or adult supporter.

3. **Placement test.** All new students will be required to take a school placement test in English and Math to determine their needs.

To be considered for immediate acceptance for the 2008-09 Fall term, please complete the three steps in the application process by July 15, 2008.

If there are more applicants than we have space for, students are selected by lottery. Enrollment Lotteries will be held on October 9th, 2008, January 9th, 2009 and May 28th, 2009. Names not selected during the lottery will be added to our waiting list. After June 30th, applicants who complete the process will be accepted for the Fall Term on a first come, first enrolled basis. Oasis High School is on a trimester system. Trimester 1 begins on August 25th 2008, Trimester 2 begins late November 2008, and Trimester 3 begins early March 2009. Students are also admitted at trimester breaks in November and March.

If Accepted – Complete the Enrollment Process by completing and returning Registration Documents

Complete the Oasis registration packet. You must return the completed registration packet to confirm your intention to enroll at Oasis. Incomplete forms or missing documents will not be processed and may delay student enrollment. Oasis will contact you to confirm your enrollment and start date.

Oasis High School
2008-09 Student Application Form

Date Application Received by Oasis:

Student Name:	Date of Birth:	Age:
		Last grade completed:
Address:	Ethnicity:	Male: _____ Female: _____
Home Phone:	Cell Phone:	Other phone: Email address:

Primary Parent/Guardian/Adult Supporter Contact Information for Admissions

Parent/Guardian Name:	Relationship to Student:
Address:	
Home Phone:	Cell Phone:	Other phone:

Educational Background: List all school previously attended

Name of School	Location/School District	Dates	Reason for Leaving
Elementary:			
Middle:			
High School(s):			

Does this student have an independent education plan (IEP)?	Y or N (Please circle one)	If yes, please indicate which previous school has the IEP report with a *.

Any information disclosed on this application is completely confidential. A student's IEP will not influence the admissions process.

Please write an essay of 2 pages or more, answering ALL of the following questions:

- Why did you choose to apply to Oasis High School?
- What will you contribute to the community at Oasis?
- What are your dreams for yourself?
- What kind of support do you need to be successful?

Please submit your application, essay and copy of your most recent transcript to Oasis High School. You will need to attend an information session and schedule a personal interview with a parent/guardian as part of the application process.

Disciplinary Procedures

Oasis High School
Disciplinary Procedures – Proposed 2009

At Oasis we foster a small, safe learning environment in which relationships among young people and adults flourish, there is a culture of high expectations that helps youth take on meaningful leadership roles, and creates a connection between individuals and their community.

In order to put these values into practice, each class will make agreements about what standards of behavior you expect from each other and what you will need to be successful. Staff will work to engage students and create buy in to the common agreements and clear expectations.

There are also some expectations that are important to the success of the whole community. These expectations must be upheld school wide. Violating these expectations will result in a range of consequences. The staff will decide on the appropriate consequences depending on each situation.

Classroom Level Expectations & Consequences		
Setting Expectations: Teachers will review, discuss and finalize expectations for behavior in class, during projects and community learning days with students at the beginning of each term.		
Expectations • Respect each other with in how you speak and act • Take care of school property • Respect for staff, parents , school partners, school volunteers and neighboring community • Contribute to creating a positive learning environment & getting the most out of your education	**Inappropriate Behaviors** Level I • Profanity • Cell phone use in class • CD/Walkman use in class • Coming to class unprepared • Minor damage/disrespect for school property • Cheating/Plagiarism • Tardiness • Not working in class • Minor disruptions	**Prevention:** • Class discussion and agreements about classroom expectations and behavior (e.g. define respect) • Other? **Intervention/Possible Consequences/** • In class warning • Asked to take a short break from the groups activities • Asked to work independently for a specific period of time • Loss of credit • A written or verbal apology to the teacher or the class • Work (cleaning, etc.) • Call for Student Intervention Plan
	• Excessive and/or repeated Level 1 behavior – (intervene when we begin to get concerned)	• Student Intervention Plan - We still need to define next steps after SIP ??
	Level 2: • Significant Disruption of classes or school activities – **DEFINE** • Defiance of teachers and disrespect **DEFINE**	Referred to Principal -See flow chart for outline of proposed steps
	Other Level 2: • Cutting class/truancy • Use of tobacco	

Administrative Level Expectations & Consequences		
Expectations	**Inappropriate Behaviors**	**Possible Consequences**
• Contribute to keeping Oasis physically and emotionally safe	• Harassment • Fighting/Physical conflict • Threats • Verbal Assaults • Vandalism • Use of Drugs/Alcohol • Neighborhood behavior • Use of alcohol	• Sent to Principal • Referral to principal for suspension, probation, or expulsion referral • Any combination of the above consequences

Board Level Expectations & Consequences (Principal will enforce or refer to the Board as appropriate)		
Expectations	**Inappropriate Behaviors**	**Possible Consequences**
• Contribute to keeping Oasis physically and emotionally safe.	• Theft or attempted theft (of personal or school property) • Physical conflict • Possessing weapons • Sale of drugs or use of drugs (or representing the sale or use of drugs) • Obscene acts • Use of alcohol • Hate violence • Sexual harassment • Causing physical injury to another person.	• Suspension • Referral to the Board of Directors for expulsion • Contact the police • Any combination of the above consequences

To review at a later time

Attendance and Academic Progress

Expectations and Consequences for Attendance and Academic Progress		
Expectations	**Unacceptable Attendance**	**Possible Consequences**
• Students are expected to maintain at least a 90% attendance record for every class and be on time for every class to earn full credit and to maintain status as a student in good standing at Oasis High School • Students may make arrangements with teachers, in advance of any absence, for make up assignments. This work, if completed and turned in on time, and if given a passing evaluation by the teacher, can reduce or eliminate absences from a student's record. • Students must pass at least 50% of their core academic classes in each trimester to maintain status as a student in good standing at Oasis High School.	• Missing any one class more than 8 days in a trimester will result in a loss of credit • Failure to pass/earn credit in at least 50% of a student's core academic classes in a trimester.	• Call home • Letter home • Meeting with student and/ Student Services Coordinator • Parent/student conference with Student Services Coordinator and/or Principal • Referral to SARB (District Attorney) • Loss of credit • Loss of status as a student in good academic standing which can lead to referral to Principal and/or Board of Directors for hearing and possible disenrollment

Leadership
Job Descriptions

Co-Principal, Instruction

Job Description

TheCo-Principal of Instruction will be a strong innovative leader with solid academic credentials who motivates and inspires faculty, students, and parents to fulfill the school's goals. He or she will be responsible for improvement, evaluation and accountability within the school with regards to instructional leadership. and will be held accountable for the continuous improvement of the school and its staff and for ensuring high levels of student achievement. The Co-Principal of Instruction works in concert with the Co-Principal of School Culture. He or she leads a team of teachers, Teacher Leaders, and the Instructional Technology staff person.

Responsibilities

Provide to the community and school faculty a clear statement of instructional goals and/or objectives for the school consistent with the established educational goals of the district and charter

Assists teachers to establish standards of expected progress for individual students in designated areas of study and to develop techniques for assessment of that progress based on the charter and district standards

Lead the Instructional Faculty in achieving the Strategic Improvement Plan goals; align school goals to the charter and OUSD District

Serve as a role model in setting the academic performance of the school, ensuring that a continual cycle of inquiry based on the best practices in research is in progress

With the School Culture Principal, make decisions about all personnel issues, including compensation, disciplinary action, and the recruitment and retention of all staff

With the School Culture Principal, create a sustainable and transparent evaluation system for teachers

Collaborate the Teacher Leaders, Advisors, and Dean of Students to monitor student progress and achievement

Establishes practices and procedures consistent with the provisions of the CA Education Code, other related codes, and district policy

Manage testing administration and compliance (CELDT, CST, CAHSEE) with Coordinator of Operations

Serve as Advisory Teacher

With the SCS Principal, develop and maintain academic calendar and schedule

Manage schedule of instructional personnel, arranging for substitution as necessary

Organize and oversee coordination of teachers or volunteers for Saturday School or other academic programs as necessary

Manage all school programs in a manner that ensures efficiency, effectiveness and compliance; evaluate programs and make changes as necessary, in line with the charter and OUSD

Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction

Provide and present data toward strategic plan and school goals to the Oasis Board, OUSD, and others as requested

Create a comprehensive and evolving professional development program for teachers, including:

Writing and leading workshops to train assigned Oasis staff

Assessing common areas for improvement in overall instructional delivery and pedgagogy

Advise, support, and mentor individual teachers to improve instruction through:

Consistently observing classroom instruction and providing meaningful feedback

Facilitating one on one curriculum planning and evaluation meetings

Promoting continuous and frequent assessment as a means for evaluating student achievement; support the creation of rubrics and assessment

Work closely with each individual staff member (instructional and noninstructional) to assist and guide them with the development of the Teacher Portfolio provide training and allow for opportunities for staff to meet individual goals; evaluate progress toward goals

Evaluate whole school performance data to make holistic as well as individual recommendations for improving school-wide instructional practice

Qualifications

Bachelor's degree (required); Master's degree (preferred)
At least 5 years of teaching experience required
Spanish bilingual preferred

Strong record of helping students achieve academic success, primarily with minority and low-income students

Significant success in leading adults to develop curricula

Significant experience with instructional methodology

Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence

Experience in analyzing student data
Excellent organizational, communication and facilitation skills

Ability to actively participate in school community as staff, including, but not limited to: teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips
Experience managing and negotiating relationships with funders, OUSD, and strategic partners

Holds self and other adults accountable for ensuring high standards and ability to inspire continuous improvement

Demonstrated success developing and cultivating productive relationships with teachers, students, parents, staff and Board

Able and willing to engage in difficult conversations and make hard decisions

Co-Principal, School Culture

Job Description

The Co-Principal of School Culture will be a strong innovative leader with solid academic credentials who motivates and inspires faculty, students, and parents to fulfill the established educational goals. He or she manages the daily operations, facilities, counseling, and relevant accreditation and compliance. As ambassador and guardian of the school's culture, the Principal of School Culture will raise academic standards and student achievement by helping both students and families to understand and internalize the school's core values. He or she will be responsible for articulating a persuasive vision of Oasis' mission to all stakeholders, developing school community, and maintaining accountability to appropriate agencies. The Co-Principal of School Culture works in concert with the Co-Principal of Instruction. He or she leads an administrative team including the Dean of Students, Counselor, Coordinator of Operations, and Administrative Assistant.

Responsibilities

Nurtures school culture through parent and student meetings, ensures opportunities for student leadership, coordinates school-wide events, and maintenance of community partnerships.

Create a school culture with staff, parents, and students focused on strong academic achievement, fairness, respect, and high expectations for behavior (aligned with the Oasis charter and values) that allows students to take risks and strive to reach goals

Communicate respectfully and thoughtfully with parents/guardians remaining sensitive to different families cultures, values, and needs

Establish and manage school operations, procedures, systems, and routines that provide structure for students and maximize instructional time

Manage school budget, ensuring all financial transactions are completed in accordance with the SIP and charter policies and procedures

With the Dean of Students, recruit, enroll, and orient new students

Complete and monitor all compliance requirements: government, foundation, and school district financial reporting requirements

With participation from the Board and input from the Instructional Principal, develop and implement comprehensive fundraising strategy

With the Instructional Principal, make decisions about all personnel issues, including compensation, disciplinary action, and the recruitment and retention of all staff

With the Instructional Principal, create a sustainable and transparent evaluation system for teachers

Orient all staff to Employee Handbook, Insurance, and benefit materials

With the Dean of Students, plan and lead specific staff meetings/training, especially those focused on parent involvement and school culture.

Manage and organize School Site Council meetings.

With the Instructional Principal, develop and maintain academic calendar and schedule

Oversee schedule of Dean of Students, Coordinator, Counselor, IT, and Administrative Assistant positions, arranging for coverage as necessary

Cultivate community and public relations to engage neighbors and community-based organizations.

Provide and present data toward strategic plan and school goals to the Oasis Board, OUSD, and others as requested

serve as Advisory Teacher

Requirements

Bachelor's degree (required); Master's degree (preferred)

At least 5 years of teaching experience preferred
At least 5 years experience in educational leadership position (Principal, Assistant Principal, Dean of Students) at the high school level, with diverse population

Spanish bilingual preferred

Strong record of helping students achieve academic success, primarily with minority and low-income students
Financial management—demonstrated by a deep understanding of solid fiscal practices and a commitment to fiscal transparency and accountability

Familiarity with current research on learning, teaching, and leadership

Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
Experience in analyzing student data
Excellent organizational, communication and facilitation skills

Actively participate in school community as staff, including, but not limited to: teaching electives and tutoring students, and chaperoning local and or overnight school trips
Experience managing and negotiating relationships with funders, OUSD, and strategic partners

Holds self and other adults accountable for ensuring high standards and ability to inspire continuous improvement
Demonstrated success developing and cultivating productive relationships with teachers, students, parents, staff and Board

Able and willing to engage in difficult conversations and make hard decisions

Dean of Students

Job Description

The Dean of Students, reporting to the Co-Principal of School Culture, leads the school's efforts to create a positive, structured, and safe school culture resulting in the best possible learning environment for Oasis students. The Dean will reinforce school culture and manage school disciplinary policies, special-needs services, and family communication. The Dean of Students provides leadership to foster a positive, engaging learning environment throughout the school. The Dean of Students will participate as part of an administrative team that includes the School Principal, Coordinator of Operations, and Administrative Assistant. The Dean will report directly to the Co-Principal of School Culture and work closely with teachers who are committed and highly engaged in creating a positive school culture that supports student success.

Responsibilities

Foster and maintain a school culture that promotes positive student behavior and supports teachers with a system of school-wide student discipline. Work with teachers to ensure classrooms are environments that support a positive and consistent school culture.

Ensure continued staff development in an effort to support school culture. Identify and coordinate school-wide events that promote a positive school culture. Work with students, parents and staff to organize and/or coordinate student activities that promote a sense of community.

With the Co-Principal of School Culture, recruit, enroll, and orient new students

Monitor student attendance and retention. Create and monitor attendance system with incentives for improved attendance and consequences for tardiness and unexcused absence. Work with Coordinator of Operations to ensure accurate attendance reporting.

Promote positive relationships with parents and organize regular parent meetings including conferences dealing with discipline and attendance

Develop student leadership program with teachers to ensure the development of student leadership group and student voice.

Ensure for accurate and complete documentation of school and student policies in Parent/Student handbook

Identify and coordinate social support services such as counseling provided by community resources

Work with all teachers to ensure they make at least 5 parent phone calls per week (at least two of which should be positive)

Keep Co-Principals and Advisory teachers informed as to the operational climate and other developments affecting the school

Provide and maintain documentation and recommendations to Co-Principal of School Culture regarding chronic absences, suspension, referrals, and expulsion of all students. The Co-Principal of School Culture will be responsible for the final decision on these matters.

Coordinate resolution of all student discipline problems in a fair, consistent, and just manner, maintaining records of any action taken. The School Culture Principal will be responsible for the final decision on all discipline matters

Ensure safety of students on and off campus, including lunch supervision

With the School Culture Principal, plan and lead specific staff meetings/training, especially those focused on parent involvement and school culture. At least once a trimester, lead a school culture check-in focused on parent involvement, etc.

Supervise buildings and grounds, including scheduling of the use of facilities if needed

Plan and lead recognition/celebration efforts for students making significant improvements

- Develop and coordinate pre-college planning program including school tours, FAFSA workshops, other information for students and families
- Coordinate student activities such as assemblies, field trips, graduation, special events, some of which may involve weekend or evenings (check with COPI)

Requirements

BA or Master's Preferred--CA Teaching Credential Required

Minimum three years experience in education related fields, social services, or in psychological services to young people

Bilingual in Spanish/English preferred

Professional preparation and experience in dealing with student behavior and student activities

Successful experience working in a diverse educational setting

Flexible work schedule (available mornings, evenings or some weekends)

Teacher Leaders

Job Description

Lead by the Co-Principal for Instruction, Oasis Teacher Leaders are experienced, certified teachers who help ensure that classroom teaching is effective, makes recommendations about teachers needing support, and achieves appropriate student outcomes. As a member of the Instruction Leadership, Teacher Leaders support teachers through peer observations, mentoring, and creating lesson plans, and course structuring, Assist in providing professional development through workshops, Help teachers ensure they have requisite materials in their teacher portfolios 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

Teacher Leaders participate in one or more of the following:

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

Participate as member of Behavioral Intervention Team to coordinate school-wide discipline plan, including developing and assigning interventions and behavioral contracts based on student behavior expectations laid out in Student Handbook.

Present monthly workshops on topics such as Backwards Planning for effective instruction, Cooperative Structures, Learning Buddies, Reciprocal Teaching, research-based strategies in ELD vocabulary development and comprehension, and differentiated models including flexible grouping, heterogeneous skill grouping, and cooperative grouping.

With the Co-Principal of Instruction, review aligned syllabi and course outlines each trimester; also, review syllabi for UC A-G annually

With the Co-Principal, review syllabi to ensure course outcomes are clearly defined and meet all course requirements.

Assist teachers with surfacing areas of alignment and lack of alignment to the California State Standards

Confers with other teachers on the planning and implementation of curriculum to ensure consistency of instructional program.

Teaching responsibilities

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

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

Work collaboratively with the Co-Principal of Instruction to build capacity among teachers
Excellent skills in communicating and collaborating with staff
Experience with mentoring, facilitating meetings and problem solving
Valid California Single Subject Teaching Credential – Math – or eligible for intern permit (CBEST, and CSET Sections I & II or Mathematics Degree)
At least three 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

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

Coordinator of Operations

Job Description

The Coordinator of Operations assists the Co-Principals with overall school operations and reporting requirements. The Coordinator monitors student information requirement collection and produces reports as necessary. In addition, the Coordinator provides administrative support to the Co-Principals.

Responsibilities

Maintain data collection, information, and document sharing using PowerSchool

Assists Co-Principal of Instruction with testing administration and compliance (CELDT, CST, CAHSEE)

Assist SC-Principal with maintaining benefits and payroll with outside vendor

Assist SC-Principal with producing information for fundraising reports

Assist SC-Principal with financial reporting requirements

Serve as Advisory Teacher

Requirements

Bachelors Degree preferred or related educational work experience

Three years increasingly responsible management experience in a school system strongly desired

Excellent writing and communication skills

Strong computer skills using MS Office Suite; database management experience preferred

Strong organizational, problem-solving and analytical skills; able to manage priorities and workflow

Other database or design software experience desired

Administrative Assistant

Job Description

The Administrative Assistant is responsible for answering telephones, greeting visitors, delivering messages, and providing administrative support to the Co-Principals.

Responsibilities

Answer phones, greet visitors, deliver messages, and provide administrative support to the Co-Principals

Supports Coordinator of Operations with maintenance of school records (i.e. obtaining and entering daily attendance, obtaining and entering new student information)

Maintain student files in student system database including emergency card information for all students and school staff

Operate office equipment, order supplies, and call for service as needed

Types letters, bulletins, schedules

Maintain calendar of school events

Issues admittance slips to students and verifies absences through telephone contacts with parents or written excuses;
Run daily attendance report

Coordinate school lunch program

Complete other duties as assigned by Co-Principals

Perform school opening and closing procedures as needed

Coordinate student and parent volunteers for activities as needed

Participate in staff meetings and in service

Requirements

High school diploma required.

Four year degree is preferred.

Minimum 2+ years experience as an administrative assistant or receptionist

Must have pleasant, clear voice and good command of the English language.

Must have the ability to multi-task and handle interruptions calmly and politely.

Must be proficient with word processing & spreadsheet software (Word and Excel).

Strong organizational, problem-solving and analytical skills; able to manage priorities and workflow

WASC Report
Oasis High School, March 2009

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

OASIS HIGH SCHOOL

285 17th Street

Oakland, California 94612

Oakland Unified School District

March 22-24, 2009

Visiting Committee Members

Lexie Cala, Chairperson
Vice Principal, Metropolitan Arts & Technology

Vicki Carr
Principal, Pacific Coast Charter School

David DeArcos
Principal, McClellan

Matthew Thomson
Teacher, Delta Charter School

Chapter I: Student/Community Profile

School Mission
Oasis High School will provide a comprehensive, rigorous, and meaningful high school education for 14-18 year old students who have not been successful in traditional schools, who want to earn their diplomas and prepare for life beyond high school. Oasis High School will engage these students by offering them the supports and opportunities that are critical to their academic and personal accomplishment:
- A small, safe learning environment in which relationships among young people, adult teachers, and mentors can flourish
- A culture of high expectations that helps them take on meaningful roles and responsibilities
- A focus on the connection between self and community that makes learning personal, relevant, and stimulating
- Hands-on, real-life learning experiences through project-based learning and community partnerships

Oasis High School, established in 2004, is one of 32 charter schools in Oakland Unified School District. The enrollment at Oasis is 197, growing from 89 in 2004. The demographics of Oasis' student population is currently: 4% Asian, 1% Pacific Islander, 38% Latino, 50% African American, 7% Unknown/Failed to respond, and less than 1% White. Currently, 90% of Oasis students qualify for a free or reduced price lunch; 80% of Oasis students live in poverty; 7% are English Language Learners; 3-4% have active IEPs; 17.5% are on probation; 3% are in foster care; 12% are non-residents (outside borders of OUSD); 6% is the average dropout rate each year from Oasis High School. The approximate percentage of the student body that begins and ends the school year is over 90%. Suspension and expulsion rates at Oasis High school have averaged at about 13 per school year. Over the past 5 years, attendance rates have increased from 75% in 2005 to 91% in 2009.

Program Summary
The school initially opened as an independent study charter school. Given the at-risk student population, the school quickly realized that independent learning was not meeting the needs of the Oasis students. Accordingly, Oasis adopted a classroom-based model. This and other significant changes have made it difficult for Oasis to meet state and local (including Oasis internal expectations) accountability criteria. The school has spent the last two years analyzing, improving and re-evaluating the school's strengths and areas for improvement. With some staff turnover, however, the changes have not been consistently implemented from year to year.

Oasis remains committed to providing hands-on, project based education and in providing a caring and respectful environment which encourages students' love of learning. The focus of the school's improvement plan (and a current challenge) is implementing the philosophy of making learning "real" for students, and giving them the support they need to survive their lives, while also teaching the CA standards and ensuring that they succeed according to the state's criteria of academic accountability.

All students strive to remain on a UC/CSU course path; however, students can graduate from Oasis without completing a UC/CSU path. In 2007-2008 approximately 70% of the students were taking course sequences allowing them to meet or exceed CSU or a UC entrance requirements. During the 2007-08 school year, 60 out of 64 seniors completed all units required for high school graduation. Of those 60, at least 93% (56 students) successfully passed the CAHSEE. For Oakland students who almost dropped out, this statistic represents tremendous success. Among Oasis graduates, more than 60% go on to enroll at a community college. Additionally, more than 85% of graduates report that their experience at Oasis made a critical difference in their decision to stay in school.

Teaching Staff
While the teaching staff at Oasis is generally new to the profession and there has been some turnover since opening in 2004, the current teachers are highly committed to the program and have been working tirelessly to improve their instruction and to create a cohesive educational program. The staff have spent a significant amount of time this past year assessing the school's needs and creating a plan to achieve all of the goals established in the school's charter. Oasis currently employs six full time teachers and six part-time teachers. 5 of these teachers have full teaching credentials, 1 teacher has a waiver, 4 teachers are working towards highly qualified status as part of the REACH program and 2 teachers are actually contracted from outside the school district (from the city of Oakland and the Sports for Kids program).

Schoolwide Survey Highlights

School-wide Surveys Demonstrate that Oasis High School is a Highly Successful Program
- 81% of parents reported that they believe the school contacts them regularly about their child's performance and education.
- 100% of parents surveyed reported that they are satisfied with the accessibility of school staff.
- 92% of parents surveyed reported that they satisfied with the helpfulness of the teachers in supporting their students.
- 75% of students surveyed stated that it is clear what they are expected to learn at school.
- 92% of parents surveyed stated that they are confident that their student is receiving a high quality high school education at Oasis that will prepare him/her for life after high school.
- 80% of students surveyed reported that they can get help from their teachers when they need it.
- 82% of students surveyed reported that the classes they take at Oasis are useful to them.

Student Performance

Year	Base API	Growth	Met API Growth?
2005	458	N/A	N/A
2006	502	42	Yes
2007	497	-5	No
2008	513	13	Yes

		Far Below & Below Basic 2006	Proficient & Advanced 2006	Far Below & Below Basic 2007	Proficient & Advanced 2007	Far Below & Below Basic 2008	Proficient & Advanced 200
MATH	Oasis	94%	0%	83%	4%	91%	4%
	Comparison Schools	90%	1%	89%	2%	89%	2%
ELA	Oasis	79%	1%	65%	8%	71%	5%
	Comparison Schools	62%	12%	60%	13%	63%	12%

AYP. Oasis met 4 out of 6 AYP criteria in the first two years and 5 out of 6 this last year. The one criteria with which Oasis continues to struggle is the calculation of graduation rates. Oasis, by mission, has a high turnover rate. Students who graduate from Oasis High School are those that come their junior or senior year. The graduation rate is calculated on how many 9th grade students actually graduate from Oasis or a .01 % increase in graduation rates. Without many 9th grade students and with the high turnover in students intended at Oasis, the school will always struggle to meet this statistical calculation.

Student Improvement. From 2006 to 2008, Oasis HS decreased the percent of students performing in the lowest two CST categories by 10.1% in ELA and 3.2% in Math. From 2006 to 2008, Oasis HS increased the percent of students performing in the highest two CST categories by 4 percentage points in ELA and 4 percentage points in Math. Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and Some Local Schools in Math

Implications of the Student Performance Data. Oasis has made continuous improvements to the program each year, which have contributed to these incremental, but consistent, increases. However, the API scores are lower than desired and levels of proficiency vary significantly from year to year which has a negative interpretation when a traditional analysis is applied. The school's mission is to serve drop-outs and attempt to get them back in to school so the population is rarely the same from year to year when Oasis conducts the state required assessments; We "start over" each year with different students, for the most part. So it is challenging to be attempting to increase proficiency rates from year to year when students are different from year to year. The number of students who took the STAR test three years in a row was three. Oasis has not yet implemented (See DataDirector below) an accurate way to demonstrate student growth throughout the school year and will always be challenged to measure the overall success of the school from year to year when the student population is, by design, so transient.

While the proficiency rates of students has met AYP criteria each year except the first year, the number of students who are advanced or proficient is not increasing consistently each year as set forth in the charter outcomes and ESLRs (by 2%). As student scores throughout the OUSD continue to decline, Oasis enrolls more and more students who are below basic each year. The goal of remediating students and serving students who are deficient in basic skills and credits becomes a greater challenge as students come to Oasis further and further behind. But the school has focused a great deal on ascertaining what skills are consistently the weakest when students enroll at Oasis, specifically in Math. With a concentrated focus on these skills and standards, Oasis may be able to increase the percentage of students scoring advanced or proficient each year. Oasis met the goal of decreasing the number of students who are below basic or far below this past school year. This was attributed to a strong push on reading (reading time was added daily to the program) and literacy as well as an increase in cross-curricular reading assignments.

There have been changes in curriculum and the math department staff as a whole throughout the last several years. The resulting inconsistency in CAHSEE and STAR math assessment results reflects these irregularities. The CAHSEE passing rates and proficiency rates in Math are not as high as the ELA rates. With a consistent math curriculum and ongoing assessment, proficiency rates will increase.

Areas of Critical Need:
Oasis staff has identified the following 8 areas of need which are addressed in the schoolwide action plan.

- *Develop a plan for systematic examination of data to assess academic progress and determine resource priorities*
  - *Develop baseline, formative, summative and benchmark assessments*
  - *Develop more authentic assessments*
  - *Use data to drive instruction and programmatic offerings*
- *Develop intervention strategies for students based on ongoing assessment results*
  - *Utilize individual learning plans for intervention implementation*
- *Refinement of staff development plan to support student success*
- *Increase staff development opportunities for training in classroom management, critical inquiry and differentiation of instruction*
- *Create a more formal method of creating a comprehensive standards based curriculum from year to year focusing specifically on literacy and math.*
  - *Development of schoolwide "essential standards" in each core content area*
- *Develop methods for decision making and ongoing communication that include all constituencies including teachers, administration, office staff, students and parents equally.*
- *Implement consistent and high student expectations both academically and behaviorally with "real" consequences.*
- *Develop clearly defined job descriptions for all staff*

The Visiting Committee recommends that the school focus on fewer areas of critical need and spend some time re-organizing need within two broader categories: *(1) Academic Rigor* and *(2) School Culture.* A more detailed explanation of this recommendation follows in chapter 5 of this report.

Chapter II: Progress Report

As the staff worked to address the growth areas/critical areas of follow-up, the school and its community of learners has changed. Since the last visit by a WASC team, these changes have included:
- change in leadership (principal changed at year 2)
- change in location
- ended advisory program (after year 2)
- ended "life after high school" class (after year 2)

The following are the initial WASC visiting candidacy committee's suggested critical areas for follow up and Oasis' response to the areas identified:

1. Increase attendance rate. The school has focused on parental contact and communication regarding attendance and it has increased dramatically over the last three years. Attendance has improved from 75% in 2005 to 91% in 2009.

2. Strengthen participation and leadership opportunities and peer resources for students. At the foundation of the Oasis program is community collaboration and access to student resources beyond the classroom. The school has initiated many new partnerships through which the students can gain leadership experiences and gain practical life skills and supportive guidance. For Example, Oasis High School students have participated in the following programs:
- *Youth Against Youth Incarceration (YAYI)*
- *Sports Leadership*
- *Bay Area Youth Gone International (BAYGI)*
- *Community Action Research*
- *McCullum Youth Court (MYC)*
- *Asian Community Mental Health Services (ACMHS)*
- *Family Violence Law Center (FVLC)*
- *The Center for Youth Development Through Law*
- *Oasis High School Students Have Been Published*

3. Data-driven cycle of inquiry: Develop a sophisticated process of gathering and analyzing data about student progress and align assessment with goals and curriculum. Over the summer of 2008, Oasis High School purchased licensing and equipment for a robust standards based assessment system. Among other functions, DataDirector allows teachers to create tests in every subject area based on the standards the teacher just covered or a more comprehensive subject exam. The system also creates benchmark assessments to be administered throughout the year to help the school determine by class, by subject, by teacher, by grade or by student, what standards and topics are mastered and what areas need follow up and remediation.

Unfortunately, with charter renewal and WASC accreditation in full motion this current school year, DataDirector was not fully implemented or utilized. The school recognizes the importance of data-driven instruction and is committed to fully executing DataDirector in the upcoming school year. The oversight and coordination of its use and ongoing assessment at Oasis High School will be delegated to their curriculum coordinator.

In addition to implementing DataDirector as a method to appraise a student's acquisition of the state standards, teachers have expressed a strong interest in developing more authentic assessments and ensuring that Oasis uses multiple measures in evaluating the progress of our students. Teachers have developed rubrics in many of the core content classes but they have not been anchored or adopted as schoolwide.

4. Standards Based Curriculum Development: Continue to develop curriculum, instructional materials, methodologies, and assessment tools to increase student engagement while addressing state standards. While there is still a need for work in this area, the school has made progress in ensuring that the standards are being met in each of the core classes. Last year the school hired a curriculum facilitator. This staff person met with teachers to develop plans for charter renewal and develop lessons for English Language Development. She also attended professional development to learn about evaluating student work samples and started a student book club to encourage student literacy among the school. Unfortunately, this person

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moved and is no longer working at the school. Some consistency was lost with her move, however, two new positions were added this year: the Curriculum Coordinator and the Director of Outcomes. The Curriculum Coordinator is responsible for the curriculum, pedagogy, and academic direction of the school. The Director of Outcomes will not only serve as a literacy coach, but will also work with teachers as a coach to ensure that the school is meeting the pupil outcomes/ESLRs as stated in the charter. This includes working with the Curriculum Coordinator to ensure that there is a systematic and formal way of documenting that teachers are covering the standards in a sequential and comprehensive manner. The Director of Outcomes will also help in grant writing, fundraising and securing funds for the school. This person will also be conducting professional development with the staff on literacy, developing teaching strategies in the classroom, and supporting the administrative staff on the daily operations of the school.

5. Professional development of instructional staff: Increase support and coaching of instructional staff in areas of curriculum development, project based learning, differentiated instruction, youth development and classroom management. Oasis teachers met for a summer retreat in August of 2008 to discuss instruction and curriculum. Oasis remains committed to their original educational philosophy around creating lessons that engage and excite students rather than just imparting facts, while also ensuring the standards are covered. Oasis is currently working with some state adopted materials in alignment with OUSD and has used Accelerated Math and Teacher's Curriculum Instruction (TCI). Nevertheless, the school continues to struggle finding the perfect balance of covering standards while providing meaningful, interesting, project based lessons that engage students.

In addition to the newly created positions whose job responsibilities include coaching and supporting teachers, Oasis has been working with REACH which has provided classroom coaching for new teachers and supported teachers in receiving their BTSA training and obtaining their single subject credential.

Additionally, Oasis has been holding staff development meetings every other Monday for 2 ½ hours. As evidenced by the teacher surveys, teachers want more say in what types of in-service trainings they receive. There is also a core of teachers, board members and staff that meet for 2 additional hours on Thursdays and 3 hours on Saturdays to develop the School Improvement Plan.

6. Personal support for students: Develop counseling and other resources for students who are experiencing challenging personal situations. Oasis High School added a Dean of Students position to the staff last year. The Dean of Students is responsible for overseeing all students and student-related activities. The Dean of Students provides leadership to create and maintain a positive, supportive environment based on youth development principles. Responsibilities include: developing close relationships with the students and families and helping students receive the support they need when dealing with crisis and other personal issues. The Dean of Students is largely responsible for establishing partnerships with community organizations that provide ongoing services to Oasis students.

Chapter III: Self-Study Process

Current Oasis ESLRs (Pupil Outcomes)
In the self-study document, Oasis list the following as their Expected Schoolwide Learning Results (as stated in the Oasis High School charter as Pupil Outcomes. These ESLRs were revised by staff May 2008 – November 2008.

- Students are physically safe and emotionally secure.
- The academic program is challenging, meaningful, personalized and fun
- There is a context of: positive relationships among peers and adults, a sense of belonging, and participation by parents or family members
- Students have opportunities to assume meaningful roles and responsibilities within the school and community
- Staff will be highly qualified and dedicated, with the support, training, and tools necessary for success.
- Students have opportunities to assume meaningful roles and responsibilities within the school and community
- The school helps students acquire **the six essential competencies**
- Students have the opportunity to attain a high school diploma and the academic knowledge and skills required for entry into UC/CSU
- Students develop a deeper understanding of themselves as learners and their connection to others and to their communities
- Students are enabled to become self-motivated, competent, and lifelong learners
- Students engage with real-world projects and problems, giving them the opportunity to apply their academic learning to internships, projects, and community service

In the school's Charter Renewal document, Oasis defines six **Essential Competencies** as follows:

1. *Communication* - Students develop writing, speaking, listening, presentation and interpersonal skills to participate as productive citizens in today's society.
2. *Reasoning and Problem Solving* - Students develop quantitative and computational skills to analyze and make decisions about issues confronting society. They also develop critical thinking and inquiry skills to analyze and solve problems in the context of school projects and/or school or community service endeavors.
3. *Community & Citizenship* - Students develop qualitative, historical and sociological skills to understand how individuals work together in communities and societies.
4. *Technology* - Students develop technology skills for research, presentation of work, communication with teachers and staff, and documentation of their progress and course work in order to be prepared for today's technological work place.
5. *Creative Expression* - Students develop an appreciation of and explore the various forms of art and music our communities use to express themselves. They apply what they have learned in the arts across subject areas and develop competencies and creative skills in problem solving, communication, and time and resource management.
6. *Self-Knowledge* - Students develop a deep understanding of themselves as learners, community members, and leaders; they develop a vision for a healthy, responsible future.

It is the opinion of the WASC visiting team that the school's six Essential Competencies may be better suited for the purpose of the school's ESLRs. The Visiting Team recognizes the school's current definition of ESLRs as laudable and ambitious, but worry they are not student-centered or focused on learning, like the school's Essential Competencies. For this reason, the Visiting Committee recommends the school adopts their 6 Essential Competencies as ESLRs and if necessary, Oasis can reassign the current ESLRs as school goals/outcomes.

School's Self-Study Process with Respect to Self-Study Expected Outcomes

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
Over the past year and on half, Oasis has been analyzing the strengths and weaknesses of the school for both the charter renewal and WASC accreditation process. Two members of the leadership team attended a WASC training and were introduced to the *Focus on Learning* process in order to become more effective team leaders. The trained leaders then created a timeline for the self-study process and shared the details of the process with staff and other stakeholders. Focus Groups were selected based upon teacher choice. The writing of the various sections of the self-study was shared among various staff and the creation of final document was ultimately outsourced to EdTech. With such a small staff, all constituents (including Board members) have participated in this deep self evaluation of the school and have been busy working after school and on weekends to prepare for the WASC visit. Because so much of the Charter Renewal process has overlapped with the WASC self-study, the school has been able to involve all stakeholders in both processes simultaneously. This said, the depth of involvement (particularly of students) was not evenly spread across all stakeholder communities. Specifically, many students seemed unfamiliar about the WASC process, very few stakeholders knew about the ESLRs and not all staff were familiar with the details of the action plan.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (note the selected expected schoolwide learning results examined by the school)
As mentioned above, the WASC Visiting Team believes that the school's ESLR's are complicated and not very student centered. The current ESLRs seem to have been driven by the school District as part of the Charter Renewal process. The District asked Oasis to developed schoolwide learning results that highlighted elements that contribute to the school's uniqueness which explains there atypical format and even content. Most stakeholders were unfamiliar with their development and content. The academic outcomes, also known as the Essential Competencies (see above) did seem to be more familiar with staff, but not students. There did not seem to be any awareness of any "focus" ESLRs.

3. The gathering and analyzing of data about students and student achievement
Much of the data collection and analysis used in the self-study came from the Charter Renewal process. As such, staff has regularly been examining data during staff meetings. Some staff members combed through all individual student files to aggregate student demographic data. The Visiting Team has been able to validate that the school has gone to great efforts to collect and evaluate school data. However, data analysis has been self-reported by some stakeholders as a weakness for the school (but one that is being addressed). The hope is that the systematic implementation of the school's recently purchased Data Director will help ameliorate this area of growth.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria
Because of the charter renewal, while WASC committees had been formed in February of 2008, the school actually served using the "committee of a whole" model, making decisions about the direction of the school, analyzing and editing the pupil outcomes/ESLRs, re-writing the course descriptions, reviewing student data and seeking input from students and parents whenever possible about the needs of the school. The WASC accreditation process and charter renewal also has dovetailed off of the High Priority Schools Grant Program from 2007. While Oasis did not choose to take the federal money available for implementing a school action plan for improvement, the school did undergo four months of evaluating the program, then setting goals and tasks that needed to be accomplished to improve learning at Oasis. The school sought input from the students and parents in this process by holding a series of meetings to discuss what parents and students felt were the strengths and deficits of the school. The school reports that the final Self-Study was a culmination of over 120 hours of meeting time with constituencies, outside parties, professionals, and the OUSD focused not only on the specifics of the WASC Self Study, but also on the overall direction of Oasis High School's future. That said, it is clear that the stakeholders spent a great deal of time reviewing the school's program.

There remains some concern however, that the refinement of Oasis' ESLRs and alignment of the academic standards was not conducted with the WASC/CDE criteria in mind. The school is working closely with the district around Charter Renewal however and district demands have not been completely congruent with the typical WASC process and outcomes. For this reason, the Visiting Committee is willing to be a bit more lenient around assessing the school with regard to their adherence to the WASC/CDE criteria.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plane

Following the self-study methodology described above, Oasis identified 8 major areas for growth, as follows:

- Develop a plan for systematic examination of data to assess academic progress and determine resource priorities
  - o Develop baseline, formative, summative and benchmark assessments
  - o Develop more authentic assessments
  - o Use data to drive instruction and programmatic offerings
- Develop intervention strategies for students based on ongoing assessment results
  - o Utilize individual learning plans for intervention implementation
- Refinement of staff development plan to support student success
- Increase staff development opportunities for training in classroom management, critical inquiry and differentiation of instruction
- Create a more formal method of creating a comprehensive standards based curriculum from year to year focusing specifically on literacy and math.
  - o Development of schoolwide "essential standards" in each core content area
- Develop methods for decision making and ongoing communication that include all constituencies including teachers, administration, office staff, students and parents equally.
- Implement consistent and high student expectations both academically and behaviorally with "real" consequences.
- Develop clearly defined job descriptions for all staff

These areas of need were largely driven by the district but the school is in support of these areas of focus. For the purposes of the WASC self-study, 8 areas of critical needs seems a bit excessive, but the Visiting Team understands that the school is trying to accomplish two important goals and following a single schoolwide action plan that can fulfill both WASC and the Charter Renewal process makes the most sense for the school even if it is not a perfect fit for WASC. Drafts of the plans were reviewed by staff, Board members, and members of the school district.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?
The Oasis High School mission is clearly stated, shared by the school community, and based upon high quality standards congruent with research, practices, and a belief that all students can learn as they prepare for life beyond high school. The mission is supported by the Oasis Board, staff, and mentors, engaging students by offering them the supports and opportunities that are critical to their academic and personal accomplishment, including:

- A small, safe learning environment in which relationships among young people, adult teachers, and mentors can flourish
- A culture of high expectations that helps them take on meaningful roles and responsibilities
- A focus on the connection between self and community that makes learning personal, relevant, and stimulating
- Hands-on, real-life learning experiences through project-based learning and community partnerships

The mission of the school has never swayed from serving students who would no longer be in school if Oasis did not exist. In an era when it when it was easier to pluck the best and brightest students from traditional schools, Oasis is a charter school focusing on serving the neediest students, teaching in ways that other schools were not trying. Oasis cannot boast one of the highest API scores or proficiency rates in the district or state; however, the school is proud to be fulfilling its mission in supporting these unique students by providing:

- A culture of high expectations that not only encourages students to take on meaningful roles, but provides the mechanism for them to do so through clubs, extracurricular activities and opportunities beyond the classroom.
- A focus on the connection between self and community through community service requirements, community projects and partnerships with community organizations.

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?
The Oasis Board and administration has continued to support the teaching staff's dedication to making learning relevant and meaningful through projects and engaging outside classroom experiences. The school is focused as much on student personal growth, confidence, safety and leadership, as students demonstrating an understanding of the content standards. The Board and administration has allowed teachers to define what works best in their individual classrooms rather than creating a "prescriptive" formula.

The Board, administration and school site council have also completed a needs assessment and evaluating the tasks needed to improve test scores while staying true to the mission of the school. The result of that analysis and the changes made at the school was a consistent, incremental growth in test scores, student attendance, as well as teacher satisfaction levels.

A2. To what extent does the Governing Board have policies and by-laws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?
The Oasis Board reviews and approves school goals, which are developed by the Leadership Team, with staff, student, and parent input. There is clarity of the policies, which are directly connected to the school's vision and purpose and expected school-wide learning results. The academic goals are based on student achievement data such as standardized test scores, attendance rates, and surveys.

The Oasis Board approved the course of study and the charter document, admission policy, Student/Parent Handbook, Staff Handbook, and Board By-laws are reviewed yearly. Material changes in the charter, approved by the Oasis Board, are also taken to the OUSD Board for approval. The Board has been very involved in the refinement of the School-wide Expected Learning Results through strong collaboration on the

charter renewal and WASC/ renewal school improvement plan. Board members have been meeting at their regular meetings each month, plus attending Saturday working sessions on the school improvement plan and charter renewal for the last few months.

To what extent does the Governing Board delegate implementation of these policies to the professional staff and regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?
The Board has been intricately involved in the school improvement plan development and charter renewal. There is a clear understanding about the relationship between the governing board and the responsibilities of the professional staff. The Board will continue to work alongside the administration and seek teacher and parent input on the charter renewal and school improvement plan processes. There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance overall school operations, and fiscal health of the school.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?
The Board and administration are working together to ensure that Oasis has the staffing resources and the program to make significant progress toward meeting the outcomes of the charter and, using data as their guide, are initializing programs and positions to ensure that the school and its students are successful. In short, the school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents. Changes have been forthcoming after reviewing the data and ESLRs of the school, after a thorough analysis of the data helped leadership and staff to refine these goals.

Staff acknowledges that access to more data other than the STAR test results once a year would be helpful in refining classes and meeting student needs. Once implemented, the school leadership and staff will be better able annually monitor and refine the single school-wide plan based on analysis of data to ensure alignment with student needs.

To what extent do the leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?
Given that this is the first year that the school has a plan, the Board has asked that administration give a bi-monthly update on implementation of the plan at the Board meetings and in the Principal's monthly written reports when appropriate.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the ESLRs through a system of preparation, induction, and on-going professional development?
Staff development has focused on two major areas: (1) providing training and mentoring for teachers who are new to the profession and second, responding to perceived needs in curriculum, instruction, and school culture; and (2) designing a systematic approach to staff development that includes staff input on needs, priority setting, and professional support outside of the school.
Oasis High School has procedures to ensure that staff members are qualified based on staff background, training, and preparation. In addition, the school partners with The Reach Institute for School Leadership to train teachers to obtain their BTSA and single subject credential. The Reach Institute coaches, develops and credentials individuals committed to serving as innovative, effective teachers and educational leaders within small, diverse schools.
Staff has participated in the following in-services:
- Literacy Training
- DataDirector
- CAHSEE Preparation

The staff is clearly interested in taking professional development to a new level and is open to training that will enhance their instruction in the classroom. Specifically, they are seeking support on classroom management; project based learning and critical inquiry.

A5. To what extent are the leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?
Rubrics and other multiple measures have been used in individual classrooms but the school does not have a consistent system for analyzing the school as a student body other than through STAR data. Professional development on DataDirector will help teachers understand how to use the test bank questions and the data. Knowing HOW to teach standards through projects that engage students is an ongoing challenge at Oasis and will be the focus of the professional development in the future. Professional development specifically geared around data and research has been lacking to facilitate all students achieving the academic standards and the expected school-wide learning results.

A6. To what extent are the human, materials, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs to support students in accomplishing the academic standards and the expected school-wide learning results?
Outside of the scope of physical facilities, the human, material, and financial resources are sufficient with the growing enrollment, utilized effectively and appropriately in accordance with the legal intent of the program(s).

Physical facilities, on the other hand, pose one of the most notable constraints on staff and students. The school is currently in the process of securing larger, more modern facilities that will not only allow for student enrollment growth, but also more comfortable and utilitarian working and learning space. The Board and administration have spent an inordinate amount of time seeking a site that would be suitable for Oasis and are confident they have located a site for the upcoming school year.

Survey results show that staff feels they have adequate instructional materials, with the exception of technology. While there is a small computer lab for student use, instructional technology is limited and is an established need. Regardless, students are still supported in accomplishing the academic standards and the expected school-wide learning results.

A7. Has the Charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the Charter solvent and does it use sound and ethical accounting practices (budget monitoring, internet controls, audits, fiscal health, and reporting)?

Fiscal Oversight: The Oasis board, in conjunction with its back office business service provider, sets the policies for financial management and reviews financial practices and reports to ensure that staff or designated volunteers are adhering to those policies.
The Board ensures sound fiscal management of the school by:
1. ensuring that financial systems provide adequate information for managing resources to accomplish program goals;
2. ensuring that financial managers provide accurate, relevant financial reporting to the public, constituencies and all relevant parties;
3. assessing adherence to laws, regulations, and financial contract clauses;
4. assessing effective, efficient use of public dollars; and
5. Evaluating and assessing the effectiveness of financial management oversight activities.

The Board of Oasis High School ensures that the school prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors and modified, as necessary. Financial statements displaying budget vs. actual results are prepared by EdTec and reviewed by the Principal and presented to the Board of Directors at each board meeting. The Board also approves the School check registry each month. In summary, the governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices.

A8. Has the Charter school developed policies, procedures and internal controls for managing operations that meet state laws, generally accepted practices, and ethical standards?
Plan for Sound Fiscal Management: To ensure effective financial management, Oasis High School works with a back-office service contractor with expertise in finance, facilities, business management, and administration. Oasis High School is currently working with EdTec, Inc., allowing the school to develop policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

The Principal and the Associate Director at Oasis High School oversee the work of the selected business service company, which handles all back-office business functions, including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. Oasis High School uses PowerSchool to track attendance and other statistics accurately and efficiently. EdTec assists the school in setting up its attendance accounting systems and ensures that all reporting is submitted accurately and in a timely manner. EdTec helps the Associate Director and the Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

Internal Control Objectives: Oasis High School has also developed internal controls and effective practices to ensure sound financial management. Examples of internal controls include separation of duties to prevent embezzlement, adoption of a school conflict of interest policy, rules that all cash and deposits will be accounted for in detail and deposited in the main account, and approval by the Board of Directors of the check register of recently cut checks at each board meeting. Oasis High School requires a two week turn-around on payables, one hundred percent compliance with all applicable rules and regulations, and transparency of financial reports to the board.

Oasis High School works with the back office business services company to generate monthly financial reports and annual budgeting that conform to the requirements of the board, district and county. These monthly reports show budget expenditures, actual expenditures, and the variance between budget and actual, and the end-of-year forecasted surplus or deficit.

Oasis High School conducts all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. In receiving this funding directly, Oasis High School is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. Oasis High School provides the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding, Oasis High School's expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.
- Clear mission supported by entire school community
- Committed and responsible governance
- Fiscally sound budget and fiscal controls
- Qualified, dedicated staff and shared leadership

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.
- Plan for systematic examination of data to assess academic progress and determine resource priorities
- Refinement of staff development plan to support student success

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Board meeting agendas and minutes
- audit reports
- attendance records
- financial statements
- budgets
- cash flow
- staff meeting agendas
- school improvement plan

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?
Oasis has identified curriculum as an area of growth. Currently, there is not congruence between the actual concepts and skills taught, the academic standards and the expected school-wide learning results. The ESLRs are not student-centered at this time. Six essential competencies have been identified and are being incorporated into the curriculum: communication, reasoning and problem solving, community and citizenship, technology, creative expression, and self-knowledge.

Teachers qualified in their subject areas or are in the process of receiving their full credentials and have been given flexibility in determining how they teach their content, but there is not a clearly articulated curriculum school-wide. Inconsistencies exist among teachers and courses. Courses have not all been aligned to standards and ESLRs. Until now, according to a Board member, teachers had determined what they want to teach and then found the standards that fit into that. Oasis has identified working on establishing a clear standards-based curriculum where they look at the standards first, then identify the curriculum to support them as a primary area of growth.

The school has an established process for course approval. Within Oasis, the teachers submit course outlines and syllabi to the administration. In 2008-2009, they are reviewed by the newly hired Curriculum Coordinator. As part of the process toward curriculum improvement, teachers submit in writing what it is they are teaching, how they will determine if the student has learned what they are teaching and a plan to work with students who do not learn what it is they are teaching.

Eighteen Oasis courses have been UC a-g approved. The school does not yet have enough approved courses in laboratory science and visual/performing arts for students to complete all of the requirements for UC through the Oasis program.

Students take advantage of concurrent enrollment at nearby Laney Community College. Last year Oasis initiated AP English and AP Spanish courses. AP English and Spanish courses were not continued in 2008-2009 due to the loss of the teacher. Students are encouraged to take challenging classes to help them learn how to apply themselves and learn at a higher level.

Another growth area Oasis recognizes is to establish exit outcomes, benchmark standards or scope and sequencing of courses from year to year or course to course. Through their self study, they discovered that there is some curricular overlap in content from one class to another and gaps in other content areas.

Teachers, administration and other adults at Oasis build strong, positive relationships with each student. Class sizes are small, averaging twenty students. Teachers get to know their students, their abilities, and their interests very well. They tailor their curriculum to students' needs, and interests. Oasis has created a balance of caring support in a respectful and motivational environment that allows the students to succeed even in the rigorous classes.

B2: To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?
The initial charter proposed the concept of individual learning plans through independent study. Currently, 11th and 12th graders meet with the principal or one of the teachers to discuss individual learning plans based on their credits, date of graduation, career plans, social constraints in their lives and overall attitudes toward life after high school. Upon enrollment in Oasis, 11th and 12th grade students are given a fairly comprehensive plan that ensures graduation. All students, regardless of language or disability have access to the entire program. Most students who come to Oasis lack motivation and the skills to succeed in the traditional school and they are coming in with similar low socioeconomic backgrounds. Oasis' prime goal is to help put

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these students back on a proper course and give them the support they need to become successful, contributing members of society. In addition to core course offerings, all Oasis students may participate in the many co-curricular opportunities at Oasis. Many of these opportunities are geared toward introducing students to various career paths and opportunities. Some of these include:

Science Education: In the Youth Expressions Project, students combine the study of science with creative writing, drawing, music and videography to design and present musical lessons to 7th graders at Westlake Middle School.

Sports Leadership: students lead games and outdoor activities at Richmond elementary schools

Social Justice Curriculum: examines the power structures that are established through the use of classism, sexism, and racism through classes like Ethnic Studies, Black Film and Graffiti.

Step to College: a collaborated effort between Oasis and the Colleges of Education and Ethnic Studies at San Francisco State University (SFSU) high school seniors take courses that train them in critical thinking, academic literacy and other introduction to college courses.

Bay Area Youth Gone International (BAYGI): exposure to social, political, and cultural realities through international travel.

Community Action Research: exploration of relevant topics within the community and effective strategies for making real and measurable change

Sports: competitive soccer and basketball teams They are in the process of joining the North Coast Athletics Section (NCS).

Studio One: Studio One staff teaches drawing, sketching, painting, mosaics, sewing, murals, 3-D projects, ceramics, photography, and jewelry making.

Bay Area Video Coalition (BAVC): *students* arrange, write, create and produce music.

YELLAWE: filmmaking, theatre, drumming circles, and music/beat making instruction. Students create music and produce short films on issues affecting their community.

Cycles of Change: provides bicycles for PE, connections for bicycle field trips, and classes on bicycle maintenance and bicycle safety.

Sports for Kids: provides PE coaches for daily classes and after school programs.

Book Club: take place through the Wednesday Classes where each class takes at least 30 min (up to 2 hours) to read and discuss books in class.

Bay Area Youth Explorers (BAYEx): created by Oasis in 2006-07 as a full-time program that involved about 30 students using integrated learning that includes two full days in the field and three days of independent or small group work.

Service Learning: students spend one day a week (Wednesdays) collaborating with peers to carry out service on behalf of others.

Annual Poetry Anthology: In keeping with the Oasis focus on building literacy, Oasis students write poetry, give public readings, and publish an annual collection of student poetry.

Drama: students write their own plays and produce them each year.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

When students enroll at Oasis, they are put into a grade level based on their transcript analysis. They may remain at Oasis until they meet the graduation requirements. Teachers find that students are coming to Oasis with large deficits in their basic skills and are not capable of completing grade level coursework without significant remediation. Oasis is on the trimester system. Students take four five-credit core courses each trimester and two elective service learning courses, 2.5 credits each. 230 credits are required for graduation. Oasis has expanded traditional graduation requirements to include:

- 45 credits of English
- 35 credits in math: Algebra 1, Geometry and Algebra II
- 20 in laboratory science
- 30 credits in social studies
- 15 credits of Community Service/Service Learning
- 20 credits of a language other than English
- 20 credits in personal health and fitness 30 credits of electives
- one trimester of Senior Project.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.
- Strong, positive relationships with students
- Small class sizes
- Balance of caring support in a respectful and motivational environment
- Multiple community opportunities for service learning that introduce students to various career paths

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.
- Consistency in Curriculum
- Establish exit outcomes and benchmark standards
- Scope and sequence courses from year to year and/or course to course
- Continued staff in-service in AP coursework
- Continued data driven alignment of curriculum to standards
- Reinstitute personal learning plans for all students grades 9-12
- Develop additional courses to meet the UC requirements: one year lab science and one year of visual and performing arts

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Self-study document
- Oasis Renewal Charter Petition
- Classroom observations
- Discussions with focus groups and key stakeholders
- Examples of student work

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?
There was little written in this section of Oasis' report beyone: "See lists of learning experiences in B2."
While on site during the visit, they provided us with a copy of their Renewal Charter Petition. This document explained a great deal about the school in much greater detail than the self-study document. Oasis uses a wide variety of instructional strategies based on current research that are tailored to me the goals of the school and students' interests, needs, and learning styles. The Oasis Action Plan identifies integration of Six Essential Competencies. When we asked staff about these competencies, they weren't familiar to staff. However, staff may want to consider them as future ESLRs.

The Oasis Charter outlines how they believe learning best occurs:
- when students are physically and emotionally secure and there are clear and consistent rules and expectations
- by creating a sense of security through a structured and predictable environment
- when the academic program is challenging, meaningful, personalized and fun
- when there is a context of positive relationships among peers and adults, a sense of belonging, and participation of parents or family members
- when students have opportunities to assume meaningful roles and responsibilities within their school and their community
- with highly-qualified, dedicated staff who have the support training and tools necessary for success
- in small supportive classes.

The Visiting Team heard from students, teachers, administration, parents and Board members that the above structures are in place in varying degrees and are working very well.
Teachers use strategies such as scaffolding, differentiation, backward planning, textbooks, library books, teacher created materials, commercially prepared materials, collaborative learning, one-on-one instruction,

and students helping students to help all students access the curriculum.

Special education students are a small percentage of the Oasis population. However, teachers feel that there may be many students who may qualify for special education who have not been identified at previous schools. The Oakland Unified School District SELPA sends a special education teacher to Oasis for less than one hour each week to serve six students with IEPs. There is not a clear referral process in place. Teachers in the Instruction Focus Group were not aware of the Student Study Team processes. IEP and 504 information was not shared with individual classroom teachers. It takes awhile for the school to get IEPs. They are requested by the school from the resource specialist.

English learners at Oasis are integrated into the classes and supported through the use of strategies teachers use with all students; scaffolding, vocabulary development, etc. Information pertaining to Oasis students who are English learners has not been shared with classroom teachers. Currently, there are three students.

Students have multiple opportunities to access preparation for the future through college field trips, a course called "We Are the Future", a poetry course that meets weekly on the UC Berkeley campus, staff working one on one with students to help fill out college and financial aid applications, and advisory meetings for 11th and 12th graders with Oasis administrators. Students report that "teachers care about students' futures and want to help."

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Students are involved with numerous community organizations, service learning projects, and learning experiences outside the school as described in Section B2. Oasis has created an excellent Service Learning program. Students spend one day a week (Wednesdays) collaborating with peers to carry out service on behalf of others. Service learning provides students with a range of challenges and experiences that build academic skills, foster an ability to work in teams, and offer opportunities to explore career possibilities. In some cases, Oasis youth work with younger children; in other cases Oasis youth educate their Oakland peers; and still in other cases Oasis youth are educating and organizing adults in Oakland and beyond. Seven projects are offered each quarter. Each student has the option to work with a project over the course of the full school year or to work on a different project each trimester. Students culminate with an end of the year exhibition of learning.

Oasis uses the following key instructional strategies in their classes: in-depth project-based learning, direct instruction, community service learning projects and internships, independent study (short term) and computer-based instruction. Technology is underutilized as an instructional strategy at this time due to the lack of a substantial infrastructure in the current Oasis facility. The school hopes to further integrate technology when they move to a new facility in 2009-2010.

Classes begin daily at 9:00 and end at 3:15. Students take four core classes each day (except Wednesday) that last for one hour and twenty minutes each. Extended academic days are provided on Tuesdays and Thursdays from 3:20-4:40 and Saturday School is held every other week from 10:00 am-12:00 noon to provide extra time, tutoring, homework assistance and CAHSEE.

Teachers are beginning to participate in "critical inquiry groups". They meet regularly to discuss their teaching practices. They plan to sit in on each other's classes and make helpful observations. This wasn't fully implemented this year due to extensive involvement in charter renewal and the WASC self study.

Seniors are required to complete a senior project. The project has four parts: a research component, a hands-on component, a process journal, and a presentation.

The school has recently hired a Director of Outcomes. Her job responsibilities include modeling lessons for teachers, providing instructional support and improving instruction. She will be working with staff to coordinate the improved school-wide articulation of standards-based instruction.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.
- Service Learning--multiple opportunities outside the classroom
- Academic support structures, including tutorials, Study Skills, Saturday School
- Senior project
- relevancy of course content to students' lives and interests

- small, supportive learning community
- trusting, caring environment

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.
- Continue aligning curriculum to standards
- Utilize data (Data Director) to improve curriculum and set benchmarks
- Fully implement "critical inquiry groups"
- Consider access to PowerSchool for parents and students
- Provide time for staff to meet
- Work on a common school-wide rubric for writing
- Staff development on working with English learners
- Training from OUSD SELPA on the referral process for students with identifiable learning disabilities
- Reading assessment for students upon enrollment
- Increase the infrastructure for increased access to technology

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Self-study document
- Classroom observation
- Discussion with focus groups and key stakeholders
- Examples of student work

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?
Oasis recognizes that it does not have an effective system to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community. The staff, administration, board and all stakeholders recognize that these tools are necessary to make necessary modifications in curriculum to support student success. Currently, the school uses CST and CAHSEE scores to view student performance. The results of these two assessment tools are shared with all stakeholders.

One of the first times that families met to observe the desegregation and analysis of test scores was when the school was considering the High Priority Schools Grant. An analysis was provided by EdTec, an outside resource, for High Priority Schools and utilize the only assessment results which were available and that was CST scores.

The Board has been acutely aware of assessment results at the school. They have tracked accountability measure based on these assessments and have provided resources to help the school focus on the needs of the students based on the assessment such as hiring the part time Curriculum Coordinator. Most recently, the Board hired a CSU professor to assist the school in developing action steps to improve student learning at Oasis.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning? Each teacher creates their own assessments and it varies from class to class and teacher to teacher. Oasis has not completed a comprehensive review of how individual teachers assess student learning. To meet this need, the school has hired a Curriculum Coordinator to formalize their assessments and document how they determine if students are learning. The Curriculum Coordinator is now helping teachers utilize assessments to strengthen high achievement for all students.

To what extent do students and teachers use assessment results to enhance the educational progress of every student?
The teachers have been meeting the last year and a half to analyze the impact of the test results and are

currently focused on creating a method for developing a consistent curriculum aligned to the standards that is specific to the needs of the Oasis student population and aligned to the mission of the school.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?
The assessment monitoring system has been primarily an analysis of STAR test scores and CAHSEE results.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?
While there had not been a robust system in place to analyze assessments up until recently, the school had been using test scores and survey results and meetings with teachers to assess the needs of the school's programs. The administration worked with staff to understand and communicate to the Board what support mechanisms and changes to the program would benefit student learning. As the school grew and more resources were made available, the school has made these changes through, for example hiring additional staff, paying for student programs and providing additional instructional resources.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.
- The principal and teachers clearly articulate the need for specific assessments and data collection tools needed to improve instruction and academic performance.
- Teachers committed to work within departments and interdepartmentally to modify curriculum based on student assessment/performance.
- Assessment tools developed within departments are regularly modified and improved.
- Most curriculum is aligned with state content standards; texts are standards-based.
- Students have multiple opportunities to demonstrate mastery of standards within courses in a variety of differentiated assessments and activities that are individual to the courses and the teachers teaching them.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.
- Adopt a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance.
- Develop a comprehensive assessment/evaluation process to systematically measure student achievement of standards in coursework and of ESLRs
- Increase student opportunities to become more involved in assessing their own learning

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Self-study
- Leadership meetings
- Classroom visitations
- Support staff interviews
- Examination of evidence

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?
The school has several events throughout the year to encourage parental involvement in the learning process. Back to school night and teacher/student/parent conferences are held each year. In addition to school-wide events, parents are encouraged to participate on the School Site Council that meets monthly to discuss school needs and programs and learning.

The school also distributes volunteer requests to parents. Parents participate in field trips, fundraising events

and on campus activities, but it is usually the same group of parents that represents a small percentage of parents that participate. The Governing Board has a parent representative that serves as the parent liaison and the parental "voice" to the Board in making decisions. This parent works closely with the school site council parent members. The school site council has recommended that the school consider a parent resource room at the new facility where parents can pick up flyers, use computers, and learn more about what is going on at the school. The school has also considered providing English classes for parents at night but would need some additional resources to implement.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?
The building where Oasis is located was built in 1946 and has undergone numerous renovations over the years and most recently replaced the heating and air-conditioning system. There are eight classrooms, a number of offices and meeting rooms. Classrooms are carpeted and have operable windows and are furnished with tables and chairs. There are computer stations in all of the classrooms, setting the stage for an orderly place that nurtures learning.

Oasis takes great care to ensure the cleanliness of its facility and works closely with the landlord's cleaning service to this end. The school is cleaned daily. Teachers notify the school's Associate Director of maintenance/repair issues who communicates regularly with the landlord and custodial service to address problems promptly and upholding an expectation of a clean and smooth running facility.

Student, parent and teacher surveys demonstrate that students feel safe at Oasis. This is attributed to the strong focus on development of mutual respect between the staff and the students at Oasis, an on-going culture that demonstrates caring, concern, and high expectations in an environment that honors individual differences and is conducive to learning.
The school, though, is at a juncture where the current facilities are no longer adequate for the overall program and growth in enrollment; a change is planned for the upcoming school year.

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?
There is a warm and caring feeling about Oasis. The school was developed to bring students back in to the educational fold that would otherwise probably not attend school. Trust issues abound in the lives of Oasis students so the founders knew they had to create a learning environment that fosters trust, professionalism, and high expectations for all students. The small family like environment is a key factor in educating the students at Oasis. Students and families report that they feel safe at Oasis and that teachers and administration show respect and caring for the students.

E3. To what extent do all students receive appropriate support along with an individual learning plan to ensure academic success?
The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance. In addition, the Dean of Students works with families to ensure that all students have the ability to succeed at Oasis. Oasis is a small learning community, with staff dedicated to supporting disadvantaged students; this family approach working for most students, an individualized learning plan to help ensure academic success.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at school and within the community?
Graduate and undergraduate students from UC Berkeley, Hastings University, Mills College and Boalt Law School volunteer in the classroom, both as tutors and instructors for classes such as youth law. Student teacher interns from Mills College were partnered with teachers in the classroom as part of their credentialing program. Ms. Manning will have a student teacher from San Francisco State University credentialing program. Ms. Manning did a "Story Swap" sponsored by the Aspen Writers Project and the WordSoundLife organization at UC Berkeley where Oasis students shared stories with a class in Rifle, Colorado using a social networking site

Oasis had conducted Advisory the first two years, but with mixed results. The purpose is to work on the student's portfolios and monitor progress of the students, CHASE results, tutoring, and work on career and academic plans. Each teacher will have 20 students and will stay with those students for their entire time at Oasis. The teachers will also help facilitate the development of internships with their students.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.
- Oasis staff
- Advisory/Tutorial
- Elective and extra-curricular offerings
- Junior and senior counseling
- Safe, accepting, supportive learning environment for all students

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.
- Increased parent participation
- Formal counseling program staffed by trained counselor
- Continue to make progress with increasing attendance

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Self-study document
- Oasis Renewal Charter Petition
- Classroom observations
- Discussions with focus groups and key stakeholders
- Examples of student work

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:
Oasis Stakeholders are commended for the their work on their Self Study and during the visit. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The Visiting Committee found the Oasis staff, leadership, Board, parents and students extremely congenial, positive, honest, and helpful. The Principal, Mr. Arabia, modeled an exemplary openness to the Visiting Committee's process and seemed sincerely appreciative of the entire Focus on Learning experience.

Schoolwide Areas of Strength
1. Oasis is a safe, small school that addresses individual student needs, and offers students a wide range of learning opportunities
2. Administration and staff are dedicated to providing experiences for students who did not experience success in previous school settings
3. Oasis has solidified strong, positive relationships with students
4. Qualified, caring, dedicated and hard working staff with shared leadership
5. Trusting, and supportive learning community
6. Students have multiple opportunities to demonstrate mastery of content within courses in a variety of differentiated assessments and activities
7. Strong elective and extra-curricular offerings
8. Balance of caring support and high expectations within a respectful and motivational environment
9. Small class size
10. Curriculum is relevant to student lives
11. Clear mission supported by entire school community
12. Committed and responsible governance
13. The school has defined academic standards for courses
14. Multiple community opportunities for service learning that introduce students to various career paths
15. Academic support structures, including tutorials, study skills, and Saturday school
16. Senior Project and potential portfolio development

For the most part, the Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan and has included them below. The Committee has also identified a few additional

areas of need which are also delineated below.

Schoolwide Critical Areas for Follow-Up (list numerically)
1. Refine Action Plan (see details in chapter 5)
2. Refine, simplify and fully integrate ESLRs in the school community so that they are measurable student outcomes in student friendly language (more details see chapter 3)
3. More consistent implementation of a rigorous and standards-based curriculum that fulfills UC/CSU entrance requirements and follows appropriate course scope and sequence
4. Adopt a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data and determine resource priorities (including implementation of a math and reading assessment to determine student levels upon entry and also growth over time).
5. Continue development and implementation of student support services and intervention strategies including: counseling, college advising, Special Education services, access to technology and strategies around improving student daily attendance
6. Increase meeting time for strategic staff development to address school's critical areas of need.
7. Increased parent participation

Chapter V: Ongoing School Improvement

Oasis' action plan was largely developed in response to district input around their Charter Renewal and so it focuses on 6 major components, as opposed to the 2-3 typically recommended by the Focus on Learning process. There is a clear connection between the 8 areas of critical academic need identified in chapter 2 of the school's self-study and the goals delineated in the school's action plan. The goals listed in the action plan are as follows:

1. *Assessment:* The Oasis Leadership Team and teaching staff will develop and fully implement a plan for systematic examination of data to assess academic progress and determine resource priorities by 2012.
2. *Curriculum & Instruction:* The Oasis High School teachers and Leadership Team will create a fully articulated curriculum for all core content areas. Articulated curriculum will serve as a curricular "road map" and include a scope and sequence of skills that is systematic across the content areas as well as benchmark standards around which assessment is aligned. The curriculum will speak to the importance of cultural responsiveness and social relevance for Oasis students.
3. *Professional Development:* Oasis High School will create a formal staff development plan to support student success in achieving the ESLRs.
4. *Curriculum & Instruction-- Student Learning:* Oasis High School will develop intervention strategies to help underperforming students to achieve the school's ESLRs
5. *Vision & Purpose:* Oasis High school will develop methods for decision making and ongoing communication that include all constituencies including teachers, administration, office staff, students, and parents equally.
6. *School Culture:* Oasis High School will increase parent participation levels.

Oasis' action plan incorporates important schoolwide issues and relates them to the concepts of the *Focus on Learning* criteria and is expected to enhance student learning. Upon careful examination, all areas of critical need are addressed. Oasis has done a quality job in fleshing out the *details,* assigning *responsible persons,* indicating *means of evaluating progress,* identifying reasonable *timelines* with start and end dates, allocating appropriate *resources,* and clarifying *data to be collected* to measure progress. In this sense, Oasis should be commended for developing such a comprehensive action plan.

A possible impediment to the plan may be that it is so large in scope, feasibility may be compromised. We do not doubt the talents or competencies of Oasis staff, but have concerns that the size of some of the "projects" identified and limited resources (especially time and staff capacity) may impede the school's efforts. That said, the Visiting Committee also wants to be sensitive to the school's need to have a district- approved action plan for the purposes of Charter Renewal. The school will have to decide if the Visiting Committee's recommendations around the action plan will compromise their process with the district. The Visiting Committee encourages Oasis to share our observations around the broad scope of the current action plan with the district. Furthermore, we recommend that Oasis work with OUSD to ensure that such an ambitious plan is not only feasible, but will be fairly and adequately supported by the district to guarantee the success of the plan and therefore, the school. It is only reasonable that any additional performance demands by OUSD are met with a commensurate level of district support.

We recommend that the school's action plan be streamlined into two major components: one around **Academic Rigor,** and another around the school's **School Culture.** Accordingly, we suggest the plan is organized as follows (in the simplest of terms) as follows:

Critical Area #1: Academic Rigor
- *Critical Action Step #1:* More consistent implementation of a rigorous and standards-based curriculum that fulfills UC/CSU entrance requirements and follows appropriate course scope and sequence
- Critical Action Step #2: Adopt a professional acceptable assessment process to collect, disaggregate, analyze and report student performance data and determine resource priorities....
- *Critical Action Step #3:* Professional Development (around standards-based instruction, academic rigor...)

Critical Area #2: School Culture
- *Critical Action Step #1*: Refine & fully integrate ESLRs in school community so that they are measurable student outcomes in student friendly language
- *Critical Action Step #2*: Continue with student intervention strategies (i.e., college advising, counseling, improving student access & success, student attendance support, special ed services)
- *Critical Action Step #3*: Increase parent participation

We believe this simplified organization will help the entire school community buy-in, understand, and commit to the various facets of the school action plan. The Visiting Committee further recommends that the goals drafted are both measurable, and student-centered. Currently, many of the goals are not measurable and cannot be considered "achieved" by any defined objective standards. Similarly, many of the goals and action steps are not clearly enough connected to student success and achievement.
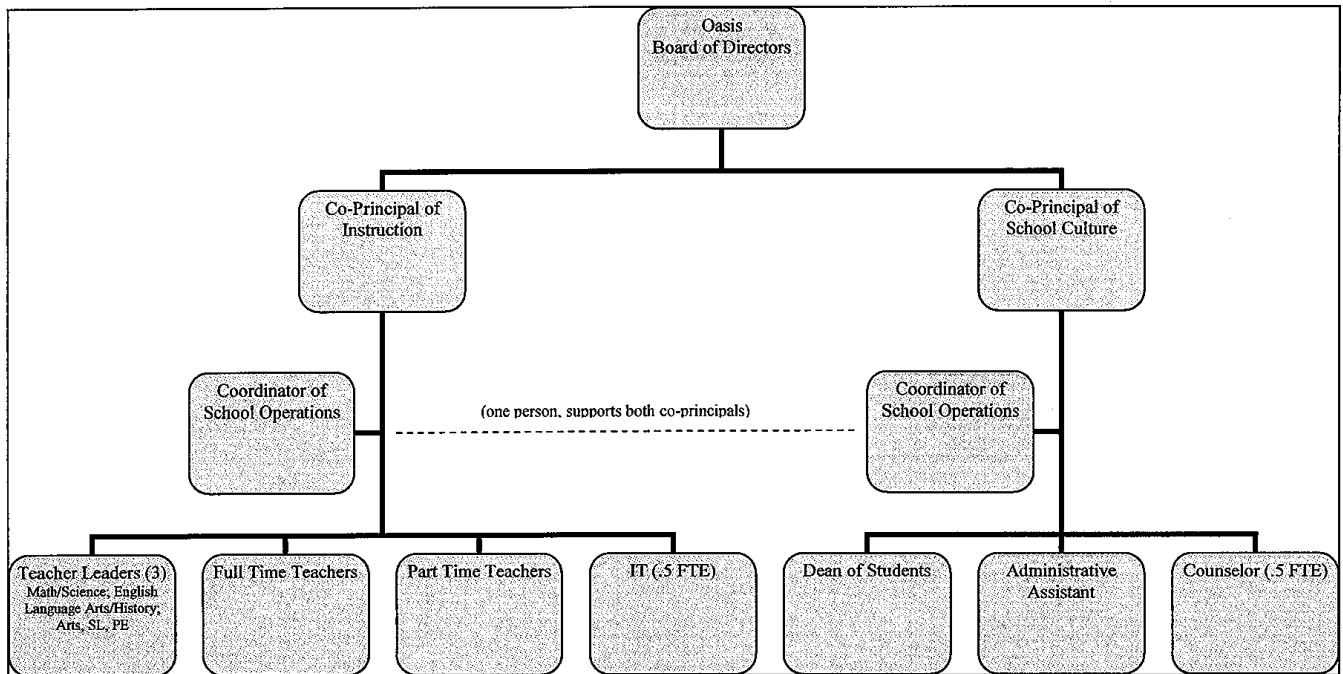
Finally, the Visiting Committee has noted that the current action plan only indirectly references the school's ESLRs (or pupil outcomes). We suspect that this is in part, due to a lack of clarity, community buy-in and schoolwide implementation of the ESLRs. In this sense, the Visiting Committee recommends the school does some re-defining and schoolwide sharing of the ESLRs so that they can drive the content of the action plan.

As it stands, the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan appears to be adequate. The school has demonstrated that they are committed to, and involved in ongoing professional growth, which is focused on the improvement of the learning environment and increased student achievement.

In summary, Oasis has identified the critical areas of academic need, but the Visiting Committee recommends the school continue to work on clarifying and re-organizing the action plan *after* re-visiting work on the ESLRs.

Organizational Chart

Oasis High School
Leadership Structure

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                        Oasis
                   Board of Directors

         Co-Principal of                    Co-Principal of
          Instruction                        School Culture

    Coordinator of    (one person, supports both co-principals)    Coordinator of
  School Operations                                              School Operations

Teacher Leaders (3)  Full Time Teachers  Part Time Teachers  IT (.5 FTE)  Dean of Students  Administrative  Counselor (.5 FTE)
Math/Science; English                                                                       Assistant
Language Arts/History;
Arts, SL, PE
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Oasis High School
Leadership Structure

```
                        Oasis
                   Board of Directors
                          |
          +---------------+---------------+
          |                               |
   Co-Principal of                 Co-Principal of
    Instruction                     School Culture
          |                               |
  Coordinator of    (one person,   Coordinator of
  School Operations  supports both  School Operations
          |         co-principals)        |
   +------+------+------+------+    +------+------+------+
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| Teacher Leaders (3) Math/Science; English Language Arts/History; Arts, SL, PE | Full Time Teachers | Part Time Teachers | IT (.5 FTE) | Dean of Students | Administrative Assistant | Counselor (.5 FTE) |

Fundraising Plan 2008-2011

Oasis Fundraising Plan 2008-2011

2008-09 (received to date)		
Foundation/Grant	**Area of Support**	**Amount**
Dreyer's Foundation	Unrestricted	$10,000
KF Baxter	Unrestricted	$5,000
Callison Foundation	Unrestricted	$20,000
Anonymous Fam. Found	Unrestricted	$10,000
Y&H Soda	charter renewal	$20,000
SF Foundation	Unrestricted	$20,000
SF Foundation (Capital)	Capital	Applied for $30,000
	Total Unrestricted	**$65,000**
	Total Received	**$85,000**
	Total Estimated	**$95,000**

2009-2010		
Foundation/Grant	**Area of Support**	**Amount**
Morris Stulsaft	Unrestricted	$10,000
RGK Foundation	Unrestricted	$20,000
Callison Foundation*	Unrestricted	$10,000
KF Baxter*	Unrestricted	$5,000
Schwab Foundation	Unrestricted	$20,000
Mary Crocker Trust	Unrestricted	$10,000
San Francisco Foundation*	Unrestricted	$10,000
Annual Giving	Unrestricted	$10,000
Anonymous Family Foundation*	Unrestricted	$10,000
Taproot Foundation (pro bono)	Technology development	$5,000
The One Percent (pro bono)	Facilities design	$5,000
	Total Unrestricted	**$105,000**
	Total Grants	**$115,000**

2010-2011		
Foundation	**Area of support**	**Amount**
WLS Spencer Foundation	Unrestricted	$10,000
Callison Foundation*	Unrestricted	$10,000
Koret Foundation	Unrestricted	$10,000
Beaver Family Foundation	Unrestricted	$10,000
Wayne and Gladys Valley Foundation	Unrestricted	$20,000
Dreyer's Foundation*	Unrestricted	$10,000
Annual Giving	Unrestricted	15,000
Anonymous Family Foundation*	Unrestricted	$10,000
SanDisk Foundation	Technology	$10,000
College Access Foundation	College application process, scholarships	$100,000
CDE Grant	School Library	$10,000
	Total Unrestricted	**$95,000**
	Total Grants	**$205,000**

*previous funders