



TO: Vincent Matthews, State Administrator  
Board of Education

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

DATE: February 25, 2009

RE: OASIS High School  
Charter Renewal Request

Legislative File

File ID No.: 08-3307  
Introduction Date: 10/29/2008  
Enactment No.: \_\_\_\_\_  
Enactment Date: \_\_\_\_\_  
By: \_\_\_\_\_

**ACTION REQUESTED:**

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

Specific criteria provided for within this report recommends consideration by the State Administrator and Board of Education of a negotiated withdrawal and resubmission of the charter renewal request by the petitioners, such that the school may provide sufficient evidence through both a strategic **Improvement Plan** and a sound **Accountability Plan** that the school is likely to improve its performance and subsequently meet the standards and expectations set forth in the OUSD Charter Renewal Standards, based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605.

**(SEE APPENDIX I: Initial Guidelines for Improvement Plan and Accountability Plan)**

In the absence of a strategic **Improvement Plan** and a sound **Accountability Plan**, the charter school has not otherwise met the standards and expectations for charter renewal, and the petitioners are therefore demonstrably unlikely to successfully implement the program as set forth in the petition for a subsequent term.

**BACKGROUND:**

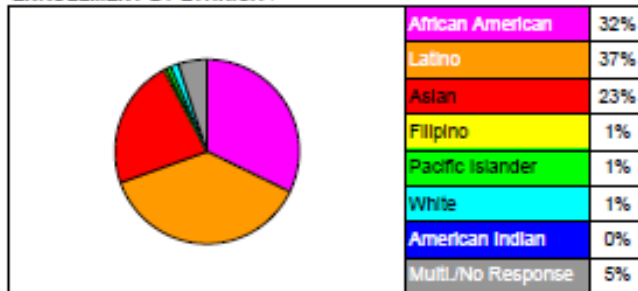
**I. School Description and Key Program Elements:**

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

<b>YEAR</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>GRADES</b>	9-12	9-12	9-12	9-12	9-12
<b>ENROLL</b>	<b>89</b>	<b>109</b>	<b>142</b>	<b>170</b>	<b>197</b>

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

**ENROLLMENT BY ETHNICITY**



Poverty Level 71%      Special Education 4%  
 English Learners 29%

**As outlined in the approved charter petition:**

**School Mission:**

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

**Program's Distinguishing Features:**

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

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

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

**GOVERNING LAW:**

---

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

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

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

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

**II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)**

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

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

## STANDARDS AND CRITERIA

---

### **OUSD Charter Renewal Standards**

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

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

#### **The legislature’s intent regarding accountability for charter schools is to:**

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

#### ***Pursuant to Education Code §47605 we ask;***

##### **I. IS THE SCHOOL AN ACADEMIC SUCCESS?**

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

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

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

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

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

#### **In addition;**

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

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

## ACADEMIC SUCCESS?

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

### III. MEASURABLE PUPIL OUTCOMES

---

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

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

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

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

#### **Charter Revocation**

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

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

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

**TABLE 1****MET or SUBSTANTIAL PROGRESS MADE**

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

**SOME PROGRESS ACHIEVED**

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

**NOT MET**

Measurable Pupil Outcomes	Instrument	Target	Progress
92.5% attendance rate	Attendance rate	92.5%	<b>NOT MET</b> 74.5%, 75.5%, 79.6%, 88.1% <b>MET 0 out of 4 years</b>
10% reduction in FBB/BB CST annually	CST performance annually	10%	<b>NOT MET</b> <u>2005 2006 2007 2008</u> ELA 76% 79% 65% 71% Math 92% 92% 93% 84% <b>MET 1 out of 3 years in ELA</b> <b>MET 0 out of 3 years in Math</b> <b>(1 of 6 years) (17%)</b>
2% increase in P/A CST annually	CST performance annually	2%	<b>NOT MET</b> <u>2005 2006 2007 2008</u> ELA 10% 1% 8% 5% Math 0% 0% 3% 6% <b>MET 1 out of 3 years in ELA</b> <b>MET 2 out of 3 years in Math</b> <b>(3 of 6 years) (50%)</b>
10% of each cohort of ELL's achieve English Proficiency after 2 years at OASIS	CELDT	10%	<b>No evidence of progress.</b> No evidence presented at time of site inspection <u>2005 2006 2007 2008</u> CELDT NoTest 2 3 0 Performance suggests likely <b>NOT MET</b>

**NO EVIDENCE OF PROGRESS**

Measurable Pupil Outcomes	Instrument	Target	Progress
80% students report feeling safe and secure	- Surveys 2x a year - Evaluations of teachers and course - Incidents of safety	80%	<b>No evidence of progress.</b> No evidence of surveys given 2 x a year. No evidence of course evaluations
80% students report program is challenging	- Surveys 2x a year - Evaluations of teachers and course	80%	<b>No evidence of progress.</b> No evidence of surveys given 2 x a year. No evidence of course evaluations * Performance report states <b>65% report feeling challenged</b>
90% parents participate in orientation and conferences annually	Monitor and summarize annually	90%	<b>No evidence of progress.</b> No evidence of tracking of this data. Interviews indicate parent participation has historically been a challenge

60% who attend 18 mo. will graduate	Track graduates	60%	<b><u>No evidence of progress.</u></b> * not tracked
-------------------------------------	-----------------	-----	---

**NOT PURSUED \***

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



**IV. OUSD TIERING ANALYSIS:**

**Tiering Revisions: Using 2007-2008 Data**

**SCHOOL: Oasis**

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

Program Improvement Year: **2**

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

Initial Tier: **YELLOW**

*2007-2008 Reason for not Making AYP highlighted in RED*

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

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

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

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

07-08 API	513
API Target	0
Growth	16

**Step 2: School Receives Growth and Achievement Gap scores**

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

**MOVES UP OR DOWN?**

**0**

**2008-2009 Tier**

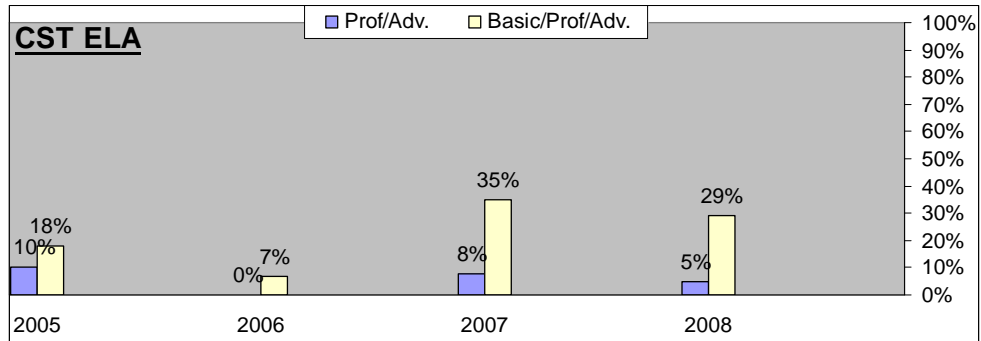
2008-2009 Schoolwide Tier	Schoolwide Tier	GROWTH	GAP
	<b>ORANGE</b>	<b>RED</b>	<b>NA</b>

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

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

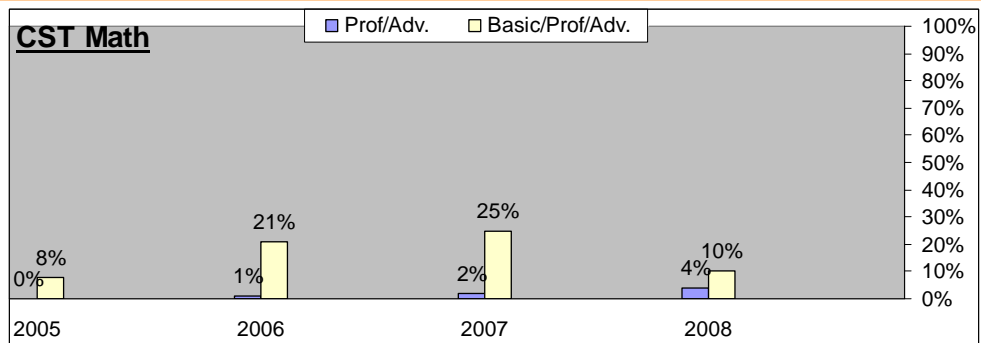
**CST English Language Arts (Performance Over Time)**

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



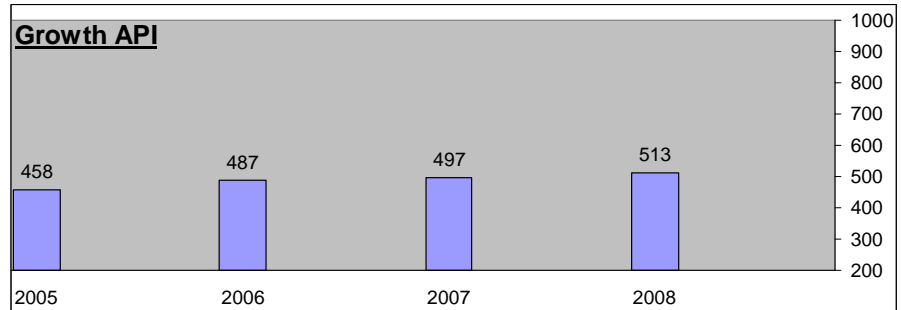
**CST Mathematics (Performance Over Time)**

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



**API (Performance Over Time)**

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



**AYP (Performance Over Time)**

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

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

## VI. COMPARISON ANALYSIS

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

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

#### Order rank based on 2008 API Score

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

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

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

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

#### Order rank based on 2008 CST % Proficient/Advanced

##### CST ELA SCORES OVER-TIME

School	2005 Prof/Adv ELA	2006 Prof/Adv ELA	2007 Prof/Adv ELA	2008 Prof/Adv ELA
Millsmont Secondary	6-12	N/A	N/A	N/A
East Oakland Leadership Academy High	9-12	N/A	N/A	N/A
Oakland Charter High	9-12	N/A	N/A	93%
American Indian Public High School (AIPHS)	9-12	N/A	91%	92%
Oakland School for the Arts (OSA)	6-12	62%	53%	56%
Wilson (Lionel) College Preparatory Academy	6-12	17%	21%	28%
Oakland Military Institute, College Prep. Academy (OMI)	6-12	30%	29%	30%
Lighthouse Community Charter High School (LCC-HS)	9-12	N/A	24%	23%
Bay Area Technology School (BayTech)	6-12	23%	27%	22%
Oakland Unity High School	9-12	20%	19%	19%
ARISE High School	9-12	N/A	N/A	17%
Leadership Public School (LPS), College Park	9-12	N/A	11%	10%
Oakland Aviation High School (OAHS)	9-12	N/A	N/A	15%
Oasis High School	9-12	10%	0%	8%

**Order rank based on 2008 CST % Proficient/Advanced**

**CST MATH SCORES OVER-TIME**

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

**Comparison Sub-Group ANALYSIS: Oakland Charter Schools**

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

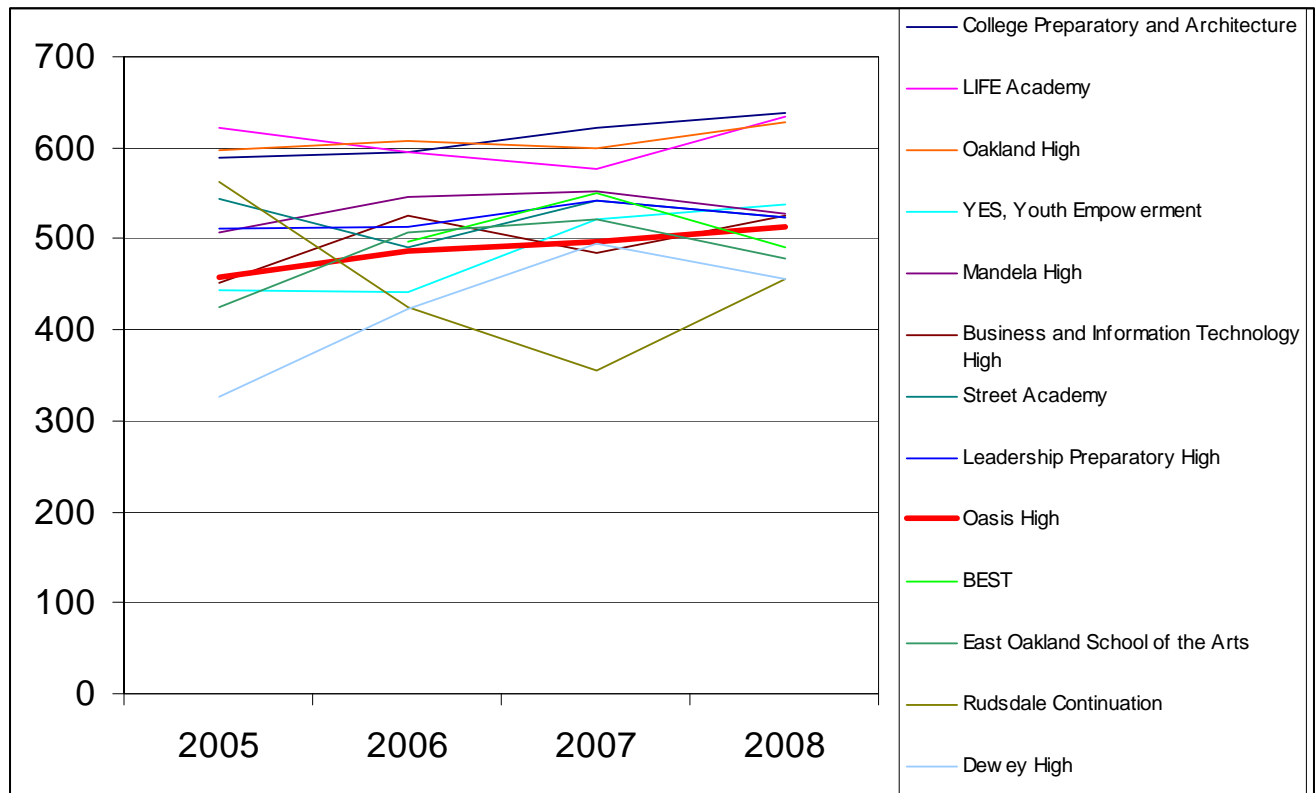
- The performance of OASIS High School with respect to its API is comparably low and well below the median as compared to other Oakland charter schools serving high school students.
- The performance of Oakland charter schools serving high school students that have been operating for at least four years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

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

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

**Order rank based on 2008 API Score**

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

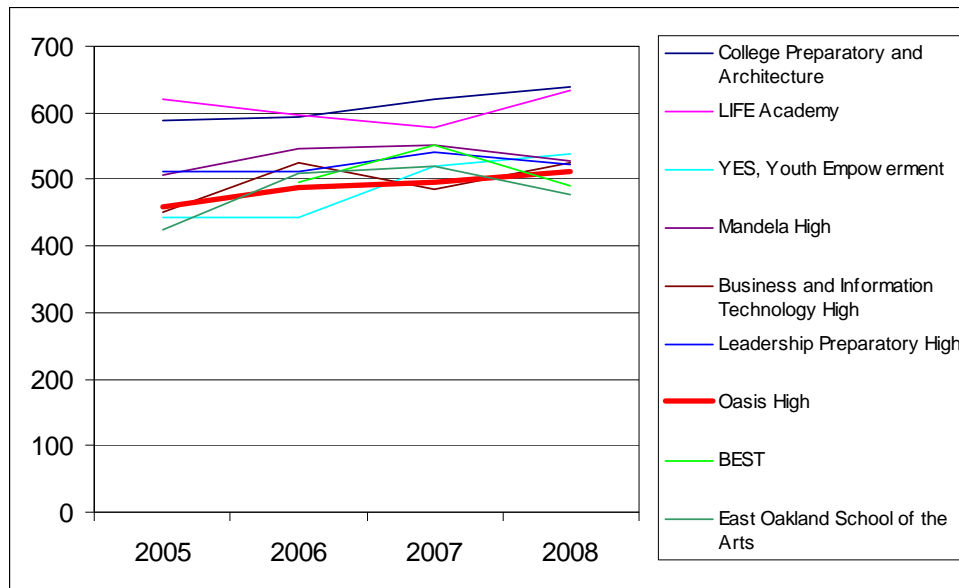


**D. Comparison Sub-Group: OUSD District Schools: API Growth Over-Time**

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

**Order rank based on 2008 API Score**

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



**Comparison Sub-Group ANALYSIS: OUSD District Schools**

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

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

## EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

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

### **Strengths:**

- Progress on attendance rate over five year period (75%, 76%, 80%, 88%, 91%)
- Progress on API (458, 487, 497, 513)
- Field trips and service learning opportunities provide many students with unique learning experiences
- Emerging Professional Learning Community structures
- Links to community based organizations
- No tolerance policy regarding fighting has ensured physical violence is extremely rare
- Use of art or efforts towards creative expression evident on assignments
- Consistent use of Do Now's in classrooms – most students on task in the early part of lessons
- Incorporating students' perspective was prevalent; many assignments and tasks asked students to draw from their experiences
- Majority of teachers wrote lesson objectives on the board
- Poetry anthology was provocative and strong ... likely very engaging for students
- Evidence of grade level texts in some classes; *Beloved*, *People's History*
- Homework Log in every classroom
- Students are consistently required to respond to texts

### **Challenges:**

- No evidence of effectively pursuing measurable academic outcomes outlined in the charter
- Many innovative pupil outcomes and means of measuring student progress abandoned (*PLP's, Life after HS plans, internships, Entry Course & outcomes, official student leadership roles*)
- School indicates need to track and monitor student and school-wide performance, but no plan to do so is presented
- Low academic outcomes, compared with student potential, particularly given the renewed engagement and buy-in. (*Challenges include school testimony of difficulty in getting staff buy-in to increase rigor, use of standards, or formal and consistent use of student performance data to inform instruction*)
- CAHSEE Exam results, largely the most significant standardized assessment for students, demonstrates comparable results for ELA, yet very low results for math, with particularly discrepant performance between gender, which staff indicates has not been analyzed. (*32% pass rate in math by 10<sup>th</sup> grade in 2008, with only 25% of females or 1 in 4 passing in the 10<sup>th</sup> grade. ELA results in 2008 53% at 10<sup>th</sup>, 28% at 11<sup>th</sup>, and 23% at 12<sup>th</sup> passing. Only 40% of males passing in 10<sup>th</sup> grade in 2008.*)
- Weak formal and informal feedback and evaluation of instructional program. Little evidence of urgency to implement school-wide instructional methods. (*Formal evaluations occur 1x or 2x a year. To date, no formal observations completed for 08-09. ELD has had no observation, relying on verbal check-in with 1<sup>st</sup> year teacher.*)
- Testimony by the school that attendance has been the school-wide "focus" year to year, yet with attendance improving by 15% over past four years, Board named attendance still as the primary focus of the school in year 5 with **no other goals established by the board for the school**.
- Of 8 core academic teachers in 2008-09, 4 teachers began their teaching at OASIS; 2 teachers had only 1-2 years prior experience; leaving 2 veteran teachers on staff. For most teachers, all or the majority of their teaching experience has been at OASIS, and testimony indicates they have received support primarily through an external provider over their tenure with little support provided through internal school structures or school-wide professional development.
- Lesson hooks or key engagement strategy not consistent within the program
- Observable transitions were rare - little or no reflection or closure of lessons observed

- Checking for understanding was rare – not systematic or effective – mostly “any questions?” or “does that make sense?”
- With some exceptions, pacing – markedly slow – lost time in large blocks; - 20 minutes reading response, - very slow delivery, - group formation process,
- ELD – entirely oral, no student discussion – lacked a sense of safety in reading, problematic presentation of materials – use of idioms; leader has yet to evaluate and relies on verbal check-ins asking teacher how things are going
- No evidence of regular walkthroughs or feedback provided by leadership to teachers on instruction
- Testimony that it has been difficult to get staff to buy-in to increased student rigor, use of standards, or formal use of student performance data
- Scaffolds often are either not existent, as in some essay writing and content delivery, or is not removed to lead to the objective - i.e. artistic expression
- Often the objective or desired quality of student work was unknown to students; i.e Spanish essay, M.E. Timeline, math class work, Art Lesson, Court Case Assignment...missing “Why is this important?”
- With the exception of some exemplary feedback provided to writing in the social studies course, very little feedback by teachers observed on student assignments and student work, primarily check-marks and often no marks
- Absence of a school-wide approach to literacy – students not at all familiar w/ a Reciprocal Teaching strategy attempted
- Infrequent use of rubrics; examples were often either rudimentary or self-assessed by students only vs. teacher assessment;
- Questioning and tasks often low on Bloom’s taxonomy with some exceptions
- Limited to no guided practice, particularly in math, as well as very limited modeling, except when asked to copy information
- School indicates that most teachers are not CLAD certified
- No system for teaching “Life After High School” course

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

**Strengths:**

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

**Challenges:**

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



## Third Party Review Evaluation

### **Criteria 1: Improving Student Achievement**

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

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

### **Criteria 2: Strong Leadership**

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

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

### **Criteria 3: A Focus on Continuous Improvement**

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

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

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

## **IS THE SCHOOL AN ACADEMIC SUCCESS?**

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

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

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

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

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

### Strengths:

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

### Challenges:

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

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

**Strengths:**

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

**Challenges:**

- Oasis is still evolving into a fully effective, viable organization.
- The school board and its leadership have yet to drive the creation or implementation of a clearly defined strategic improvement plan to address fairly urgent academic and operational needs.
- Indeed there is a sense of complacency in the leadership's attitude in addressing those needs, while at the same time, blaming a myriad of external factors that have led to school and student achievement issues.

**Third Party Review evaluation**

**Criteria 4: Responsible Governance**

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

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

**Criteria 5: Fiscal Accountability**

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

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

**IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?**

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

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

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

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

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

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

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

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

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

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

## **RECOMMENDATION:**

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

However, based on its thorough analysis of the charter school's performance, if the charter school is to be considered for renewal decision-making at this time in the absence of a strategic **Improvement Plan** for review, it is the recommendation of staff to **deny** the charter renewal petition for OASIS High School because the charter school has not sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, consistent with the standards and criteria set forth in the Charter Schools Act, Education Code §47605, which governs charter school renewals. The petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition, as evidenced by the findings outlined within this report.

This report recommends that, in the absence of a negotiated withdrawal and resubmission of a renewal request to include consideration by staff of a strategic **Improvement Plan**, the Oakland Unified School District State Administrator deny the charter renewal petition for OASIS High School pursuant to Education Code §47605. The current charter will expire on June 30, 2009, serving as the effective closure date of the school.

**APPENDIX I:** Initial Guidelines for Improvement Plan and Accountability Plan

**APPENDIX II:** Charter School Renewal Quality Review

## APPENDIX I: Initial Guidelines for Improvement Plan and Accountability Plan

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

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

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

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

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

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

### Strategic Improvement Plan:

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

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

### Sound Accountability Plan:

Translate all relevant Measurable Pupil Outcomes such that it;

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

**APPENDIX II: Charter School Renewal Quality Review**





# **Oakland Unified School District**

## **Charter School Renewal Site Visit Report**

### **Oasis High School**

**285 17<sup>th</sup> Street  
Oakland, California 94612**

**Principal: Hugo Arabia**

**Dates of review: December 15-16, 2008**

**Lead Reviewer: Ting L. Sun**

**Cambridge Education (LLC)**

# Content of the report

## **Part 1: The School Context**

Information about the school

## **Part 2: Overview**

School strengths  
School challenges

## **Part 3: Main findings**

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

## **Part 4: School Quality Criteria Summary**

## Part 1: The School Context

### Information about the school

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

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

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

## Part 2: Overview

### School Strengths:

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

### School Challenges:

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

## Part 3: Main Findings

### Overall Evaluation:

**This is an underdeveloped school overall with inadequate features.**

### Is the School An Academic Success?

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

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

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

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

### Is the School an Effective, Viable Organization?

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

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

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

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

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

## **Criterion 1: Improving Student Achievement**

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

### **This area of the school's work is inadequate.**

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

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

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

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

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

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

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

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



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

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

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

## **Criterion 2: Strong Leadership**

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

### **This area of the school's work is inadequate.**

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

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

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

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

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

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

### **Criterion 3: A Focus on Continuous Improvement**

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

#### **This area of the school’s work is unsatisfactory.**

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

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

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

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

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

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

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

#### **Criterion 4: Criterion 4: Responsible Governance**

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

#### **This area of the school's work is underdeveloped.**

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

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

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

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

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

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

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

## **Criterion 5: Fiscal Accountability**

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

### **This area of the school's work is underdeveloped.**

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

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

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

# School name: OASIS High School

School Quality Review	5	4	3	2	1
<b>Overall evaluation score</b>				X	

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

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

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

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

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