



December 15, 2008

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

To Whom it May Concern:

It is with pleasure and great dedication to Oasis students – both present and future – that Oasis High School submits the following petition for a 5-year renewal of its charter, from July 1, 2009 to June 30, 2014.

The governing Board has from the beginning been committed to overseeing fiscal and academic accountability at Oasis, and we pledge to carry that commitment forward throughout the next five years. We submit that the school has fulfilled the terms of its original charter and is poised to provide an even stronger academic and extra-curricular program for its students in the years ahead.

The governing Board of Oasis authorizes the submittal of this petition for charter renewal, and we thank the Oakland Unified School District for its consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alissa K. McLean".

Alissa Kingsbury McLean  
Chair, Board of Directors  
Oasis High School



**Renewal Signature Page**

We the undersigned believe that the attached charter for the 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.

	<b>SIGNATURE</b>	<b>PRINTED NAME</b>	<b>DATE</b>
1.		Steven Fairley	12-3-08
2.		Luz Chrisel Terry	12/4/08
3.		SHEILA SATHELWARNER	12/4/08
4.		Jason L Gardner	12/4/08
5.		Logan Manning	12/8/08
6.		Melissa Filly	12-8-08
7.		Hernan Gutierrez	12/9/08
8.		Joe Cokes	12/9/08
9.		P.H. Corona	12/9/08
10.		P.H. Corona	12/9/08

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## 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 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 Burkhalter 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
<p><b>Timothy W. Johnson</b> 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.</p>	Co-Chair	June 30, 2009
<p><b>Alissa McLean</b> 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.</p>	Co-Chair	June 30, 2009
<p><b>Sandra Diaz</b> 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.</p>	Director	June 30, 2009
<p><b>Jim Hite</b> 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.</p>	Director	June 30, 2009

<p><b>Lillian Lopez</b> 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.</p>	Treasurer	June 30, 2009
<p><b>Norma Lopez</b> 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.</p>	Director	June 30, 2010
<p><b>Andrea Lum</b> 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.</p>	Director	June 30, 2010
<p><b>Sedrick Tydus</b> 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.</p>	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(1)]

- 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:
  - Oasis High School shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.
  - Oasis High School shall on a regular basis consult with its parents and teachers regarding Oasis High School's education programs.
  - Oasis High School shall comply with any jurisdictional limitations to locations of its facilities.
  - Oasis High School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - Oasis High School shall comply with all applicable portions of the No Child Left Behind Act.
  - Oasis High School shall comply with the Public Records Act.
  - Oasis High School shall comply with the Family Educational Rights and Privacy Act.
  - Oasis High School shall comply with the Ralph M. Brown Act.
  - 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 21<sup>st</sup> 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-risk" 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.<sup>1</sup> 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.<sup>2</sup>

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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<sup>1</sup> <http://www.civilrightsproject.harvard.edu/news/pressreleases/dropout05.php>

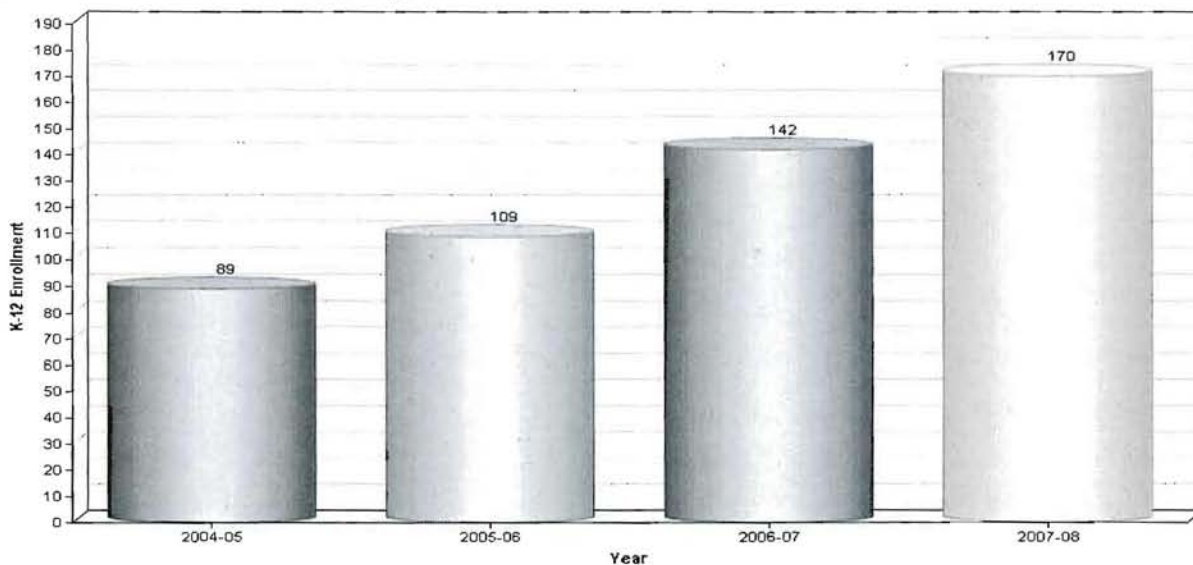
<sup>2</sup> <http://www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2005/04/05/MNGM6C3CB51.DTL&type=printable>

## 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 11<sup>th</sup> and 12<sup>th</sup> 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 Development 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 21<sup>ST</sup> 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 21<sup>st</sup> 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.<sup>1</sup>

### **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:
  - Complete Referral to Student Study Team Document.
  - 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 policies 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 IDEA 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.

## CURRICULUM

### **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
<b>English</b>	45 Credits	4 years
<b>History/Social Science</b> 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
<b>Math</b> Algebra IA, IB, IC, Geometry A/B, Algebra IIA/IIB,	35 Credits	3 years
<b>Lab Science</b> 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
<b>Language Other than English</b> 2 years of the same language other than English.	20 Credits	2 years
<b>Visual and Performing Arts</b> 1 year, including dance, drama/theater, music or visual art.	10 Credits	1 Year
<b>Personal Health and Fitness</b>	20 Credits	2 Years
<b>Electives</b>	30 Credits	3 Years
<b>Additional Required Courses:</b> These courses are unique to Oasis and must be completed under the supervision of Oasis High School.	<b>Credits Needed</b>	<b>Yrs Needed</b>
<b>Community Service/Service Learning</b>	15 Credits	1 ½ Years
<b>Senior Project</b>	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
<p><b>Students are physically safe and emotionally secure</b></p>	<ul style="list-style-type: none"> <li>80% of students will report feeling safe and emotionally secure.</li> </ul>	<p>Oasis students evaluate the performance of the school and their experience through:</p> <ul style="list-style-type: none"> <li>-Surveys about their overall experience which are conducted annually.</li> <li>-Evaluations of teachers and courses evaluations conducted at the end of each course.</li> <li>-Oasis maintains and track incidents related to student safety.</li> </ul>
<p><b>The academic program is challenging, meaningful, personalized and fun</b></p>	<ul style="list-style-type: none"> <li>80% of students will report the program as challenging, meaningful, personalized and fun, and the school will show gains over time.</li> </ul>	<p>Student surveys and teacher evaluations</p>
	<ul style="list-style-type: none"> <li>Oasis will reach and maintain a 92.5% attendance rate</li> </ul>	<p>Student attendance reporting</p>

School Performance Goals	Measurable objective/outcomes	Method of assessment
<p><b>There is a context of: positive relationships among peers and adults, a sense of belonging, and participation by parents or family members</b></p>	<ul style="list-style-type: none"> <li>• At least 80% of students report positive relationships among peers.</li> <li>• At least 80 % of students will report positive relationships with adults associated w/ the school.</li> <li>• At least 80 % of students will report a sense of belonging.</li> </ul>	<p>Students evaluate their experience of factors in through surveys conducted annually and through feedback sessions.</p>
	<ul style="list-style-type: none"> <li>• 40% of parents/guardians/family members of enrolled students will participate in school activities.</li> </ul>	<p>School director monitors and summarizes participation annually.</p>
	<ul style="list-style-type: none"> <li>• At least 2 parents/family members will serve on School Site Council.</li> </ul>	<p>School director ensures that parents/family members make up 51% of the 3-7 member School Council.</p>
	<ul style="list-style-type: none"> <li>• The school will show increased parental participation over time,</li> </ul>	<p>Annual reports are summarized to show change from one year to the next.</p>



<b>School Performance Goals</b>	<b>Measurable objective/outcomes</b>	<b>Method of assessment</b>
<b>Students have opportunities to assume meaningful roles and responsibilities within the school and community</b>	<ul style="list-style-type: none"> <li>All students will assume meaningful roles and responsibilities within the school and community.</li> </ul>	<p>In collaboration with teachers and student council, the Principal has developed systems for developing, assigning and monitoring student roles and responsibilities and conduct an annual review of student participation.</p> <p>The annual student survey determines if students feel their roles are meaningful.</p>
<b>Staff will be highly qualified and dedicated, with the support, training, and tools necessary for success</b>	<ul style="list-style-type: none"> <li>Each core academic area will be directed by "highly qualified" teachers, as defined by NCLB.</li> <li>100% of teachers will report feeling supported by the administration</li> <li>75% will report having the tools necessary for success (classroom space, access to computer, phone, copy machine, office supplies, curriculum materials and resources.</li> <li>75% will report having sufficient training for success.</li> </ul>	<p>Credential review is conducted as part of hiring process.</p> <p>School Director conducts annual evaluations of teachers.</p> <p>Teachers are surveyed to determine the satisfaction with support from the administration.</p>

<b>School Performance Goals</b>	<b>Measurable objective/outcomes</b>	<b>Method of assessment</b>
<b>The school helps students acquire essential competencies (listed above)</b>	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
<b>Students have the opportunity to attain a high school diploma and the academic knowledge and skills required for entry into UC/CSU.</b>	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
<b>Students develop a deeper understanding of themselves as learners and their connection to others and to their communities.</b>	100% of students will participate in at least one service learning project each year.	Service Learning Project Assessments/Evaluation
<b>Students are enabled to become self-motivated, competent, and lifelong learners.</b>	After 18 months at Oasis, 75% of students will report increased confidence in their ability to succeed in school.	Annual student surveys
<b>Students engage with real-world projects and problems, giving them the opportunity to apply their academic learning to internships, projects, and community service.</b>	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**

<b>Student Assessment Management</b>
• 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
<b>Student Demographic Management</b>
• View, aggregate, disaggregate and report on student demographic data including sub-group information
• Link student demographic data to any other data in the system
<b>Standards Support</b>
• 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
<b>Dynamic Reporting Capabilities</b>
• 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
<b>Exams</b>
• 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
<b>Technical, Hosting Options and Security Specifications</b>
• 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
<b>Program/Event Management</b>
• 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
<b>Teacher and Human Resource Data Management</b>
• 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
<b>Communication</b>	Students will develop writing, speaking, listening, presentation and interpersonal skills to participate as productive citizens in today's society.	<ul style="list-style-type: none"> <li>-Writing across the curriculum</li> <li>-Student presentations</li> <li>-Project-based curricula in teams</li> <li>-Internships</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher writing evaluations</li> <li>-Presentation evaluation rubrics</li> <li>-Student portfolio/teacher project evaluation</li> <li>-Internship mentor evaluations</li> </ul>
<b>Reasoning and Problem Solving</b>	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.	<ul style="list-style-type: none"> <li>-Project-based curricula</li> <li>-Quantitative exercises</li> </ul>	<ul style="list-style-type: none"> <li>-Student portfolio/teacher project evaluation</li> <li>-Teacher and publisher designed tests/quizzes</li> </ul>
<b>Community and Citizenship</b>	Students will develop qualitative, historical and sociological skills to understand how individuals work together in communities and societies.	<ul style="list-style-type: none"> <li>-Project-based curricula</li> <li>-Writing across the curriculum</li> <li>-Service learning</li> <li>-School expectations</li> </ul>	<ul style="list-style-type: none"> <li>-Student portfolio/project evaluations</li> <li>-Teacher writing evaluations</li> </ul>
<b>Technology</b>	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.	<ul style="list-style-type: none"> <li>-Project-based curricula</li> <li>-Student presentations using technology</li> </ul>	<ul style="list-style-type: none"> <li>-Student portfolio/teacher project evaluation</li> <li>-Student portfolio/teacher project evaluation</li> </ul>
<b>Self-Knowledge</b>	Students will develop a deep understanding of themselves as learners, community members, and leaders. They will develop a vision for a healthy, responsible future.	<ul style="list-style-type: none"> <li>-Learning styles analysis/development of personalized learning plan</li> <li>-Internship</li> <li>-Entry course</li> <li>-Advisory</li> </ul>	<ul style="list-style-type: none"> <li>-Completion of personalized learning plan</li> <li>-Successful completion of internship with positive evaluation</li> </ul>



			by internship mentor
<b>Creative Expression</b>	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 public 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 from 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 15<sup>th</sup> 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 supervisory 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 supervisory 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."  
—Peyton 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 – 17<sup>th</sup> 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 Association. 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.

- 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, restraining 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

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#### 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**

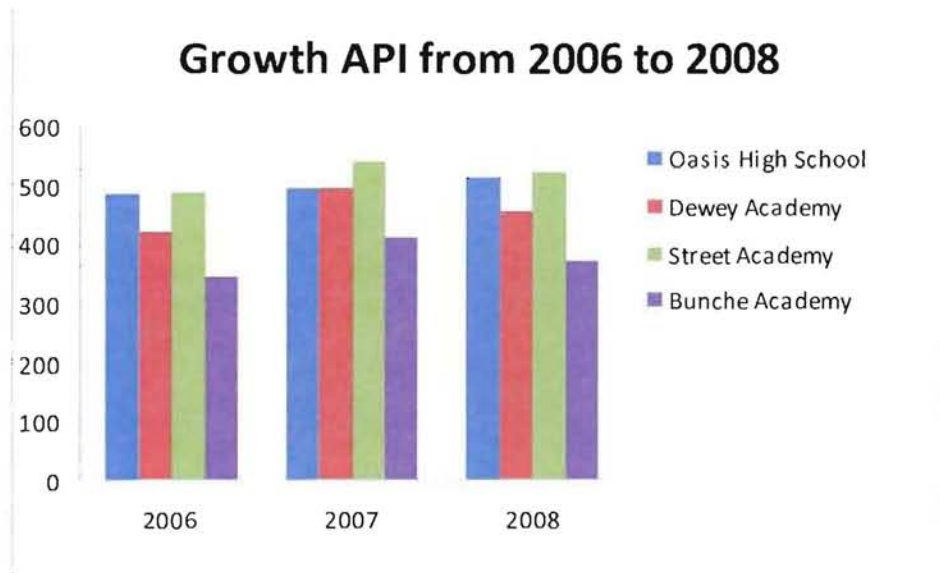
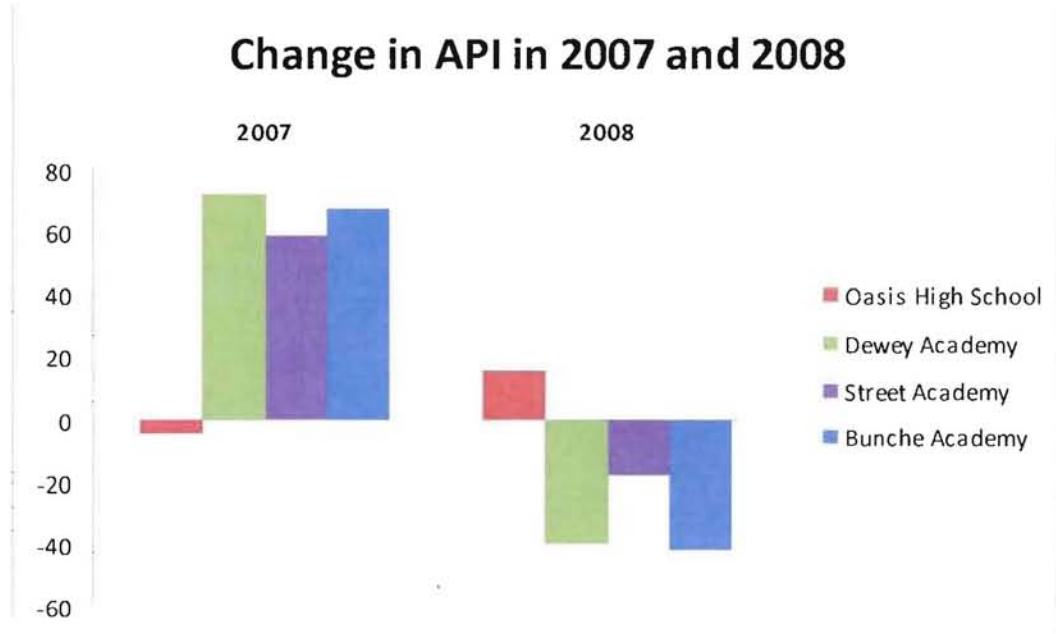
In the last two years, Oasis has made a strong conscious effort to refocus on the CA state standards. The positive result of this emphasis is demonstrated on test scores, especially compared to three of six schools in the local attendance area.

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.

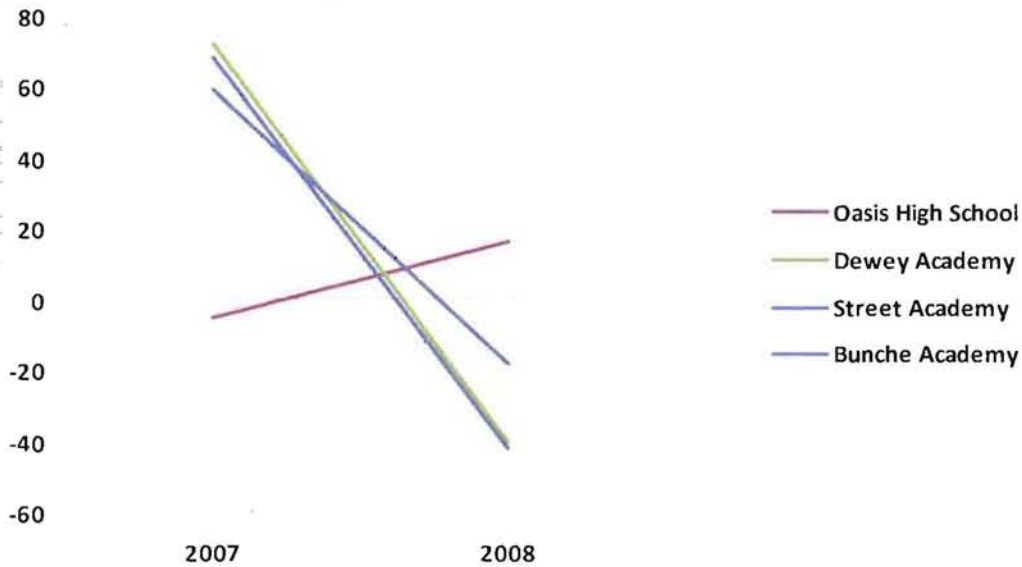
School	Distance
Dewey Academy	0.8
Street Academy	0.8
MetWest High School	0.9
Business Entrepreneurial Tech (BEST)	1.1
EXCEL College Prep HS	1.1
Bunche Academy	1.3

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

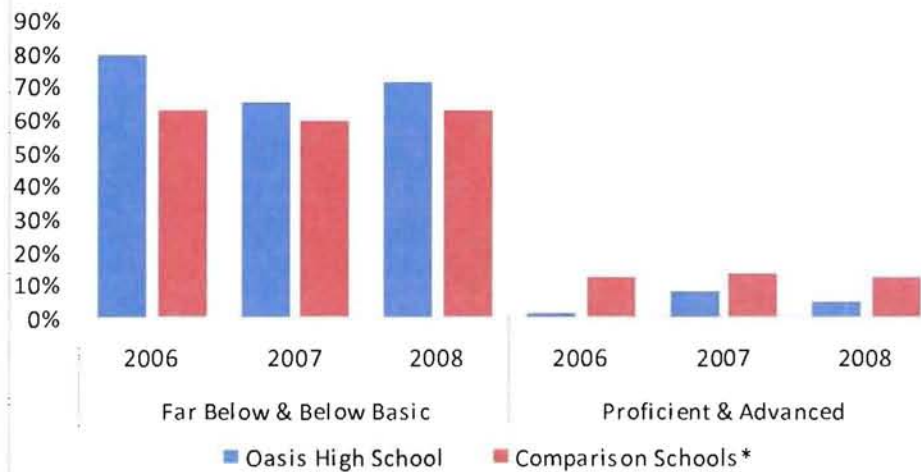


## Student Improvement

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.

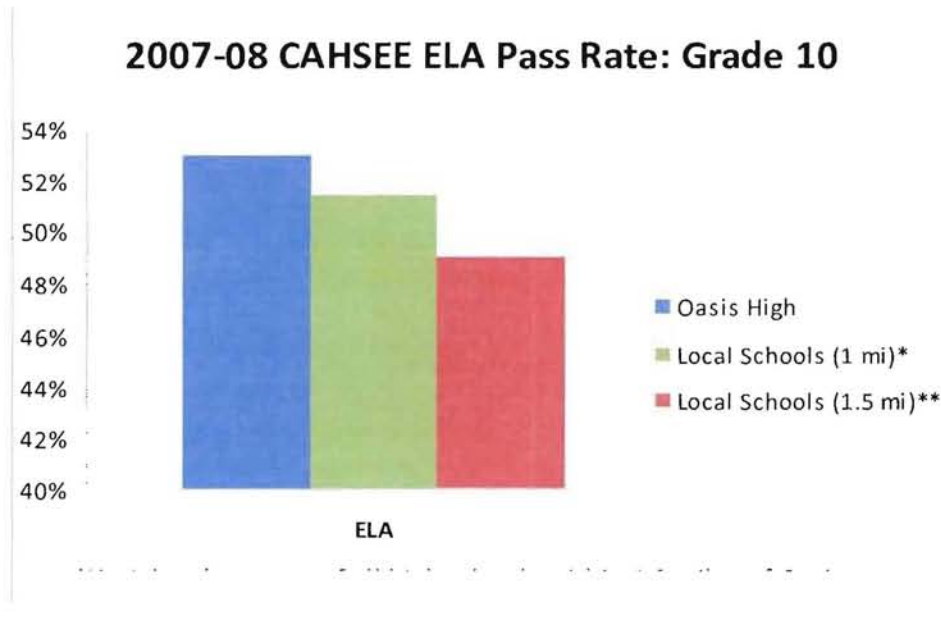
## CST English-Language Arts



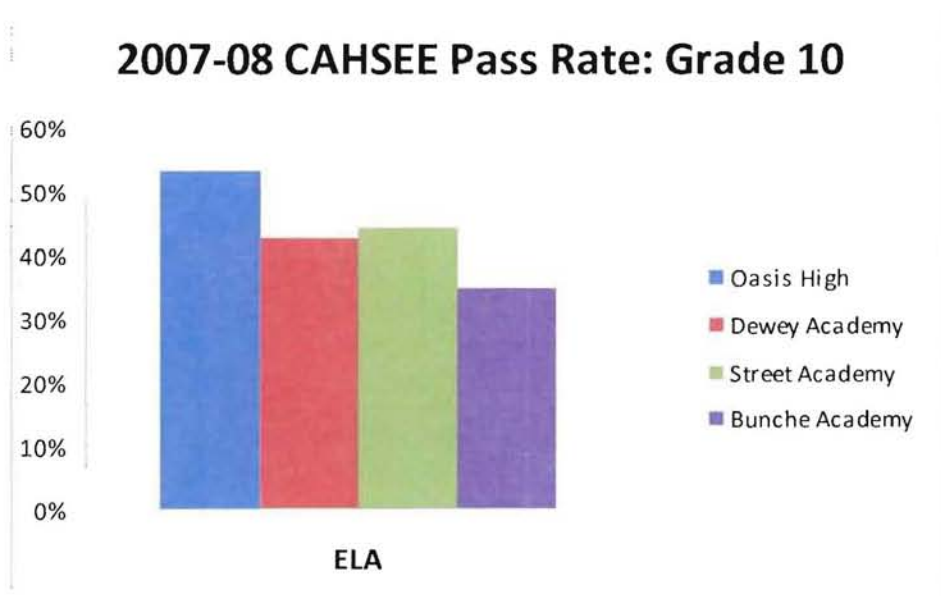
Oasis has a higher passing rate on the California High School Exit Exam than most local schools in English Language Arts and Some Local Schools in Math

## CAHSEE

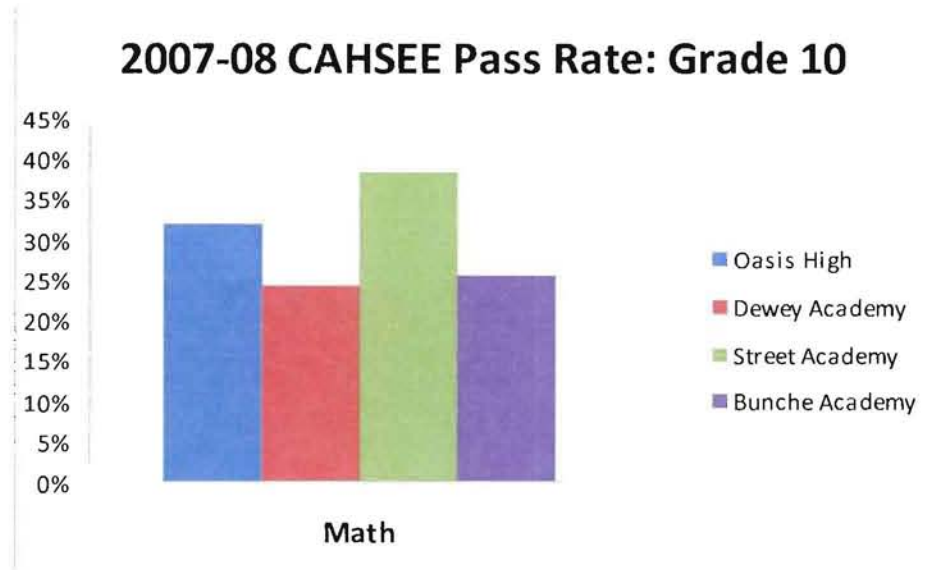
Overall ELA results



CAHSEE ELA results with similar local comparison schools



## CAHSEE Math passing rates with similar comparison local schools



### 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 9<sup>th</sup> grade class is usually very small. Those that do attend Oasis in the 9<sup>th</sup> 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 9<sup>th</sup> grade students actually graduate from Oasis or a .01 % increase in graduation rates. Without many 9<sup>th</sup> 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.

<b>CRITERIA</b>	<b>EVIDENCE THAT OASIS HAS MET THE CRITERIA</b>	<b>PLANS TO IMPROVE/FUTURE GOALS, PLANS</b>
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.

<p>4. Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter</p>	<p>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.</p>	<p>Our goal is to recruit more Caucasian and Asian students.</p>
<p>5. Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status</p>	<p>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.</p>	
<p>6. Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability</p>	<p>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.</p>	<p>The Governing Board is planning on engaging in formal strategic planning once the charter is renewed.</p>
<p>7. Conducts an annual financial audit which is made public</p>	<p>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</p>	

	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.

<p>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.</p>	<p>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</p>		<p>Oasis is committed to improving access to technology.</p>
<p>4. OASIS will strive to meet its annual API and graduation rates to attain AYP as defined by NCLB.</p>	<p>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.</p> <p>Oasis has demonstrated continuous improvement on the API each year of operation. Oasis met its API growth target in 2008.</p>		

<p>5. A majority of students, who have not moved away or otherwise left the school involuntarily, will complete their high school degree.</p>	<p>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.</p>		
<p>6. Oasis will achieve an attendance rate of 92.5%</p>	<p>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.</p>		<p>Oasis is considering presenting awards for those students with good attendance.</p>
<p>7. All graduates will complete a post high school plan</p>	<p>This was implemented Oasis's first year but was very resource intensive and took away from time spent on instruction so was discontinued.</p>		<p>As Oasis adds staff, the school will strive to reinstate this aspect of the program.</p>



<p>8. 80% of students will meet 80% of the specific objectives of their Personalized Learning Plans each year.</p>	<p>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.</p>		
<p>9. All students will assume meaningful roles and responsibilities within the school and community.</p>	<p>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)</p>		
<p>10. All graduates will have successfully demonstrated competence in the six essential competencies.</p>	<p>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.</p>		

<p>11. OASIS will demonstrate a 5% point increase in National Percentage Rank on the CAT 6 among its students in each school year.</p>	<p>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.</p>		<p>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)</p>
<p>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%</p>	<p>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.</p>		<p>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.</p>

<p>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.</p>	<p>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.</p>		<p>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.</p>
<p>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.</p>	<p>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.</p>		<p>Oasis teachers are interested in, and beginning to formulate, an advisory program to support students learning at Oasis.</p>

<p>15. After 18 months at Oasis, 75% of students will report increased confidence in their ability to succeed in school.</p>	<p>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.</p>		
<p>16. All students will participate in community service projects.</p>	<p>100% of Oasis students participate in one or more service projects each SEMESTER.</p>		

**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**  
**Addendum to Academic Performance**  
**(as per Curriculum Coordinator, Steven Faivus's curriculum findings at Oasis)**

Oasis Curriculum Overview

- Connect learning to students' daily lives
- Depth vs. breadth
- Connect to local and global communities (service-learning)
- Reading and writing across the curriculum
- Strong arts component
  - Poetry—published student poetry book 3 years in row
  - Drama—wrote and publically performed student written and produced play 3 years in a row
  - Visual Arts—Studio One partnership, Graffiti Art class
  - Music—active music club, performed for events and graduation; different collaborations: BUMP, YELLAWE
  - Arts curriculum—science/arts, other
  - For own sake and more curriculum enrichment
- Have and use textbooks
  - Use a variety of sources, including internet, other books and teacher created worksheets
- Committed teachers → high retention rate

Notes on Teacher's Curriculum

Mr. Gardner—Education project , strong essay writing foundation  
Student focused curriculum

Ms. SathWarner—Africa and Middle East concentration  
Meaningful, reaches different learning styles, variety of lesson, reading, writing group work, illustrating  
Uses TCI curriculum which emphasizes critical thinking

Mrs. Tenty—commitment to bringing Algebra I students up to grade level  
School changed Algebra I to cover a span of 3 trimesters.  
Starts with elementary standards, lots of embedded assessments, like fist to 5, students at the board,  
regular open class reflection on class

Mrs. Corona—experienced following Oakland's pacing guide  
Regularly attends staff developments and brings methods into class  
Well organized

Mrs. Fully—Kindred unit  
Strong classroom management, trained in NYC, book about going back to Antebellum South  
Students interview adult about reflections on their past with presentations at end of trimester

Ms. Manning—Strong commitment to class community building  
Krik Krak, A Raisin in the Sun, Beloved  
Reading, writing, reflections  
Also chooses standards which most connect to students' lives like the Harlem Renaissance

Mr. Gutierrez—trained by strong Oakland teachers and mentored Education Professor, Jeff Duncan-Andrade, Wayne Yang and David Philoxene  
Strong social justice component  
Uses texts and own curriculum to connect to students' lives such as identity, history and culture

Mr. Armas—Economics  
Well versed, political organizer, history, learning to teach  
Very committed, spends lots of time developing curriculum  
Uses economic textbook, enrichment movies and handouts

Ms. Cartner—Teaches 1 art class from Studio One  
Committed  
Uses many different techniques and styles  
Students engaged, hands-on to learn art

Desi—Graffiti Art teacher  
Experienced graffiti artist  
Students read and write a lot about the history of lettering  
Wrote own grants to fund class  
Students presented work in Oakland and around the bay area in collaborative arts events

Coach Peters—PE teacher and now Dean of Students  
Uses curriculum from Sports 4 Kids  
Committed to connecting  
Life skills and counseling to PE  
He started a strong program which our current PE coach, Coach Joe continues

Mr. Faivus—strong experience with science through interactive arts  
Uses textbooks and labs  
Helps students to appreciate and understand nature  
Teaches scientific method in a hands-on way

Ms. Lai—strong commitment to English Language Learners  
Actively learning in the REACH credentialing program how to better serve students

#### Areas to Improve

- Increase rigor and improve student performance
  - Block E Study Skills class (implemented 2008-09 school year)
  - Wednesday book clubs (implemented 2008-09 school year)
  - Teacher critical inquiry groups (beginning January 2009)
  - Collaborate curriculum (on going)
  - Common academic practice (on going)
  - More parent involvement (on going)
    - School Site Council, Board, monthly parent meetings, call logs
  - Saturday school (informally began 2008-09 school year)
  - More counseling for life after high school (on going)
  - Accountability and organization (on going)
  - Data Director for test preparation and assessment (beginning January 2009)
  - School wide analysis of assessments (on going)



# Senior Project Handbook

2008-2009

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September 2008

Dear Senior Class:

Welcome to your senior year at Oasis High School and the beginning of your Senior Project. You have spent the past three years at various high schools and at Oasis High acquiring the skills you need to be successful this year and in the future. The Senior Project will provide a venue through which you can prove your mastery of these skills and your ability to be an independent and life-long learner. For many of you, the Senior Project may be the first project of your Oasis High School career in which you are able to create and design **on your own** – a project of genuine interest and relevance to your life.

This handbook is your key to successful completion of your Senior Project and your senior year.

While the Senior Project may seem overwhelming right now, there are many people who are available to support you over the next several months. First and foremost, school Principal, Dean, and Mr. Gardner will be beside you throughout the process to support and guide you, answer questions and keep you on track. In addition, our entire faculty and administration along with parents and community members have experiences and ideas to share. As members of the Senior Project Committee, we are here to do what ever we can to make your Senior Project a positive learning experience. We look forward to working with you this year. **GOOD LUCK!**

Sincerely,

Oasis High Senior Project Committee  
Mr. Arabia, Principal

## OASIS VISION

Oasis High School's vision 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 support and help each other to succeed.

The curriculum at Oasis is relevant to the diverse cultures of the students, and the various learning environments enable students and 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.

## OASIS PRACTICES

We strongly believe that in order to succeed in the world, our students must cultivate certain practices in their thoughts and actions. We are committed to developing the following three practices with our students:

1. Effective Communication
2. Personal responsibility
3. Problem solving skills

## THE PURPOSE OF A SENIOR PROJECT

We are committed to providing a high quality educational experience for our students. These are some of our goals in having our students at Oasis design, 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, 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. (We as a faculty owe seniors an education, not just a diploma.)
- 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.

### **8 THINGS TO THINK ABOUT AS YOU DO YOUR SENIOR PROJECT**

For most students, in-depth research can seem daunting at first. Remember that you have chosen a topic that interests you, so let your natural curiosity guide you. Here are a few tips intended to help you think more critically about your topic, to dig deeper and question underlying assumptions you might have. These eight simple tips will assist you when you get stuck in your research and you don't know where to go next.

1. When gathering sources, consider these factors:

#### **AUTHOR (BIAS & EXPERTISE)**

- What perspective does the author have (ethnicity, class, gender, education level, age, political affiliation, nationality, etc.)
- What qualifications does the author have? Is she/he an expert or just someone giving an opinion?

#### **PURPOSE**

- Why did the author write this piece? What is his/her intention or agenda?

#### **AUDIENCE**

- For whom is it written? Can you determine who the author's audience is? What groups would be interested in reading this source?

#### **CURRENCY**

- When was the source published? Is the information up to date?

#### **CREDIBILITY**

- Where was the source published? Why should you believe what this person is saying? Did it come from a scholarly journal (credible) or a tabloid (not very credible), from a university website (credible) or someone's personal homepage (less credible)?

2. Compare and contrast viewpoints on your topic.

3. How does this topic affect society? How does this topic affect different ethnic, class, gender, age groups? The same or differently? Does it affect them positively or negatively?

4. When writing in your journal, think about what challenges you are having with

this topic. Is it making you change your mind about how you initially felt about it? Is it hard to find information on this topic? Is it easy to find information? Did anything you learned surprise you?

5. How do different countries view/handle this topic?

6. Think about how you could use this project to change how people view, understand, or act about this topic.

7. Are there any laws that affect this topic? Are any of the laws oppressive?

8. Find statistics on this topic (numbers, data, and percentages).

## THE FOUR COMPONENTS OF THE SENIOR PROJECT

### I. The Research Paper

Each student will research and write a ten-page analytical research paper on a topic of his/her choice. The topic of this research should connect in some way with the student's hands-on PRODUCT, thus creating a cohesive project and allowing the student to develop expertise in a given area.

Specifications for the paper are as follows:

- A narrowly focused topic.
- A clear thesis – the paper must **prove** something, rather than simply spell out facts and quotations.
- Typed, doubled-spaced in twelve-point font. (Recommended font styles: Arial or Times New Roman. Absolutely no frilly, fancy fonts.)
- Parenthetical citations in Modern Language Association (MLA) format (see page 15).
- Minimum length: **10 pages**.
- Title page, table of contents and bibliography in MLA format required.
- Ten or more sources consulted and listed in bibliography.
- At least three different types of sources, including print media (books, articles magazines, newspapers, encyclopedias and journals), electronic media (websites, on-line databases, film), and primary sources (interviews especially encouraged).

## II. The Product

This part of the Senior Project is a hands-on learning project. What exactly is meant by the term "hands-on"? This simply means that you will go beyond the bounds of the traditional classroom. In this phase of the Senior Project you should be actively engaged in **doing** something, rather than learning about something from just books and computers. Think in terms of action verbs, such as creating, performing, building and teaching.

Specifications for the product are as follows:

- A significant STRETCH (new learning, growth).
- AT LEAST 15 hours of work outside of class.
- MUST be approved in advance by Advisory teacher.

The **STRETCH** is key: Whatever product you choose, this portion of the senior project is expected to pose a significant challenge and push your knowledge beyond current levels. In other words, if you have already done something, it's not a stretch. Challenge yourself!

You are encouraged to seek the expertise of a mentor—a specialist within your chosen field—who can provide extra assistance and advice. Many people in our community have specialized knowledge and are willing to share it with curious, motivated high school students like you. Seek someone outside of Oasis who can talk to you and help you with your project. Not sure how to find a mentor? Ask parents, friends and teachers to see if they have contacts who might be helpful to you.

Whereas the research paper is overseen and assessed by the English teacher, **the advisory teacher/principal will be in charge of the product**. He or she will monitor your progress and assess your work.

### How do you decide what to do for your product?

Deciding what a valid project is and how it is related to your work is one of the most difficult aspects of this phase. Some projects are natural outcomes of research, such as building a boat after researching boat carpentry. Other projects are related, but not necessarily integral to the research. For example, a student who researches Johannes Kepler and his contributions to science might build a model based on that astronomer's planetary theories. The best advice is that the research and project must be related. The closer the projects are related, the better. Again, you should also choose a project that is new to you and not something that you have done before (or are currently doing). You may not, for instance, drag out an old model you created for your ninth-grade science class.

If the purpose of the research is to apply the knowledge in a personal way, then the

project will be diverse, unique and varied as the students who design them.

Here are some examples of acceptable product ideas:

- Physical products—paintings, murals, models, original fashion outfit (designed and sewed by you), rebuilt engine, cabinet.
- Technical product—website, online database, computer program.
- Written products—short story, book of poetry, novelette, series of newspaper articles or editorials, informational brochure or pamphlet (to be shared with the public).
- Performances—dance or singing recital, drama show, musical video, magic show, portfolio of photographs, sketches or designs.
- Teaching or leadership experiences—design a unit of study for a class (such as a unit on nutrition and diet for biology or a unit on modern Chicano literature for an English class); teach junior high health classes about teen alcoholism or responsible life choices; teach a little league team for a season; adopt a troubled student and provide mentoring, tutoring and guidance to turn his academic achievement around.
- Physical experiences—learn to scuba dive or ski, run a marathon, design and execute a fitness program, earn a brown belt in karate.
- Career-related projects—"shadow" a police officer, view medical procedures, work as an unpaid intern for a company, help build a house, overhaul a car engine or provide major body work on a car.

Here are a few unacceptable products:

- A poorly edited video of you walking around talking to people.
- A PowerPoint presentation or poster board product—these are great visual aids for presentation but not acceptable as final products.

#### How will your product be evaluated?

Here are basic guidelines for a successful evaluation of your product:

- Complete a minimum of 15 hours of out of class work is required.
- Provide weekly updates on their progress in the process journals (see Part III of Senior Project).
- Provide "proof" of completed products, such as actually displaying the product or taking before and after pictures or videos. Advisory teachers will monitor progress by holding frequent discussions and private consultations on product progress.
- Complete Self-Evaluation form. Having you or other students evaluate your product is one of the best methods of ensuring quality work.

Your teachers will keep in mind that you were encouraged to try something new and risk a little, and that you might have failed to produce the product you had first visualized. Problems and obstacles are a normal part of completing any major product. No one expects you to complete your project without making a single

mistake! As teachers, we wish to recognize and reward the risks you take when you try to stretch your knowledge. We will look closely at effort, time involved, and lessons learned. The Senior Project gives a student a chance to take a risk, but grow tremendously. Of course, we especially encourage you to continue to develop your habits of responsibility, problem solving and effective communication.

Your product will be evaluated using the following criteria:

1. Time spent
2. Stretch or risk factor
3. Responsibility
4. Problem Solving
5. Effective communication
6. Use of Resources
7. Creativity
8. Quality

1. Time Spent – The **minimum** number of hours required, for the product phase, is 15 hours. The average for many Senior Project Schools is 40 hours. However, many students spend over 100 hours working on their products outside of class.

2. Stretch or risk factor—The products should contain an element of risk for students. You must choose a product that either builds on previous skills and knowledge or is an exploration into new areas. Risk can be on different levels: Athletic (running the marathon); emotional (performing/ presenting in front of an audience, and communicating and working with people in a professional manner); intellectual (learning and applying difficult concepts and information). All of these risk factors are relative to individual students' skill and maturity levels. Some students feel very confident contacting adults in the community for help while for others this is an extremely difficult hurdle. Note: By risk, we certainly do NOT mean anything that would put you or others in harm's way. Use of common sense and good judgment is expected.

3. Responsibility—This is your project. You are ultimately in charge of all phases of your work. Meeting all **deadlines** and fulfilling your obligations are two major ways to demonstrate responsibility.

4. Problem Solving—Problem solving covers a variety of life skills such as time-management, discipline, finding solutions to difficulties, and overcoming obstacles. Inevitably, challenges and difficulties will arise. How well you address those problems and cope with them speaks to your problem solving ability.

5. Effective Communication—In order to coordinate this multi-disciplinary project, you will need to communicate with numerous people, including your English teacher, advisor, mentor, parents, peers, and research contacts. Writing the research paper and delivering the oral presentation are two clear means of demonstrating



your communication skills, but maintaining good communication with the people involved in your project—and in your life—on a daily basis will prove equally important.

6. Use of Resources—Students should seek and utilize the abundance amount of resources available to them through means other than books. Students can tap into organizations, other people, the internet, etc. Collecting information through a diversity of resources will enhance your product.

7. Creativity— Although the physical product does not **demand** original thinking or creativity, students who do create new products and/or processes will be rewarded with extra points.

8. Quality—Similarly, the product does not have to be perfect. Perhaps the end product did not turn out as planned; the stained glass window broke, or the novel became a short story. The process and the life skill learned during the project phase are an invaluable growth experience. However, if the product is exceptional both by the student's standards and outside experts', the students will receive extra points for a quality job.

### III. The Process Journal

Beginning in September, students must keep a journal to record and reflect on their progress throughout all phases of the senior project. In the journal, you will log each step of the learning process. This process journal is a place to write about challenges faced and how you are overcoming them, as well as significant milestones and experiences, contacts made for the interviews, and library visits and internet searches.

#### **What should you write about in your process journal?**

We will look for two things in evaluating your process journals:

1. Specific details
2. Reflection on your learning

Specific details—Your journal is a place to let your teachers know exactly what you are doing on your Senior Project. Have you called a possible mentor? Spent an hour or two conducting research on the internet? In your process journal, you should record dates and times spent working on your Senior Project. Give as much detail as possible. Do NOT say, "I surfed the internet looking for information." Tell what search engines and search terms you used. Did you have trouble finding credible sites with good information? How did you overcome your problems and get the information you needed? Which sites ultimately proved helpful to you. Be sure to make a journal entry every time you visit the library or work on your product. **The journal will help document your work, especially the hands-on "product" phase of the Senior Project.**

Reflection on your learning—Equally important, the journal is a place for you to write about what you are learning. Writing your thoughts and ideas can help you analyze the entire Senior Project process. Since the process journal will be monitored regularly by the advisory teacher, it can provide a space for dialogue with a caring, supportive adult.

#### **IV. The Senior Presentation**

Students are often nervous about this phase depending on their experience with public speaking and their self-confidence in front of an audience. The speech, which lasts ten to fifteen minutes, allows students to give an overview and evaluation of their research and product. You will speak to a board of staff, students, parents and community members. Following the formal speech, the panel will have five minutes to ask questions. While the presentation is sometimes the most stressful portion of the Senior Project, most seniors feel a great feeling of self-satisfaction and competence after presenting their work. We want you to have a real audience with whom to share your new-found knowledge and experience.

All teachers, and especially senior English teachers, can help prepare students for this experience by reviewing speech techniques and presentation requirements and by giving class time for practice speeches. Seniors, please rest assured that you are not going in front of a board of experts who plan to grill you unmercifully on minor details, or ask you tricky and trivial questions. Instead, the board presentation allows you an opportunity to "show off" a little by sharing information and insights with other people who are interested in you and your topic.

You will want to construct your speech carefully and practice it often before the actual presentation. A successful presentation will require knowledge, preparedness, poise, polish, communication skills, proper dress, professional demeanor and enthusiasm. Students are expected to speak, look and act like professionals. Senior English teachers will have students practice their speeches in front of the class at least once before the actual presentation.

#### What Does a Presentation Look Like?

A presentation is a formal, informative speech given about a researched topic. Your main subject, of course, will be the knowledge you gained from your research and the experiences you had with your product. Your audience will see that you have combined knowledge and skill from several areas as you give the best performance of your school career.

A presentation includes what you have to say (CONTENT) as well as how you say it (DELIVERY). Your delivery comprises several areas, including your diction and audibility, any devices you use, and the overall impression you make in front of

your audience. The Senior Project presentation is an ideal showcase for Oasis's third focus habit—effective communication, for the presentation will synthesize many communications in skills such as organizing, writing, speaking, and using audio-visual aids.

### How to effectively speak in your presentation?

Practice these speech delivery skills:

- Effective Introduction
- Audibility (You must be loud enough to be heard clearly.)
- Rate (Do not speak too fast or too slowly.)
- Articulation (Good pronunciation, enunciation, endings of words pronounced)
- Pitch (Voice goes up and down, avoid a monotone effect)
- Posture (Body erect and well-poised; head up)
- Eye contact (look at your audience)
- Gestures (facial, hand and body movements enhance speech)
- Use of visual aids (Powerpoint, poster board, video)
- Approach to/ departure from the podium

### What audio-visual aides can I use to support the main points of my presentation?

You can use any of the following aides:

- Charts, Posters, Graphs, Pictures
- Videos, Music, Overhead Projector, Slides, Performing Arts
- Models, Hand-outs, Illustrations, Poster Boards, Displays

### Points to consider

- Visualize your presentation
- Use A/V to highlight the important points
- **NEVER** read directly from slides or other visuals!
- Complete the aids well in advance of your presentation
- Practice using the aids
- Be sure text in visual is **CONCISE** and **LEGIBLE**
- Time the use of video or audio aids
- Arrive early enough to have your A/V elements ready

### The "Five and Five Rule"

When using slides or PowerPoint, it is an excellent rule of thumb to limit the number of words you put on each slide. Remember, the slide should only contain the most important points. You will fill in the details and explanation in your speech. A good general rule to remember is this:

- Put no more than **five** bullet points on each slide.
- Use no more than **five** words or so in each bullet points.

## Sample Project Proposal Letter

Your Address  
100 Oakland Street  
Oakland, CA 94605

October 1, 2008

(Name of English Teacher or Principal)  
Oasis High School  
285- 17<sup>th</sup> Street  
Oakland, CA 94612

Dear Ms./Mr. Last name of teacher/Principal:

After careful consideration of the many topics available to me for my Senior Project, I have chosen to explore the culinary arts. I have always been interested food and cooking, but my experience with cooking is quite limited. Over the past few years, I have begun to help out more with meals at my house. I sometimes help my mother prepare or cook meals although I have never really cooked on my own. Moreover, my interest in Mexican cooking was piqued still further when I read Laura Esquivel's delightful novel Like Water for Chocolate. Finally, I might be interested in going to culinary school and becoming a chef some day, so I believe that cooking is a practical and interesting topic for my Senior Project.

In my research paper, I will research the impact of Mexican cuisine on American cooking. As a Mexican American, I know a little bit about traditional Mexican food, but I am eager to explore this topic in greater depth. In my paper, I will prove that Mexican cooking has had a profound influence on cooking in the United States, especially in border states like Texas and California, but also throughout the country. I will conduct research on-line and visit libraries in Oakland and at local colleges, including Cal State East Bay (Hayward) and UC Berkeley. I also plan to interview local chefs in both Mexican and "mainstream American" restaurants to get first-hand perspectives on this issue.

While in my research paper I will be researching the broad realm of Mexican cooking and its impact on American cuisine, for my product I plan to look closer to home. I will write a recipe book complete with detailed recipes and pictures based on family recipes I will get from my mother and grandmother. I know both women have a wealth of recipe knowledge in their heads, but they have never written any of them down. Thus, my recipe book will provide a space to preserve their knowledge for posterity. In addition, I will learn to cook at least three to five of these complex dishes on my own. This hands-on product will require well over thirty hours of work both in the kitchen—first as apprentice and then as cook—and in the publication of the recipe book using Microsoft Publisher.

I understand that using the words or ideas of another person without giving him proper credit is plagiarism. Furthermore, I understand the consequences of plagiarism, and I will document correctly any sources I use. My research paper and my product will both be the results of my own work and thinking. I will not try to pass off someone else's work as my own. Thank you for your interest and support.

Sincerely,

Juan Doe

Name: \_\_\_\_\_  
English 4

Topic: \_\_\_\_\_

**SENIOR PROJECT RESEARCH PAPER RUBRIC**

Category /Points	20	15	10	5	Total
<b>THESIS &amp; ANALYSIS</b>	Strong thesis. The author proves an interesting analytical point. Depth and substance.	Clear thesis. Paper focused well. Could delve into topic more deeply. Needs more analysis.	Attempts to provide thesis but needs work. Does not prove one clear point. Not analytical.	Paper has no thesis. May simply report facts and figures. No analysis.	
<b>ORGANIZATION</b>	Paper follows a clear logical order. Each section and paragraph makes a clear point relating to the thesis.	Good organization overall with beginning, middle and end. Some ideas or paragraphs a bit out of place.	Paragraphs have some organization, but paper may wander in some areas. Could be clearer and tighter.	Poorly organized. Does not have intro, body, conclusion and logical ordering of thoughts.	
<b>RESEARCH</b>	Author integrates research into paper skillfully – using quotes, summary and paraphrases. Parenthetical citations provided.	Author makes fairly good use of research. Quotes and paraphrases used some. Citations provided.	Research used a little, but not very much (few quotes). Parenthetical citation may not be used properly.	Paper does not use research to prove thesis. No quotes. No citations.	
<b>DOCUMENTATION</b>	Bibliography outstanding. At least ten credible sources present. Good variety of sources. MLA format correct.	Bibliography present. Eight or more sources mentioned. Variety/credibility of sources or MLA format needs work.	Bibliography present. Five or fewer sources listed. Variety and selection or sources wanting. MLA format not correct.	Only one or two sources provided. No variety. Sources poorly chosen. No attention to MLA format.	
<b>MECHANICS</b>	Grammar and usage almost perfect. Very few or no mistakes.	Some minor errors, but good grammar overall.	Many errors present in grammar. Needs serious editing.	Paper full of errors. Does not appear to have been proofread.	
<b>RESPONSIBILITY</b>	All assignments turned in on time. Outstanding responsibility. At or above standard.	All assignments turned in, but a few deadlines missed. Approaching standard.	Some assignments not turned in. Several missed deadlines. Below standard.	Many assignments and deadlines missed. Far below standard.	

**GRAND TOTAL (120 MAX):** \_\_\_\_\_

## MLA FORMAT FOR BIBLIOGRAPHY

Your paper's bibliography, also called list of works cited, must follow this format:

### Book

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

### Journal Article

Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation." Studies in Popular Culture 13.2 (1991): 53-65.

### Newspaper or Magazine Article

Di Rado, Alicia. "Trekking through College: Classes Explore Modern Society Using the World of Star Trek." Los Angeles Times 15 Mar. 1995: A3.

### Book Article or Chapter

James, Nancy E. "Two Sides of Paradise: The Eden Myth According to Kirk and Spock." Spectrum of the Fantastic. Ed. Donald Palumbo. Westport, CT: Greenwood, 1988. 219-223.

### Encyclopedia Article (well known reference books)

Sturgeon, Theodore. "Science Fiction." The Encyclopedia Americana. International ed. 1995.

### Encyclopedia Article (less familiar reference books)

Horn, Maurice. "Flash Gordon." The World Encyclopedia of Comics. Ed. Maurice Horn. 2 vols. New York: Chelsea, 1976.

### Website

Britannica Online. Vers. 98.2. Apr. 1998. Encyclopedia Britannica. 20 Jan. 2003  
<http://www.eb.com>

Category	5 points each	Your Score	Final Score
Thesis Statement	The thesis statement names the topic of the essay and shares the author's opinion on the topic in one clear and concise sentence. Every paragraph can be connected back to the thesis.		
Organization	The essay's is logically organized. There are at least five paragraphs. The response begins with a hook and identifies the work by title and author. The body explores the overall response through expressing thoughts and feelings, by giving reasons and supporting points. The conclusion restates the thesis in different words leaves the reader with a question, a quotation, a fresh insight, or another memorable impression.		
Response to Literature Elements	The response develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text. The response summarizes the work as needed to clarify main points but does not retell the work. The response organizes accurate and coherent interpretations around clear ideas, premises, or images from the literary work and provides <b>at least two</b> specific textual examples and details to support the interpretations		
Conventions	Author makes almost no errors in grammar or spelling that distracts the reader from the content.		
	<b>TOTAL</b>		

## Play Rubric

5: excellent 4: satisfactory 3: unsatisfactory 2: incomplete

### **Conflict Development**

Playwright developed a conflict and built tension towards that conflict that climaxed in a crisis. The crisis was resolved with a consequence on the other side.

5                    4                    3                    2

### **Dialogue**

Dialogue not overly explicit or contrived. It is realistic and doesn't tell the audience how to think and feel.

5                    4                    3                    2

### **Tracking**

Appropriate & consistent development of character.

5                    4                    3                    2

### **Spelling and Grammar**

There are few spelling and/or grammar errors.

5                    4                    3                    2



**Rubric for Writer's Notebook**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Length X2</b>	<b>Student wrote little to nothing</b>	<b>Student wrote, but did not put in much effort, or did not follow through with thoughts</b>	<b>Student wrote for most of the time allotted</b>	<b>Writing shows that student was focused and writing throughout the entire time allotted</b>
<b>Critical Thinking/ Relation to Prompt</b>	<b>Student did not demonstrate thought about the topic</b>	<b>Student mentions the topic, but thoughts are not developed</b>	<b>Student answers question adequately</b>	<b>Student demonstrates critical thinking and develops ideas on the given topic</b>

**Rubric for Writer's Notebook**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Length X2</b>	<b>Student wrote little to nothing</b>	<b>Student wrote, but did not put in much effort, or did not follow through with thoughts</b>	<b>Student wrote for most of the time allotted</b>	<b>Writing shows that student was focused and writing throughout the entire time allotted</b>
<b>Critical Thinking/ Relation to Prompt</b>	<b>Student did not demonstrate thought about the topic</b>	<b>Student mentions the topic, but thoughts are not developed</b>	<b>Student answers question adequately</b>	<b>Student demonstrates critical thinking and develops ideas on the given topic</b>

### Research Rubric

	4	3	2	1
Sources of Information	Uses many sources including: books, interviews, internet, and audio visual media (ex. flims, documentaries, music)	Uses a few sources including: books, interviews, internet, and audio visual media (ex. flims, documentaries, music)	Uses only one source including: books, interviews, internet, and audio visual media (ex. flims, documentaries, music)	Did not use any sources-
Organization and documentation of research	Clear documentation of sources. Use of charts, notecards and diagrams	Some documentation of sources. Use of at least one of the following: charts notecards and diagrams	Documentation of sources. No use of charts notecards and diagrams	No organization or documentation
Presentation of research (from individual student to service learning class)	Effectively and thorough presents the research through clear creative visual and written methods (ex. PowerPoint, handouts)	Presents research in a clear way using some visual and written methods	Presents research with some lack of clarity	No research to present

## Public Speaking Rubric

	1	2	3	4
Content				
Presentation materials				
Organization of presentation				
Posture/body language				
Voice				
Eye contact				

Content: how informative is the presentation, how engaging, how complete is the coverage, How interactive is the presentation.

Presentation Materials: If there are materials handed out are they relevant, are they clear, are thy inspiring, interactive.

Is the time well spent, are the topics presented in a coherent order, are the arguments supported by examples or data, is the presentation effective in conveying the information? Does the presentation meet the objectives set out by the presenter. Are the objectives of the presenter clear?

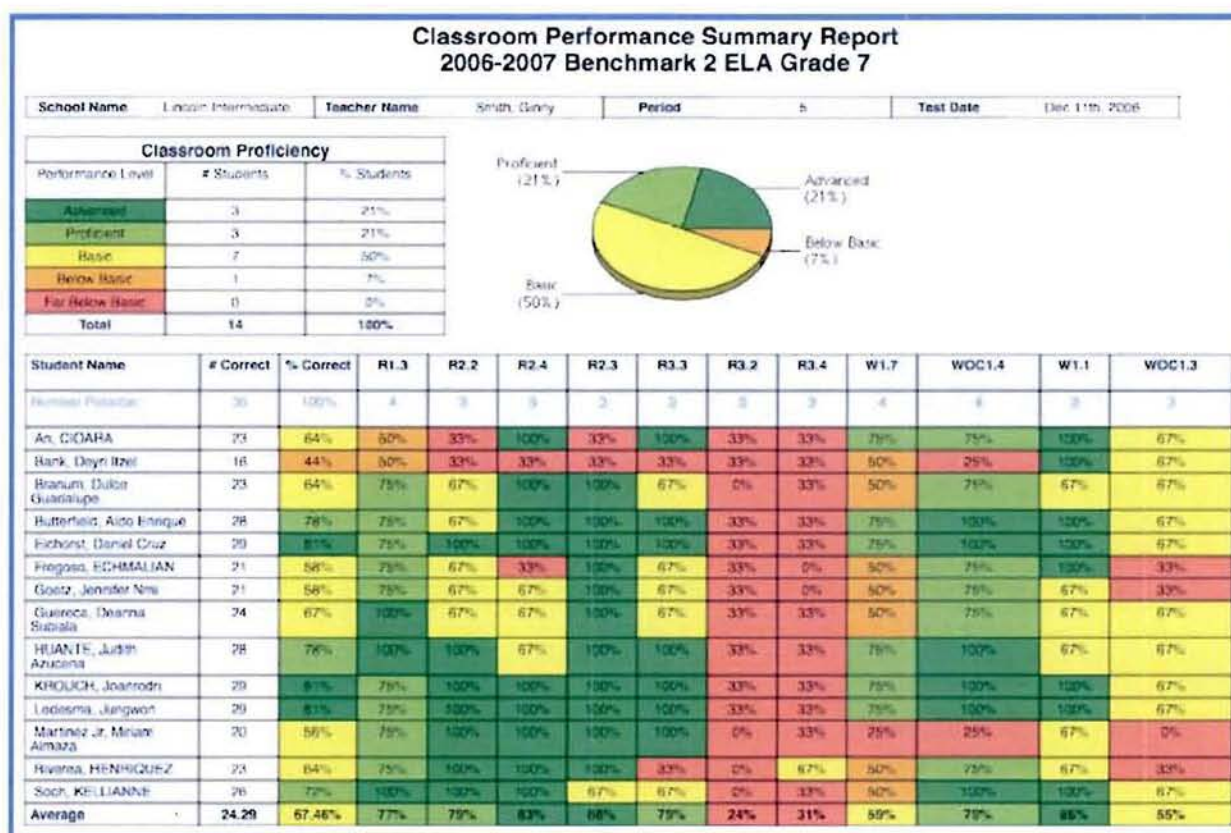
Standing straight, not slouching. Does the presenter appear confident and comfortable?

Voice. Can the audience clearly hear understand the presentation?

Eye contact: Does each member of the audience feel that the presenter is presenting to them? Did the presenter look at you?

## Benchmark Exam Classroom Summary Report

Review individual student and class-wide performance overall and by standard on benchmark exams.



## Benchmark Exam Response Matrix

Review individual student responses by question to identify questions and response choices that gave the students more difficulty.

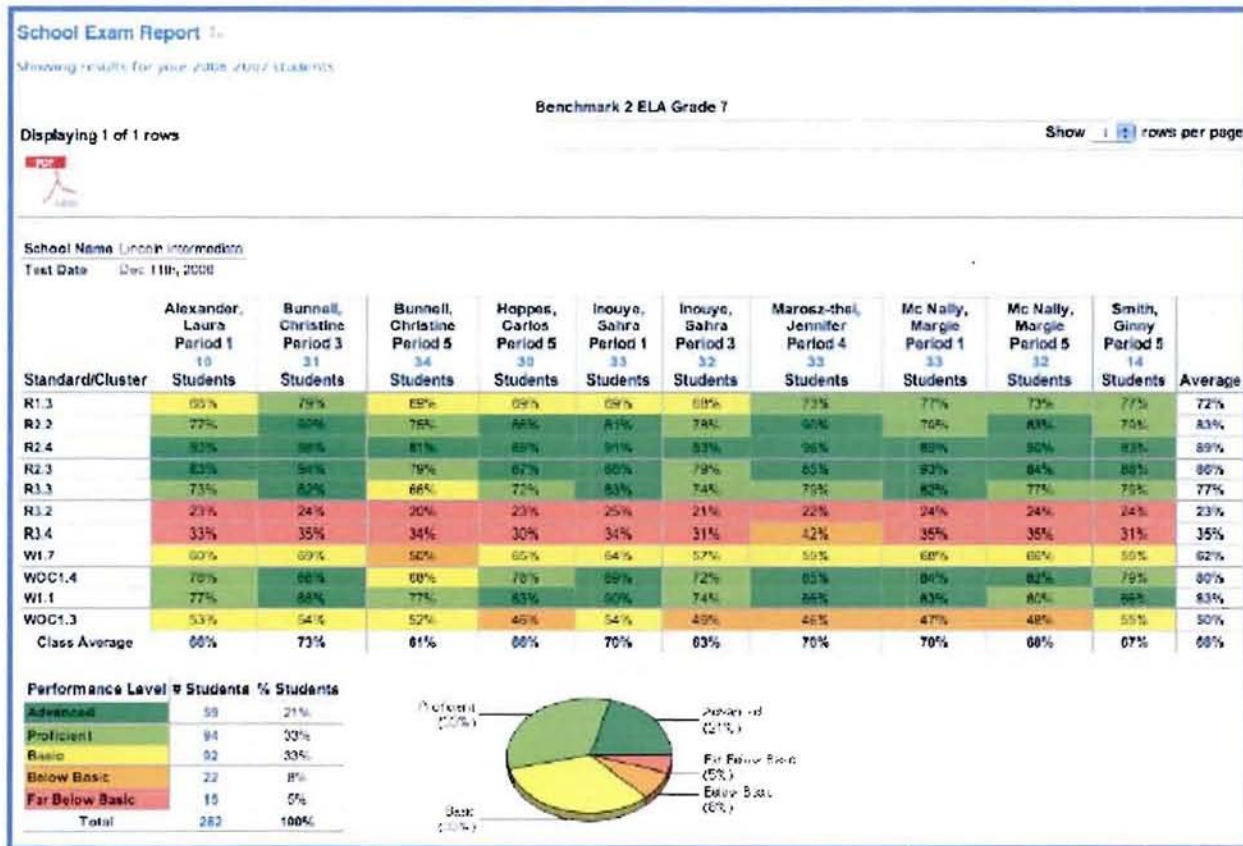
### Classroom Exam Response Matrix Report 2006-2007 Benchmark 2 ELA Grade 7

School Name	Lincoln Intermediate	Teacher Name	Alexander, Laura	Period	1	Test Date	Dec 11th, 2006
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Student Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
<b>Answer Key</b>	<b>B</b>	<b>B</b>	<b>D</b>	<b>B</b>	<b>A</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>B</b>	<b>B</b>	<b>A</b>	<b>C</b>	<b>D</b>
Andia, Eric Yoon	A	B*	D*	C	C	D*	A	A	A	B*	B*	A*	C*	C
Bartman, ARLINEZ	A	B*	D*	A	A*	D*	C	C	A	B*	B*	A*	C*	D*
Calerna, Minthul	A	A	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
Casella, Thoa Hoang	A	A	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
ELIAH ANDREW ALBRECHT	C	C	C	C	C	C	C	C	C	C	C	C	C*	C
ENGEL, Yancy	A	B*	D*	B*	A*	D*	B	C	A	B*	B*	A*	C*	D*
Hammond, HEARH NGOC	B*	B*	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
Hussein CHANG	B*	B*	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
Mans, POWELL	A	B*	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
R, Hoodyly	A	B*	D*	B*	A*	D*	A	C	A	B*	B*	A*	C*	D*
<b>Percent Correct</b>	<b>20%</b>	<b>70%</b>	<b>90%</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>100%</b>	<b>80%</b>

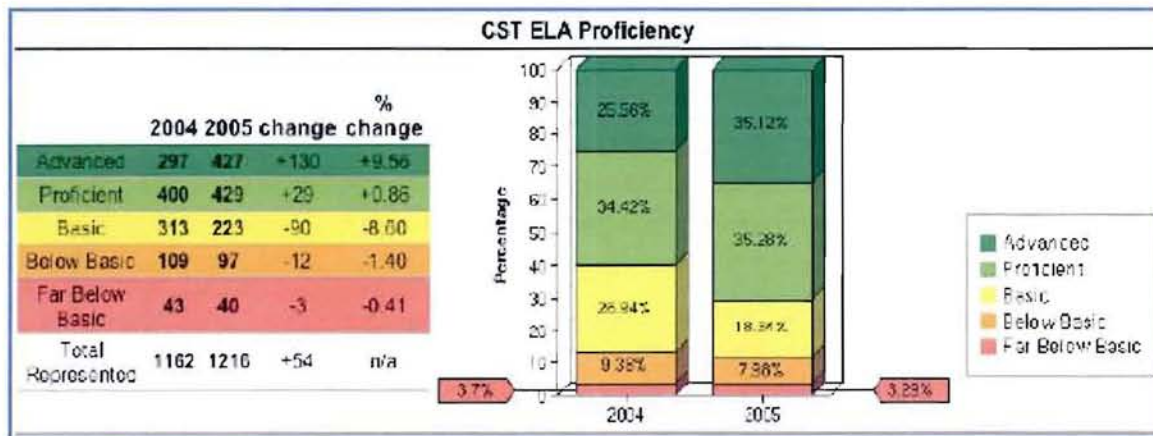
# Benchmark Exam School-wide Report

Review standards performance by teacher/classroom.



## CST Year to Year Comparison

Comparison of CST performance from one year to the next by performance level.

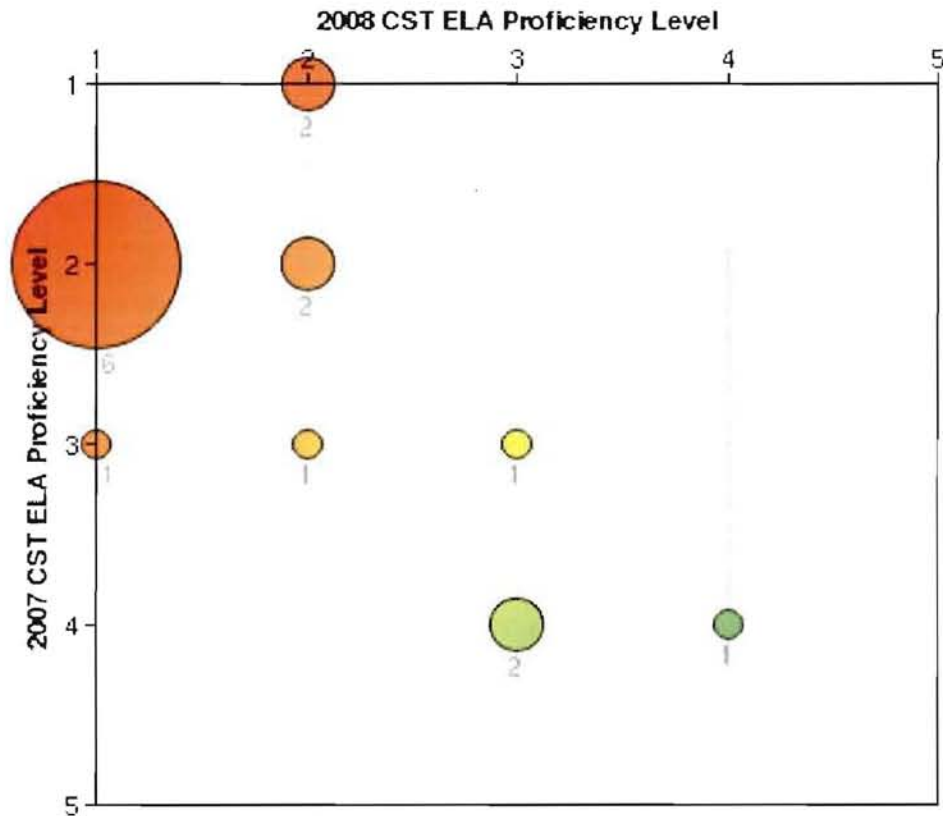


### Change in Proficiency from Year to Year for a Matched Cohort

View of change in proficiency level for a cohort of students, school-wide, by teacher, or by grade.

2007 CST ELA Proficiency Level vs 2008 CST ELA Proficiency Level

	1	2	3	4	5	Total
Level 1	0	2	0	0	0	2
	0%	100%	0%	0%	0%	100%
Level 2	6	2	0	0	0	8
	75%	25%	0%	0%	0%	100%
Level 3	1	1	1	0	0	3
	33%	33%	33%	0%	0%	100%
Level 4	0	0	2	1	0	3
	0%	0%	67%	33%	0%	100%
Level 5	0	0	0	0	0	0
	0%	0%	0%	0%	0%	100%
Total	7	5	3	1	0	16
Students	44%	31%	19%	6%	0%	100%



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
<b>SUMMARY</b>						
<b>Revenue</b>						
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	14,828	14,921	15,219	15,523
Fundraising and Grants	60,000	61,200	62,424	63,672	64,946	66,245
<b>Total Revenue</b>	<b>1,579,513</b>	<b>2,112,682</b>	<b>2,255,262</b>	<b>2,309,593</b>	<b>2,363,276</b>	<b>2,418,392</b>
<b>Expenses</b>						
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	-	-	-	-
<b>Total Expenses</b>	<b>1,408,257</b>	<b>2,016,843</b>	<b>2,042,334</b>	<b>2,104,162</b>	<b>2,168,346</b>	<b>2,246,405</b>
<b>Operating Income (excluding Depreciation)</b>	<b>171,256</b>	<b>95,840</b>	<b>212,928</b>	<b>205,431</b>	<b>194,931</b>	<b>171,988</b>
<i>Operating Income (including Depreciation)</i>	<i>171,256</i>	<i>119,840</i>	<i>206,928</i>	<i>189,431</i>	<i>194,931</i>	<i>171,988</i>
<b>Fund Balance</b>						
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	189,431	194,931	171,988
<b>Ending Fund Balance (including Depreciation)</b>	<b>291,082</b>	<b>413,975</b>	<b>596,903</b>	<b>802,334</b>	<b>1,003,264</b>	<b>1,175,252</b>
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	
<b>Revenue</b>							
General Purpose Block Grant (9 - 12)	1,047,575	1,496,535	1,561,500	1,600,650	1,639,125	1,678,500	\$6754 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	263,889	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	1,785,008	1,827,837	1,871,793	
8220 Child Nutrition Programs - Federal	5,240	80,028	81,529	83,261	84,926	86,625	Based on number of FRL kids, \$2.6 per day, 120 days
8284 Title I - Basic Grant	42,000	63,360	62,682	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
8580 State Lottery Revenue	21,218	30,311	31,725	32,825	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	282,624	267,657	273,049	278,513	
8680 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.
8680 Interest	2,028	2,069	2,110	2,152	2,195	2,239	
8698 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	
<b>TOTAL REVENUE</b>	<b>1,579,513</b>	<b>2,112,882</b>	<b>2,255,282</b>	<b>2,309,593</b>	<b>2,363,276</b>	<b>2,418,392</b>	

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	
<b>Expenses</b>							
<b>1000 Certificated Employees</b>							
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	559,385	576,177	593,463	611,267	629,605	12 teachers; 10.8 FTE starting in 09-10
<b>SUBTOTAL</b>	<b>427,702</b>	<b>653,125</b>	<b>672,719</b>	<b>692,901</b>	<b>713,688</b>	<b>735,098</b>	
<b>2000 Classified Employees</b>							
Administration (Class)	186,415	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
<b>SUBTOTAL</b>	<b>203,535</b>	<b>214,400</b>	<b>220,832</b>	<b>227,457</b>	<b>234,280</b>	<b>241,309</b>	
<b>3000 Employee Benefits</b>							
3401- Health Insurance	54,562	99,000	108,900	119,790	131,789	154,808	\$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	5,795	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
<b>SUBTOTAL</b>	<b>128,671</b>	<b>206,270</b>	<b>219,884</b>	<b>235,688</b>	<b>252,780</b>	<b>280,841</b>	

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	648	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	\$8 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
<b>SUBTOTAL</b>	<b>118,316</b>	<b>246,129</b>	<b>240,852</b>	<b>245,869</b>	<b>250,582</b>	<b>255,594</b>	

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	
<b>5000 Services and Other Operating Expenditures</b>							
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	125,785	128,864	131,891	135,000	Estimate based on revenue growth
5905 Communications - Cell Phones	686	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	22,028	\$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 accreditation	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	17,995	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, maintenance, etc.
5830 Field Trips	4,500	6,557	6,686	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
5699 Miscellaneous Operating Expenses	1,027	1,048	1,068	1,090	1,112	1,134	Based on historical costs
5657 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
6872 Special Education Encroachment	56,529	82,371	86,443	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	11,868	12,125	12,386	\$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	14,832	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	398	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 BTSAs Training	7,500	7,650	7,803	7,959	8,118	8,281	BTSA, 4 people going through induction at 1500
5874-01 sports league (program)	10,000	10,200	10,404	10,612	10,824	11,041	10K
5877-01 Student Activity/Graduation	5,000	5,100	5,202	5,308	5,412	5,520	\$2K for student activities (drama) and \$3K for prom/graduation.
5885 tutoring	-	-	-	-	-	-	Based on historical costs
<b>SUBTOTAL</b>	<b>530,032</b>	<b>866,819</b>	<b>888,048</b>	<b>702,448</b>	<b>717,016</b>	<b>733,463</b>	
6000 Capital Outlay							
6100 Sites & Improvement of Sites	-	30,000	-	-	-	-	Most tenant improvements will be amortized into the lease
<b>SUBTOTAL</b>	<b>-</b>	<b>30,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>1,408,257</b>	<b>2,015,843</b>	<b>2,042,334</b>	<b>2,104,182</b>	<b>2,168,346</b>	<b>2,246,405</b>	
Depreciation - Prior Years	-	-	8,000	6,000	-	-	
Depreciation - Current Year	-	6,000	-	-	-	-	
<b>SUBTOTAL - Depreciation</b>	<b>-</b>	<b>6,000</b>	<b>6,000</b>	<b>6,000</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES including Depreciation</b>	<b>1,408,257</b>	<b>1,992,843</b>	<b>2,048,334</b>	<b>2,110,182</b>	<b>2,168,346</b>	<b>2,246,405</b>	

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	APIAR
<b>BEGINNING CASH</b>	68,197	109,542	73,764	115,835	168,180	193,604	139,812	159,260	164,337	307,504	299,303	275,696	
<b>INCOME</b>													
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	-
<b>TOTAL INCOME</b>	35,945	16,321	131,869	152,119	126,478	166,155	135,650	120,850	273,258	103,099	86,269	96,129	75,542
<b>EXPENSES</b>													
1000-3000 Compensation & Benefits	30,151	58,103	62,764	56,499	82,896	89,244	67,388	66,960	66,831	66,768	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	48,491	88,693	43,178	43,178	57,624	38,845	38,278	57,058	0
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	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
<b>NET OPERATING CASH INFLOW (OUTFLOW)</b>	(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	-	\$366.22	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	\$13,147.22	-	-	(\$7,302.00)	-	-	-	-	-	-	-	-	-
<b>ENDING CASH</b>	109,542	73,764	115,835	168,180	193,604	139,812	159,260	164,337	307,504	299,303	275,696	243,569	

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
<b>BEGINNING CASH</b>	241,904	323,671	327,646	342,757	312,165	317,070	294,228	327,556	326,343	497,427	524,154	516,363
<b>INCOME</b>												
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	58,265	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
<b>TOTAL INCOME</b>	12,004	113,037	233,558	162,340	170,272	166,203	199,413	164,392	364,014	192,141	155,068	168,914
<b>EXPENSES</b>												
1000-3000 Compensation & Benefits	39,987	89,637	99,133	98,893	98,415	98,415	99,133	98,654	98,510	98,462	88,750	96,750
4000 Books & Supplies	-	-	48,755	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	78,274
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	55,302	126,099	226,600	197,298	169,731	197,199	170,450	169,971	197,294	169,779	167,224	194,691
<b>NET OPERATING CASH INFLOW (OUTFLOW)</b>	(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)	-	-	-	-	-	-	-	-	-	-	-	-
<b>ENDING CASH</b>	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

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
<b>BEGINNING CASH</b>	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
<b>INCOME</b>												
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	29,951	422,982	-	24,784	49,567	33,045	33,045	33,045	33,045	33,045	59,703	29,951
8480 Charter Schools Categorical Block Grant	13,831	193,293	-	11,323	22,645	15,097	15,097	15,097	15,097	15,097	27,262	13,831
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
<b>TOTAL INCOME</b>	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
<b>EXPENSES</b>												
1000-3000 Compensation & Benefits	-	1,257,348	48,820	45,077	118,815	116,578	116,578	116,576	117,294	116,815	116,671	116,624
4000 Books & Supplies	-	255,594	-	-	46,556	46,556	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	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	0	2,246,405	65,198	83,896	252,424	221,285	192,540	221,746	193,258	192,779	221,842	192,587
<b>NET OPERATING CASH INFLOW (OUTFLOW)</b>	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	(50,938)	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)												
<b>ENDING CASH</b>	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	
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 minimum 11+ students	317 8,676	317 8,676	325 8,902	333 9,125	341 9,344	349 9,568	CCSA Rate (Sep 2008) which is lower than CSDC
8591	Supplemental Hourly Revenue							
0000	Arts & Music Block Grant minimum	16.78 4,000	16.78 4,000	17.22 4,104	17.65 4,207	18.07 4,308	18.50 4,411	

## 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.

**Charter School Petition/Petición de Escuela Tipo Charter**

We, the undersigned parents, support the renewal of Millsmont Academy's charter in the Oakland Unified School District (District). We hereby petition the District Board of Education to grant a charter renewal pursuant to Education Code Section 47605. **The petitioners listed below certify that they are parents or guardians of pupils who are meaningfully interested in having their students attend the charter school. The petitioners authorize the Lead Petitioner, Gloria Lee, to negotiate any amendments to the attached charter necessary to secure approval by the District governing board.**

Nosotros, los padres firmantes, apoyamos la renovación al charter de Millsmont Academy en el Distrito Escolar Unificado Oakland (Distrito). Nosotros por la presente petitionamos al Consejo de Educación del Distrito para otorgar la renovación según Sección de Código de Educación 47605.

**Los peticionarios listados certifican que ellos son padres o guardianes de alumnos que son interesados significativamente a tener a sus estudiantes asistir la escuela del fletamento (charter). Los peticionarios autorizan a Los Peticionario Principal, Gloria Lee, para negociar cualquier enmienda al fletamento anexo necesaria para asegurar la aprobación por el Distrito.**

Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (2008-09) Grado (2008-09)	Signature Firma	Date Fecha
LAKSHA Ashby	1941 24th Ave Oakland	94601	Sarai / Yvonne Ashby	3rd / K	Laksha Ashby	12/10/08
RYAN LAWRENCE	768 22nd ST	94612	JACOB TSIAHAI	2nd / 3rd	Ryan Lawrence	12/10/08
Margaret Carrell	1936 94th Ave Oakland	94603	DAIVON Crawans	4	Margaret Carrell	12/10/08
Karl W. Clark	3844 Dale Pl. Oak.	94619	Lumonte Clark	1	Karl W. Clark	12/10/08
Margarita Murillo	2644 64th Ave Apt A	94605	Jose Fonseca	3	Margarita Murillo	12/10/08
Maria Gomez	1247 52nd Ave	94601	Lisa and ALBERTA	5-1 Grade	Maria Gomez	12/10/08
Brenda Rodriguez	1617 D St W	94541	BRYANT Ricardo M	3-1-grad	Brenda Rodriguez	12-10-08
Maria Delgado	1316 20th Ave	94603	Manuella Hernandez	4-	Maria Delgado	12/10/08
Teresita Salcido	3045 Maple Ave	94602	Shonathan Lopez Salcido	1st grad 2	Teresita Salcido	12/11/08
Rosario Esquivel	1735 85 Ave	94621	Michelle & Alfonso	4/3	Rosario Esquivel	12/11/08
Raul Alarcon	7218 Cockwood	94621	Alexis Jasmine Tyson	4, 2, K	Raul Alarcon	12/11/08
Clara Monarato	906 91th Ave	94603	Alexis Jasmine y Dawson	4, 2, K	Clara Monarato	12/11/08
Joe Tillman Sr	905 70th Ave	94621	Ani A Patterson	3	Joe Tillman Sr	12-11-08
Fernanda Hernandez	2555 77th Ave. Oak.	94605	Fernando y Jennifer H.	4th 2nd	Fernanda Hernandez	12-11-08
Keta Brown Foote	10802 Ecstape Ave	94603	Kalayah B Foote	5th	Keta Brown Foote	12-12-08
Stephanie Shumpert	640 Victoria St SF	94137	Malik / Maya Shumpert	K / 5th	Stephanie Shumpert	12-12-08
Liliana Romero	1123 32nd Ave.	94601	Lisa / Alondra	1st / 5th	Liliana Romero	12/12/08
CHRISTINA Matthews	702 de la Osa Army St	94565	James + Jayline	2nd 2nd	Christina Matthews	12-12-08
Maria Antunez	1626 65 Ave	94621	Erick Antunez	5	Maria Antunez	12-12-08
Raul A LOPEZ	3045 MAPLE AV	94605	Shonathan H. Lopez	1	Raul A Lopez	12-12-08

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Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (2008-09) Grado (2008-09)	Signature Firma	Date Fecha
Shirounda Smith	3538-69 <sup>th</sup> Ave Oak	94605	Shanelle Smith	2 <sup>nd</sup>	Shirounda Smith	12-9-08
Laura Estrach	2729 71 <sup>th</sup> ave oak.	94605	Paola Gómez	4	<del>Paola Gomez</del>	12-9-08
LORENA RODRIGUEZ	3150 63rd Oak.	94605	Monserrat y Gabriel R.	3, 5	Lorena Rodriguez	12-9-08
Raquel Castillo	1155 83 rd Ave OAK	94621	Evelyn Rodriguez	4	Raquel Castillo	12-9-08
Jamila Johnson	1836 E 25 <sup>th</sup> Oakland	94606	Briana King	1	Jamila Johnson	12/9/08
Malannie Miller	2600 #403 San Leandro	94578	Trevon Reedus	2	Malannie Miller	12/9/08
Nafesa Gullford	3343 63 <sup>rd</sup>	94605	Tariq Kidd	2	Nafesa Gullford	12/9/08
Ralph Dominic	3209 64 <sup>th</sup> ave	94605	Christian Ramos	5	Ralph Dominic	12/9/08
RAUL A LOPEZ	3045 - MAPLE AVE	94605	JONATHAN M. LOPEZ	1	Raul Lopez	12-9-08
Marisela Gonzalez	3235 63 Ave oak.	94605	Itzel Gonzalez	K	Marisela Gonzalez	12-9-08
Ana Ventura	1020 87th Ave. Oakland	94621	Jose A. Zarate V.	3	ANA VENTURA	12-9-08
Maria Rivas	8822 B St. OAK.	94621	Thomas Rivas Jr	5 <sup>th</sup>	Maria Rivas	12-9-08
Fernando Hernandez	2535 77 AV. oak	94605	Jennifer y Fernando H.	4 <sup>th</sup> 2 <sup>nd</sup>	Fernando H.	12-9-08
Ana Jimenez	9933 E St, oak, <del>94605</del>	94603	Jesus & Alberto J.	3rd & 1st	Ana Jimenez	12-9-08
Trenika Rodgers	3378 62nd Ave	94605	Steve, Stanley, Saamuel, Kelly	5 <sup>th</sup> 5 <sup>th</sup> , K	Trenika Rodgers	12-9-08
LISA SALGADO	1840 4th Ave	94603	Edward Woods	1st	Lisa Salgado	12-9-08
FRANKIE CRUZ	1663 80 <sup>th</sup> Ave	94621	KATHERINE CRUZ	9 <sup>th</sup>	Frankie Cruz	12-9-08
VERONICA	1581 164 <sup>th</sup> Ave #725	94578	Luis E. Andrade	4 <sup>th</sup>	Veronica	9-12-08
ARTURO HARRIS	5324 Norwood Dr	94619	Keontay Eric	2-4	Arturo Harris	
Yelena Allen	7433 Krause Ave.	94605	Keiani Allen	1	Yelena Allen	12-10-08

Charter School Petition/Petición de Escuela Tipo Charter

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Precious Johnson	207 Santa Barbara way	94533	Starr Stringley	2	<i>Precious Johnson</i>	
Vaughn Stringley	207 Santa Barbara way	94533	Starr Stringley	2	<i>Vaughn Stringley</i>	12-12-08
Dolores Marin	2563 Oakland C.A	94605	Susan Ramos	2	<i>Dolores Marin</i>	1
Oscar Salguero	1617 0 st Hayward	94541	Ricardo Menendez	4	<i>Oscar Salguero</i>	12-15-08
Oscar Salguero	1617 0 st Hayward	94541	Bryant. Menendez	1	<i>Oscar Salguero</i>	12-15-08
Maria Barragan	2426 57 Av #3 Oakland	94605	Cintia Ornelas	2	<i>Maria Barragan</i>	12-15-08
Felipa Vazquez	8806 Alameda St. Oak. Ca.	94605	Andre Saldaña	Kg.	<i>Felipa Vazquez</i>	12/15/08
DEBORAH WILSON	338 CALLAN WY SAN LEANDRO CA	94577	TAILANI WILSON	4TH	<i>Deborah Wilson</i>	12/15/08
Mariela Toribu	79th 1818 Oakland	94605	Ingrid Altamirano	3 <sup>o</sup>	<i>Mariela Toribu</i>	12/16/08
Charles Lippcomb	7401 FRESNO ST. OAK	94605	Tirtell Burnett	3	<i>Charles Lippcomb</i>	12/16/08
Ernest Bigelow	6301 MAJESTIC AVE OAK	94605	Mykael Rayford	2	<i>Ernest Bigelow</i>	12-16-08
Imar I Thomas	1031 75th Ave Oak CA	94621	Imar I Thomas	4th	<i>Imar I Thomas</i>	12/16/08
Tanzania Lane	60120/14th Ave	94605	Tazina Noel	3	<i>Tanzania Lane</i>	12/16/08
Tanzania Lane	60120/14th Ave	94605	Kyari Giv	7	<i>Tanzania Lane</i>	12/16/08
Thomas RIMS	8822 B Street	94621	Thomas RIMS J.	5	<i>Thomas RIMS</i>	12-16-08
Maria Mastroy	1254 76th Ave	94621	Brenda / Alfredo	2-K	<i>Maria Mastroy</i>	12-16-08
Pam (Becker)	3210 DELAWARE ST. A	94605	Kyala Taylor	K	<i>Pam (Becker)</i>	12-16-08
Judy Ewing	3201 60th Ave	94602	Ciribanae Mosby	1st grade	<i>Judy Ewing</i>	12-16-08
Tempe Hues	1300 61 Ave	94621	Kaela Mayfield	5	<i>Tempe Hues</i>	12-16-08
Silvia Avalos	9005 D St	94602	Ubaldo Valenzuela	1st	<i>Silvia Avalos</i>	12-16-08

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Alvin Washington	808- Olive St	94607	Keira Allen	1st	Alvin Washington	12-11-08
Clyde Staten	2727-79th	94601	Shaun Staten	5th	Clyde Staten	12-11-08
CLAYTON TUNNEY	2601 66th	94605	DEUTX JILONG	3rd	Clayton Tunney	12-11-08
M. LAWRENCE	768 22ND ST	94612	JACOB LAWRENCE	3	M. Lawrence	12/11/08
RYAN LAWRENCE	768 22ND ST	94612	ISAAK LAWRENCE	2	Ryan Lawrence	12/11/08
Raamundo Medina	10012 1st	94603	Joey Raamundo	5-4	Raamundo Medina	12-15-08
John Smith	3214 Dale Pl	94619	LAMONTE CLARK	2	John Smith	12-15-08
PABLO GARCIA	429 104th Ave	94603	Jeanette Garcia	3	Pablo Garcia	12-15-08
Juanita Dunlop-Russell	10122 Dante Ave	94603	Tobias & Isiah Russell	3 & 2	Juanita Dunlop-Russell	12/15/08
Shawna Johnson	1218 65th Ave Apt 1	94621	Ashli & Christian Hillard	KE & 3	Shawna Johnson	12/15/08
RYAN LAWRENCE	768 22ND ST	94612	JACOB & ISIAH LAWRENCE	2 & 3	Ryan Lawrence	12/15/08
Lakanda Mays	4100 Lyon Ave B1	94601	Demario Emmanuel	4th	Lakanda Mays	12/15/08
Michael Smith	934-71st Ave	94621	Kalah Smith	5th	Michael Smith	12/15/08
Mauritza Ramos	709 33rd Ave	94601	Cristian F. Ramos	6th	Mauritza Ramos	12/15/08
Havia Everett	2939 60th Ave	94605	Sage Carter	2nd	Havia Everett	12-15-08
GERALD L. NERVIS	2727 79th Ave	94605	GERALD NERVIS JR	3	Gerald L. Nervis	12-15-08
Gwen Webber	1001 103rd Ave	94603	Tyler Webber	3	Gwen Webber	12-15-08
Lalisha Saunders	1840 94th Ave	94603	Edward Naads	1st	Lalisha Saunders	12-15-08
Phillip Lawrence	9421 E. St	94603	AUSSIA LAWRENCE	5+2	Phillip Lawrence	12-15-08



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Colleen TAPORCO	924 9th Ave	94603	Jaynece Taporco	5	Colleen Taporco	12-15-08
Amanda Banks	2002 JACOBS ST.	94541	Amy Little	K-2	Amanda Banks	12-15-08
Mario MELGOZA	19 Clara Ct.	94603	Salvador Juarez		Mario MELGOZA	12-15-08
Zaynara Vega	9921 Sunnyside St	94603	Ismael y Amelia	4, 1	Zaynara Vega	12/15/08
Tracey NELSON	2612 65th AVE	94605	Tracey Nelson	1	Tracey Nelson	12/15/08
Delois M CASBY	6724 Avenal	94605	Irene Clark Yamaine Allen	5	Delois M Casby	12-15-08
Kenetta JACKSON	2221-66th AVE, OAK	94605	Myrese + Jacobb Jackson	4 - K	Kenetta Jackson	12-15-08
Perla Lugo	9921 Sunnyside St	94603	Brianna Vega	1st	Perla Lugo	12-15-08
Terrence Parker	15987 Maubert Ave <sup>102</sup>	94578	Kayla Lauphin	3rd	Terrence Parker	12-15-08
Edwin LUGO	3206 61 AVE	94605	Nicolas Bargas	5	Edwin Lugo	12-15-08
YAGO JENNISON	2007 IRIS ST	94605	Randy Walker	7/10	YAGO JENNISON	12/15/08
<del>Jane Williams</del>	<del>2814 23 57th Ave</del>	<del>94601</del>				
Frankie Williams	2220-66th Ave	94605	Isaac + Elijah	4/ Kindergarten	Frankie Williams	12-15-08
Tiriquana Anderson	2515 4th Ave	94605	Tarique Kidd	2nd	Tiriquana Anderson	12-15-08
Alex Rodriguez	3150 63 Ave	94605	Gabriela - Monserrat	5-4	Alex Rodriguez	12-16-08
Joss Rodriguez	3153 63 Ave	94605	EVILYN	4	Joss Rodriguez	12-16-08
CHARLES COLSTON	2548 61st AVE	94605	CHARZ COLSTON	5th	Charles Colston	12-16-08
Anapiza Rodriguez	2450 60th Ave	94605	Roxy Adrian Padilla	1st	Anapiza Rodriguez	12/16/08
Lisa Harbin	2117 78th Ave Oak	94605	Ashley Harbin	5	Lisa Harbin	12/16/08
RA Maria Gomez	1047 52nd ave Oak	94601	Abraham Sotelo / Lisa Mendez	Lisa 1st Abraham 5th	RA Maria Gomez	12-16-08

