OASIS HIGH SCHOOL

Fallbrook Union High School District

Focus on Learning

Self Study Report
2015-2016

Prepared for the Western Association of Schools and Colleges (WASC)
and the California Department of Education (CDE)

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November 16-18, 2015

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Date of Visit
November 16 – 18, 2015

TABLE of CONTENTS

Preface

For the school year 2015-16, Oasis HS began its 22nd year providing an alternative setting from the traditional high school instructional and learning environment.   As an independent study high school, Oasis has evolved into a College Prep, UC approved, and WASC accredited institution over the last seven years.

Oasis High School began in January 1994 as a program of Fallbrook High School. In the spring of 1995, it became Oasis High School when it successfully obtained a California County/District/ School code number and began offering its own Oasis High School diploma.

Oasis High School is a WASC accredited college preparatory independent study high school. Oasis offers a broad spectrum of courses, from Advanced Placement, Honors and UC-approved to CAHSEE support, as well as a variety of electives and online classes. The Oasis staff is committed to providing students with the skills they need to succeed in the 21st Century. Oasis High School offers traditional independent study courses or a blended option of traditional independent study courses with one or two online courses; it also offers the option of all online courses to meet district graduation requirements.

The mission of Oasis High School is to provide students with an opportunity either to complete UC/CSU approved "a-g" courses, to accelerate credit accumulation, or to make up deficient credits, in a safe, secure, and supportive learning environment, with a well prepared and dedicated staff, with the requisite academic resources to achieve and succeed at an individual pace and in a unique way. CIF athletic participation is available for all Oasis Students through participation on Fallbrook High School athletic teams. The Oasis curriculum is approved by the NCAA Clearinghouse for all divisions.

The keys to success at Oasis High School are accountability, responsibility, time management, perseverance, and communication. Oasis teachers are committed to helping students achieve their goals.

The WASC Focus on Learning (FOL) process has allowed all Oasis stakeholders to have an open dialogue to examine the many aspects of the entire school program. There has also been a committed effort on behalf of all members to identify areas for improvement. The staff, students, and parents of Oasis have worked openly and honestly to establish a pathway that leads to student success. Three years ago, our FOL "committee of the whole" began working in earnest to represent all the stakeholders and was inclusive of the entire Oasis staff, one elected school board member, business community members, many parents, and numerous students.

The Oasis High staff analyzed and assessed our school programs at Oasis and our self-study realistically addresses our strengths and growth needs. The three-year school-wide action plans, which align with the Single Plan for Student Achievement (SPSA) as well as FUHSD goals and are updated annually, were used to guide and focus Oasis in the direction of continuous improvement.

All of the stakeholders participating in the FOL process were behind the successful completion of this report. Their dedication, enthusiasm, expertise, and motivation enabled us to complete our self-study and the resulting three-year school-wide action plan successfully. Oasis High School staff and stakeholders

should be commended for their caring attitude, collaboration and positive tones, which have enabled us all to meet the needs of our students with a commitment to success. The Oasis staff proud of what we have done and that our findings have further enabled us to better prepare our students to be Critical Thinkers, Accountable Citizens, Technology Literate Individuals, and Self-Directed Learners in the twenty-first century.

WASC/CDE FOL SELF-STUDY PROCESS TIMELINE (2014-2016)

	Friday Common Planning	**Monthly Staff Meetings**	**Additional Tasks/Training**
Spring 2014	WASC – Review ESLRs for measurability and Global context	Performance data given to all stakeholders	Planned Timeline of Self-Study Process for Oasis developed
August 2014	WASC Data snapshot: ASAM, AYP	Performance data given to all stakeholders	FOL Self-Study Training (Part 1) for Self Study Coordinator
October 2014	Discuss/Develop survey questions	Surveys for Subgroups: *Teachers/Students/parents Performance data given to all stakeholders, API, AYP	
November 2014	Clarify school-wide learner outcomes Review/Changes/Adoption by stakeholders	Review teacher survey results Implement student surveys Performance data given to all stakeholders	Complete Tasks 1-2 Finish Draft: *Student Community Profile* Finish Draft: *Progress Report since last VC*
December 2014	Data (Demographic and Perceived) analysis: *Identify 2-3 critical learner needs (academic)* * Who Are the Students? * How are they performing? *Who is and who is not achieving? *What has been accomplished? *What is in progress?	List School Strengths Prioritize Growth Targets (areas of need) * Who Are the Students? * How are they performing? * Who is and who is not achieving? * What has been accomplished? * What is in progress?	Complete Task 3

January/ February 2015	Development of "*School Quality Snapshot*"	Summarize Progress of School (Perceived) * How meeting needs of all students? Site major changes in last three years to school programs Performance data given to all stakeholders	FOL Self-Study Training (Part 2) for Self Study Coordinator
April 2015	Evaluate Quality of School Program: *A. Vision & Purpose*	Determine Strengths and Prioritize Growth Needs for criteria category: *Vision and Purpose*	Compiling findings & supporting evidence for each criteria guide question in "Vision & Purpose" List Strengths/Priority Growth Areas
April 2015	Evaluate Quality of School Program: *B. Curriculum* Evaluate Quality of School Program: *C. Instruction*	Determine Strengths and Prioritize Growth Needs for criteria category: *Curriculum* Determine Strengths and Prioritize Growth Needs for criteria category: *Instruction*	Compiling findings and supporting evidence for each criteria guide question in "Curriculum" and "Instruction" List of Strengths and Prioritized Growth Areas
May/June 2015	Evaluate Quality of School Program: *D. Assessment and Accountability*	Determine Strengths and Prioritize Growth Needs for criteria category: *Assessment and Accountability*	Compiling findings and supporting evidence for each criteria guide question in "Assessment & Accountability" List of Strengths and Prioritized Growth Areas
May/June 2015	Evaluate Quality of School Program: *E. School Culture and Support*	Determine Strengths and Prioritize Growth Needs for criteria category: *School Culture and Support*	Compiling findings and supporting evidence for each criteria guide question in "School Culture & Support" List of Strengths and Prioritized Growth Areas
Summer 2015	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	First Draft of School-wide action plan given to stakeholders

September 2015	Review Self Study and Action Plan/minor changes Approval of School-wide action plan by all stakeholders	Copies of Self Study and Action Plan given to all stakeholders	September: Mail copies of Self Study and Action Plan to members of Visiting Committee
November 2015 Visiting Committee Arrives November 16-18, 2015			

Oasis High School

Chapter 1

Student/Community Profile
and
Supporting Data and Findings

Chapter 1
Student/Community Profile and Supporting Data and Findings

A History of Oasis High School

Oasis High School (OHS) is an alternative high school which utilizes independent study as its primary mode of instruction and method of curriculum delivery; it serves grades 9-12 in the Fallbrook Union High School District (FUHSD). The district initiated an independent study program in 1994 as an alternative for students from Fallbrook Union High School (FUHS). Initially, it shared classroom space on the Ivy High School (continuation) campus. As many as three part-time teachers and a secretary shared approximately 450 square feet within the Ivy library from 4:00-9:00 PM Monday through Thursday. Oasis remained a program until, realizing the growing demand for an independent study option during the 1994-95 School Years; it sought its own CDS number and became a separate, diploma-granting high school.

From 1999 to 2003 Oasis moved to a town-centered location where it shared a building with the Fallbrook Chamber of Commerce. Oasis High returned to the Ivy High School campus in 2003.

In February 2008, Oasis moved to its present, newly installed portable building on the district office site. At the time, all Oasis staff members were given prior input into the interior design, color scheme, and arrangement of the space, approximately 1,800 square feet. Five full-time teachers presently meet with their students in individual cubicles which surround a common computer and group study area; separate space is reserved for a science lab, secretary's station, curriculum storage, counseling/tutoring station, and staff workroom. In 2013, the district gave Oasis the existing "annex" room next door to the original school, allowing Oasis to add space for meetings, file storage Science labs, instruction, music, testing and a computer lab.

The Western Association of Schools and Colleges (WASC) granted Oasis High School a six year period of accreditation with a three year review for the period June 2009 through June 2012; the three year review was subsequently postponed for one year through June 2013 due to changes in leadership and the addition of an online program. A three year review visit took place in the spring of 2013, resulting in the extension of accreditation to the Spring of 2016.

The Fallbrook, Bonsall and Vallecitos Union Elementary School Districts are separate and distinct feeder districts of the Fallbrook Union High School District. FUHSD is located in northern San Diego County and draws students from 400 square miles of unincorporated Fallbrook, Bonsall, DeLuz, Rainbow, Pala, Escondido, Oceanside, and Camp Pendleton. Fallbrook is a growing, rural area but the Fallbrook Union High School District has experienced a decrease in enrollment in the past five years. Furthermore in 2014, voters in our third feeder district, Bonsall, decided to unify and open a high school, continuing to contribute to declining enrollment in Fallbrook. Beginning in the 2014-15 school year, they became Bonsall Unified School District and began serving 9th grade students, and will add one grade each year over the course of four years.

Since WASC last visited in the spring of 2013:

- Oasis now offers three distinct, alternative education options for its students. These include:
    1. Traditional independent study;
    2. Independent study blended with online courses;
    3. Fully-online course of study.
- Oasis added a fifth teacher in the fall of 2014 and the district reinstated the secretary/registrar position to full time in the fall of 2014. The founding Oasis faculty member, Dave Major, retired in spring of 2014.
- Oasis has enriched its independent study modality by adding specific options among traditional independent study, blended traditional independent study with online courses or all online courses. These online college preparatory course and Advanced Placement course offerings are either offered by Oasis, through the UC, or are commercially developed (APEX).
- All Oasis course syllabi are undergoing revisions to align with the Common Core state standards and the Smarter Balanced Assessments.
- Oasis' 21st Century technology-infused courses are being used district-wide as a model for implementation. All Oasis course syllabi were revised to reflect the integration of 21st century technologies, thinking skills, and performance tasks or project based learning (PBL's).
- The FUHSD has included a minimum of 40 hours community service be performed by each students during their 4 year matriculation as a requirement for graduation.
- Beginning with the Class of 2015, a Memorandum of Understanding (MOU) between the California State University San Marcos (CSUSM), FUHSD and its feeder districts will ensure any qualified FUHSD graduate a place of enrollment in CSUSM.
- In summer 2009, Oasis received Multi-School Teams Status approval by the CIF San Diego Sections' Board of Managers. This allows students at Oasis High School to compete for FHS athletic teams.
- In the summer of 2010, Oasis received approval of its curriculum by the NCAA Clearinghouse for all divisions. As a direct result, several students have received full or partial Division I scholarships; others currently compete in lower divisions.
- Oasis High School now has a full complement of UC/CSU "a-g" approved courses permitting future graduates to directly attend 4-year universities upon graduation.

These changes have helped Oasis High School improve the services and offerings we can provide our students. The school has grown in the past four years. Oasis High School continues to seek ways to better serve our community, in our role as a WASC accredited, college preparatory, UC/CSU "a-g" approved, NCAA- approved high school.

Vision, Mission and Student Learner Outcomes

Student Learning Outcomes
As a result of attending Oasis High School, we expect our students to become:

- **O**utstanding communicators who effectively research and use information from various media and who use those skills to read, write and calculate information relevant to them.

- **H**igh school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community.

- **S**killed individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.

Vision
The vision of Oasis High School is to instruct, challenge, guide, and encourage today's students to succeed in the 21st Century.

Mission
It is the mission of Oasis High School to provide its students with an opportunity either to complete UC/CSU approved "a-g" courses, to accelerate credit accumulation, or to make up deficient credits, in a safe, secure, and supportive learning environment, with a well prepared and dedicated staff, and with the requisite academic resources to achieve and succeed at an individual pace and in a unique way.

Enrollment at Oasis High School

There are three high schools in the Fallbrook Union High School District. Oasis High School is the only independent study high school in the district, while Fallbrook Union High School (FUHS) is the only traditional high school. The enrollment at FHS has decreased from 2900 to about 2200 over the last 6 years; at the same time, the enrollment at Oasis has increased from around 70 to 115. Oasis enrolls approximately 130 students over the course of each year (only 115 at one time), with some students transferring to FHS or IHS, others moving, and some graduating early.

Most Oasis High School students enroll from Fallbrook Union High School or Ivy High School, through the Admissions and Deletions (A&D) committee process. Students and parents meet with a guidance counselor and complete a "Request to Transfer" form. The form is submitted with a letter from both the student and parent, explaining their reason(s) for requesting enrollment in an alternative setting. Enrollment at Oasis High School is voluntary; parents and students consent to enroll at Oasis. Requests to transfer to Ivy, Oasis or Fallbrook are reviewed monthly at the A&D (Admissions and Deletions) committee meetings. The A&D Committee is made up of FUHS counselors, an FUHS administrator, the

Ivy/ Oasis Principal, and the lead teacher for Oasis High School. Students are prioritized for enrollment at Ivy and Oasis based on grades, credits, and needs. Oasis enrolls students when space is available, or when possible, at the end of a grading period. Students may enroll at Oasis High at any point in the school year (depending on circumstances).

A few Oasis students come from neighboring districts, charter schools or from home schooling programs. These students submit a separate application to request enrollment, which is available on the Oasis High School website. Students who reside outside the district must also complete an inter-district transfer with their home district and FUHSD. Students and parents submit a copy of the student's transcript along with the application. Each application is reviewed by the principal and the lead teacher, to determine whether or not placement at Oasis is appropriate. Oftentimes, the principal and/or lead teacher will meet with the parent and student to discuss the program and review academic expectations.

Once a student is called to enroll, s/he and parents/guardian must attend a mandatory orientation. Prior to the start of the school year, the Oasis High principal, counselor, and department chair conduct the orientation in both English and Spanish. A PowerPoint presentation is used to share school information about staff, coursework, school rules and expectations, and school culture. Students and parents are given clear expectations of learning goals, independent study protocols, and specific guidelines for a successful learning experience for the student. Students are given an appointment date and time, and assigned to a teacher. Students enrolling in Oasis later in the school year will be given the orientation by the teacher whose caseload they are assigned.

Student Demographics

District and School Total Enrollment

	FUHSD	Oasis HS	Ivy HS	Fallbrook HS
2008-2009	2816	49	102	2665
2009-2010	2985	81	145	2759
2010-2011	2942	91	153	2698
2011-2012	2836	87	143	2606
2012-2013	2759	111	147	2501
2013-2014	2628	117	155	2356
2014-2015	2436	113	143	2183

2015-2016*	2291	105	131	2056

* Enrollment numbers gathered prior to official October CBEDS

Though the student population at Oasis High School tends to remain steady around 115 throughout the school year, a large number of students will pass enroll throughout the school year.

Oasis Student Enrollment
CBEDS vs. Number of Students Annually Served

Annually, enrollment at Oasis High School is approximately 110 students, however many more than that enroll and dis-enroll (or graduate) throughout the school year. The chart below represents the enrollment trends for the past six years.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBEDS	91	87	111	117	113	105
Total Students Served	123	119	143	193	137	*N/A

Additionally, Oasis tends to have a small group of 9th grade students, and each grade level gets bigger, with 12th grade always being our largest group of students. This trend is attributable to students transferring from the comprehensive high school later in their high school career, for work, family or personal interest reasons. The graph below shows the past three years of enrollment by grade:
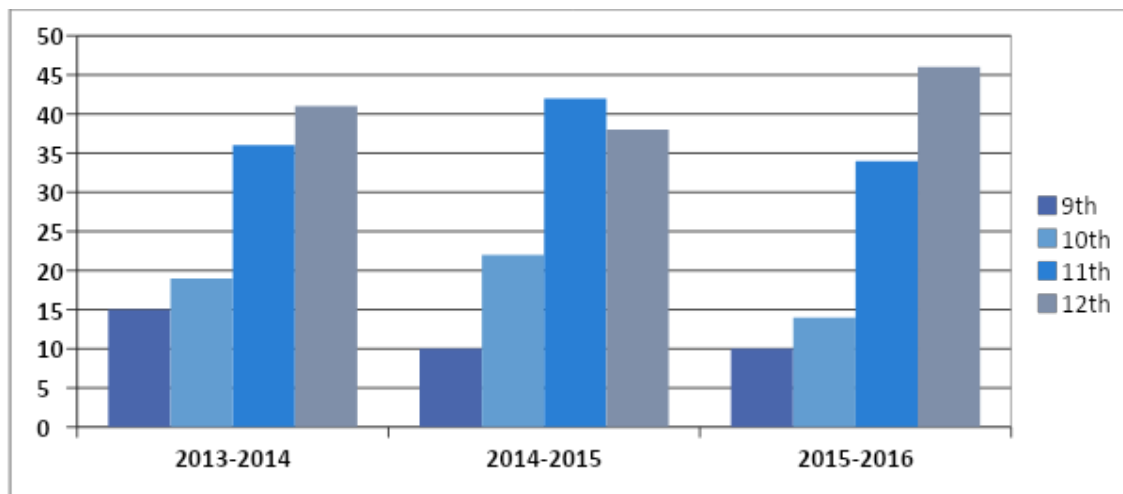
Census Data for the Fallbrook Union High School District
(From the 2010 U.S. Census and the National Center for Education Statistics)

	California	Fallbrook Area	Fallbrook High School	Oasis High School	Ivy High School
Total Population	37,253,956	30,534	2356	117	155

White	57.6%	73.5%	79.8%	55.6%	32.9%
Black or African American	1.6%	3%	2.1%	4.3%	0.6%
American Indian/ Alaskan	1.0%	1.5%	2.5%	35.9%**	49.7%**
Asian	13%	3%	1.3%	0.9%	0
Native Hawaiian/ Pacific Islander	0.4%	0.5%	0.8%	1.7%	1.4%
Other Race	17%	14%	11.8% (left blank)	0.9% (left blank)	15.5% (left blank)
Two or More races	5%	4%	-	-	-
Population by Ethnicity					
Hispanic or Latino	37.6%	45.2%	57%	41%	78%
Not Hispanic or Latino	62.4%	49.1%	43%	59%	22%

** With the elimination of "Hispanic/Latino as a race by the CDE, students have chosen to identify themselves as "Native American"; i.e. descendants of native peoples of North and South America.

Data shows that Oasis High School's demographics are not consistent with the overall population of the other schools and of the Fallbrook Union High School District as a whole. At 41%, the Hispanic/Latino student population is less than that of the other two high schools and the district average of about 50%. This percentage has also been steadily increasing over the past 6 years.

Multi-Year Ethnicity Data for Oasis Students

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016*
Hispanic or Latino	26	37	46	36	20
Amer. Indian, Alaska Native	1	N/A	1	2	3
Asian	1	2	1	1	1
Pacific Islander	1	3	2	3	1

Filipino	N/A	N/A	1	1	0
African American	3	4	4	1	2
White	52	63	55	65	53
Two or More Races	4	2	2	1	N/A
Not Reported	N/A	N/A	N/A	3	26

* Enrollment numbers for 2015-16 gathered prior to official October CBEDS

Multi Year Gender Data for Oasis High Students

	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016***
Male	33	32	59	44	37
Female	57	39	81	67	68

* Enrollment numbers for 2015-16 gathered prior to official October CBEDS

The Oasis High School student population continues to be disproportionally represented by more female students than male students. Conversely, the district's continuation school, Ivy High School consistently experiences the reverse and has more male students than female. Both schools are voluntary placements and rely on student choice to determine their enrollment.

Parent Education Levels

The Parent Education level data is collected annually as part of the enrollment packet and may be an indicator of student future success in college readiness. In the past two years, the number of parents who have graduated college and/or attended graduate school has increased dramatically. This is likely a reflection on the change in the student population at Oasis. As Oasis High has added a complete four year college preparatory pathway, parents who themselves have been to college are seeing Oasis High School as a meaningful option for their students. Thus, more college going families are choosing to enroll at Oasis High School.

Parent Education Levels

	2015-16*	**2014-15**	**2013-14**	**2012-13**	**2011-12**	**2010-11**	**2009-10**
Not a High School	19%	18%	33%	38%	39%	30%	28%

Graduate							
High School Graduate	10.5%	12%	18%	15%	11%	12%	17%
Some College	19%	23%	13%	12%	10%	12%	12%
College Graduate	24%	18%	4%	8%	6%	6%	7%
Grad School/ post grad Training	10.5%	12%	2%	2%	2%	4%	8%
Declined to State/ Unknown	16%	16%	30%	25%	32%	36%	28%

* Enrollment numbers for 2015-16 gathered prior to official October CBEDS

Enrollment by Subgroup/Program

English Language Learners (ELL)

Oasis High's English Language Learners annually account for less than 10% of the total student body, which is lower than the district wide average of 15-20%. All of Oasis High's English Learners are considered Long Term English Learners (LTEL), defined by the California Department of Education as those who have been enrolled in U.S. schools more than five years without meeting re-designation criteria.

FUHSD English Learners Student percentages (By School & District)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fallbrook	16%	14%	16%	15.6%	16%	19.5%	17%	13%
Ivy	23%	20%	25%	19%	20%	21%	19%	2%
Oasis	5%	7%	3%	1.5%	3%	7%	1%	3%
DISTRICT	16%	15%	16.5%	15%	15.6%	19%	15%	11.7%

* Enrollment numbers for 2015-16 gathered prior to official October CBEDS

Teaching strategies used to support English Language Learners (ELL) at Oasis are sound, proven teaching practices that help all our students, including those with special needs. All of Oasis High's teachers have a CLAD, SDAIE or similar credential, and two teachers have completed an Advanced SDAIE program. Teachers use individualized strategies and differentiated instructional techniques including graphic organizers, scaffolding, sentence frames and modeling to help support English learners and struggling students. Students also have access to a wide variety of technologies including Microsoft office products, Google Apps for Education, Pixton, Glogster, Turnitin and other Web 2.0 tools. Apex online classes offer translations both in written documents and in the spoken, lecture sections.

Oasis High's ELL parents are invited to participate in the English Language Advisory Committee (ELAC) held throughout the year in conjunction with Fallbrook High School. ELAC's officers and school staff hold a variety of meetings to discuss and ask for advice on English Learner programs, and also to provide parents with important information to help them support their students. ELAC presentations have included an annual awards ceremony, guest speakers, information about colleges and financial aid, parenting classes, health and wellness information, and literacy and technology centered classes. Also, the District English Learner Advisory Committee (DELAC), meets four to six times a year to advise district staff on English Learner programs, and parents from ELAC are invited to attend.

Oasis High School staff provides translation for all correspondences to Spanish speaking families (letters/phone calls), and parent meetings, through the school secretary. Additionally, Oasis High's Spanish speaking families have access to the District's Parent Liaison, who helps bridge the gap between the schools and families.

CELDT Annual Assessment

To be transferred to alternative education in FUHSD, English Learner students generally must be Early Advanced or Advanced proficiency on the CELDT annual assessment. The CELDT is given annually to Oasis High's English Language Learner students.

	Number Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2009	5		1	2		2
2010	4		1	2	1	
2011	2*					
2012	0*					
2013	4				3	1
2014	0*					

* Too few students tested for the data to be reported by the CDE

Socioeconomically Disadvantaged Students

SOCIOECONOMICALLY DISADVANTAGED		
	FUHSD	OASIS
2009-2010	29%	15%
2010-2011	57%	37%
2011-2012	62%	40%
2012-2013	55%	44%
2013-2014	64%	47%
2014-2015	63%	32%
2015-2016*	66%	35%

* Enrollment numbers for 2015-16 gathered prior to official October CBEDS

At both Oasis High School and in the Fallbrook Union High School District, the number of

socioeconomically disadvantaged students has risen steadily over the past seven years, since our last self study. It is unknown what has caused the increase but the Oasis staff surmises that the economic downturn in California that has been the trend was a partial cause. Oasis consistently has fewer low socioeconomically disadvantaged (SES) students than the district overall. A possible contributing factor may be that far fewer Oasis students complete the free and reduced lunch application, which is the determiner of low SES status. Oasis students do not have direct access to a daily lunch on site, and only attend one day a week, so they may not find it necessary to complete the application.

Special Education Students

The Oasis teachers collaborate with the assigned special Education teacher/case manager to modify instruction, to differentiate instruction, and to support students with an individualized education plan (IEP). RSP students are assigned the general education classes unless it has been determined that a standard, college preparatory course would not be appropriate to meet their needs.

The IEP team focuses on creating an environment for students with special needs and an IEP that is the least restrictive for the student. At the beginning of each school year, the RSP teacher provides classroom teachers with accommodations and resources to support RSP students.

SPECIAL EDUCATION		
	FUHSD	**Oasis High School**
2009-2010	10.2%	0
2010-2011	10.2%	1%
2011-2012	10.9%	1%
2012-2013	11.1%	0
2013-2014	11%	5%
2014-2015	12%	5%
2015-2016*	13%	5%

* Data collected prior to October 2015 CBEDS

Counseling

Oasis High School shares one full-time certificated counselor with Ivy High School, who is available to all students and is actively used by most of the students. The counselor is mainly an academic counselor but still provides students with emotional and problem solving strategies, and conflict resolution supports. The counselor helps students evaluate their future college and career plans, and reviews their credits, classes, and personal strategies needed for graduation.

Teachers also refer students for personal counseling with the school counselor or to the district psychologist for more help. They will often refer students and parents to community agencies like

Palomar Family Counseling. These Services are free of cost for families if students are referred to counseling services by Oasis.

Support for Students Post-Secondary Plans

After leaving Oasis High School many students enter two or four year colleges. With this in mind, there has been a focus on providing students with better college and career planning information, strategies, and training during planned school-wide career activities this year. Also additional career curriculum is becoming embedded into the regular core and elective classes in order to better prepare students for their lives after high school.

The Career Center at Fallbrook High School provides lists of all available scholarships which identify amount, application deadline, and any other pertinent information. The career counselor visits Oasis on a scheduled basis to advice on scholarships available and Oasis students are invited to the annual college fair presented at Fallbrook High School. In addition, Oasis High School announces any college fairs at other locations such as Palomar Community College. For the past five years, Ivy has had career days at the school with many local colleges and institutions giving presentations with information for students about their programs and facilities and Oasis students are invited to attend.

Oasis students have also participated in job shadowing programs through Camp Pendleton on a yearly basis.

Completing Credits towards Graduation

Instruction
Students meet with their assigned teacher weekly for one hour a week as set forth in the district administrative regulations. These one on one, student-centered meetings predominately implement a 'flipped classroom' strategy. Additionally, students are able to access tutoring and College Prep instruction for all core subjects with teachers that are credentialed in the subject at specifically calendared times throughout each week.

Each course contract/syllabus provides detailed instruction, directions, and resources for students to follow to learn foundational information as well as higher order thinking skills that are aligned with Common Core Standards. Performance tasks/Project Based Learning Assignments have been integrated into the contracts/syllabi.

Online Learning
Since the fall of 2008, all of three of the schools in the Fallbrook Union High School District have purchased student licenses for students to use the Apex Learning online program. Apex Learning is a rigorous online programs of coursework that offer a variety of courses and subjects, many of which are approved by the University of California for inclusion on the "A-G" college preparatory approved list. All students need to access their Apex online courses is a desktop computer with a high-speed Internet connection. Students can work anywhere—in a school computer lab supervised by an online instructor, at the local library or community center, from home, or from anywhere that has an Internet connection. The

Apex Learning program makes it possible to individualize instruction to help each student get the most out of their studies. Each student can make progress through their assigned course, work at their own pace, and take as much, or as little, time as necessary to master the material.

Apex instruction incorporates multimedia, in the form of images, audio, video, animation, and interactive elements, along with instructional text to provide students with multiple representations of concepts and to address different student learning styles. Both permit students to gauge their own understanding and progress as they move through their coursework. Numerous optional extras are provided to permit students more assistance and scaffolding in learning difficult concepts—audio vocabulary explanations, study guides, and practice sheets.

School Performance Data

In the area of accountability, Oasis High School is guided by the federal Adequate Yearly Performance (AYP) indicators, in the absence of the state of California's Academic Performance Index (API). At the time of the writing of this document, we await the decisions of the state and federal government to help guide us with the new Common Core and Smarter Balanced Assessment data.

As a part of the Single Plan for Student Improvement (SPSA), which was tied to the previous Oasis High School's WASC Action Plans, staff annually review and set goals in the areas of: graduation rates, college preparedness, and CAHSEE passing rates. Over the years, Oasis has shown growth in nearly all areas and has used this information to guide instruction and resources. Oasis High School makes a committed and targeted effort to remediate skills in all of our student sub-groups. The small size of our student body enables us to direct resources at individual students, and not "sub-groups" of students.

In addition to the above mentioned tests, Oasis High's 11th graders voluntarily take the California State University Early Assessment Program (EAP) test for English and Math. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study, because 60% of CSU freshmen require remediation in English and Math. In 2014, 31 of 41 juniors tested in the EAP English and 10 juniors took the EAP Math assessment, given to students in Algebra II or higher.

2014 EAP Results
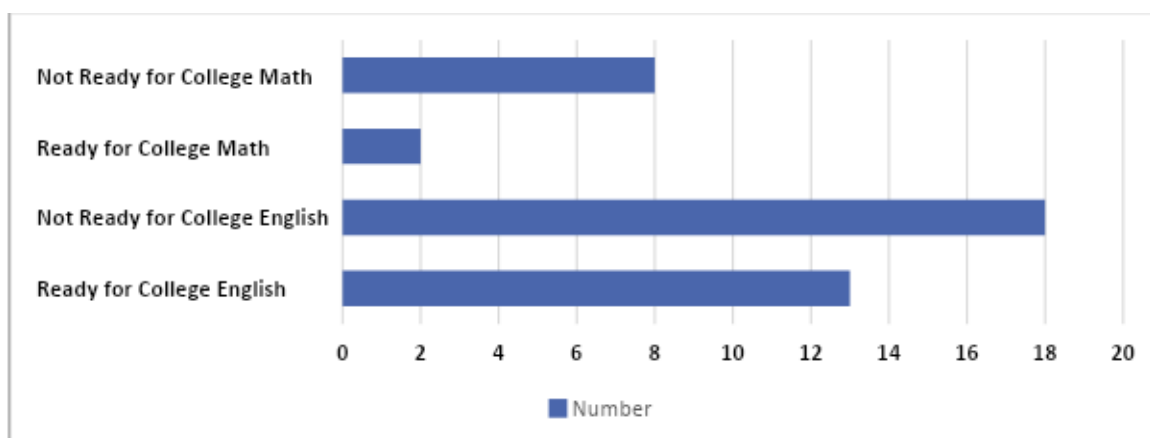
Beginning in the spring of 2015, the EAP was incorporated into the Smarter Balanced Assessment (SBA) reported under the new California Assessment of Student Performance and Progress (CAASPP) system. The following is a summary of the achievement levels.
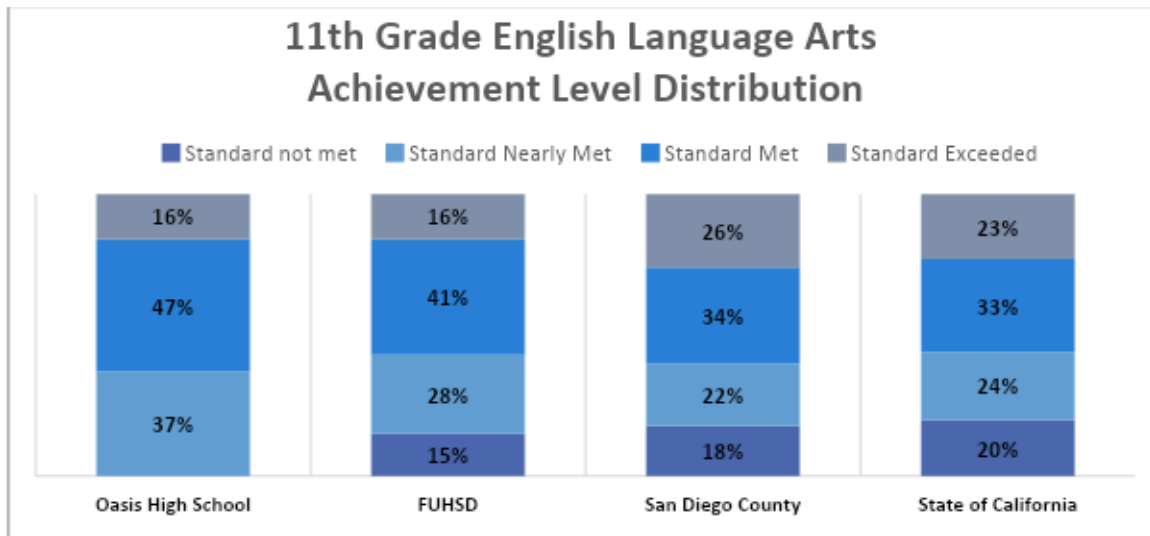
English Language Arts Strands **38 *of* 40 *11th grade students tested***	Above Standard	At or Near Standard	Below Standard
Reading: Demonstrating understanding of literary and non-fictional texts	34%	53%	13%
Writing: Producing clear and purposeful writing	32%	68%	0%
Listening: Demonstrating effective communication skills	16%	71%	13%
Research/Inquiry: Investigating, analyzing, and presenting information	26%	74%	0%

11th Grade Mathematics Achievement Level Distribution
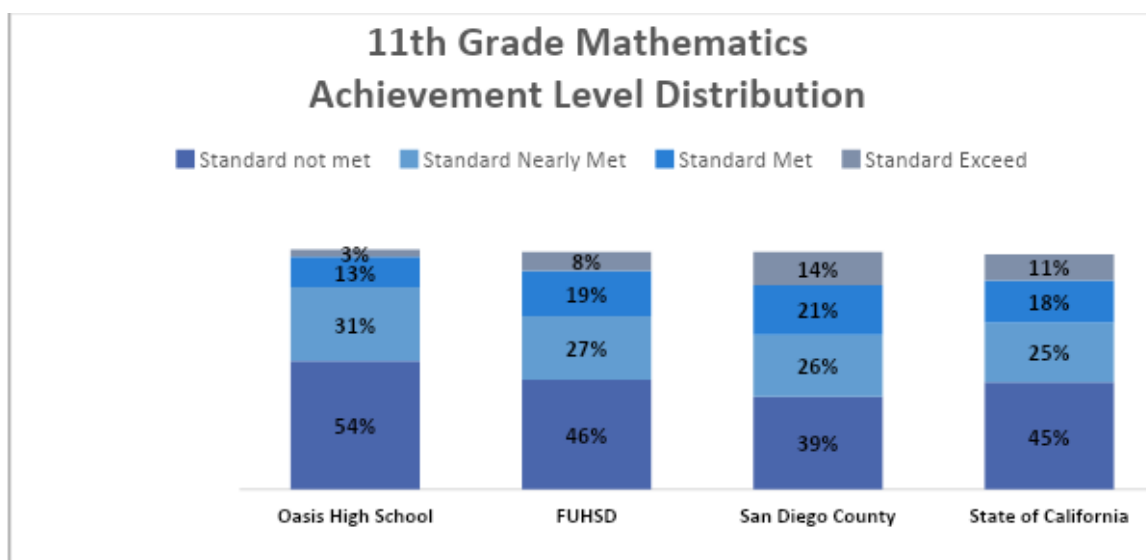
Mathematics Strands **39** *of* **40** *11th grade students tested*	**Above Standard**	**At or Near Standard**	**Below Standard**
Concepts & Procedures: Applying mathematical concepts and procedures	5%%	38%	56%
Problem Solving & Modeling/ Data Analysis: Using Appropriate tools and strategies to solve real world problems	5%	69%	26%
Communicating Reasoning: Demonstrating ability to support mathematical conclusions	13%	59%	28%

Academic Assessments — State Measures

Academic Performance Index (API)

	Student Enrollment (Long Term Students)	API Score	Base Score	Growth
2008-09	33	686	642	44
2009-10	31	681	686	-5

2010-11	42	655	684	-26
2011-12	56	751	664	87
2012-13	57	763	748	15
2013-14				

California High School Exit Exam - 10th Grade (CAHSEE)

	English Language Arts			**Mathematics**		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
2009	23	N/A		21		
2010	9	8	89%	10	9	90%
2011	17	12	71%	19	12	63%
2012	24	24	100%	22	22	100%
2013	38	36	95%	47	36	77%
2014	28	28	100%	28	25	89%
2015	28	28	100%	28	25	89%

Advanced Placement, SAT and ACT

Each year Oasis students take the SAT, ACT and some AP exams. Because the numbers of students taking these tests is so small (fewer than 10), we are unable to get any significant data for analysis.

In 2015, four Oasis students took seven Advanced Placement tests, in English, American History and Psychology, but only one student passed one test.

Graduation Rates

Year	Number of Seniors	Number of Graduates	Number of Students Returned to FUHS (and graduated)	Number of 5th Year Seniors who returned to OHS	Number of Seniors who Transferred to another school	Number of Drop Outs	Number of Seniors who completed credits but did not pass CAHSEE
2010-11	48	40	4	0	0	2	0
2011-12	29	27	0	0	1	0	1
2012-13	41	35	2	1	0	2	1
2013-14	49	42	2	0	5	0	0

2014-15	48	42	2	1	1	2	0

The dropout statistics from Oasis continue to be miniscule or nonexistent. Intervention techniques include parent-teacher-student-principal conferences, involving the school counselor and/or district psychologist to help the student with family or personal issues, involving the counselor to help the students work out some social issues that may have arisen at school and giving students a flexible workload. Every effort is made to intervene with students who contemplate dropping out of school. They receive numerous chances to stay and continue their education.

Early graduates

An "early graduate" is a student who finishes all requirements for graduation before the June graduation date. Due to the nature of Independent Study, some students are able to progress at a faster rate and often complete credits ahead of the traditional timeframe. As a result, they can graduate during the school year when those requirements are satisfied. It is possible for a student to complete the full year's requirements in less than 4 years and graduate early. Even though a student can complete all of the graduation requirements before the actual graduation date, we hold only one graduation. Students are encouraged to come back and participate in the graduation ceremony, and most of them do.

Students Returning to FHS/Choosing to Remain Oasis

Going back to the traditional high school is a goal of some or our students. However, there are some who find "a home" here and complete their high school work without any attempt to return to Fallbrook High. The Oasis staff works with students and parents to offer a smooth transition if students choose to return to FHS. As a student in independent study, students always have the option to return to the traditional classroom setting.

California Standards Tests

*Reported as students achieving at the Proficient or Advanced level (Meeting or exceeding the state standards)
*N/A = fewer than 10 students took the test

CST English Language Arts

GRADE LEVEL	2009		2010		2011		2012		2013	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
9	N/A	N/A	8%	58%	58%	8%	42%	31%	56%	12%
10	24%	12%	31%	15%	35%	20%	30%	22%	33%	27%
11	36%	9%	25%	11%	5%	14%	14%	21%	43%	11%

CST Mathematics

	2009		2010		2011		2012		2013	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
Algebra	15%	0%	N/A	N/A	19%	0%	5%	14%	18%	6%
Geometry	0%	0%0	0%	0%	7%	0%	0%	0%	3%	0%

CST Science

	2009		2010		2011		2012		2013	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
NCLB Life (10th grade)	6%	6%	15%	0%	20%	10%	27%	0%	28%	22%
Earth	N/A	N/A	19%	0%	N/A	N/A	9%	0%	Integrated Science	
									19%	4%
Biology	N/A	N/A	N/A	N/A	9%	18%	21%	7%	19%	4%

CST Social Studies

	2009		2010		2011		2012		2013	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
World History	21%	0%	22%	4%	23%	8%	19%	0%	33%	24%
American History	23%	9%	16%	2%	14%	5%	25%	11%	38%	8%

sample size too small (less than 10 students)

Academic Assessments – Federal Measures

Adequate Yearly Progress (AYP) *Reported as "**YES**" if the criteria was met or "**NO**" if the criteria was not met.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ELA Participation Rate	Yes	Yes	Yes	Yes	Yes	

MATH Participation Rate	Yes	Yes	Yes	Yes	Yes	
ELA % Proficient	Yes	Yes	64.3% Yes	71.4% Yes	No	
Math % Proficient	Yes	Yes	64.3% Yes	57.1% No	Yes	
API Indicator	N/A	N/A	+94 Yes	N/A	N/A	N/A
Graduation Rate	Yes	Yes	Yes	Yes	N/A	
Made AYP	Because Oasis had fewer than 50 students participating in CAHSEE census, AYP is reported as N/A.					

School Climate

Working to create the safest environment for our students, the Oasis staff meets regularly to address any issues regarding the safety, security and well-being of students. Over the past six years, the Oasis staff has taken the time to collect and review how the safety of our campus is perceived. The school climate is a topic discussed with staff and is easily monitored to maintain the positive, safe environment Oasis High School is known for and expected by students, staff, and parents.

Oasis High's principal is charged with the task of making Oasis High School a safe, positive learning environment. Over the past six years, only two "discipline" incidents have occurred, both of which happened during sporting events at Fallbrook High School. The two discipline issues were handled in accordance to district policy and procedures.

Oasis has implemented an Intervention Rubric for students that may be 'at risk'. The process is multi-tiered and is focused on communication and participation by all stakeholders (student, teacher, parents, counselor, principal, et.al).

Response to Intervention (RTI)
- Oasis' academic counselor meets with each student at least once a year, and is present on campus weekly.
- Teachers review student's individual credit history and classes needed for graduation on a regular basis. This is a continuous process as students complete classes throughout the school year.
- Students can access tutorial services in major academic areas held by credentialed teachers on a weekly basis.
- Teachers contact parents/guardians regularly to communicate students' progress and create strategies to help increase the student's achievement.
- Students and parents/guardians can monitor progress weekly through the weekly assignment sheet.

- The principal and counselor hold a mandatory parent and student orientation for all new students at the beginning of the school year. Because enrollment can be continuous, teachers explain policies and procedures during the initial orientation/intake meeting.
- Students are recognized for outstanding academic achievement by scholarships and awards during our graduation ceremony and through the "Community Student of the Month" program supported by the district and community members and businesses.
- School information can be accessed via the school website for school activities, events, etc. In addition, the counselor sends informational e-mails to parents and students on a regular basis.

The detailed response process is a Four Tiered intervention schedule. (See Appendix pg.152)

California Healthy Kids Survey 2013

In the spring 2013, Oasis High's 9th and 11th graders completed the California Healthy Kids Survey (CHKS). Data from the CHKS shows that a high percentage of students feel safe, cared for and respected at Oasis High School. Twelve 9th grade students and thirty-three 11th grade students completed the survey.

**Students who completed the California Healthy Kids Survey, 2013**

	Gender		Hispanic/Latino?		Military Family?
	Male	**Female**	**Yes**	**No**	
Oasis High	30%	70%	45%	55%	3%

In 2013, Oasis students answered a variety of questions or statements about the school climate including:
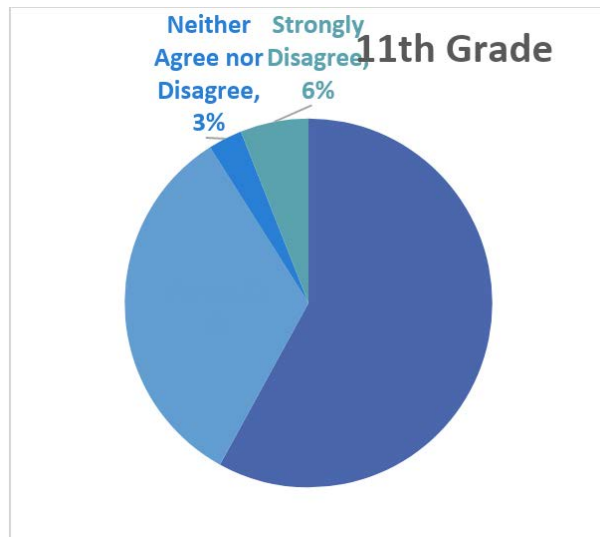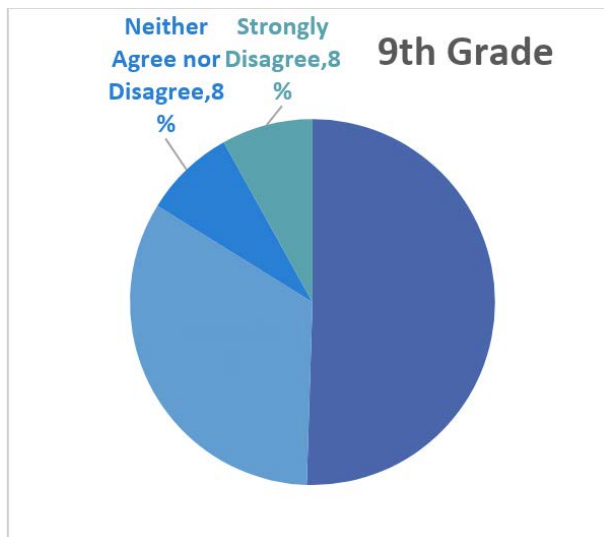
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am happy to be at this school.	**9th**	59%	8%	17%	8%	8%
	11th	61%	27%	6%	0	6%

| *Teachers at this* | 9th | 67% | 25% | 0 | 0 | 8% |
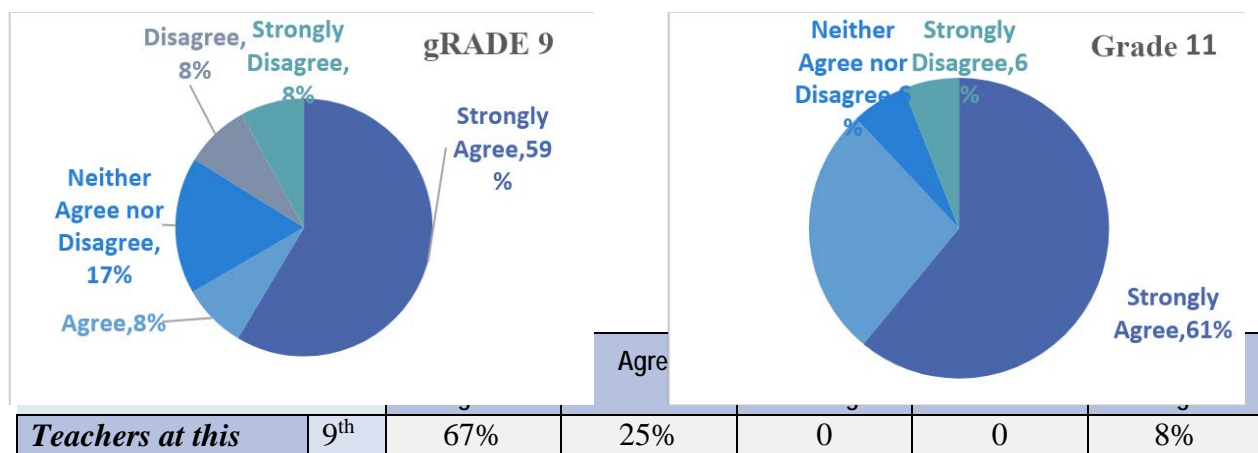
school treat me fairly	11th	61%	33%	0	0	6%
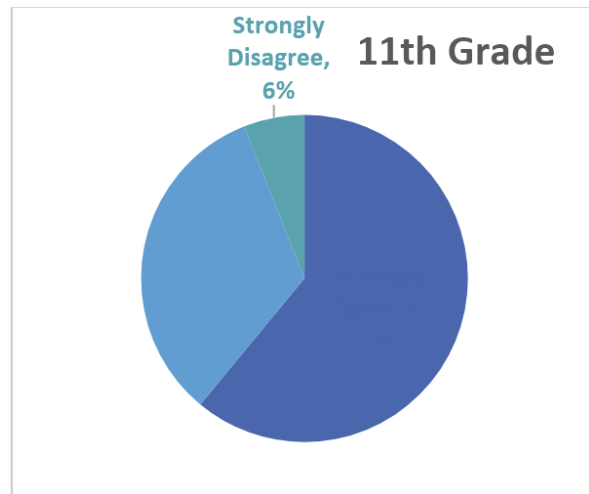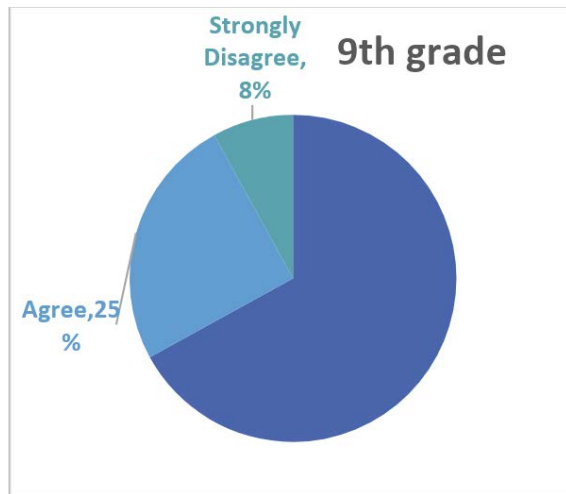
|		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel safe in my school.	9th	50%	33%	8%	0	8%
	11th	58%	33%	3%	0	6%

School Connectedness

At my school, there is a teacher or some other adult …	Very much true	Pretty much true	A little true	Not at all true

… who really cares about me.	9th	20%	50%	20%	10%
	11th	52%	35%	10%	3%
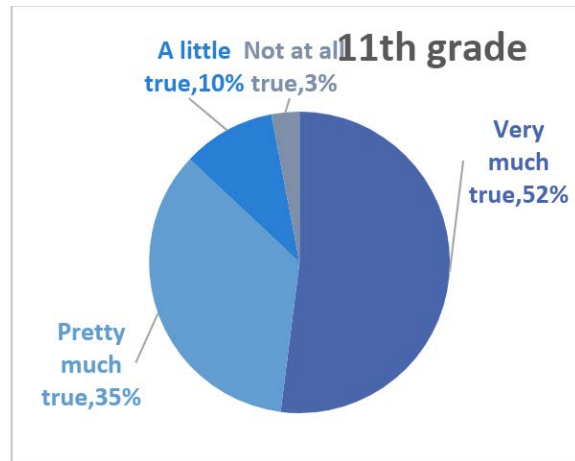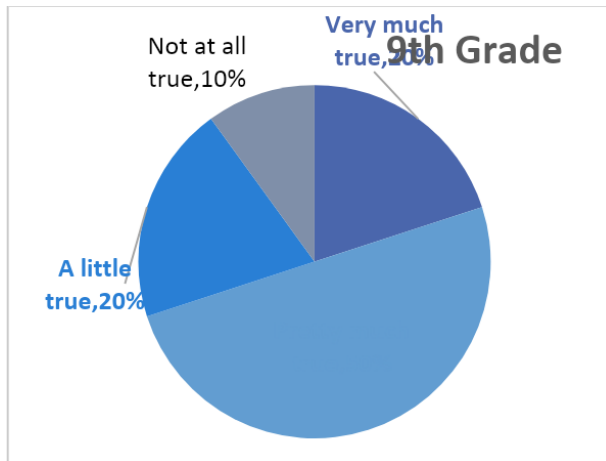
At my school, there is a teacher or some other adult …		Very much true	Pretty much true	A little true	Not at all true
… who always wants me to do my best.	9th	91%	9%	0	0
	11th	77%	23%	0	0
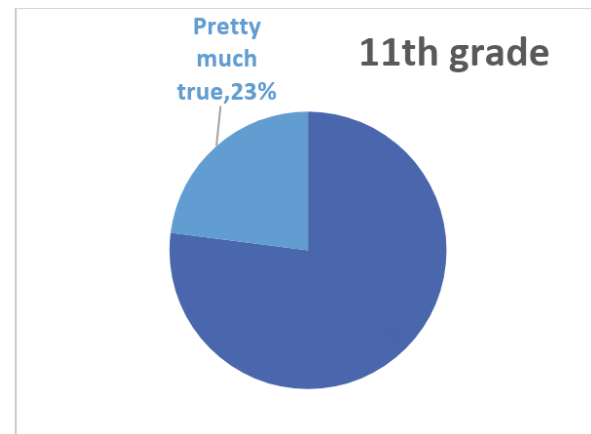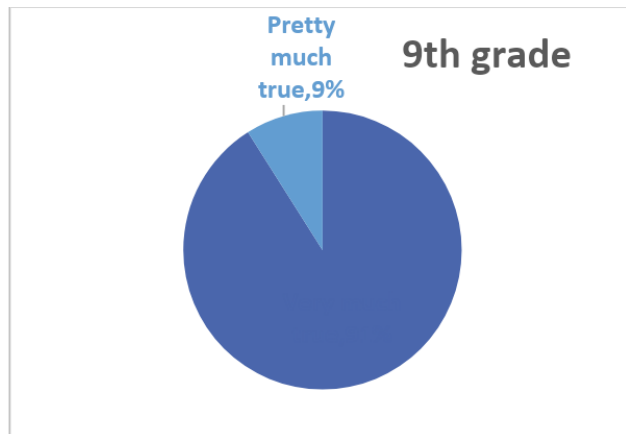
At my school, there is a teacher or some other adult …		Very much true	Pretty much true	A little true	Not at all true
… who believes I will be a success.	9th	64%	36%	0	0
	11th	70%	30%	0	0

9th grade

Pretty much true, 36%

Very much true, 64%


11th grade

Pretty much true, 30%
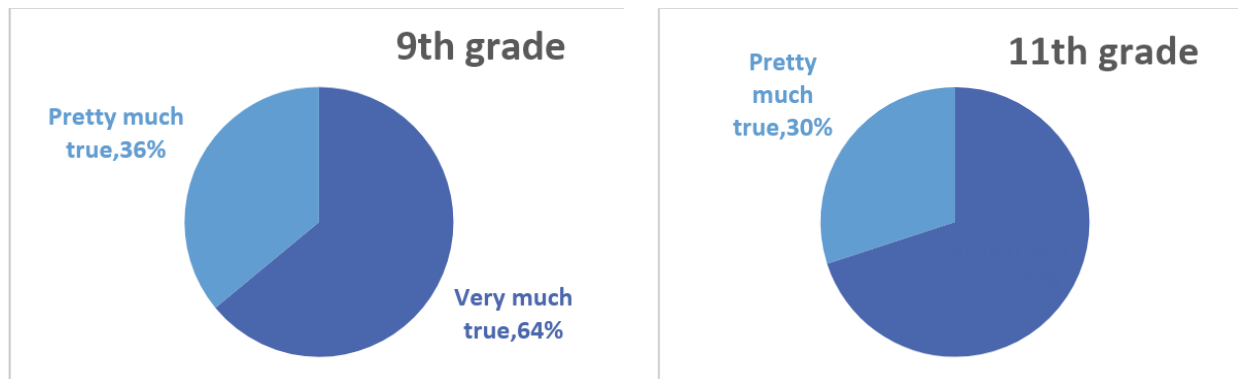
Stakeholder Survey Data 2015

In the fall of 2015, students and parents were surveyed to gather feedback on their satisfaction with Oasis High School and its support of students. A complete version of the surveys which includes responses to the open-ended questions can be found in the Appendix pg.154(parents) and pg.158(students). In summary, Oasis students and parents reported positive, challenging academic experiences at Oasis High School.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
Students: *I feel I am being well prepared for college and the real world.*	53%	42%	2%	1%	1%
Parents: *My child is being well prepared for college.*	40%	60%	0	0	0

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know

Students

Strongly Disagree, 2%
Disagree, 1%
I don't know, 1%

Parents
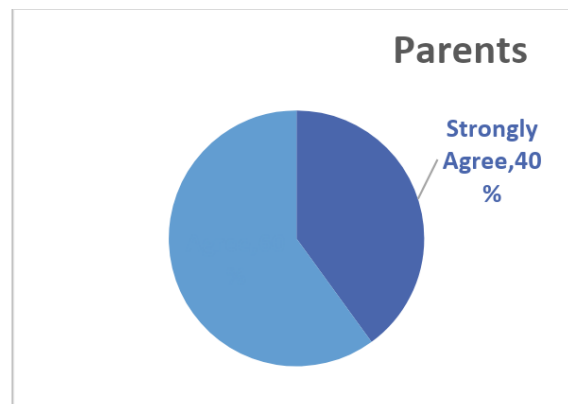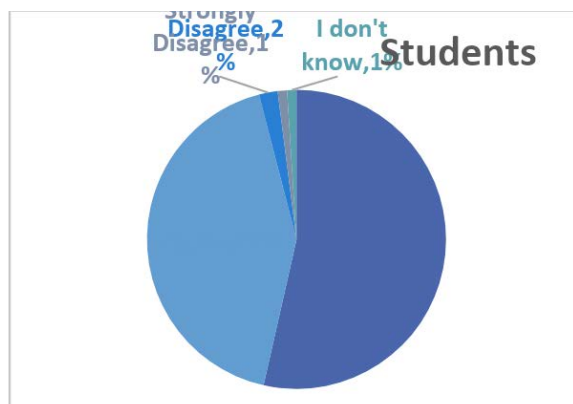
Strongly Agree, 40%

Students: *My teacher provides extra help or support when I need it.*	74%	26%	0	0	0
Parents: *My child receives the help needed to succeed in school.*	66%	33%	0	0	0

Students

PARENTS
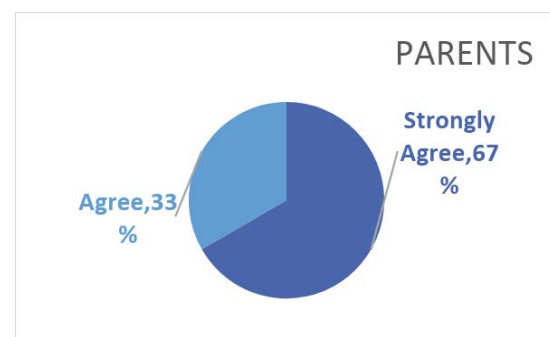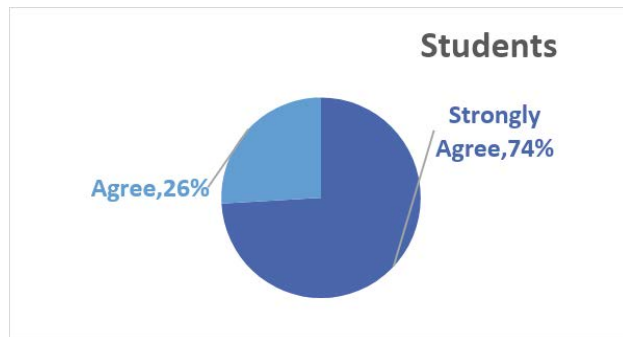
	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
Students: *Overall, my teacher sets expectations for performance and academic ability that match my own expectations of myself.*	69%	31%	0	0	0
Parents: *Teachers use a variety of strategies and resources (technology, projects, and experiences beyond the textbook) that engage my child and help him/her think at a higher level.*	60%	33%	3%	0	3%

Students

Parents
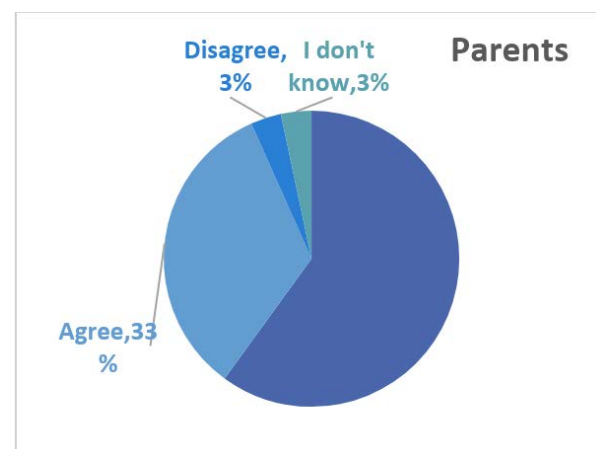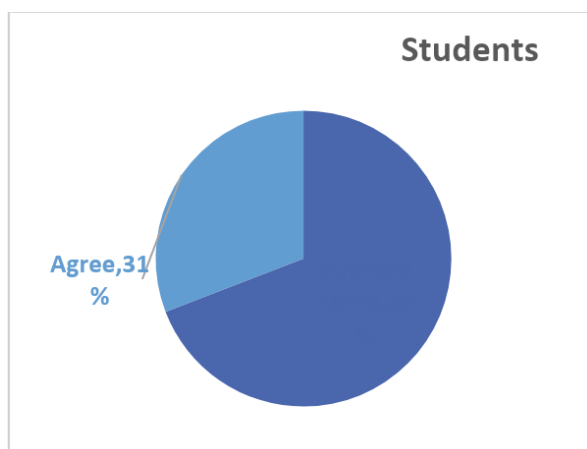
<u>Senior Surveys</u>

Each year, seniors complete a survey about their experiences at Oasis. The graduates also were consistently positive about their academic experience and their school culture experience. The surprising information gathered from the senior surveys was the post-high school plans students indicated. There was a lower than expected number of students who planned to directly enroll in a four year college program, but a high number of students who planned to enroll in community colleges. A complete version of the surveys, which includes responses to the open-ended questions, can be found in the Appendix pg.161.

<u>Faculty/Staff demographics</u>

The Oasis site staff consists of five certificated teachers and a school secretary. The Oasis Principal's office is located off-site (one block away) but she is represented by the Principal's designated department chair. Oasis shares a principal and a counselor with Ivy High School. The counselor spends one day a week at Oasis and is available the other days by appointment or drop in at his other office, one block away. The teachers are either teaching specific subject areas of their credentials or are working towards becoming "Highly Qualified" under the No Child Left Behind qualifications through VPPSS certification, CSET testing, or coursework. The school also has access to a district nurse, district school psychologist, Palomar Family Counselors, special education resource teachers, and the district's technology support, maintenance and custodial staff.

Oasis High Certificated Staff

Name	Position	Credential(s) Held
Hector Barraza	Counselor	PPS, Social Studies – Single Subject Credential BCLAD Multiple Subjects Credential
Heidi Fouret	Teacher	Mathematics, English, PE – Single Subject Credential Multiple Subjects Credential CLAD Leading Edge Certification
Kevin Kent	Department Chair/Self Study Coordinator	Administrative Services, Social Studies, PE, English - Single Subject Credential, CLAD Leading Edge Certification HOUSEE Science, Math
Tracy Markham	Teacher	Mathematics, Physical Science (Chemistry, Physics, Earth) – Single Subject Credential Multiple Subjects Credential Leading Edge Certificate SDAIE
Melissa Marovich	Principal	Administrative Services Spanish, English, Social Sciences/Psychology – Single Subject Credential CLAD

Matthew Parker	Teacher	English / Literature, Health Science – Single Subject Credential
		CLAD
		Leading Edge Certificate
Bennielyn Verrett	Teacher	Biological Sciences, PE – Single Subject Credential
		CLAD
		Adult Education (Biology, General Science, General Studies)
		VPSS English
		Leading Edge Certification

District and School Organization & Leadership

The FUHSD provides balanced support to Oasis High School. The district facilities department ensures that our campus is well maintained. The superintendent, Dr. Pedroza, regularly visits the school and supports staff.

FUHSD Leadership Team

Board of Trustees			
Superintendent			
Business Services	**Student Services**	**Human Resources**	**Information Technology**
Chief Business Officer: **Wilson Hatcher** *Director of Finance*: **Brenda Mefford**	*Assistant Superintendent of Curriculum and Instruction*: **Dr. Jose Iniguez** *Director of Student Services & Special Education*, Ryan Whetstone	*Administrative Assistant* **Jean Proctor** - under supervision of Superintendent	*Director of IT* : **Frank Azevedo**

District Policies/School Financial Support

Average Daily Attendance (ADA) and categorical funds cover the operating costs of Oasis High School. Categorical revenue is minimally provided to the campus through Title III. Oasis High School does not qualify for or receive Title I funds.

In 2014, the voters in the Bonsall Unified School District, formerly Bonsall Union School District, voted to unify and no longer attend Fallbrook Union High School District. FUHSD will lose the ADA of all of those students (about 400) between 2014 and 2018, including the students living on the Pala Indian Reservations. This is going to be a significant amount of funding that will be lost starting with 2014-15

school year with the Bonsall separation and the loss of funding from the district owned San Juan Capistrano piece of property.

Oasis High School Funding
(Reported in the 2014- 2015- School Accountability Report Card)

	Oasis HS
Total Expenditures per pupil (Approximate) by District	$4,960
Site Operating Budget	$8600
Federal & Categorical Funding Sources	
Title III (English Learners)	$182.00
Other (former EIA offset)	$1650

Oasis High School

Chapter 2
Progress Report

Chapter 2
Progress Report

At the time of Oasis High's 2009 Self Study visit, two goals were identified in the Oasis SPSA and the WASC Action Plan.

2009 WASC Self Study Goal #1: *The percentage of all students in grades 9-11 achieving "Proficient" or "Advanced" on the ELA portion of the CST will increase from 43% to 55% by April 2009.*

At the time of the 2009 WASC visit, our first goal was to increase the number (percentage) of Oasis students scoring "Proficient" or "Advanced" in grades 9, 10, and 11 from 43% to 55%. The following data was presented in 2013 at the time of the three year re-visit.

	Evidence of Progress for 2009 Goal: *Percent of students scoring Proficient or Advanced on ELA CST*								
	2010			**2011**			**2012**		
Grade Level	OHS	FUHSD	State	OHS	FUHSD	State	OHS	FUHSD	State
9	**64%**	57%	54%	**64%**	54%	55%	**73%**	52%	57%
10	**46%**	47%	55%	**55%**	49%	48%	**52%**	52%	50%
11	**36%**	45%	43%	**19%**	44%	45%	**35%**	45%	48%

Oasis 9th graders improved dramatically over three years on the English Language Arts CST. This improvement could have been due, in part, to an increase in the number of 9th graders enrolling (thus a larger sample size) and the increase in students coming to Oasis directly from feeder middle schools, instead of transferring through FHS after an unsuccessful start in high school. Ninth grade students also surpassed the goal of 55% of students scoring "Proficient" or "Advanced".

Oasis 10th graders declined a small amount in their scores on the English Language Arts CST, averaging about 50% "Proficient" or "Advanced".

Oasis 11th graders scored consistently lower than their younger classmates. Because the student composition of each class changes from year to year, it is inaccurate to compare them in cohorts. Most often, older students (grades 11 & 12) enroll at Oasis High School after being unsuccessful in some way at FHS. In an effort to better evaluate our students' progress towards college readiness skills, Oasis staff planned to use CSU Early Assessment Program (EAP) data as a measure of 11th grade success. In spite of the lower percentage of students scoring "Proficient" or "Advanced" in 11th grade, the Oasis staff remains committed to increasing these scores.

2009 WASC Self Study Goal #2: *The percentage of students earning 60 credits or more per year will increase from 55% to 65% by April 2009.*

In the spring of 2009, a significant amount of the feedback we received from our WASC visiting committee was related to a need for Oasis to break out of the "mold" of a credit recovery school. To that end, we admitted fewer students who were credit deficient in the subsequent three years, encouraging them attend Ivy High School, the district's continuation school. Furthermore, we have increased the rigor by making most classes college preparatory. Oasis students, during those three years, consistently earned an average of 60 credits each year.

	2009-2010	2010-2011	2011-2012
Average annual credit completion rate	**56 credits**	**60 credits**	**62 credits**

2013 WASC Re-Visit School Goals

In 2013, the WASC team returned for a one day visit to evaluate Oasis High's progress on the Action Plans. The one day re-visit was scheduled for 2012 but the district chose to postpone for one year based on two factors; first, a change in principal leadership and second, the implementation of the online component. Goals were established in response to the academic needs of various groups of students. The School Site Council analyzed verifiable state and local data on the academic performance of all students, and also obtained and considered input from the school community.   The school site council established the following six performance improvement goals based upon this analysis of available data.

2013 Goal # 1	**The percentage of all students in grades 9-11 scoring Proficient or Advanced on CST English Language Arts will increase to 62% (62% = statewide average) in 2012 and beyond.**
Means of evaluating progress toward this goal:	Benchmark data, CST scores, API & AYP
Group data needed to measure academic gains:	Study Island, pre- and post-test scores, CST data

Progress Report for Goal #1 – English Language Arts CST

Year	Goal	Actual Percentage Scores		
		9th	10th	11th
2013	*62%*	68%	60%	54%
2012	*62%*	73%	52%	35%
2011	*Increase to 62% by 2012*	64%	55%	19%
2010	*Increase to 62% by 2012*	64%	46%	36%
2009	55%	-	36%	45%

The CST data reflect fluctuations in the ELA test scores between 2009 and 2013. Making annual comparisons is not as insightful when trying to track definitively the progress of certain students from year to year. Major differences in group composition exist between the cohort counted in CBEDS (October) and the test cohort (May). The results reported are more indicative of individual performances. Despite this, the staff was committed to showing continuous improvement of test scores, year after year.

With the elimination of the CST, this goal is no longer relevant. Oasis HS has begun to test all juniors with the Smarter Balanced Assessment, as well as other measures including PSAT, College Readiness measures, and Advanced Placement to name a few. It is likely that the results of these tests will start to become a basis for evaluation of a new goal. In previous years, only students that were college bound and have completed or were currently enrolled in Algebra II or higher took the EAP portion of the CST's. With all juniors taking the EAP as a part of the SBAC, we anticipate more meaningful data as these results reflect a larger sample of our students.

2013 Goal # 2	All tenth grade students will pass the California High School Exit Exam (CAHSEE). Students who are not enrolled at Oasis in the 10th grade and have not passed the CAHSEE upon enrollment will receive additional remedial support.
Means of evaluating progress toward this goal:	CAHSEE data, Study Island records, NWEA
Group data needed to measure academic gains:	CAHSEE data, Study Island records, NWEA
By when?	Beginning 2009-2010 school year

Progress Report for Goal #2 - CAHSEE English and Math
Percent of Students Passing each part of the test

Year	Goal	Actual	
		English	*Math*
2010	100%	89%	90%
2011	100%	60%	63%
2012	100%	100%	100%
2013	100%	95%	77%
		76% Proficient or Advanced	63% Proficient or Advanced
2014	100%	100%	89%
		62% Proficient or Advanced	52% Proficient or Advanced
2015	100%	100%	89%
		69%	61.5%

		Proficient or Advanced	Proficient or Advanced

The goal is that each 10th Grade student will pass both portions of the Census CAHSEE, a 100% passage rate. In 2012, 100% of all 10th Grade students passed both portions of the census CAHSEE, thus meeting the established goal. Following the receipt of these years' student results, time was spent by the staff to analyze what we did right to support all of our students in passing the CAHSEE. In 2010, because the number of 10th grade students tested was fewer than 10, no data were provided by the CDE. The current goals regarding CAHSEE were modified to include not just passing scores, but an increase in the number of students who score Proficient or Advanced. The emphasis on CAHSEE Prep through Study Island, Khan Academy, and other supplemental has continued to be implemented with Oasis 10th graders. However, due to the elimination of the CAHSEE requirement, this goal will no longer exist.

2013 Goal # 3	**Oasis staff will implement curricular pacing guides and periodic benchmark examinations in all core academic courses and regularly review the data generated for improved teaching practices.**
Means of evaluating progress toward this goal:	Meetings with FUHSD staff, benchmark exam result, AERIES
Group data needed to measure academic gains:	Benchmark exam data
By when?	Fall of 2009, reviewed annually.

In 2009, teachers collaborated district-wide with representatives from the San Diego County Office of Education to create standards-based benchmark assessments for English, Social Studies, Mathematics and Science that would evaluate student progress and identify any gaps in learning. Oasis teachers use the benchmark exams at set intervals in each course.
Benchmarks assess a range of skills, including understanding, application, analysis and evaluation. The benchmarks are currently being reviewed and updated to resemble more closely the pending Smarter Balanced Assessments that will be used to assess the Common Core State Standards.

The staff will also collaborate with FHS teachers to examine test data and best practices after the benchmarks are given. Because this goal did not set a specific, measurable data target, it will be revised for the upcoming year to reflect how the benchmarks are helping students and teachers assess learning.

Implementation of the Common Core Standards and increasing Depth of Knowledge level performance tasks will be emphasized, developed, and integrated as the over the next few years. The district has provided and continues to focus numerous ongoing trainings for this purpose and to increase the level of rigor in courses. For the current school year, the district plans to use the SBA interim assessments in place of locally written benchmark tests.

2013 Goal # 4	**The Oasis staff, in concert with the FUHSD Board of Trustees annual goals, will explore emerging educational technologies and implement them for use in academic courses.**
Means of evaluating progress toward this goal:	School and District websites, student-generated work products including blogs, wikis, etc.
Group data needed to measure academic gains:	Student grades, student work

By when?	On-going

In the spring of each school year, the Fallbrook Union High School District Board of Trustees sets annual goals for the district, students, and staff. Prior to the 2014-15 school year, the Oasis staff was asked to submit activities and indicators which will be used to measure our progress on each of the district goals. Twice each school year, the Oasis staff provided updates to the goal which are presented to the board. These updates were discontinued when a new superintendent was hired in the fall of 2014.

The following two goals were added to the SPSA at the beginning of the 2012-2013 school year, in response to needs identified in data trends and a desire to increase the number of students enrolling directly into four year universities.

2013 Goal # 5:	**The number/percentage of students scoring "Proficient" or "Advanced" on the Algebra I and Geometry CST will increase from 0% to 40%.**
Means of evaluating progress toward this goal:	Student grades, course enrollment, benchmarks, Study Island, test scores, CST scores
Group data needed to measure academic gains:	Student grades, CST scores, benchmarks
By when?	2015 in beyond

This goal was established primarily due to the very low number of students scoring in the proficient or advanced range of California Standards Tests for Algebra 1 and Geometry. (N/A = not enough students took the test for data to be reported). Additionally, staff identified a discrepancy between the proficiency rates of students on Mathematics CST's compared to the Mathematics portion of the CAHSEE. The number of students scoring "Proficient" or "Advanced" on the CAHSEE was significantly higher than the CST. The Oasis staff recognizes that the CAHSEE Mathematics test determines proficiency differently from the method determined by the CST, but a discrepancy in scores still existed.

Grades 10-11	2009		2010		2011		2012		2013	
	Alg 1	Geometry	Alg 1	Geometry	Alg 1	Geometry	Alg 1	Geometry	Alg 1	Geometry
Proficient	15.4%	0%	N/A	0%	0	0	5%	0%	17%	**5%**
Advanced	**0%**	**0%**	**N/A**	**0%**	**0**	**0**	**14%**	**0%**	**0%**	**0%**

With the elimination of the CST, this goal is no longer relevant. The current goals focus on college readiness, including scoring "Ready for College" on the SBA test, and an increasing number of students completing three years of math or more.

2013 Goal # 6	**Oasis High School will** 1. Increase the number of students taking and passing higher level math courses, including Algebra 2, Pre-Calculus, Calculus, and Statistics by 10% each year. 2. Increase the number of students scoring Proficient or Advanced on the Algebra 2 CST from 0% to 40%
Means of evaluating progress toward this goal:	Student grades, CST scores, benchmarks, enrollment data, master schedule

Group data needed to measure academic gains:	Student grades, CST scores, benchmarks
By when?	2015 in beyond

This goal was established in response primarily to the small number of students who, year after year, take higher-level Mathematics courses. Additionally, the Oasis staff is focused on helping students become "college ready" when they leave Oasis. The minimum Math requirement to enter a four-year university is three years of Mathematics, four years are preferred. To that end, beginning the 2012-2013 school year, when students complete Algebra I and Geometry, they are enrolled in Algebra II. Teachers and the school counselor also meet regularly with students and their parents/guardians about their "college path", an individualized plan that all parties work to customize for each student.

With the elimination of the CST, this goal is no longer relevant. The current goals will focus on college readiness, including scoring "Ready for College" on the SBA test, and an increasing number of students completing three years of math or more.

WASC 2009 ACTION PLAN UPDATES

Criteria A:
ORGANIZATION

In 2009, the WASC Visiting Committee identified the following areas for growth in the category of Organization:

- Create and use a formal Individual Graduation Plan (IGP) for each student upon enrollment.
- The School-wide Action Plan needs to be reviewed and updated with more input from all stakeholders.
- Staff needs to be supported to attend training
- Continue to update the Oasis Student-Parent Handbook.
- Create an Oasis (Teacher) Handbook to reinforce standard practices and guidelines and as a resource for District and Site offices.

When a student enrolls at Oasis, the teacher, parent, and student complete an Individual Graduation Plan (IGP) for each student. They review the courses students have completed, as well as their grades and progress on CAHSEE. They also discuss the post-high school plans. The IGP is shared with all parties. After enrollment, students meet with the school counselor to discuss their graduation plan and post-high school plans. Any necessary changes to the IGP are made at that time. These practices have been in effect for over a decade, and continue to be done in each master folder.

The School-wide Action Plan (SPSA) is reviewed with input from parents, students and staff at least twice a year. It is shared with the FUHSD Board of Trustees twice annually.

Oasis staff members continue to annually attend the CCIS conference. They have also attended a variety of other trainings in the areas of student technology use including the International Society for Technology in Education's (ISTE) annual conference (2012), Google Apps for Educators conferences, Computer Using Educators (CUE) conferences, all staff members have completed the San Diego County Office of Education (SDCOE's) Online Teacher Certification with concurrent Leading Edge Certification, and one staff member has become an ISTE/NETS Trainer of Trainers for teachers. Oasis teachers have also applied ISTE/NETS standards to merge Project Based Learning into existing contracts and attended Common Core Standards workshops in 2012 and 2013 focused on the upcoming Smarter Balanced Assessments. One teacher also has become authorized as a BTSA/Induction Mentor.

Throughout 2014 and 2015 school years, teachers have been involved in Common Core Trainings and PD. All core subjects were provided training through the district with Common Core and DOK Level integration of curriculum. Additional trainings for English in ERWC, Social Studies in Reading Like a Historian, Math in Big Ideas Textbook adoption/trainings, Catapult Science training and Next Generation Science Standards Training. Beginning in the spring of 2015, the district has focused all professional development on Common Core Standards.

The Oasis Parent-Student Handbook is updated annually to reflect any changes to policy or course offerings. The Handbook is posted on the Oasis website and given out at new student orientation. An Employee Handbook was created by the District and is shared with all employees, including teachers.

Criteria B:
Standards-Based Student Learning – Curriculum

In 2009, the WASC Visiting Committee identified the following areas for growth in the category of Curriculum and Standards Based Student Learning:

- Continue to improve Oasis API, CST, and CAHSEE scores.
- Expand elective course offerings, especially in music, art, photography, and film.
- Continue to work towards the goal of all students graduating after four years of high school.

Oasis High School students continue to show gains in the API, CST, and CAHSEE in most areas. Since 2009, Oasis' API has increased 72 points; however, Mathematics remains an area of concern on the CST. Oasis students pass the CAHSEE at higher rates than four years ago; the number of students scoring "Proficient" or "Advanced" on the CAHSEE has also increased. Both of these measures are now discontinued and we await guidance from the state for setting new goals.

Oasis High School has transformed from being a second credit recovery school in FUHSD to becoming an alternative college preparatory program. Very few students (two in the 2012-13 school year), stay for a fifth year and more students are graduating on time with their class in comparison to previous years.

Criteria C:

Standards-Based Student Learning – INSTRUCTION

In 2009, the WASC Visiting Committee identified the following areas for growth in the category of Instruction and Standards-Based Student Learning:

- Re-establish the quarterly Oasis Newsletter and Yearbook as informal means of assuring communication and positive identity with students and parents.
- Continue to coordinate with FHS staff in the development and adoption of pacing guides, benchmarks and assessments in academic subjects to guide student learning.
- Add enriched course contracts at the UC/CSU college preparatory levels.
- Provide for small group instruction blended with teacher credentialed in specific subject area.

Oasis continues to publish a Newsletter and video yearbook as means of communicating with students, parents and community members. The school website is also updated often to reflect current news and information at Oasis High School. The teachers, counselor, and staff share updates through frequent emails to parents and students concerning scholarships, community service opportunities, stakeholder meetings, and other important information and data in an effort to inform and to seek input from the Oasis Community.

The FHS Staff shares pacing guides, benchmarks and assessments electronically with the district, and Oasis teachers regularly access these resources to help improve course content, through a shared networked computer. Oasis teachers have also collaborated with FHS teachers on the development of project based learning assignments, performance tasks, and online courses and coursework. Oasis teachers meet formally and informally with their colleagues at other sites and within the site to discuss Common Core alignment, higher level Depth of Knowledge assignments, scaffolding strategies, cross curricular concepts, and various other instructional and learning strategies.

Since the 2009 WASC visit, course contracts have been enriched and revised to meet the UC "a-g" requirements as college preparatory courses. The following table summarizes updates made in the past four years:

P = College Prep	**Oasis Courses Approved by UC**
"a"- *Social Studies*	P World History, P American History, P Government, P Honors World History, AP American History, AP Government
"b"- *English*	P English 9, 10, 11, 12, Honors English 10, AP English Language, AP English Literature, P Bible as Literature, P Expository Reading & Writing (ERWC)
"c"- *Mathematics*	P Algebra I, P Algebra II, P Geometry, P PreCalculus, P Calculus, AP Calculus AB, AP Statistics
"d" -*Science (Lab)*	P Biology, P Physics, P Earth Science, P Human Anatomy & Physiology
"e" -*Foreign Language*	P Spanish 1, 2, 3, P Spanish Language Development 1 & 2, P French 1 & 2 (Apex), AP Spanish Language

"f" -*Visual & Performing Arts*	P Art History, P Photography
"g"- *Elective"*	P Economics, P Latin American Studies, P Psychology, P Bible as Literature, P Child Development, AP Psychology

Course offerings were expanded and continue to expand to provide a 4 year college pathway. Increased rigor in areas of instruction and assessment is evident in the increased use of higher order thinking skills and creativity asked of students when completing assignments.

To support students in these more rigorous courses, the Oasis teachers have set aside time in their schedules for subject-specific college prep tutoring and required labs.

Criteria D:
ASSESSMENT and ACCOUNTABILITY

In 2009, the WASC Visiting Committee identified the following areas for growth in the category of Assessment and Accountability:

- Oasis staff needs training on the OARS database system.
- Oasis staff will continue to work with FUHSD staff to develop and implement benchmark assessments and pacing guide for academic courses.
- Oasis staff will develop tools to help students re-learn skills based on areas of need indicated by benchmarks.

Oasis teachers had some minimal training in use of the OARS database, including prior to the start of the current school year. Benchmarks and pacing guides are embedded in all course syllabi and given with complete consistency. Analysis from benchmark results are used by teachers to identify areas of strength and gaps in student learning. These are then used for re-teaching/learning opportunities each week.

Criteria E:
SCHOOL CULTURE and SUPPORT FOR STUDENT GROWTH

In 2009, the WASC Visiting Committee identified the following areas for growth in the category of School Culture and Support for Student Growth:

- Enlist more parent and community involvement and attendance at Oasis activities, including Back to School Night and School Site Council.

The Oasis staff continues to invite families to be involved in their students' education. Parents/guardians participate in enrollment and sometimes attend weekly appointments. Teachers share information via email with students and parents/guardians. Families are invited to attend Back to School Night (BTSN), Open House, and School Site Council meetings. At Open House and BTSN, student work is shared along with school-wide information, college and career information and other school related services. Spanish speaking parents/guardians are invited to participate in the FHS English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). One Oasis parent is the current DELAC president. Oasis parents and students are also invited to serve on district-level committees

including Technology, Wellness, and Family Life. In an effort to provide more readily the opportunity for parents to meet with their student's teacher, in the Spring of 2015 the Open House format was adjusted to a weeklong activity. This change prompted greater attendance and more meaningful opportunities for parents.

Conclusions

At the conclusion of the 2013 re-visit report, the committee stated, "All of the areas for follow up have been addressed by the Oasis staff." We then identified three areas for refinement, which were supported by the visiting committee:

- Oasis staff will continue to add UC/CSU "a-g" approved courses and AP College Board approved courses through the FUHSD approved curriculum, until a full, well-rounded and robust college preparatory program is established. Gaps in course offerings still exist in Science, Visual and Performing Arts, and Electives. Staff will address these areas of need beginning in the spring of 2013 and plan to have all necessary courses approved by 2014.

- Though Oasis High's current course syllabi, pacing guides, and contracts reflect the skills identified by the Common Core State Standards, revisions will need to be identified and made to benchmarks and other local assessments to assist students in scoring "Proficient" or "Advanced" on the upcoming Smarter Balanced Assessments.

- Oasis staff will focus on goals for improving student achievement, specifically in the area of mathematics:

  - Increase the number of students scoring proficient or advanced on both the CAHSEE and Mathematics CST tests.

  - Increase the number of students completing minimum college entrance requirements, specifically by increasing the number of students taking and passing Algebra II and Pre-Calculus.

Oasis High School

Chapter 3
Student/Community Profile -
Overall Summary from Analysis of Profile
Data and Progress

Chapter 3
Student/Community Profile – Overall Summary from Analysis of Profile Data and Progress

Organizational Changes

Over the past few years, there have been dramatic budget cuts due to declining enrollment in the Fallbrook Union High School District. The enrollment at Oasis has been increasing in the past few years; however enrollment at Fallbrook High School has declined by 1000 students since 2009. As a result, there were a number of personnel cuts at the district office. Beginning in 2014, some of those positions have been restored including: assistant superintendent of curriculum and instruction, Student Services/Special Education, and business office positions. In the fall of 2011, the staffing at Oasis was reduced to 3.4 teachers but was restored to 4 full time positions, and later five full time positions in the fall of 2013. In 2014, a new superintendent, Dr. Hugo Pedroza was hired following the retirement of the superintendent who was hired in 2008. The impact to Oasis High School has been minimal, though we are working with fewer resources. The quality of support for students has remained strong.

Report on School-wide Action Plan Progress

The current FUHSD Local Accountability Plan Goals, along with the Single Plan for Student Achievement goals have guided us to this point. Based on the data gathered and examined since the 2009 WASC visit, the Oasis High School staff has been working towards the following goals.

Action Plan #1: *All tenth grade students will pass the California High School Exit Exam. Students who are not enrolled at Oasis in the 10th grade and have not passed the CAHSEE upon enrollment will receive additional remedial support.*

The first goal CAHSEE is presently in flux due to pending legislation with the state of California at the time of writing this report. Since the last WASC self-study and visit in 2009, Oasis students have continued to score well on the CAHSEE, nearly meeting our goal of 100% passing in 10th grade every year. The goal was adjusted in the Single Plan for Student Achievement in 2013 to include an increasing number of students scoring proficient or advanced. On average, more than 60% of Oasis students scored proficient or advanced in the last three years on the English Language Arts test, with two students getting perfect scores in ELA in 2015 and one perfect score in Math. Two out of three years, more than 60% of students scored proficient or advanced in Math, except in 2014 when 52% scored high.

Though the CAHSEE goal seems to be headed for elimination, Oasis High School will seek other academic measures to evaluate student achievement. Those measures will align with the district's LCAP goals as well as state measures, when they are established. At this time, we have only baseline data, with little to compare when establishing goals.

Action Plan #2: *To effectively prepare students for College and Careers, the number of Oasis students scoring "Ready for College Math" on the 11th grade CSU Early Assessment Program (EAP) will increase incrementally by 5-10% each year.*

The second goal, College and Career readiness has been the main focus of the Single Plan for Student Achievement for the past three years. The focus has been specifically on student achievement in Math; however the recently released SBAC scores indicate a need to focus on both English and Math for college readiness.

Oasis High School will adjust the academic measures to evaluate student achievement from EAP to the SBAC, because the EAP has been folded into the new state assessments. Those measures will align with the district's LCAP goals as well as state goals (the future API), when they are established. At this time, we have only baseline data, with little guidance from the state for establishing goals.

The Oasis staff has worked diligently to provide a complete, UC approved pathway of Oasis courses. Additionally, the student body of Oasis has changed over the last several years; fewer credit deficient students are enrolling and thanks to the accreditation and UC pathway, more college bound students are finding their way to Oasis. Oasis has also attracted more student athletes, who can participate in FHS sports teams thanks to the interscholastic CIF agreement signed in 2011 and renewed annually. The flexibility of the Oasis independent study schedule, along with the UC pathway and NCAA recognition has made Oasis an attractive option for student athletes. Continuing this work is a priority for the Oasis staff.

Action Plan #3: *The Oasis High School staff will integrate the components of the Common Core State Standards aligned with the site and district-wide implementation plan in the four core academic areas to address the academic needs of all students. All teachers will enhance students' academic experiences by integrating critical thinking, problem solving, project based learning, collaboration, and technology into the instructional program, and help students prepare for the Smarter Balanced Assessment (SBA).*

The third goal, implementing Common Core standards continues to be at the forefront of the district's professional development programs and the LCAP. Prior to the 2015-2016 school year, the FUHSD was sending teachers to curriculum specific Common Core trainings while focusing on instruction through the Essential Elements of Instruction program. Beginning in the spring of 2015, the district is focused on the same training for all departments and examining the Common Core shifts through the lens of rigor. Trainings are monthly for teachers and administrators, and include observations as well as department-specific professional development. There is more consistency in the program of professional development as a result. At Oasis, all five teachers have earned the Leading Edge online teaching certificate and consistently use technology as a learning tool.

This area will continue to be a focus for the district and the Oasis High School staff.

Important Questions Raised in Chapters 1 – 3

1. *1.* What best practices are offered at Oasis which can be extended throughout the school to increase student achievement?

2. *2.* What will be the impact (on student achievement) of the further implementation of the common core standards and the Smarter Balanced Assessment?

3. *3.* Which intervention programs and strategies have been the most effective with helping to raise student achievement? How can Oasis High School's intervention strategies be integrated throughout the curriculum so that all stakeholders are involved in the school-wide effort to improve student achievement?

4. *4.* How can available resources and materials be leveraged to support student success at Oasis?

5. *5.* How does Oasis High's SBAC and college readiness student data compare to scores statewide, and what types of goals will we set (based on guidance from the state)?

Oasis High School

Chapter 4
Self – Study Findings

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Chapter 4
Self – Study Findings

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Category A:

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Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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Summary

Oasis High School has a school leadership model that is collaborative and provides all students with a high quality education in a safe environment. Data analysis drives curricular and instructional practices. Oasis High's highly qualified staff holds high expectations for all students achieving and school resources are dedicated to supporting that achievement.

Oasis High School teachers have served on district committees, including Curriculum, Technology, and participated in a number of professional development opportunities.

Funding continues to change and evolve for FUHSD and Oasis High School, thanks to the Local Control Funding Formula. Available resources are being reserved for support of professional development training in the Common Core Standards.

A1. Vision and Purpose Criterion

The School has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

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Indicators with Prompts

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Vision – Mission – School-wide Learner Outcomes - Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence

Oasis High School has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn. The members of the Oasis High School staff believe that all students can learn and can achieve at high academic levels. The staff is dedicated to promoting high achievement for all students through: instruction using best practices; effective interventions; curriculum that is challenging, relevant and equally accessible to all students; assessment which includes varied formative and summative strategies, producing achievement data that is used effectively to improve instruction; and continual improvement of curriculum and instruction through professional development, staff collaboration, and professional learning community practices. The Vision, Mission, Philosophy and School-wide Learner Outcomes of Oasis High School all reflect the commitment of the entire staff to meet the needs of all students and increase student achievement for all students. Oasis High's school-wide learner outcomes, philosophy, mission and vision are first communicated to parents and students in the orientation process. They are further communicated to students, parents and staff through the Oasis School Site Council meetings and publications of the SARC on the Oasis and FUHSD websites.	● **Oasis philosophy, mission, and vision statements** ● **Commitments to improving Oasis High School – all of the new courses offered to students since the last WASC visit (listed in Chapter 2)** ● **SARC** ● **Oasis School Site Plan** ● **Staff meeting agendas and minutes** ● **FUHSD *Insights* from Board Meetings** ● **Friday professional development calendar** ● **District staff development meeting agendas** ● **Oasis High School student handbook** ● **New student orientation process**

Development/Refinement of Vision, Mission, School-wide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and school-wide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence

Oasis High School has effective processes to ensure involvement of representatives from the entire school community in the development/refinement of Oasis High's school-wide learner outcomes, philosophy, vision, and mission statements.

Our Guiding Principles for Leadership Decisions:
- Base decisions on best available information/data.
- Keep the Oasis High's vision, the school-wide learner outcomes, the WASC action plan, and the leadership team's guidance at the center of our decision-making.
- Focus on what is best for the school but still maintain a balance on protection of the interests of all our students.
- -Recognize the constraints placed on us by allocation of resources and California Education Code.

The FUHSD Board of Trustees continues to critique our school site plan each year, which also displays the philosophy, vision, and mission statements. Each year the plan, along with the school philosophy, and the vision and mission statements, is accepted with positive comments.

FUHSD Board of Trustees minutes, called *FUHSD Insights*, show the responses by individual board members.

Oasis High's school-wide learner outcomes, formerly referred to as expected school-wide learning results (ESLRs), have been developed in congruency with the vision and mission statements, and are consistent with national, state, and district standards, as well as CDE curriculum frameworks.

When refining the current school-wide learner outcomes, the intent was to carefully align learner outcomes with the vision and mission statements, as well as current educational trends that are facing our school—common core standards, 21st Century Learning Skills, essential elements of instruction (EEI), and the new Smarter Balanced Assessments. Current research on best educational practices was also considered.

The Oasis school-wide learner outcomes are a part of the Study Skills class that all new students take to introduce them to the rigors of independent study. As students enroll and go through the orientation process, they are given the referred to the student handbook (also available on the Oasis HS website) that explains expectations of each student along with each learner outcome and gives students a chance to ask questions.

Newsletters are specifically sent home to help keep parents informed about the happenings at our school two or three times a year and the Oasis website is updated with information as needed. Oasis High's School Accountability Report Card (SARC) is published annually on both the Oasis and FUHSD websites.

- **Oasis mission, and vision statements**
- **Oasis school-wide learner outcomes**
- **SARC**
- **Oasis School Site Plan**
- **FOL drafts of chapters**
- **Staff meeting agendas and minutes**
- **Newsletters**
- **School website (www.oasishigh.org)**
- **District website (www.fuhsd.net)**
- **FUHSD *Insights* from board meetings**
- **Friday professional development calendar**
- **Oasis High School student handbook**

Understanding of Vision, Mission, and School-wide Learner Outcomes
Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the school-wide learner outcomes.
Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
Oasis High School students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision and the Oasis school-wide learner outcomes. Oasis High School develops its own School Site Plan (SPSA), vision and mission statements, school-wide learner outcomes and school philosophy, which are reviewed annually. This process allows for reexamination of the school's purpose and identification of important focal areas for the future. The school leadership, students, parents, and the faculty function as a professional learning community to develop and refine Oasis High's mission and vision statements to reflect the school's commitment to ensure high achievement for all students. Serving as a catalyst to drive student achievement to the next level, staff is focused on continuous school-wide achievement at high levels. The governing board annually assesses Oasis High's School Site Plan (SPSA). After board review, the District Superintendent and other district personnel ensure the SPSA is aligned with district policy. The School Site Plan (SPSA) is updated and revised annually.	**FOL Leadership Team meeting agendas and minutes & drafts of** **WASC chapters** **Staff meeting agendas and minutes** **Newsletters** **School Website (www.oasishigh.org)** **Friday professional development calendar** **Student handbook** **Oasis School Site Plan (SPSA)** **SSC meeting agendas and minutes**

Regular Review and Revision
Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the school-wide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.
Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence

Oasis High School is implementing an effective process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, the district LCAP, global, national and local needs, and community conditions. As student needs, district LCAP, local-national-global-needs, and community conditions change, the purpose of the school and school-wide learner outcomes might also need to be modified in order to reflect those changing needs. So it only makes good sound sense that there is a regular review and revision (at least once each school year) of the school vision/mission and school-wide learner outcomes. This is a process which allows for re-examination of Oasis High's purpose and identification of important focal areas for the future improvements to the school program to support high student achievement. The Oasis staff recognizes the importance of stakeholders being knowledgeable of this ongoing process of reviewing and revising school-wide learning outcomes as times and needs change, so they are communicated to students, parents, stake-holders, and the community in a variety of ways. Included in the process are traditional posters hanging in the classroom area, handouts to students and parents, embedment in lessons and instructional materials, web-based communication, parent meetings, new student orientations, School Site Council, SPSA, and WASC Action Plans.	● **FOL Leadership Team meeting agendas and minutes** ● **Staff meeting agendas and minutes** ● **Newsletters** ● **School website (www.oasishigh.org)** ● **District website (www.fuhsd.net)** ● **FUHSD *Insights* from board meetings** ● **Friday professional development calendar** ● **Student handbook**

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Summary

The FUHSD Board of Trustees has policies and bylaws that are aligned with Oasis High School's purpose and these support the achievement of the school-wide learner outcomes and academic standards based on data-driven instructional decisions for Oasis High School. The FUHSD Board of Trustees further delegates implementation of these policies to the professional staff at Oasis; and monitors results regularly and approves the WASC self-study school-wide action plan and its relationship to Oasis High's Single Plan for Student Achievement (SPSA).

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
At Oasis High School, there is clarity of the policies and procedures regarding the selection, composition and specific duties of the FUHSD Board of Trustees, including the frequency and regularity of board meetings. The FUHSD Board of Trustees' comprehensive policies and by-laws guide Oasis High School. The district pays close attention to Oasis High's achievements and allows the school reasonable autonomy in pursuit of its objectives, and follows well-organized protocols for monitoring of the school's action plans, all of which are in compliance with state and local guidelines. The FUHSD Board of Trustees generally meets twice a month, following a schedule that is posted on the district website. Specially scheduled meetings require at least 72 hours' notice. At every meeting, the Board of Trustees allows public comment on all agenda items. Trustees from the Board also serve on several district and school committees comprised of teachers, parents, and members of the community.	**School website (www.oasishigh.org)** **District website (www.fuhsd.net)** **FUHSD *Insights* from board meetings** **SARC** **Board Policy & Administrative Regulation 6158**

Relationship of Governance to Vision, Mission, and School-wide Learner Outcomes
Indicator: The governing board's policies are directly connected to the school's vision, mission, and school-wide learner outcomes.
Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and school-wide learner outcomes through its programs and operations.*

Findings	Supporting Evidence

At Oasis High School, the FUHSD Board of Trustees' policies are directly connected to Oasis High's school's vision and purpose and Oasis High's school-wide learner outcomes. The FUHSD Board of Trustees has policies and by-laws that support Oasis High's Mission Statement, school-wide learner outcomes, and SPSA, as well as common core state standards. These help parallel Oasis High's school purpose and learning expectations with the District's mission, vision, and annual goals. The FUHSD Board of Trustees expects and supports that the basis for instructional decisions being made at Oasis are grounded in research and relevant local data and information. The FUHSD Board of Trustees supports the use of technology to help schools have easier access to this data and information. Board Trustees serve on several district and school committees comprised of teachers, parents, and community members.	**District website (www.fuhsd.net)** **FUHSD Goals** **FUHSD Mission and Vision Statements** **SARC** **District Committee agendas and minutes**

Governing Board's Involvement in the Review and Refinement
Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and school-wide learner outcomes.
Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and school-wide learner outcomes.*
Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Oasis High's school-wide learner outcomes, vision statement, and mission statement reflect support for instruction of online curriculum, upgrading and updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety. Oasis High School has the full support of the district in regards to effective online instruction and upgrades/updates for technology. Oasis utilizes two web-based programs for its online curriculum, Apex Learning which is purchased district-wide and Haiku, a learning management system utilized by Oasis staff to offer site-specific online instruction. Through each program, students are provided Internet-based textbooks, regular textbooks, email, and virtual bulletin boards to complete their coursework. At the beginning of classes, the student is provided a set of deadlines, but is allowed to work at their own pace as long as the work is turned in by the deadline.	**School website (www.oasishigh.org)** **District website (www.fuhsd.net)** **FUHSD Goals** **FUHSD Mission and Vision Statements** **District Technology Committee agendas and minutes** **Leading Edge Certifications** **Apex Learning and Apex Online Guidelines** **Study Skills course assignments**

| All teachers at Oasis have completed coursework through the San Diego County Office of Education to obtain the Leading Edge Online Certification. This certification process included training in the classroom use of Haiku wiki building for creating 100% online classrooms as well as "click and mortar" modified partial online classrooms and hand-on understanding, use and applications of other Web 2.0 tools and strategies for classrooms.

The district is committed to providing all students with vital "21st Century Learning Skills", of which a cornerstone goal is providing online curriculum for students and training to teachers to create and use online resources. The idea is to eventually provide all students with online resources for completing their school work online and give all students available access to their school program "anytime, anywhere." The Fallbrook Union High School District goals also reflect this strong commitment to technology.

At both the district and school levels, student codes of conduct have been modified to include acceptable use policies of new technologies and website tools. Online curriculum use also has revisions to include codes of ethics concerning: accountability, source citation, plagiarism, and "netiquitte." | |

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence

The Oasis High school community understands the FUHSD Board of Trustees' role, including how parents can participate in Oasis High School's governance and their role in determining the district's LCAP. All board meetings and public hearings related to LCAP are posted on district calendar. The regular time and location of Board meetings and the fact that they are open to the public is listed in the student handbook. The agenda for the FUHSD Board Trustees meeting is published more than 72 hours prior to the meeting. The Oasis Principal regularly attends every FUHSD Board Trustees meeting. Every other school year, an Oasis High School student attends FUHSD Board Trustees meetings as a voting student representative. At new student orientation meetings, parents are provided with opportunities to participate in district and site activities including: School Site Council, Field Trip Supervision, Tutoring, and Community Service opportunities. Presentations regarding LCAP and the LCFF have been held during Oasis School Site Council meetings.	● **District website (www.fuhsd.net)** ● **Oasis High School student handbook and new student Orientation presentation**

Professional Staff and Governing Board
Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.
Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
There is clear understanding about the relationship between the FUHSD Board of Trustees and the responsibilities of the professional staff at Oasis High School. All professional staff is aware of the authority of the FUHSD Board of Trustees and of the timing of Board meetings, which is the second Monday of every month. The district sends out a reminder of each upcoming meeting including upcoming agenda in the form of an email the week before the FUHSD Board of Trustees meeting; then sends out a follow-up email of the Board *Insights* (published minutes of every board meeting). The district publishes an Employee Handbook and some professional expectations are covered in the contract between the district and the Fallbrook Teacher's Association.	● **District website (www.fuhsd.net)** ● **District email reminders to all staff of upcoming board meetings and follow-up email of the meeting minutes (*Insights*)** ● **FUHSD Employee handbook** ● **FUHSD – Fallbrook Teacher's Association Contract**

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
There is clarity of the evaluation and monitoring procedures carried out by the FUHSD Board of Trustees, including the review of student performance at Oasis, including the annual LCAP assessment of district goals and the eight state priorities (LCAP). The FUHSD Board of Trustees sets district-wide policies. The district administration, led by the Superintendent of Schools, establishes, implements, and monitors procedures—including review of students performance data, overall school operations, and fiscal health. District leadership protocol is to approve and monitor Oasis High's WASC Action Plan and Oasis High's School Site Plan. During the fall, the Oasis principal presents student data and the SPSA to the FUHSD Board of Trustees for review and approval. Annually, the district Superintendent of Schools reviews our state-reported school data, such as AYP/API scores, SARC report, etc.	**School website (www.oasishigh.org)** **Oasis School Site Plan** **SARC** **District website (www.fuhsd.net)** **FUHSD *Insights* from Board Meetings** **School Site Council agendas** **Professional development calendars**

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures*

Findings	Supporting Evidence

The established FUHSD Board of Trustees' complaint and conflict resolution procedures as they apply to Oasis High School's stakeholders are effective. Fallbrook Union High School District policies and procedures established by the FUHSD Board of Trustees are in place for handling complaints at Oasis High School. In practice, most complaints are handled informally—usually with the student or parent talking to the counselor or teacher first. In general, the parties are encouraged to resolve their own conflicts in the most direct manner possible; students and parents are encouraged to work directly with the staff members involved. If the issue is not satisfactorily resolved in that manner, it is brought to the attention of the Principal. In extreme instances in which the conflict cannot be resolved internally, district administrators can be called on to intervene and a formal complaint may be filed. A formal complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the California Code of Regulations, Title 5, and sections 4600-4687. Complaints related to insufficiency of textbooks or instructional materials, emergency or urgent facility conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments are investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).	● **District website (www.fuhsd.net)** ● **Uniform Complaint Procedures (UCP)** ● **Education Code 35186 is posted in the administrative building** ● **Regular reports of Williams Complaints**

A3.   Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative
Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.
Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence

Oasis High School's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents. The Oasis School Site Council is a collaborative team of administrators, teachers, parents, students, community members, and classified staff. The Council meets to review the School Site Plan and to review school-wide goals and makes decisions related to student achievement. The School Site Council continuously reviews the previous year's Site Plan to see if we are meeting its goals, and also discusses new issues as they arise. Data reviewed includes such things as CAHSEE results, AYP/API (prior to 2014), EAP, CELDT data, survey results, and other pertinent data.	● **School Site Plans 2009-2015** ● **School Site Council agendas and minutes** ● **Staff meeting agendas and minutes** ● **Student Surveys**

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; school wide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, school wide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence

Oasis High School's Single Plan for Student Achievement (SPSA) is directly correlated to the analysis of student achievement data about the critical learner needs, school-wide learner outcomes, and academic standards. Oasis High's Single Plan for Student Achievement (SPSA) is reviewed and revised annually. It provides evidence of the analysis of student achievement data, including (formerly) CST, CAHSEE, CELDT, EAP and graduation rates. The school staff collaborates on instructional decisions based on student performance. Formative assessments and benchmark testing in math and English help guide this process. Oasis High School's teaching staff constantly reviews the demographics and instructional needs of the student population since it is subject to some change within the school year. This requires immediate identification and intervention for student needs. Student schedules must also be flexible to adjust to the altering landscape of student needs. Three years ago, the SPSA identified a strong correlation between math grades/math courses completed and college readiness. This has led to a school-wide culture shift in focusing students on taking the courses required to meet minimum college entrance requirements.	● **Aeries Browser Interface (ABI)** ● **Course completion rates** ● **SPSA 2009-2015** ● **Math EAP scores**

Correlation of All Resources to the School wide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the School wide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the School wide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence

There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of Oasis High's Single Plan for Student Achievement (SPSA) and the LCAP. The district's Leadership Team supports the implementation of the SPSA and WASC action plans. It monitors the effectiveness of both plans through many various staff configurations, including: SSC; staff meetings; Friday PLC meetings; on-site professional development; and future WASC leadership team meetings. As each succeeding year begins, student achievement data is disaggregated and used to analyze the effectiveness of the established school-wide goals and the SPSA. Evaluation of student data occurs in and among the leadership team, individual teachers, support staff, parents, students, and community represented in groups such as the School Site Council. These assessments include the use of data but also include collegial dialogue that emphasizes successful instructional strategies. The entire staff meets regularly to discuss strategies that support student improvement and achievement. An analysis of data determines if and what changes need to be made to the class schedules and the associated support services. The bulk of our resources go to providing instruction and course offerings to our students; all of our courses meet state requirements and collectively meet the other criteria of helping our students to achieve our school-wide learner outcomes. All professional development is based on school goals, district goals, and/or California standards, and is approved by the district. ʃective professional development is a key factor of the SPSA, and teamwork and collaboration is the key to providing professional development for teachers that will result in improved student learning and progress towards success of the SPSA and students achieving the school-wide learner outcomes.	● **SPSA 2009-2015** ● **Friday PLC Calendar** ● **School Site Council meeting agenda and minutes** ● **WASC Action plan** ● **FUHSD Goals** ● **FUHSD LCAP**

Staff Actions/Accountability to Support Learning
Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
Oasis High School evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations. Teachers review, discuss, and collaborate on curricular issues and instructional practices on a regular basis in monthly staff meetings, and informally through discussions with each other. Faculty analyzes data including but not limited to: EAP results, CAHSEE Results, CST (in previous years), AP exam results and SBAC scores, to evaluate the effectiveness of programs, ensuring there is congruence between the actual concepts and skills taught. Necessary changes or realignment of curriculum occur as a result of this analysis and discussion of data. Two teachers have been trained in the Essential Elements of Instruction (EEI), and have observed other teachers to gain understanding of teaching strategies that are effective and reflect on ways of improving their own instructional practices. All Oasis High School teachers have been participating in curriculum specific common core state standards trainings, organized by the district. All certificated staff is evaluated by a fair and comprehensive evaluation system based on the latest research into effective evaluation. This process has been mutually agreed upon and successfully adopted by both FUHSD Board of Trustees and the FUHSD Teacher's Union. Probationary teachers are evaluated by administrators every year, tenured teachers are evaluated every two years, and administrators are evaluated each year.	• **Friday Professional Development Calendar and Agendas** • **Student testing Data** • **FUHSD certificated evaluation process and documents** • **EEI training** • **Common Core Training notes and agendas** • **FUHSD union contract**

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Oasis High School has the full support of the district in regards to effective online instruction and upgrades/updates for technology.	• **School website (www.oasishigh.org)**

Oasis utilizes two web-based programs for its online curriculum: *Apex* and *Haiku (for "in house" classes)*. Apex utilizes an asynchronous form of learning—students work by themselves and interact only with computer resources and their instructor. Through each program, students are provided Internet-based textbooks, email, and bulletin boards to complete their coursework. At the beginning of classes, the student is provided a set of deadlines, but is allowed to work at their own pace as long as the work is turned in by the deadline. Courses in Haiku allow students to interact with each other using discussion boards. Students also have access to online digital textbooks and support materials provided by publishers. All five Oasis teachers have completed coursework through the San Diego County Office of Education (SDCOE) to obtain the Leading Edge Online Certification. This certification process included training in the classroom use of Haiku wiki building for creating 100% online classrooms as well as "click and mortar" modified partial online classrooms and hand-on understanding, use and applications of other Web 2.0 tools and strategies for classrooms. The district is committed to providing all students with vital "21st Century Learning Skills", of which a cornerstone goal is providing online curriculum for students and training to teachers to create and use online resources. The Fallbrook Union High School District goals also reflect this strong commitment to technology. At both the district and school levels, student codes of conduct have been modified to include acceptable use policies of new technologies and website tools. Online curriculum use also has revisions to include codes of ethics concerning: accountability, source citation, plagiarism, and "netiquitte."	**District website (www.fuhsd.net)** **FUHSD Goals** **FUHSD Mission and Vision Statements** **District Technology Committee agendas and minutes** **Leading Edge Certifications** **Apex Learning**

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focuses on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focuses on successful student learning?*

Findings	Supporting Evidence

Oasis High School leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focuses on successful student learning. Oasis High is a very small school, the principal is frequently in and out of classrooms for both formal and informal observations. With adoption of the district's current evaluation process in 2009, all district administrators meet several times for evaluation training. All certificated staff is evaluated by a fair and comprehensive evaluation system based on the latest research into effective evaluation. This process has been mutually agreed upon and successfully adopted by both FUHSD Board of Trustees and the FUHSD Teacher's Union. Probationary teachers are evaluated by administrators every year, tenured teachers are evaluated every two years, and administrators are evaluated each year. Discussions have been ongoing among administrators about how best to use the certificated evaluation process to ensure improvement in student learning.	● **FUHSD Certificated Evaluation Process and Documents**

Internal Communication and Planning
Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.
Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Fallbrook Union High School District policies and procedures established by the FUHSD Board of Trustees are in place for handling complaints at Oasis High School. In practice, most complaints are handled informally—usually with the student or parent talking to the counselor or teacher first. In general, the parties are encouraged to resolve their own conflicts in the most direct manner possible, with students and parents encouraged to work directly with the staff members involved. If the issue is not satisfactorily resolved in that manner, it is brought to the attention of the Principal. In extreme instances in which the conflict cannot be resolved internally, district administrators can be called on to intervene and a formal complaint may be filed. A formal complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the California Code of Regulations, Title 5, sections 4600-4687.	● **District website (www.fuhsd.net)** ● **Uniform Complaint Procedures (UCP)** ● **Education Code 35186 is posted in the administrative building** ● **Regular reports of Williams Complaints**

Complaints related to insufficiency of textbooks or instructional materials, emergency or urgent facility conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments are investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).	

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff
Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.
Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
Oasis High School has clear employment policies and practices related to qualification requirements of its staff. The Human Resources department at FUHSD does all of the hiring of employees The district process for recruitment, hiring, site placement, and salary calculation is consistent with California Ed Code statutory guidelines. The district has a fair, thorough, and effective system of hiring, preparation, induction, and continuing professional development. In compliance with the federal NCLB regulations, all teachers at Oasis High School are certificated in the content area that they are instructing. These areas of course offerings are quite diverse for such a small staff: CTE/ROP, VAPA, Science, English, Algebra and Geometry, PE, Online Courses, and Social Studies. All teachers have the additional CLAD or SDAIE certification in compliance with district policy. Additionally, Oasis teachers are encouraged to complete the HQ process in other subject areas through VPSS, HOUSSE or CSET testing All five Oasis teachers have completed the Leading Edge Online Certification course sponsored by the San Diego County Office of Education (SDCOE).	**District Employment Policies and Documentation** **FUHSD Certificated Evaluation Process and Documents** **Teacher credentials** **Staffing and Hiring records** **NCLB certification in content areas** **Highly Qualified Teacher records** **CLAD certification** **Background checks** **Finger printing record Exams/interviews for classified staff**

Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
Oasis High School has procedures to ensure that staff members are qualified based on staff background, training and preparation. All the Oasis teachers hold CA teaching credentials in the areas they are responsible for circularly and thus each teacher meets the standard of being "Highly Qualified" in their subject areas and are compliant with No Child Left Behind (NCLB). All teachers have Cross-cultural, Language and Academic Development (CLAD) or the equivalent Specifically Designed Academic Instruction in English (SDAIE). All teachers have passed the Leading Edge Online Certification course sponsored by the San Diego County Office of Education (SDCOE). All staff members are screened by the district office to ensure proper credentialing and employment requirements. New teachers are placed in assignments aligned with their credential and experience, and every effort is made to provide them with a schedule to ensure their success. Both the district and Oasis school administration encourage teachers to participate in staff development workshops and conferences. In the past, many local, state, and national conferences were attended yearly, such as California Consortium for Independent Study (CCIS), Computer Using Educators (CUE), and Google Apps for Education (GAFE) and Association of California School Administrators (ACSA). Staff professional development training has been trimmed to only those aligned to achievement of district goals: Common Core State Standards, Smarter Balanced Assessment, and Essential Elements of Instruction.	**District Employment Policies and Documents** **Teacher Credentials** **Online Certifications of Teachers** **FUHSD certificated evaluation process and documents** **FUHSD Union Contract Agreements**

Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence

Oasis High School has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Clear district-wide policies have been established defining duties and responsibilities of administrators and staff. All staff members are given an FUHSD employee handbook. Certificated and classified Union contracts are reviewed annually by the district office and union representatives to ensure adherence to all legal requirements and timelines. The administration reviews and updates the student discipline plan, dress code, safety plan each summer. The Oasis staff is then provided with any changes to these plans at the start of each new school year.	● **FUHSD Employee handbook** ● **FUHSD Certificated Evaluation Process and Documents** ● **Certificated and Classified Union Contract** ● **School Safety Plan**

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the school wide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	**Supporting Evidence**
Oasis High School effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the school-wide learner outcomes. As detailed in Chapter 1 of this report, all of Oasis High's teachers regularly engage in individual professional development. The district and school administration encourage and require teachers to participate in staff development workshops and conferences. In the past, many local, state, and national conferences were attended yearly, such as California Consortium for Independent Study (CCIS), Computer Using Educators (CUE), and Google Apps for Education (GAFE). The LCAP has focused the district's professional development on the following areas: Common Core State Standards, Smarter Balanced Assessment, and Essential Elements of Instruction (EEI), Leading EDGE, and ISTE/NETS.	● **Friday PLC Calendar** ● **Staff meeting agendas**

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Oasis High School implements effective supervision and evaluation procedures in order to promote professional growth of staff. Tenured teachers are evaluated every other year unless they have been placed on a five year evaluation cycle; probationary teachers are evaluated each year. Faculty members being evaluated are required to have at least two formal classroom observations. Lesson plans are submitted in advance. The evaluating administrator hosts a pre and post-observation meeting for each observation. The evaluating administrator hosts a final meeting that shares the evaluation findings with the teacher. Frequent random classroom walk-troughs by the principal and district administrators assure that standards are being met in class and that a high caliber of instruction is taking place. All Oasis High School teachers have the time and opportunity to observe their peers and to observe the strategies and methods of instruction being employed. Peer observations are non-evaluative, but encouraged to promote a lesson-study paradigm of continuous reflection and learning.	**Peer Observations and Data** **FUHSD Certificated Evaluation Process and Documents** **Teacher objectives** **Lesson plans/Course contracts** **Written observations** **Written final evaluations** **Informal Observations** **Classroom Walk Troughs**

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
Oasis High School employs supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction. All staff holds Leading Edge Certifications. One staff member has been certified as a Teacher of Teachers with ISTE/NETS. Teachers have also attended various Google Apps for Education Conferences.	**FUHSD Certificated Evaluation Process and Documents** **Lesson plans/Course contracts** **Written observations** **Written final evaluations** **Informal Observations** **Classroom Walk Troughs**

Measurable Effect of Professional Development
Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.
Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence

There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance. In staff and PLC meetings, teachers review standardized test data; discuss the results and effectiveness of formative assessments; collaborate on differentiated instructional techniques and benchmarks; and review student writing samples. It is here where reflection is made on the effectiveness of the various implementations of best practices and they are continued, modified, or discontinued. Many of these adopted best practices, such as the use of Study Island assists with improving student scores on the CAHSEE. As part of the new student enrollment and orientation process at Oasis, the teacher, parents, student, counselor and administrator collect and evaluate individual students' EAP and CST scores, CAHSEE results, CELDT scores, and transcripts to ensure that students are placed in appropriate classes to maximize their advancement, and acceleration of learning. This process is individualized for each student to give them the best chance at success.	● **FUHSD Certificated Evaluation Process and Documents** ● **Lesson plans/Course contracts** ● **Written observations** ● **Written final evaluations** ● **Informal Observations** ● **Classroom Walk Troughs**

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the school wide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the school wide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence

There is a relationship between the decisions about resource allocations, Oasis High School's vision, mission, and student achievement of the school-wide learner outcomes and the academic standards. Oasis High School's leadership and staff are involved in the resource allocation decisions. Utilizing student performance data from the previous year, including (formerly) API, AYP, CAHSEE and CST results, the Leadership Team and staff collaborate on the allocation of resources that pertain to our school-wide Action Plan. Allocations for supplies and consumables are made by the Oasis principal who carefully considers each request and allocates funds when possible. Once major allocations are made by the district, many decisions about exactly how they will be used at Oasis are discussed in staff meetings. Together, the staff discusses students' needs, and what specific courses and other programs the school can afford to offer. The District allocates funds to each school site each year, determining FTE, classroom space, and other major determinations of where funds go.	• **Ed Code 41020,42100, 42127** • **Budget allocations to Oasis** • **SARC** • **Purchase requisitions**

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.).

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)?*

Findings	Supporting Evidence

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: This is more district-based than Oasis High School-based.) School resource allocation is based on a projected enrollment-per-student formula. District personnel reviews and allocates funds to the Oasis High School site. Other funds, such as categorical funds are usually specified for certain programs as dictated by the state or federal government. The district and site are audited annually. The audit tests the district's internal control procedures as well as expenditures and revenue incurred each fiscal year. In addition, FUHSD submits an annual report to the California Department of Education with the California Standardized Account Code Structure and supplemental criteria. The district has extremely strict and clear practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.	● **Ed Code 41020,42100, 42127** ● **Annual district audits** ● **Budget allocations to Oasis**

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, school wide learner outcomes; the educational program and are safe, functional, and well-maintained.
Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, school wide learner outcomes, the educational program, and the health and safety needs of students.*

Findings	Supporting Evidence
Oasis High School's facilities are adequate to meet the school's vision, mission, school-wide learner outcomes; the educational program and are safe, functional, and well-maintained. Oasis High School is a safe campus. The current Oasis High School facility was built in 2007. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A Work order process is used to ensure efficient service and that emergency repairs are given the highest priority. From the Oasis SARC, the overall rating of the campus in considered to be in good condition, but additional funding for maintenance this year brings the overall condition of the campus into a better position. The District Maintenance Department usually responds quickly to requests. A new roof was installed in the spring of 2015.	● **SARC** ● **Appearance of campus and classrooms**

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
The policies and procedures at Oasis High School for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective. Oasis High School is in compliance with the Williams Act, which requires schools to have enough California Content Standards textbooks for all students. Oasis has adequate instructional materials and equipment. The office staff ensures that teachers have the materials necessary for instruction. For example, the Science classes have sufficient materials to conduct all required labs. Oasis also had enough licenses for students who need access to Apex online curriculum. Inside of classrooms, teachers and students have access to Dell computers all with internet access that has been updated with the *MS Windows 10 OS* and *MS Office 2013* software. In addition there are a dozen computers in the main Oasis student space for student use, along with printers and an LCD projector. The next door lab has another 26 computers available for testing and student use. Equipment is monitored and supported by the FUHSD technology department.	**FUHSD Board Agendas and meeting minutes** **Lesson plans/Course contracts** **Williams Complaint posters** **Oasis High School website** **District Website**

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence

Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career. Oasis High School has an instructional staff of 5 teachers. The staff has been selected over the years based on credentialed areas of expertise, multiple credentialed, certification of technology integration and standards, and experience. Two staff members possess administrative credentials; most staff members have single subject credentials in more than one core subject, and most also possess credentials in subjects beyond the core area. The District posts every teaching position locally and online through Ed Join. Once a position closes, district personnel do an initial screening to make certain that all required paperwork is complete. The District provides resources for hiring and nurturing a well-qualified staff. Despite state funding cuts in recent years, the District has been able to maintain Oasis High's FTE at a level that lets us maintain an average class size of about 24 students assigned to each teacher.	• **FUHSD Board Agendas and meeting minutes** • **Lesson plans/Course contracts** • **Williams Complaint posters** • **Oasis High School website** • **District Website**

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The district and Oasis High School's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the school-wide learner outcomes. Oasis is supported by human, material, physical, and financial resources that are sufficient to accomplish its mission. The district has well-conceived planning mechanisms that include thoughtful consultation with the school sites and with the district's separate stakeholders. Funding decisions are based on the school's vision, the learner outcomes, and students' needs.	• **WASC Action Plan** • **Site Council Agenda** • **District and School Budget**

ACS WASC Category A.

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary:

Oasis High School has a school leadership model that is collaborative and provides all students with a high quality education in a safe environment. Data analysis drives curricular and instructional practices. Oasis High's highly qualified staff holds high expectations for all students achieving and school resources are dedicated to supporting that achievement.

Oasis High School teachers have served on district committees, including Curriculum, Technology, and participated in a number of professional development opportunities.

Funding continues to change and evolve for FUHSD and Oasis High School, thanks to the Local Control Funding Formula. Available resources are being reserved for support of professional development training in the Common Core Standards.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- Oasis High School provides all students with a high quality education in a safe and nurturing environment.
- Oasis High School maintains high expectations for all students.
- Oasis High School boasts a highly qualified staff, and the culture of staff promotes teamwork, collaboration, and dedication to student achievement.
- Data analysis drives Oasis High Schools' goals, school-wide learner outcomes, and professional development trainings.
- The Oasis staff strives for continuous school improvement and actively participates in quality professional development.
- Oasis High's School leadership model is based on a collaborative shared decision process.
- Oasis High's school resources include a dedicated caring staff, literacy strategies embedded in the curriculum, differentiated instruction, current technologies, intervention opportunities, and a well maintained campus.
- The Fallbrook Union High School Board of Trustees and district administration are sensitive to the needs of Oasis High School in terms of providing staffing and funding for staff development, acquisition of instructional materials, and facility maintenance.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Investigate and promote community outreach opportunities in a continuing effort to communicate with stakeholders about Oasis's vision and mission statements.
- Investigate and promote opportunities for more involvement in the Local Control Accountability Plan (LCAP).

Category B:

Standards-based Student Learning: Curriculum

Summary:

Curriculum at Oasis High School is aligned with district and Common Core state standards. This includes a current focus on integrating the Common Core Standards into Oasis High's curriculum. The curriculum is designed to offer meaningful and relevant curricular choices that help prepare students for their academic and personal goals. All students have access to the school's resources and are given personal assistance in planning and preparing for graduation, as well as for college and/or a career-technical field. The Oasis High School staff has worked hard to create a comprehensive four year, UC approved pathway for college bound students.

Oasis High School continually evaluates the relevance and success of its curriculum offerings, as well as delivery in terms of meeting the needs of its students. Analysis of data throughout the school year drives curricular decision making. Through this analysis, Oasis has identified areas to continue to improve, most specifically in reading literacy and in providing better college and career readiness for students. These areas of growth must be addressed within the context of the adopted common core state standards. The Oasis staff would also like to offer more elective courses.

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
Oasis High School provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. The principal and staff at Oasis High School read and review the latest research via books, journals, internet articles, and internet resources (such as webinars) on educational pedagogy and sound instructional practices. Recent examples include Common Core	**Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)** **EEI training** Staff meetings agendas and minutes **Professional development**

subject-specific training, Essential Elements of Instruction (EEI) training, and annual staff attendance at the California Consortium for Independent Study (CCIS) conference. Common Core training specifically related to rigor and the Depth of Knowledge continuum is ongoing for the 2015-2016 school years. The district and Oasis High staff emphasizes standards based instruction and data driven instructional practices based on current research and "best practices" through these district-sponsored professional development series'. Issues of curricular alignment and instructional practices are discussed amongst all Oasis staff on a regular basis. Both FUHSD and Oasis administration place an importance on Oasis staff being trained in the most current and effective, student-centered (independent study) teaching strategies available.	● **Student work samples from all disciplines** ● **CCIS Conference** ● **ELL training**

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	Supporting Evidence
Oasis High School has defined academic standards for each subject area, course, and/or program, college and career readiness standards, and expectations within the courses that meet the UC "a-g" and/or AP requirements. Annually, the principal reviews the UC a-g course list and courses and verifies the requirements for wet labs which are part of UC Science courses. Oasis High's curriculum for all subject areas is aligned with district and Common Core State Standards, as well as with local curriculum frameworks. The content standards are incorporated into each teacher's course of study. Contracts are regularly reviewed and revised as needed. Students receive a copy of the course syllabus and/or are directed where to find the online link to the course syllabus for most classes. The course syllabus has Common Core strategies, course specific standards, and assessment embedded. College Prep courses have been submitted to the UC system in the last 2-6 years and have been approved, as have the "a-g" requirements.	● **Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)** ● **Master Schedule** ● **Oasis High Course Catalogue** ● **Course Syllabi** ● **Oasis website at** www.oasishigh.org ● **School-wide learner outcomes** ● **Graduation Requirements**

| Additionally, students are offered college prep instruction from teachers that are area-specific certified. This further meets the UC and Independent Study requirements concerning college prep courses. This instructional time is in addition to regular student appointments. LAB days are scheduled for each Lab Science course monitored by are-specific certificated instructors. | |

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Oasis High's online curriculum/courses consistently meet state academic standards. There is effective integration of outsourced curriculum into the program. Students can take courses online through the web-based program *Apex Learning*. FUHSD purchases an adequate number of licenses to allow Oasis students to access when needed. The district also purchases the Haiku LMS to allow Oasis teachers to create their own digital content and online courses. Each of the online programs used at Oasis contains a rigorous online coursework that is approved by the state of California. The online programs make it possible to individualize instruction to help each student get the most out of their studies. Students can make progress at their own pace and take as much, or as little time as necessary to master the material. Online instruction incorporates multimedia, in the form of images, audio, video, animation, and interactive elements, along with instructional text to provide students with multiple representations of concepts and to address different student learning styles. The online programs permit students to gauge their own understanding and progress as they move through their coursework. Many "extras" are provided to help students learn difficult concepts—vocabulary explanations, study guides, translations and practice sheets. Wet labs for science courses are completed with and supervised by credentialed teacher. Oasis teachers also use an extensive variety of web-based resources (Web 2.0 tools) in their classrooms and courses of study including: www.turnitin.com, www.wix.com, and the Google Apps for Education (GAFE).	**Master Schedule** **Oasis High Course Catalogue** **Course Syllabi** **Apex grade-book** **Haiku/ERWC**

Congruence

<u>**Indicator**</u>: There is congruence between the actual concepts and skills taught in the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
There is congruence between the actual concepts and skills taught the academic standards and the school-wide learner outcomes. The skills and concepts taught at Oasis are regularly examined and realigned as necessary to ensure they meet current academic standards and Oasis High's school-wide learner outcomes. The entire staff analyzes data to evaluate the effectiveness of each of its programs, ensuring there is congruence between the actual concepts and skills taught, the academic standards, and Oasis's school-wide learner outcomes. Necessary changes, review of essential standards, and/or realignment of curriculum occur as a result of this analysis and discussion of data.	**CAHSEE results** **CST results** **Attendance data** **Student work samples from all disciplines** **Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)**

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school wide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the school wide learner outcomes.*

Findings	Supporting Evidence

Oasis High School's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school-wide learner outcomes. In every content area offered at Oasis High School, student work demonstrates the consistent implementation of school-wide standards-based instruction and reflects Oasis High's school-wide learner outcomes. Students write in-depth responses to literature they have both read and studied. Students' academic writing reflects the ability to extract information and summarize, analyze, and evaluate compositions on purpose, style, and structure, as well as moral, ethical, and logical grounds. Students learn to grow and appreciate diversity through reading, responding, and engaging with their teacher as demonstrated discussions held during appointment times and in their writing. Students demonstrate their academic and technical writing skills in all subject areas, and through a variety of writing genres, including narrative, expository, argumentative, persuasive, response to literature, cause and effect, the business letter, and resume. Students complete formative assessment tasks. Students complete written assignments and tests to demonstrate acquisition of skills, including on-demand writing assignments. Students use technology across the curriculum to reinforce classroom instruction. Students use the Internet as a research tool and write essays on topics researched. They use technology to research project designs, gather information topical to their target audience, and produce web pages from the process. Students learn emerging open source technologies using GAFE i.e. Google Docs). Students learn to troubleshoot technology-related issues, and develop technical writing skills. Students learn how to form and document scientific hypotheses, procedures, analysis, and conclusions. Oasis students can complete projects, performance tasks and assignments that are relevant to their individual needs and expertise, independently and with accuracy. Students are able to work independently and productively towards an academic goal.	● **CAHSEE results** ● **Student work samples from all disciplines** ● **Benchmark results** ● **Student grades** ● **Course syllabi**

Integration among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
There is integration among disciplines at Oasis High School and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained. Students learn and practice Jane Shaeffer and MLA writing standards in the English courses. These developed concepts are expected to be implemented in writing assignments in all other courses. There are cross-over assignments between English, Social Studies and Science current events that reflect English writing, Social Studies and Science research skills. Students work with their teacher to create assignments and work that bridges subjects when possible. Often performance tasks and projects will incorporate various levels of artistic design, mathematical concepts (charts, graphs, data), along with the writing skills application. These concepts hold true in core and elective courses. The scientific write up process for labs follows a structured format that incorporates the writing elements learned and practiced in English classes. Math courses require STEM assignments that provide performance task experience that involve writing elements learned and practiced in English classes. Students learn about product integrity through assignments relating to plagiarism and teachers utilize Turnitin.com (web source) to check essays and research reports.	● **Student work samples from all disciplines** ● **Benchmark results** ● **Student grades** ● **Writing samples** ● **Turnitin.com**

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence

Oasis High School assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and syllabi, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key Oasis stakeholders—FUHSD Board of Trustees members, teachers, parents, and students. Teachers periodically review and update syllabus and course to be sure students are learning and the expectations of the Common Core State Standards are being met. The school uses the graduation requirements approved by the FUHSD Governing Board. Grading policies are regulated by FUHSD board policy. Teachers participate in curriculum meetings and trainings district wide focused on Common Core development in English, Math Social Studies, and Science. Weekly, teachers participate in Professional Learning Community (PLC) meetings to discuss the curriculum and how students are progressing. Changes and adjustments are made as necessary. Teachers attend meetings yearly to ensure that special education students are receiving access to the core curriculum as a part of the Individualized Education Plan (IEP) and that all requirements of the law are being met.	● **Master Schedule** ● **Oasis Course Catalogue** ● **Oasis Student Handbook** ● **Course Contracts and Syllabi** ● **Student work samples from all disciplines** ● **Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)**

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and school wide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence

Oasis High School assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc. The Single Plan for Student Achievement is available at all times for parents to review. Class offerings, graduation requirements, and policies and procedures are provided to students and parents during induction meetings and through the school website and Student/Parent handbook. The Student Handbook is provided to all students at the beginning of the school year and available on the school website. It includes all relevant policies and school calendar. The planner also helps students with their organizational skills. New students participate in an orientation process that includes discussion of all policy, procedures, and expectations of an Independent Study program. Syllabi and contracts are written, edited, and adjusted by teachers regularly and in an ongoing fashion to ensure accuracy, relevancy, and clarity; The common core shifts and increased levels of rigor are being added as the district implements training this school year. The District Curriculum Council previously met 4-5 times a year to review existing curriculum and pilot programs for the District and serve as a recommending committee to the Governing Board on issues regarding curricular materials and programs. For the 2015-16 school year, changes to district committees are being made.	● **Master Schedule** ● **Oasis High Course Catalogue** ● **Student work samples from all disciplines** ● **Courses Contracts and Syllabi** ● **Rubrics** ● **CAHSEE scores** ● **Graduation rates** ● **Weekly assignment sheets** ● **Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)**

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
Oasis High's outsourced curriculum maintains curricular integrity, reliability, and security. Oasis has purchased the services of a web based program called *Turnitin* (www.turnitin.com) to check for student plagiarism and copy-and pasting from online resources. *Apex Learning*® online courses have constraints built in and, tests are given in person, during student appointments. Student Code of Conduct rules apply to all activity conducted by students enrolled in online courses. Failure to abide by these rules may result in revoked access for a student as well as consequences (such as course failure due to academic dishonesty) determined by school and/or district administrators. Accountability is upheld—	● **Student work, including journals and research** ● **Registration documents and signatures on Technology Use Agreements** ● **New student orientation materials** ● **Turnitin.com results** ● **BIM (BigIdeasMath)** ● **Haiku**

posting anonymous messages is not permitted except for the expressed purpose of collaborative writing. Impersonating another person is also strictly prohibited.	
Passwords—access to online courses is password protected and students are responsible for maintaining the secrecy of their password.	
Netiquette—students agree to abide by these online guidelines: To avoid sarcasm and slang, swear words are never acceptable; To never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health; To never use insults, threats or attacks of any kind against another person; Students must focus their responses on the questions or issues being discussed, not on the individuals involved; Students need to be constructive with their criticism, not hurtful; Students should review all messages before sending them and remove easily misinterpreted language & proofread; To respect other people's privacy and never reveal email addresses.	
Plagiarism and Source Citation—all work submitted by a student is assumed to have been completed by that student. Plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as one's own original work. Students must agree not to engage in plagiarism when submitting their work. Failure to abide by these standards will result in being reported to the appropriate school administrative authorities and may result in loss of credit and revoked access.	

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence

Oasis High School articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. Oasis High articulates with the local community college and provides information regarding other post-secondary options. The Oasis counselor coordinates concurrent enrollment at the local community college to provide students with more course opportunities and career-related certificate programs.	**Common Core State Standards & Depth of Knowledge/Rigor Training (ongoing)** **Committee meeting notes and agendas** **Counselor trainings and attendance at conferences** **Career Center schedules** **Naviance** **Former students**

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

<u>**Indicator**</u>: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

<u>**Prompt**</u>: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence

All Oasis students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and college planning. All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. Oasis students may enroll concurrently at Mira Costa Community College and Palomar Community College to obtain elective high school credit and can earn college credit with their concurrent enrollment at the community college. Oasis offers students a College and Career Prep course. Students enrolled in work experience (through Fallbrook High) learn skills that help prepare them for a smooth transition to the work place. All students have a personalized education plan to help prepare them for the pursuit of their academic, personal, and school-to-career goals. Special Education student IEPs include credit completion checks and monitoring, goal setting, intervention plans, counselor conferences, and post-secondary planning. For all students, Oasis teachers create individualized learning plans to maximize student success. Students are able to move or add different courses any time during a grading period to fit the students' individual needs; students may request to change classes whenever the need arises. Oasis students work with the guidance counselor to prepare for post-secondary options. The counselor is well informed and experienced in working with college and career readiness. He regularly attends annual conferences for CSU, UC, FAFSA, and other informational conferences. Oasis students can go to the Career Center, located at Fallbrook High School, and work with the career counselor there. They can also attend college visits held in the Career Center and are invited to go on field trips to colleges and college fairs. However, communication with the Career Center to Oasis students and staff is sometimes a challenge, as Oasis is sometimes forgotten in email lists and announcements.	● **Committee meeting notes and agendas (Curriculum Advisory Council, College & Career Task Force)** ● **Counselor trainings and attendance at UC/CSU/NACAC conferences** ● **Career Center schedules** ● **Early Admissions process with Palomar College** ● **Naviance** ● **Variety of course contracts**

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. Oasis High School examines the demographics and situation of students throughout the class offerings. Oasis High's instructional practices and other activities facilitate access and success for special needs students. The Oasis High staff strives to provide an engaging, enriching, Common Core standards based curriculum, accessible to all students which helps students achieve academic competency, communicate effectively, demonstrate growth in character, & explore future opportunities as they become participants in the global community. A Master Schedule is developed each year and is adjusted according to student needs. A new student orientation occurs at the start of the school year or as space permits to matriculate to Oasis. Teachers provide individual instruction and use multiple instructional groupings including pairs, whole, and small groups when possible. The RSP specialist works with staff to differentiate instruction, offer accommodations, and provide curricular support. The Oasis counselor coordinates concurrent enrollment with local community colleges, giving students more course opportunities. The Oasis faculty strives to help all students prepare for the transition to the work place and all post-secondary options.	● **Master Schedule** ● **Oasis school-wide learner outcomes** ● **Oasis Course Catalogue** ● **Student work, including journals and research** ● **Concurrent enrollment documentation** ● **New student orientation materials** ● **Student schedules** ● **Classroom/appointment observations** ● **Student IEPs** ● **Weekly Assignment Sheets** ● **Course Syllabi**

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Oasis has procedures to ensure that online students have access to courses that meet the UC "a-g" requirements, including lab courses. Students are able to take courses online through Apex *Learning* (certified by UC as A-G). Each of the online programs used at Oasis contain a very rigorous academic program of coursework that is approved by the state of California and the UC. Students can work anywhere — in a school computer lab supervised by an instructor, at the local library or community center, from home, or from anywhere that has an Internet connection.	● **Student work, including journals and research** ● **Concurrent enrollment documentation** ● **New student orientation materials** ● **Student schedules** ● **Classroom/appointment observations** ● **Weekly Assignment Sheets** ● **Course Syllabi** ● **Weekly Lab Sign ups, and Lab notebooks**

The online programs make it possible to individualize instruction to help each student get the most out of their studies. Students can make progress at their own pace, and take as much or as little, time as necessary to master the material. Students taking Science courses are required to attend Science Wet Labs in addition to their weekly appointments. The Wet Labs are done with Science credentialed teachers. Online instruction incorporates multimedia, in the form of images, audio, video, animation, and interactive elements, along with instructional text to provide students with multiple representations of concepts and to address different student learning styles. Both online programs permit students to gauge their own understanding and progress as they move through their coursework. Numerous optional extras are provided to permit students more assistance in learning difficult concepts—vocabulary explanations, study guides, and practice sheets.	

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborates in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

Findings	Supporting Evidence

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style).

Parents and guardians are apprised of a student's learning plan initially through the new student orientation process, and at the first student appointment. The master agreement is signed by the parent, student and teacher. The master agreement outlines courses to be taken in the school year. At the end and/or start of each school year teachers meet with student and parent to discuss courses that have been completed, to plan for upcoming courses, and to map the matriculation process, with input from the Oasis counselor, as well. The goal is to create the avenue for students to be college and/or career ready through their learning experiences at Oasis.

Weekly assignment sheets show student progress towards course completion and provide students with academic expectations and goals for the week. As assignments are finished from week to week, the assignment sheet becomes a progress report and data for record keeping purposes.

Conferences with the counselor, teachers and/or principal are available concerning student progress and can be requested any time by a student or a parent or both.
Student IEPs are complete and in compliance with current laws and practices.

Students have access to a variety of digital resources in addition to the books provided by the school; they learn how to access databases for primary and secondary sources.

Through the efforts of the Oasis counselor and teachers, seniors are given support for completing college applications, applying for scholarships, and understanding the FAFSA.
Students are offered an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) and the Palomar College Placement tests on campus. | - **Student Master Folders and master agreements**
- **Concurrent enrollment documentation**
- **Student schedules**
- **Classroom/appointment observations**
- **Student IEPs**
- **Weekly Assignment Sheets**
- **Counselor notes**
- **Teacher-parent-student emails**
- **Naviance** |

Monitoring/Changing Student Plans
Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.
Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence

The Oasis High School faculty monitors individual student progress on a weekly basis and makes appropriate changes in students' personal learning plans (e.g., classes and programs). Oasis students are provided with credit completion forms and monitoring, goal setting, intervention plans, counselor conferences, and post-secondary planning. A Master Schedule is developed based on students' needs and is flexible to change as the need arises. Oasis teachers are able to move students to different courses amidst a grading period to fit the students' individual needs; students may request to change classes whenever the need arises. Teachers also individualize learning plans within a class to maximize student success. All special education students have a current IEP plan that has goals for post-secondary transition.	● **Master Schedule** ● **Oasis Course Catalogue** ● **Credit completion forms** ● **Student IEP**

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence

Oasis High School implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness. Oasis students may enroll concurrently at Mira Costa Community College and Palomar Community College to obtain elective high school credit and can earn college credit with their concurrent enrollment at the community college. Oasis students can participate in the Regional Occupation Program (ROP) at Fallbrook High School, based on space available. Students can take a College and Career Prep course that offer students career readiness skills that include interviewing techniques, completing job applications, creating resumes and cover letters. Seniors are given support and training by the Oasis counselor, including completing college applications, applying for scholarships, and understanding the FAFSA. In addition to the Oasis counselor, students can access the FHS Career Center for resources, college visits and work with the College & Career counselor. The district uses Naviance to support students preparing for college. Students are offered an opportunity to take the ASVAB on campus, as well as the placement tests for Palomar College.	● **Student transcripts showing community college courses** ● **Student work samples from all disciplines** ● **Naviance**

B3.   Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

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Indicators with Prompts
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Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence

All Oasis students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum. Oasis High's curriculum offers students numerous opportunities to experience real-world applications (i.e. with numerous project based assessment in each curricular area). These real world applications are designed to promote and encourage critical thinking skills so students will develop and support their own ideas and opinions. Teachers use rubrics to help students monitor their progress and to support learning and metacognition. When possible, teachers relate their subject area to workplace readiness skills to make coursework relevant to students. Students explore careers through the career center events. Representatives from different colleges visit the FHS campus to inform students of transition planning, and Oasis students are kept informed of these opportunities by both teachers and the Oasis Counselor.	● **Master Schedule** ● **Oasis Course Catalogue** ● **Listing of project based assessments** ● **Student notes on career presentations** ● **Camp Pendleton Job Shadowing** ● **Student work samples from all disciplines**

Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence

Oasis High School implements academic support programs to ensure students are meeting all requirements; including passing the CAHSEE and meeting UC/CSU entrance requirements. Student data is regularly reviewed by teachers, the counselor, and the principal. This practice has resulted in a school-wide focus on strengthening literacy and math skills to help ensure not only that students pass the CAHSEE, but that they score proficient or advanced on the first administration. Teachers work with students one-on-one to help them meet UC/CSU entrance requirements. Intervention classes in math and English are offered after school several times a week at various times of the school year. Academic support programs include CAHSEE preparation, and additional tutoring times are available. Special Education teachers assigned to FHS or Ivy High School assist students with an IEP in meeting all their graduation requirements through various learning strategies, goal setting, and guidance. The assigned special education teacher also manages the IEP, holds meetings and provides additional support as needed for Oasis students.	• **Student transcripts** • **Grades** • **Student work samples from all disciplines** • **School, district and state Data** • **Naviance**

ACS WASC Category B.
Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary:

Curriculum at Oasis High School is aligned with district and Common Core state standards. This includes a current focus on integrating the Common Core Standards into Oasis High's curriculum. The curriculum is designed to offer meaningful and relevant curricular choices that help prepare students for their academic and personal goals. All students have access to the school's resources and are given personal assistance in planning and preparing for graduation, as well as for college and/or a career-technical field. The Oasis High School staff has worked hard to create a comprehensive four year, UC approved pathway for college bound students.

Oasis High School continually evaluates the relevance and success of its curriculum offerings, as well as delivery in terms of meeting the needs of its students. Analysis of data throughout the school year drives curricular decision making. Through this analysis, Oasis has identified areas to continue to improve, most specifically in reading literacy and in providing better college and career readiness for students. These areas of growth must be addressed within the context of the adopted common core state standards. The Oasis staff would also like to offer more elective courses.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- Oasis High School provides its students with a rigorous curriculum aligned to state standards which includes critical thinking, problem solving, real-life applications, and project based learning activities.
- Rubrics and formative assessments are utilized to assess learning at Oasis High School.
- Data analysis drives curricular decisions to better meet the needs of students at Oasis High School.
- Curriculum is differentiated to meet the needs of each Oasis student.
- Interventions were offered in math and English to help student perform better and pass the CAHSEE in ELA and Math.
- Even with its small staff, Oasis is able to provide a variety of UC approved a-g course offerings, including a complete pathway to college entrance requirements.
- Students are provided a wide variety of educational options that allow them to connect classroom learning with the real world.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Seek ways to improve student Math skills, to better prepare students for college level math readiness.

- Increase collaboration opportunities for teachers to create interdisciplinary activities/projects.
- Implement the Common Core Standards in all subjects, with a focus on rigor and the depth of knowledge thinking skills, in preparation for college entrance.
- The school relies mostly (but not completely) on the Career Center located at the comprehensive high school to articulate with feeder schools and local colleges and universities and technical schools. The school does not use follow-up studies of graduates to learn about the effectiveness of the curricular program, relying instead on anecdotal reports.

Category C:

Standards-based Student Learning: Instruction

Summary:

Instruction at Oasis High School is standards-based and rigorous. Teachers are current in the instructional content taught and in the independent study instructional methodology as "facilitators". They are dedicated to differentiating instruction to ensure that they are facilitating curriculum delivery in creative and motivational ways to provide rigorous learning experiences to all students. Oasis teachers are continually using assessment to inform and improve student learning. Students at Oasis have a clear understanding of what is expected of them in terms of attendance, behavior, and academic performance. All students have access to a diverse choice of UC approved courses and opportunities to explore real-life experiences, which will enhance their learning experiences and prepare them for career and higher education opportunities. Students are provided access to a variety of technology with which they can access resources or use web 2.0 tools to produce academic work, which assists in their achievement of the academic standards and school-wide learner outcomes.

Oasis teachers strive to deliver the best instruction possible to every student. In evaluating this goal, several areas have been identified as needing improvement. Teachers need to continue to expand the use of rubrics. Teachers also will need more time for curriculum writing and contract revision, after the district concludes the current professional development initiative related to common core and rigor. The integration of Common Core Standards throughout instruction is critical to student achievement and for preparing students for post-secondary pathways. Students will benefit greatly through improvement in these areas, and higher achievement will result from a school-wide effort to do so.

C1.   Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator*:* The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Include how observing students working and examining student work has informed this understanding.*

Findings	Supporting Evidence
Oasis High School's observations of students working and the examination of student work provides information on the degree to which all students are involved in challenging learning to	● **Courses of study**

assist them in achieving the academic standards and the school-wide learner outcomes. From classroom observations it is obvious that students are engaged to a great extent school-wide in challenging curriculum that helps them to achieve the Oasis learner outcomes and the common core state standards. Oasis teachers design rigorous instruction and contracts based on alignment of curriculum, common core state standards, and school-wide learner outcomes in order to promote the expectation of high achievement for all students. Course curriculum/contracts are aligned to content standards and measured through formative assessments and standards-based assessments. To foster achievement, teachers continually revise contracts, assignments, projects, summative and formative assessments, and courses of study to provide students with meaningful learning experiences. As differentiated instruction is one of the primary aspects of independent student, a variety of instructional strategies and assessments are used to determine the degree to which students are engaged in challenging learner outcomes. Formative and informative assessment strategies are used by teachers included clarifying questions, having students answer questions for correct content, or by working with a single student or small group during class time. As measured by classroom observation, informal and formal assessments, and student work samples, students exhibited knowledge of school-wide learner outcomes.	● **Course Syllabi** ● **Peer observation results** ● **School-wide analysis of high, middle, and low** ● **Samples of student work** ● **Student interviews and surveys** ● **Samples of student work** ● **School-wide use of formative assessments resources**

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence

Oasis High employs effective use of timelines and pacing guides to provide timely direction for students to complete their coursework in asynchronous online instruction courses. Oasis utilizes *Apex Learning* for its online courses, and offers a few site created courses in Haiku LMS. These both utilize an asynchronous form of learning—students work by themselves and interact mostly with computer resources and their instructor, though several courses have discussion boards. Through each program, students are provided Internet-based textbooks, email, and discussion boards to complete their coursework. At the beginning of classes, the student is provided a set of deadlines, but is allowed to work at their own pace as long as the work is turned in by the deadline. The district adopted online coursework is challenging and rigorous. It is based on common core state standards in education. Online coursework is paced with a timeline of due dates that projects student progress to completion over the course of a semester. In order to successfully complete their assigned coursework, a student needs to be working on their online coursework a recommended five (1) hours each day (Mon—Fri), for a minimum of 5 hours of coursework each week in order to keep up with the daily due dates. Extra hours are encouraged and can help lead to better grades and/or to a quicker online course completion date. However, more hours might be required for some special needs students in order to successfully progress through the online coursework. Usually, extra hours successfully completed each day lead to an early course completion. Each student enrolled in an online course will receive upon completion: a letter grade based on quality of their work and earn 5.0 credits in their completed course. Online procedures—students work daily on assigned coursework with due dates through Internet access to online coursework from home, or anywhere with Internet access, or from the lab at Oasis High School. Some students find they are more successful coming in to the lab daily since the instructor is always present to help out in person and the daytime is better structured to ensure more student success. If working on online studies from home, the time of day when a student accesses their coursework is entirely up to the student and their family. However, students must make adequate progress towards meeting due dates daily in online programs.	• **Credit completions for Apex Learning courses** • **Student work samples** • **Grades** • **Weekly Progress reports and due dates**

Student Understanding of Learning Expectations
Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
Oasis students know beforehand the standards/expected performance levels for all areas of study. Oasis teachers provide students with a course syllabus (or a course of study description) for each class that outlines the standards, expected behaviors, learning objectives, and expected performance levels for each class. Teachers provide and discuss rubrics, depth of knowledge levels, and expectations for individual assignments, performance tasks, and/or projects, which allow students to self-monitor their learning to meet expected performance standards. Students know expected results via actual examples presented in class or via the Internet; they are provided with deadlines, timelines and resources that help them self-monitor their progress and engage and focus on expected results. Course contracts include learning goals, and Common Core standards. Teachers and students use technology to present Exemplary student work models are shown in addition to teacher modeling to demonstrate what is expected of students for any particular assignment. Students actively participate in their learning process through multimedia projects, such as Web 2.0 projects, oral and visual presentations, research-based projects, performance tasks, projects and labs that include both formal and informal assessments.	● **Student work samples and projects** ● **Grades** ● **Writing Rubrics** ● **School website with links for writing help** ● **Science labs and lab notebooks** ● **Google docs** ● **Weekly updates** ● **Oasis and APEX syllabi**

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence

Oasis High School's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Oasis teachers differentiate instruction to engage, challenge and meet the needs of all students. They have been trained in using a variety of strategies and assessments to evaluate student performance levels, as well as to inform their instruction.

Differentiated instructional strategies include providing students with corresponding lesson outlines, using the white board for visual support of discussions, giving multimedia presentations, the use of graphic organizers, textbook resources and internet resources.

Because Oasis' teaching/learning modality is one on one and independent, teachers are given the opportunity to better individualize instruction, without sacrificing rigor, to better meet the student's learning style. Teachers communicate electronically with students, and can provide immediate feedback using GAFE allowing instant messaging, real time editing, and instructional comments.

Students enjoy participating in hands on activities that go beyond the stereotypical classroom environment. Examples include poetry, debates, and project based activities.

The Oasis staff strives to provide differentiated instruction that is accessible to all students which helps students achieve academic competency, communicate effectively, demonstrate growth in character, & explore future opportunities as they become participants in the global community.

Oasis teachers also use a variety of web-based resources (Web 2.0 tools) for instruction and project completion for their students including (but not limited to): www.turnitin.com, www.wix.com, textbook resources, and the Google Apps for Education (GAFE).

All teachers are CLAD or SDAIE, certified and SDAIE methods are also utilized for differentiation across the curriculum. Oasis teachers are all Leading Edge certified.

School intervention such as tutoring, are offered to assist those students who need extra instruction as well as to provide extra work and rigor for students who need to be challenged. Oasis has a progressive Intervention Rubric that outlines the steps taken to ensure student success and communication with parents, counselors and administration.

- **Student work samples and projects**
- **Grades**
- **Syllabi and course contracts**
- **IEPs or 504 plans**
- **Online discussion threads**
- **Teacher credentials**
- **Common core training for teachers**
- **Science Labs & lab notebooks**
- **ELD Standards Training**
- **RTI Rubric**
- **AP training**
- **CCSS training**
- **Weekly assignment sheets**

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Oasis Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology. All five of the Oasis teachers have earned the Leading Edge Online teaching certificate from the San Diego County Office of Education. Oasis teachers align instruction with FUHSD Goals, Board Policy, Oasis school-wide learner outcomes and the Common Core and State Standards. Teachers utilize strategies such as: SDAIE, formative assessment strategies, critical thinking and scaffolding strategies, and reading literacy building skills. Oasis teachers continually reassess and modify instruction—i.e. delivery strategies incorporate current "best practice" models. Teachers incorporate Web 2.0 tools and Google Apps for Education in their instruction for students to use in order to create student-centered projects that are relevant and meaningful.	● **Student digital work samples and projects** ● **Online class grades and progress reports** ● **Syllabi and course contracts** ● **Online discussion threads** ● **Teacher credentials** ● **School website** ● **Contracts & syllabi**

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Teacher technology competencies at Oasis High School are effectively assessed during online instruction. All five Oasis teachers have earned the Leading Edge Online teaching certificate from the San Diego County Office of Education.	● **Leading Edge Certificate** ● **Attended CUE conference** ● **GAFE conference**

| Teachers work effectively with individual students to "blend" their courses – allowing students to choose which courses they want to take online. While Oasis has a few students who have chosen to take a fully online course of study, many students choose a blended course option. | |

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Oasis teachers work as coaches to facilitate learning for all students. Due to the nature of the one-on-one independent study modality, Oasis teachers act as coaches to facilitate learning for students, by going beyond direct instruction used in a traditional classroom, as they strive to engage all students in creative and engaging ways allowing students to become active participants in their learning in a student-centered environment. Oasis offers a more student-centered, customized learning environment by creating opportunities for more project based learning where students make their own decisions about some of the specifics they will be learning and how they choose to learn them. Teachers incorporate web 2.0 tools and the Google Apps for Education in their instruction for students to use in order to create student-centered performance tasks and/or projects that are relevant and meaningful.	● **Student projects created with various Web 2.0 tools** ● **Online class grades and progress reports** ● **Syllabi and course contracts** ● **Online discussion threads** ● **Master agreements** ● **Contracts & syllabi** ● **ELD Standards Training** ● **Common Core – Rigor Training**

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Representative samples of Oasis student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.	● **Student digital projects and work samples, emails** ● **Online class grades and progress reports**

Oasis teachers in all content areas strive to incorporate the latest in technology and technological strategies into the classroom. Students use web 2.0 tools in order to create student-centered projects that are relevant and meaningful. In correlation with Common Core goals, students are given the opportunity to choose the means and mode for these assignments as well as determining the audience of the assignments. Students create projects and other demonstrative-based assignments that reflect their acquired level of learning. Students learn to access technology through 2.0 website lists that are provided and have the opportunity to practice these new tools through the Study Skills elective class.	● **Syllabi and course contracts** ● **Online discussion threads** ● **Master agreements**

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Oasis High teachers regularly evaluate student online work and communicate with students, and with other teachers about the degree to which students analyze, comprehend and conduct effective research. Students use web 2.0 tools in order to create student-centered projects that are relevant and meaningful. In correlation with Common Core goals, students are given the opportunity to choose the means and mode for these assignments as well as determining the audience of the assignments. *Apex Learning* requires students to research, comprehend, and analyze in order to complete their course completion requirements. Teachers have often discussed and analyzed individual student work for their creativity, originality and obvious learning/comprehension, thus resource and ideas are also shared	● **Web 2.0 Tools** ● **Student projects created with various Web 2.0 tools** ● **Credits earned exclusively using online coursework**

<u>**Indicator**</u>: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

<u>**Prompt**</u>: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation. A varied assignments based on Common Core goals allow Oasis students to demonstrate that they are able to think, reason, and problem solve through, project, online discussions, and inquiries related to investigation. Students create projects and other demonstrative-based assignments that reflect their acquired DOK level of learning and achievement of various school-wide learner outcomes.	● **GAFE** ● **Multimedia Projects** ● **Projects based on common core reading standards** ● **Web 2.0 Tools**

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes. The majority work completed by Oasis students demonstrates that students use technology to assist them in project completions and achieving the academic standards and the school-wide learner outcomes. FUHSD and Oasis High School invest in technology to support student learning and preparation for 21st Century Learning Skills and ISTE requirements. Students have access to industry-standard software including *MS Office* (*MS Excel*, *MS Publisher*, *MS Word*, *MS PowerPoint*, *MS FrontPage*) and the *Google Apps for Education.* Students learn about applications of open source technologies, such as GAFE (i.e. Google Docs) in order to complete their projects and assignments at high levels of achievement. Students use their creativity to complete performance tasks, projects and other demonstrative-based assignments that reflect their acquired level of learning and achievement of various school-wide learner outcomes.	● **GAFE** ● **Multimedia Projects** ● **Projects based on common core reading standards** ● **Web 2.0 Tools** ● **Oasis school-wide learner outcomes**

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based,*

original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world. Oasis students enrolled in various classes, such as economics, government, psychology, history, and photography classes, complete research projects involving the use of primary sources. Professional development in common core standards in the four core subject areas has led to contracts & syllabi that facilitate student created projects related to technical reading and writing on nonfiction through the use of current event articles, biographies and original source documents of historical events. History projects based on student reading and research of primary source documents are tied to real life as students are asked to write articles and essays about their experiences. Assignments in Science courses include research on real life current issues such as genetic engineering, stem cell, organ transplant/limb replacement, energy conservation and other global issues. Students also have the opportunity to participate in hands-on school events that promote real-world awareness and togetherness in the community for a greater cause—such as the local Blood Drive and through the Community Service Graduation Requirement.	● **Student projects created with various Web 2.0 tools** ● **Online class grades and progress reports** ● **Syllabi and course contracts** ● **Master agreements** ● **Online Expository Reading and Writing class & discussion threads**

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence

Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students. Oasis students are encouraged to attend extra-curricular events, district social events (like the Prom), and community service events (such as the Avocado Festival) throughout the school year. Students are required to complete 40 hours of Community Service to graduate. Annually, students can choose to go on a field trip onto the Camp Pendleton USMC Base to job shadow for a day some of the non-military workers who are employed on the base. This exposes students to various civilian careers and presents students with the opportunity to speak with a person in that career. It also illustrates that students do not have to enlist in the U.S. Marine Corps in order to get a job on the giant base that is right next to their community. Oasis students are invited to Ivy High School's career and education fair, as well. The Oasis counselor provides information to students through individual meetings, email, and postings in the counseling area of available jobs, apprenticeships, and other career related topics.	**Camp Pendleton field trip list of occupations for student shadowing** **Community Service records** **Work Experience records** **Career Center** **Haiku Discussion Threads**

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Oasis High School provides effective opportunities within online instruction for real world experiences and applications for its students. All five Oasis teachers have completed coursework through the San Diego County Office of Education to obtain the Leading Edge Online Certification. This certification process included training in the classroom use of Haiku wiki building for creating 100% online classrooms as well as "click and mortar" modified partial online classrooms and hand-on understanding, use and applications of other Web 2.0 tools and strategies for classrooms. The district is committed to providing all students with vital "21st Century Learning Skills", of which a cornerstone goal is providing online curriculum for students and training to teachers to create and use online resources. The idea is to eventually provide all students with online resources for completing their school work online and give all students available access to their school program "anytime, anywhere." The Fallbrook Union High School District goals also reflect this strong commitment to technology.	**Leading Edge Certification** **Apex Learning**

At both the district and school levels, student codes of conduct have been modified to include acceptable use policies of new technologies and website tools. Online curriculum use also has revisions to include codes of ethics concerning: accountability, source citation, plagiarism, and "netiquette."	

ACS WASC Category C.
Standards-based Student Learning:
Instruction: Summary, Strengths, and Growth Needs

Summary: Instruction at Oasis High School is standards-based and rigorous. Teachers are current in the instructional content taught and in the independent study instructional methodology as "facilitators". They are dedicated to differentiating instruction to ensure that they are facilitating curriculum delivery in creative and motivational ways to provide rigorous learning experiences to all students. Oasis teachers are continually using assessment to inform and improve student learning. Students at Oasis have a clear understanding of what is expected of them in terms of attendance, behavior, and academic performance. All students have access to a diverse choice of UC approved courses and opportunities to explore real-life experiences,

which will enhance their learning experiences and prepare them for career and higher education opportunities. Students are provided access to a variety of technology with which they can access resources or use web 2.0 tools to produce academic work, which assists in their achievement of the academic standards and school-wide learner outcomes.

Oasis teachers strive to deliver the best instruction possible to every student. In evaluating this goal, several areas have been identified as needing improvement. Teachers need to continue to expand the use of rubrics. The integration of Common Core Standards throughout instruction is critical to student achievement and for preparing students for post-secondary pathways. Students will benefit greatly through improvement in these areas, and higher achievement will result from a school-wide effort to do so.

Category C: Standards-based-Student Learning: Instruction: Areas of Strength

- The utilization of technology (both software & hardware) as both an instructional tool and learning tool is an integral part of Oasis High's standards-based curriculum and support of student learning.
- The Oasis staff is flexible and experts at problem solving and finding ways to adapt instruction to the ever changing and evolving needs of Oasis students.
- A wide variety of instructional practices are used to address different student learning styles.
- Differentiated instruction, personal attention, and the one-on-one class setting benefit Oasis students.
- Courses of study are aligned with common core state standards, and the Oasis staff continues to be trained in Common Core standards based instruction and rigor.

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

- Continue to work with the district regarding instruction to infuse Common Core Standards and the Depth of Knowledge levels of rigor.
- Provide professional development that will help Oasis teachers continue their development as "coaches" who facilitate student learning.
- Increase opportunities for students to collaborate with each other.

Category D:

Standards-based Student Learning:
Assessment and Accountability

Summary:

Oasis High School, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes.

Oasis High's curriculum is based on the Common Core State Standards. Academic standards are infused into the curriculum, as evidenced by the class syllabi distributed to students in all classes and by the goals and objectives kept on file with the district office. State content standards and school-wide learner outcomes are incorporated into lesson plans.

The principal and counselor revise Oasis High's class offerings and master schedule as needed to address specific student learning needs. Changes are based on assessment data.

The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregates, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence

Oasis High School uses effective assessment processes to collect, disaggregates, analyze, and report student performance data to the parents and other stakeholders. Oasis evaluates assessment results on an annual basis. This data is reported through the School Accountability Report Card (SARC) as well as being reported through the newspaper and California Department of Education website. Students' needs are considered when evaluating performance and appropriate instructional strategies and supports are implemented. Specific courses (like California High School Exit Exam Prep English and Math) are designed to provide additional supports for students. Updated transcripts are given to students frequently (start and end of semesters) and are discussed often during a grading periods. These discussions drive course selection for the semester and are part of the planning process for upcoming semesters, as well. The Oasis principal, counselor, and teachers report at least twice a year to parents at School Site Council (SSC) meetings. Testing dates are for state assessments are pre-designated throughout the school year. Stakeholders have access to these dates via the Oasis calendar. Assessments include the CELDT, the CST, and the CAHSEE. Oasis High School maintains a web page containing a variety of information regarding aspects of school programs: the school calendar of important event/dates, Oasis school-wide learner outcomes, vision and mission statements, school-wide policies, student awards, student of the month, graduation requirements, SPST, SSP, SARC, WASC Self-Study, a scholarship search engine, college information, departmental pages, and teacher e-mail addresses. Parents, students, community members, district administrators, and board members are invited to and attend Open House and Back to School events. Oasis has recently changed the spring event to a week-long function rather than one night affair, thus increasing the opportunity for stakeholders to participate.	● **SARC** ● **Aeries/ABI** ● **District Website, CDE Website** ● **School Website** www.oasishigh.org . ● **Career Center Website** ● **Differentiated instruction/evaluation** ● **Open house and back-to-school calendar** ● **Variety of assignments in course syllabi**

Monitoring and Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and Oasis High's school-wide learner outcomes. The FUHSD Board of Trustees is informed of student progress through the School Accountability Report Card (SARC) which contains results the most pertinent assessment data of Oasis High School. Parents are encouraged to attend Oasis High's School Site Council meetings, where parents are kept informed about assessment results and the steps being taken to meet the needs of students. Oasis High School maintains a web page containing a variety of information regarding aspects of school programs: the school calendar of important event/dates, Oasis school-wide learner outcomes, vision and mission statements, school-wide policies, student awards, student of the month, graduation requirements, SPST, SSP, SARC, WASC Self-Study, a scholarship search engine, college information, departmental pages, and teacher e-mail addresses. Parents are encouraged to "walk in" to the office anytime and see their student's appointments. Parents, students, community members, district administrators, and board members are invited to and attend Open House and Back to School events. Oasis has recently changed the spring event to a week long functions rather than one night affair, thus increasing the opportunity for stakeholders to participate.	**SARC** **Oasis website at** www.oasishigh.org **FUHSD board meeting agendas and minutes** www.fuhsd.org

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/school wide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/school wide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence

Information about academic standards, school-wide learner outcomes, and the curricular program are shared with parents and students at new student orientation. Information is shared regularly on the school website, via emails, and in writing, through mail. Course contracts include information about achievement and evaluation of student progress, as well as learner outcomes. The School-wide Learner Outcomes are part of the Study Skills class. Students and parents are updated regarding progress, through weekly meeting reports and ongoing review of course syllabi/contracts. Students can participate in co-curricular programs through inter-scholastic course enrollment agreement.	● **School website** ● **Email** ● **New student orientation presentation** ● **Course contracts** ● **Study Skills course for new students.** ● **Weekly meeting reports** ● **Athletics Clubs, Assets tutoring**

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
Oasis High School has an effective system to monitor all students' progress toward meeting the academic standards and school-wide learner outcomes. The Oasis staff monitors students' progress to ensure all students are making progress toward meeting the academic standards and school-wide learner outcomes. Students' schedules are changed as appropriate after reviewing assessment results, such as CAHSEE, (previously CST), EAP, and CELDT test scores.	● **Oasis RTI** ● **Differentiated Instruction** ● **Staff Meetings** ● **Site Council Meetings** ● **Master Schedule** ● **Student schedules** ● **CAHSEE results** ● **CELDT results** ● **Graduation checks/ Credit monitoring**

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and use that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence

Oasis High's staff has determined the basis for evaluating students' grades and uses that information to effectively strengthen high achievement of all students. The standard of achievement for all students is kept elevated through a school-wide agreement of the basis used for evaluating students (evidenced in rubric and ABI). This effectively maintains a high level of expectations for all Oasis students while giving the individual teacher the autonomy to grade each student's progress. At monthly staff meeting and during Friday PD meetings, teachers have shared student work to standardize what constitutes high, medium, and low for exceeding, for meeting, and for approaching the standards and school-wide learner outcomes. Before entry to Oasis High School, students' transcripts are reviewed to develop an appropriate individualized educational pathway and determine if Oasis High School will be a good placement for a student. Oasis staff members use a variety of formal and informal assessments to analyze its programs, to collect data, and then use the findings to modify the teaching and learning process while incorporating differentiated instructional methodologies to meet student needs. Oasis teachers in all disciplines use formal and informal assessments to modify curriculum and to supplement the instructional delivery to address individual students' identified areas of academic weakness.	● **"Classroom" assessments** ● **Student observations** ● **Student work samples** ● **Staff meeting agendas and minutes** ● **Friday PLC PD agendas** ● **Rubrics**

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*
Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.
Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Oasis's online curriculum is effective for determining if a student is prepared to advance to the next unit, course, or grade level. Apex Learning utilizes a mastery based learning procedure where a student will be able to move through the course into new units only after they have demonstrated mastery of their current unit of study.	● **Student work samples** ● **Rubrics** ● **Weekly progress reports** ● **Online discussion threads**

Students are assessed periodically throughout the online coursework, and must also complete tests at school during their appointment times. Additionally, students complete and submit all written work and project based assignments from their Apex classes to their teacher. Students follow cascading due dates and the course outline provided by APEX. Students complete additional, modified, or enrichment assignments that are beyond the scope of the APEX outline for the purpose of showing higher level thinking skills.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence

Oasis teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc. Oasis Teachers use appropriate formative and summative assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills. Assessments are designed by teachers credentialed in the subject matter, gleaned from teacher resources, and follow Common Core concepts and DOK level 3, 4 learning concepts. Students demonstrate their skills and knowledge through interactions their teacher(s). Students receive feedback from teachers using technology such as e-mail, Google Docs, personal websites, Turnitin.com, and digital bulletin boards/forums/blogs as well as verbal feedback and discussions during appointments. Teachers evaluate students' prior knowledge to determine the degree of scaffolding necessary for instruction and create differentiated instructional opportunities for students on an individual basis. Self-evaluation and reflection by all students is promoted as an ongoing strategy to help students identify and develop their meta-cognitive skills.	● **Rubrics** ● **Classroom assessments** ● **Student observations** ● **Student work samples** ● **Project based assessments** ● **Student websites**

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
A range of examples of student work and other assessments demonstrate student achievement of academic standards and school-wide learner outcomes, including those with special needs. There is a broad range of student work and formative assessments that is used to demonstrate student achievement of the academic standards and the school-wide learner outcomes, including those students with special needs. Examples of types of assessments used by each department:	● **Student work samples** ● **Rubrics** ● **Assessments using primary source documents** ● **Web 2.0 Tools**

- English—essays, journals, presentations, creative projects, short writing assignments, project base assessments, Web 2.0 projects, student observations.
- Math—weekly assignments, unit review, worksheets, practice, hands-on projects using math manipulatives & measuring instruments, illustrations of math ideas, summative tests, formative tests, student observations.
- Social Studies—primary source document based questions, creative projects, quizzes, end of unit summative exams, presentations, project based assessments, projects using Web 2.0 tools, student observations.
- Science—written exams and quizzes, group projects, posters outlining important concepts in reading, weekly reviews, informal evaluation of student work, student observations, project based assessments, projects using Web 2.0 tools, laboratory journals & write ups.
- VAPA — student observations, student scrapbook assignments, elements and design assessments, formative assessments, student portfolio websites.
- Electives - primary source document based questions, creative projects, quizzes, end of unit summative exams, presentations, project based assessments, projects using Web 2.0 tools, student observations, student observations, student scrapbook assignments, elements and design assessments

Students use technology for project collaboration and whenever possible present projects to classmates to receive verbal/written feedback about specific project elements; this assessment process emphasizes a community of learning & supports academic competency. Collaboration in this area has been an increased point of emphasis for Oasis teachers. In correlation with Common Core ideology and DOK level 3, 4 assignments, teachers at Oasis have increasingly sought out ways to have performance tasks, projects, and research assignments cross curricular lines and incorporate collaborative experiences for students.

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
Online assessments (formative and summative) effectively demonstrate student achievement of academic standards and the school-wide learner outcomes.	- **Student work samples** - **Rubrics** - **Weekly progress reports** - **Local benchmarks** - **Grades**

The Smarter Balanced Assessment for the common core state standards has yet to be implemented. However, Oasis junior students have participated in SBAC testing in the last 2 years and these assessments have been a success from a logistics standpoint. Oasis students demonstrated comfort with the testing process.

Apex Learning rigorous online, Haiku (ERWC) programs of coursework are used by Oasis High School. Both programs are based on the state adopted content standards and both reflect important school-wide learner outcomes adopted by Oasis.

Apex Learning offers a variety of courses and subjects, many of which are approved by the University of California (UC Doorways) for inclusion on the "a-g" college preparatory approved list.

Most courses have online testing, quizzing, or practice test components that are used frequently. Social Studies, Math, and Science all have an online assessment format that is either used for formal or informal assessment. English and several of the electives have implemented some form of informal online curricular experience, if not assessment specifically.

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
Oasis High School effectively examines standards-based curriculum embedded assessments in ELA and math, including performance examination of students whose primary language is not English, and uses that information to effectively modify the teaching/learning process. Oasis has effective standards-based curriculum embedded assessments in English Language Arts and math. All teachers are trained in creating assessments using SDAIE strategies.	● **Algebras and Geometry Curriculum** ● **CELDT scores** ● **Oasis RTI**

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Student feedback based on the **academic** standards and the school-wide learner outcomes at Oasis High School is an important part of monitoring student progress over time. Oasis effectively gains student feedback through learning strategies, surveys, and informal interviews Student feedback is part of the teaching process and is effectively used to create a supportive and dynamic learning environment. Oasis teachers regularly adjust lessons/assignments based on student feedback that may be observed through quick writes, journal writings, wrap up questions, discussions, interviews, and various formative assessment activities that are a regular part of the every-day "classroom" or one-on-one experience. Strategies that support student meta-cognition include the use of rubrics, portfolio selections, student response through quick writes, journal writings, tickets out the door, and guided questions.	• **Student work samples** • **Senior Surveys** • **Stakeholder Surveys** • **Weekly assignment sheets and progress reports** • **Formal and informal assessments**

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence

Assessment data is collected, analyzed, and effectively used as the basis to make decisions and changes in the curricular and instructional approaches at Oasis High School. Oasis has an effective process for collecting and analyzing assessment data, and using the findings to make decisions and changes in its curricular and instructional approaches. The Oasis teachers modify student schedules based on assessment data and schedules students into the appropriate classes based on analysis of data. Students and teachers review past assessment results and collaborate on instructional strategies to improve student achievement. Math and English intervention classes are recommended for students needing additional support for the CAHSEE. The Oasis staff continuously evaluates student data due to the transiency of the student population. The primary goal is to meet students where they are academically and continue to stimulate and monitor their growth and advancement. Teachers understand there must be flexibility in the Master Schedule to meet the needs of each new group of students enrolled. Creating and maintaining an individualized learning plan and implementing learning strategies that meet individual student needs is the focus of Oasis teachers, counselor, and administration.	● **Student work samples** ● **Study Island Pre-test** ● **CAHSEE scores** ● **Student tests scores and grades** ● **SBA results** ● **Master Agreement** ● **Weekly assignment sheets** ● **Tutoring schedule** ● **Ongoing graduation evaluation of courses and credit**

D3.   Using Assessment to Monitor and Modify the Program School wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence

All of the following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents. The principal reports to the FUHSD Board of Trustees Oasis High's assessment results with data and yearly oral reports made to the board by the Oasis principal. Random visits from members of the Board of Trustees and district administration (i.e. FUHSD Superintendent of Schools) to Oasis "classroom" play a role in informal assessment of standards-based instruction and student learning. Teachers frequently contact parents to create a bridge in which learning is monitored and spurred on by all persons involved in the student's life. The 'open-door' communication process is a vital aspect of the independent study process. Oasis holds a district mandated "Back-To-School Night" and a "Open House Night/Week", providing access to Oasis "classrooms" and staff for all interested parents/guardians, community members, and district personnel. Every other year, an Oasis student is selected as a student member of the FUHSD Board of Trustees.	● **FUHSD Board agendas and minutes** ● **Staff meeting agendas and minutes** ● **School Site Council meeting agendas and minutes** ● **Open House and Back to School Night attendance** ● **Email and flyers mailed home** ● **Weekly assignment sheets**

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Oasis High School ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders. There is no distinction between an online student and any other student at Oasis.	● **FUHSD Board agendas and minutes** ● **Staff meeting agendas and minutes** ● **School Site Council meeting agendas and minutes** ● **Open House and Back to School Night attendance** ● **Email and flyers mailed home** ● **Weekly assignment sheets**

School wide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of*

changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
Oasis High School uses assessment results to make changes in the school program, **professional** development activities and resource allocations, demonstrating a results-driven continuous process. Changes in programs, professional development activities, and resource allocations are made as a result of monitoring and assessing student performance. For example, Oasis staff adapts to the learning needs of its special population with a considerable investment in resources and professional development based on assessment results. Since the 2013-14 school year, Oasis staff was providing the following professional development (PD): Essential Elements of Instruction (EEI), literacy strategies in reading (which also helps address the upcoming concern of the common core assessments) and Common Core State Standards Oasis has demonstrated a results-driven, continuous process of school-wide improvement based on our monitoring and assessment of student outcomes. The school has made great progress and improved academic rigor and this has had a positive, measurable effect on student achievement and successes in the past seven years since the last full WASC Self Study was conducted.	**"Classroom" observations** **Student Observations** **Master Schedule** **Changes since the last full Self Study in 2008** **API & AYP Scores** **Professional Development**

ACS WASC Category D.
Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary: Oasis High School, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes.

Oasis High's curriculum is based on the Common Core State Standards. Academic standards are infused into the curriculum, as evidenced by the class syllabi distributed to students in all classes and by the goals and objectives kept on file with the district office. State content standards and school-wide learner outcomes are incorporated into lesson plans.

The principal and counselor revise Oasis High's class offerings and master schedule as needed to address specific student learning needs. Changes are based on assessment data.

The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Strength

- Continue to work with the staff and district regarding the use of the SBA interim assessments, as the district is moving forward this fall to replace local benchmarks with the interim assessments.
- There is consistency across courses in evaluating student work, including the use of Turnitin.com
- Teachers and counselor use grades and all other available data to make programmatic decision on an individual basis

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth

- Continue to work with the district regarding instruction to infuse Common Core Standards and the Depth of Knowledge levels of rigor.
- Continue to provide professional development that will help Oasis teachers develop assessments that are rigorous and aligned to Common Core state standards, and the Smarter Balanced Assessments.

Category E:

School Culture and Support for Student Personal and Academic Growth

Summary

Involving parents and community members as active participants in the education of students continues to be an ongoing challenge. The Oasis staff places a high priority on doing whatever it can to meet the academic needs of the students, as well as forging positive relationships with the families of the students served and businesses and organizations in the surrounding community. Parent involvement is a critical component of student success. Oasis High School continues to address its small bilingual and Spanish speaking population and strives to involve all parents/guardians to make them feel welcome at school. The Oasis High School leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

E1.   Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents, special needs, and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.*

Findings	Supporting Evidence

Oasis High School effectively implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.	● **School Site Counsel** ● **ELAC and DELAC meetings** ● **Back to School Night** ● **Open House Night/Week** ● **Oasis Website** ● **Observations of office staff's interaction with non-English speaking parents** ● **Published/written documents** ● **Student written newsletter**

Oasis staff and parents/guardians are members of Oasis High's School Site Council.

Oasis holds a "Back-to-School" night in the fall and an "Open House" night in the spring every year to invite all parents to come visit the school and meet with other parents and students, teachers, counselor, the principal, district office representatives, and board members.

For the 2014-2015 school year, Oasis changed the spring Open House to a "Week" instead of a single night and invited parents to attend their students' weekly appointment. This change was well-received and significantly better attended than the single night we have had in the past. Parents, though welcome to attend whenever they desire, felt the experience was more authentic than a one hour visit. Parents who were unable to attend the regular appointment were accommodated with a flexible date and time. More than 90% of students had a parent attend "Open House week" whereas in years past, we only had 8-10 total parents attend.

Oasis effectively includes parents and guardians and other support stakeholders, including community members, as active partners in the teaching and learning process.

The inclusion of Oasis High's non-English speaking stakeholders is a high priority and Oasis utilizes an assortment of strategies to accomplish this goal, including translations of all important Oasis documents, newsletters, & communications (oral/written) from English into Spanish. The school secretary, counselor and principal are fluent in Spanish and are available to communicate with Spanish speaking stakeholders in all programs during the day if needed –at all school functions (i.e. student orientation and graduation), and meetings (such as an IEP and School Site Council meetings).

Oasis High's website http://www.oasishigh.org has a translation button. All important documents are downloadable in English and Spanish.

Two to four times a year, Oasis publishes a newsletter in both English and Spanish. The newsletter is a compilation of classroom news, student recognition, and news about the school.

For the 2014-2015 school year, the newsletter was written by students. Students and parents are encouraged to attend CSF Conference. Local businesses and leadership officers are represented and presenting information opportunities are available.	

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
Oasis High School uses community resources to support students, such as professional services, business partnerships, and speakers. Students have participated in showcasing artwork in local art studios and competition at the County Faire. Integrated in some course curriculum are assignments that require students to contact related businesses and conduct interviews. Oasis students are given the opportunity to attend annual job shadowing field trip to Camp Pendleton with FHS. Students use the County Library, located in Fallbrook, for internet access and as a resource. Because FUHSD require 40 hours of volunteer work for graduation, students contact community businesses and agencies as potential places to volunteer. This exposes Oasis to the Community.	- **Student attendance** - **Various agencies students have served as volunteers (Angle Society, Reins, Boys & Girls Club, County Library, etc.)**

E2.   School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
Oasis High School has existing policies, regulations and uses its resources to effectively ensure a safe, clean, and orderly place that nurtures learning, including internet safety. Oasis High School and FUHSD enact facilities policies that make effective use of resources to ensure a safe, clean & orderly place for learning. Students exhibit respect for staff, school grounds, as well as for other fellow students. The Oasis campus is well maintained by the custodial and grounds keeping staff. The district provides adequate resources and personnel to ensure the maintenance of Oasis High's facilities and grounds. Oasis effectively allocates appropriate resources to provide adequate personnel and equipment to ensure a safe and calm learning environment. Oasis has an effective, progressive, incremental, and proactive policy regarding discipline. This policy is regularly reviewed at enrollment meetings to ensure the consistent implementation of policy in support of student success. There is a clear district-wide adopted Internet use policy that is given to students and parents at the time of orientation. The FUHSD Internet use policy is available on the Oasis High website. The district utilizes an effective electronic filtering system for monitoring the content/types of information/ communications coming into as well as used within the district as well as tools from Google Apps for Education.	**Student/Parent handbook** **Orientation meetings** **Cleanliness of facility** **Study Skills curriculum** **FUHSD Student accounts on Network and GAFE**

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence

Oasis High School demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Oasis staff members have high expectations for student achievement and student success, and model an exemplary degree of professionalism in an environment that values individual differences and believes that diversity is recognized as a strength for Oasis High School. All Oasis students are encouraged by staff to set goals for their academic achievement and post-secondary plans; all Oasis students are supported by staff in achieving their goals. Oasis students are engaged in an environment where high expectations for behavior and academics are the standard. All students are held accountable for meeting those high standards. Monthly staff meetings are utilized to discuss student needs and collaborate to ensure a rigorous curriculum. The "master schedule" is customized for each student and offers a variety of options to support student achievement of academic standards. Oasis teachers model professional behavior and encourage students to extend their growth in the personal/social areas. Students have open door access to all Oasis staff members to receive support or tutoring on various needs and issues. Teachers are available after school and during prep periods. Recent data from the California Healthy Kids Survey (CHKS) showed that students feel strongly that Oasis teachers and staff provide an open and welcoming atmosphere where students can participate in their learning experiences with confidence. Students also felt that classroom environments focus on providing a place where they (students) feel valued, respected, and where they can achieve the necessary skills and gain information to succeed as students and members of the Oasis educational community.	• **Master Schedule** • **Student of the month program** • **Staff meeting agendas** • **Student surveys CHKS** • **Graduation ceremony** • **Graduation rates** • **Counselor meetings** • **Graduation evaluation form**

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence

Oasis High School has an atmosphere of trust, respect and professionalism. The atmosphere at Oasis High School is nurturing and supportive. Nearly all students reported on the CHKS that teachers encourage them and offer them help in courses. Students indicated on the CHKS they feel more supported personally/emotionally at Oasis than in their previous school. Close to 100% of students reported on the CHKS that their overall experience at Oasis has been a positive one. Oasis High's lower student-teacher ratio nurtures an atmosphere of partnership and respect between students and teachers. Students at Oasis have access to teachers, principal, counselor, and support staff. Access can happen during a wide variety of times: during school hours, after school, at school functions, during field trips, at extra-curricular activities, and outside of school hours via email, or texting and by phone calls and messages. The entire Oasis staff supports students who are coping with the myriad of academic, social and personal issues faced by our students. CHKS data showed 90% percent of students report ability to speak with an adult at school about school/academic problems. The Oasis staff is representative of different cultures, ages, and life experiences, offering students a diverse group of individuals with whom to interact and emulate. The atmosphere at Oasis provides a trusting and caring learning environment for students to achieve and thrive. It is the mutual admiration between the students and staff that permits a level of trust that highly impacts the addressing of Oasis students' critical academic and interpersonal needs.	● **California Healthy Kids Survey (CHKS) data** ● **Oasis High School student survey data** ● **Informal student interviews by Oasis staff** ● **Classroom observations** ● **Number of students who stay at Oasis to graduate** ● **Graduation rates** ● **Support services** ● **Student of the month program** ● **Oasis school-wide learner outcomes** ● **Counseling support** ● **Back to school and Open House nights**

E3.   Personal and Academic Support Criteria

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
Oasis High School has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan. Oasis has a variety of services both on campus and off that support a student's personal needs, including: health, career, personal counseling, and academic support. All Oasis students have an educational plan including: credit monitoring and graduation support, post-secondary planning (job-skill training, military, or community college), returning to the district's comprehensive high school, and planning long term goals. Teachers regularly work with individual students to review their credit status and reflect upon their progress towards graduation. Students also use this time to plan the courses they need for graduation. The Oasis counselor meets regularly with low performing students to address needs and make referrals as appropriate. Also, the existence of lower student-teacher ratios permits our staff to monitor students' progress and individualize instruction. Oasis students are offered multiple interventions in all areas as needed, including tutoring, counseling and after school activities.	**Master Schedule** **New Student Orientation Process** **Weekly assignment sheets** **RTI Process** **Independent study contracts** **Counselor schedules** **Staff development** **School psychologist** **Palomar Family Counseling** **Teacher preps** **Phone calls home** **Post-graduation communications** **District Career Center**

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence

Academic counseling, college preparation support, personal counseling, and health services are adequately provided for the students involved in online instruction at Oasis High School. Students have access to the same support and resources, regardless of what type of instruction they are receiving. Students must still attend appointments, complete labs and take tests on campus, regardless of whether or not they are online students. Thus, all students are assured of getting regular, "face-to-face" contact.	● **Master Schedule** ● **New Student Orientation Process** ● **Weekly assignment sheets** ● **RTI Process** ● **Independent study contracts** ● **Counselor schedules** ● **Staff development**

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and school wide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and school wide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
Oasis High School demonstrates direct connections between academic standards and school-wide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services. Oasis provides its students with a wide variety of activities and support services for achievement of both the academic standards as well as school-wide student learner outcomes. The counselor is available to students on a walk-in basis. On campus counseling services include a shared school psychologist and school-based counseling with Palomar Family Counseling. Close staff and student connections ensure immediate referral of students for assistance; these relationships encourage students to freely seek out staff members when issues arise in their lives.	● **Counselor schedules** ● **District Psychologist and health services**

Support and Intervention Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with

all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Strategies are used by Oasis school leadership and the Oasis staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection. Oasis uses effective, research based strategies (including the Essential Elements of Instruction) to engage students in learning and instruction of a rigorous standards-based curriculum and to promote retention of skills and concepts. Support for student academic success includes a mandatory new student orientation process with an educational plan started for each incoming student. Oasis offers CAHSEE intervention classes, and one-on-one subject specific tutoring, for students who need extra support. The curriculum is regularly reviewed and evaluated by Oasis teachers in their curricular areas to ensure that all students are able to access and meet the standards. Special Education students receive Specialized Academic Instruction as well as additional supports and accommodations identified in their IEP's. The Oasis counselor meets with all seniors regularly during their senior year to ensure that students have a plan for graduation. Along with the Oasis principal, the counselor meets with those seniors who will not be able to meet the graduation requirements on time develop a plan for graduation within a 5th year structure. On an individual basis, the counselor also provides students with guidance in completing their high school diploma requirement through other appropriate means and resources (such as the GED)	**Master Schedule** **New Student Orientation Process** **RTI Process** **Independent study contracts**

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Processes and strategies (such as student orientation/induction, ongoing monitoring of student work, and support of the students) are effective for incoming students involved with the online learning programs at Oasis High School and ensure all students have a full opportunity for academic success. Oasis High School does not have a separate program that serves the online community exclusively. All incoming students are part of the same orientation process and have the same full opportunity for academic success.	• **Master Schedule** • **Independent Study contracts and syllabi** • **Individual student 504 and IEPs.**

Support Services and Learning

<u>Indicator</u>: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

<u>Prompt</u>: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence

Oasis High School's leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the ELL, GATE, special education, and other programs. All special education (RSP) students have access to a challenging standards-based core curriculum; all students with 504 plans have access to a challenging standards-based core curriculum at Oasis High School. All English Learner (EL) students have access to the same challenging curriculum as all other Oasis students. All teachers hold a CLAD or SDAIE credential and use a variety of strategies to support their English Learner students. Several Oasis staff members have attended Advanced SDAIE training. Oasis High offers students an opportunity to take UC a-g approved courses that are not offered on the Master Schedule through the *Apex Learning* online programs. Students are encouraged to extend their learning through concurrent enrollment opportunities at the local Mira Costa and Palomar Community Colleges. Palomar offered limited courses in the evenings at Fallbrook High School. The counselor serves as the case manager for students who have their identified learning needs met through a 504 Plan; these plans are reviewed annually and updated as needed.	● **Master Schedule** ● **Independent Study contracts and syllabi** **Individual student 504 and IEPs.**

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
At Oasis High school, all students are provided equal access, and there are enough computers with Internet access which are available for students to successfully access online programs. Students can check out a laptop from Oasis High for use at home if they need one. Students are encouraged to come to Oasis during operating hours to use computers/internet is none available to them.	● **Oasis computer lab** ● **Laptop/Netbooks**

Equitable Support to Enable All Students Access to a Rigorous Curriculum
Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
All Oasis students have access to a challenging, relevant, and coherent curriculum to all students. Oasis High's Master Schedule is adjusted as needed to address student individual needs. All students are enrolled in the courses they need to meet graduation requirements. Students are enrolled in courses sequentially (i.e. they are expected to complete Algebra 1 prior to taking Geometry. Students are expected to complete English 11 prior to enrolling in English 12). Summer school is an available option for Oasis students who need remediation for courses they have not completed in the past, when it is provided by the district on the campus of the comprehensive high school.	**Master schedule** **A-G UC/CSU approved courses**

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
Oasis High students are encouraged to participate in a variety of on and off campus activities, including CIF sports at FUHS, club sports (Soccer or rugby), working, community service and community college courses.	**CIF** **Inter-scholastic course enrollment agreement.** **Work experience** **Student grades**

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
At Oasis High school, all students are provided equal access to the same activities and opportunities.	**CIF**

Students are able to participate in a variety of on and off campus activities, including CIF sports at FUHS, club sports (Soccer or Rugby), work experience, community service, District sponsored events (Jr/Sr Prom), and community college courses.	● **Inter-scholastic course enrollment agreement.** ● **Work experience** ● **Student grades** ● **Jr./Sr. Prom**

ACS WASC Category E.
School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary: Oasis High School's greatest strength and support for student personal and academic growth is the positive and trusting relationships between staff and students. By encouraging the growth of these relationships, Oasis High's staff and students are able to connect, building confidence and assurance for academic and personal success. The nurturing climate at Oasis fosters an open and honest exchange of ideas, and opportunities for students and staff to share experiences in an accepting and non-judgmental environment.

The greatest challenge remains in how to create a school "community" when students only attend weekly. In addition, everyone at Oasis recognizes that parent and community involvement is a key and vital component to student achievement and student success. We have limited opportunities for parent and community involvement.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Positive, supportive, and trusting bonds exist between students and staff.
- Individualized supports are provided to address student issues rather than a one-size fits all philosophy.
- A safe, welcoming culture and facility is provided that nurtures student learning and success
- A comprehensive system of individual student support ensures that students do not "fall between the cracks."
- A diverse staff connects with a diverse study body, contributing to a safe, trusting, and positive educational climate.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Increase partnerships with local businesses and community organizations to build on those relationships to help provide Oasis students with more college and career readiness resources.
- Continue efforts to create opportunities for parent and community involvement to support student achievement and success.
- Continue to create opportunities for students to collaborate and feel connected with school.

Prioritized Areas of Growth Needs from Categories A through E

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Investigate and promote community outreach opportunities in a continuing effort to communicate with stakeholders about Oasis's vision and mission statements.
- Investigate and promote opportunities for more involvement in the Local Control Accountability Plan (LCAP).

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Seek ways to improve student Math skills, to better prepare students for college level math readiness.
- Increase collaboration opportunities for teachers to create interdisciplinary activities/projects.
- Implement the Common Core Standards in all subjects, with a focus on rigor and the depth of knowledge thinking skills, in preparation for college entrance.
- The school relies mostly (but not completely) on the Career Center located at the comprehensive high school to articulate with feeder schools and local colleges and universities and technical schools. The school does not use follow-up studies of graduates to learn about the effectiveness of the curricular program, relying instead on anecdotal reports.

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

- Continue to work with the district regarding instruction to infuse Common Core Standards and the Depth of Knowledge levels of rigor.
- Provide professional development that will help Oasis teachers continue their development as "coaches" who facilitate student learning.
- Increase opportunities for students to collaborate with each other.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth

- Continue to work with the district regarding instruction to infuse Common Core Standards and the Depth of Knowledge levels of rigor.
- Continue to provide professional development that will help Oasis teachers develop assessments that are rigorous and aligned to Common Core state standards, and the Smarter Balanced Assessments.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Increase partnerships with local businesses and community organizations to build on those relationships to help provide Oasis students with more college and career readiness resources.
- Continue efforts to create opportunities for parent and community involvement to support student achievement and success.
- Continue to create opportunities for students to collaborate and feel connected with school.

SUMMARY

Using the critical areas of need identified by the Oasis High Staff and stakeholders as a lens for examining and guiding our work for the future, the "committee of the whole" prioritized our areas of growth into the following areas before developing specific action plans. The prioritized areas for growth are:

1. Implement the Common Core State Standards all subject areas and continue to train staff in the implementation of and use of data from the Smarter Balance Assessments.
   - Continue to provide training for teachers specific to the analysis of data to drive curricular decisions using Common Core State Standards and, in the future, the results of the Smarter Balanced Assessments.

2. Provide support for staff as they align instruction with Common Core Standards.
   - Provide professional development that will help Oasis teachers continue their development as "coaches" who facilitate student learning.
   - Increase cross-curricular thematic activities and explore ways to increase collaboration time for teachers to create interdisciplinary activities and projects.

3. Offer opportunities for parent and community involvement to support student achievement and success, and continue to see out partnerships with local businesses that could provide internships or on the job training for Oasis students.
   - Seek out ways to provide additional college and career readiness opportunities for students.
   - Investigate and promote community outreach opportunities in a continuing effort to communicate with stakeholders about Oasis High's vision and purpose.
   - Annually administer a parent/guardian survey for regularly gathering perceptive data

4. Improve mathematic skills by updating math instruction to the new Common Core State Standards and by embedding more applied math in non-math curricular areas.
   - With a focus on rigor in all academic areas, we will seek ways to increase the number of students who are scoring college ready on the SBAC/EAP

- Increase the number of students who are ready for college based on measures including Advanced Placement, SAT and ACT.

5. Increase the number of students who are meeting CSU entrance requirements.
   - With a focus on rigor in all academic areas, we will seek ways to increase the number of students who are scoring college ready on the SBAC/EAP
   - Support students in taking Advanced Placement courses and passing the AP test
   - Provide additional support for students in meeting college entrance requirements through SAT and ACT preparations

6. Investigate offering more UC a-g classes, especially in the areas of electives, fine arts, and career-aligned, CTE or career pathway courses.

7. Develop and implement ways for students to collaborate on academic assignments, in a way that raises their understanding of content and curriculum, as well as providing opportunities for extra-curricular opportunities.
   - Opportunities will not be mandatory, rather, the Oasis staff will respect that students choose independent study for a specific reason and that we are not going to model a comprehensive high school classroom.

Oasis High School

Chapter 5
School – Wide Action Plans

Chapter 5
School-Wide Action Plan

Based on the findings in the preceding chapters, the Oasis High School stakeholders have synthesized the needs identified by all parties into the following Action Plans. These three areas will be the focus of school improvement over the next six years and will guide the allocation of resources with regards to curriculum, instruction, and professional development. The Oasis High School Action Plans outline what steps will be taken in order to embed changes into the school culture and procedures. The Oasis stakeholders understand that the Action Plans are living documents, and will need future adjustments based on student performance data and staff needs. The Action Plans will serve as a guide to the Single Plan for Student Achievement and the Local Control Funding Formula when utilizing state and federal funding sources.

There are four over-arching goals and accompanying action plans, with several relevant tasks and actions supporting the execution of them.

1. **The Oasis High staff will work to improve the school engagement of all students and families.**

Oasis High School will seek ways to improve the engagement of parents and community members with Oasis High School. Further, the staff will seek ways to connect students in a variety of ways including, collaborative learning opportunities, service learning, leadership opportunities, and access to college and career opportunities.

2. **All students will demonstrate proficiency in the state content standards, including common core, English Language Development, and Next Generation Science Standards.**

   Oasis High School will support a rigorous academic program focusing on critical and creative thinking skills with an emphasis on closing the achievement gap for all students.

3. **To effectively prepare students for College and Career, the number of Oasis students meeting CSU/UC entrance requirements will increase incrementally by 5% annually.**

   Oasis High School will provide support and direction to establish college and career readiness pathways for all students, as measured by CAASPP and UC/CSU entrance standards.

4. **The Oasis staff will continue to effectively provide an individualized educational experience to our unique students by providing a variety of supports and interventions.**

The Oasis staff recognizes that our students seek out the independent study experience because they want an educational option beyond the comprehensive high school. The Oasis staff will continue to seek resources to support students in their individual pursuits.

Action Plan Goal #1: The Oasis High staff will work to improve the engagement of all students and families.

Rationale:	*The Oasis stakeholders have analyzed the data from our stakeholder surveys as well as the evidence from Chapter 4 E. The Common Core State Standard shifts for math and ELA encourage student collaboration as a method for increasing the level of rigor and as a strategy for critical thinking. Furthermore, collaboration is one of the skills identified by employers as an important 21st Century skill (P21). As a result, Oasis High School has adopted an implementation plan, strategies, related actions, and expenditures to increase academic performance for all students.*
Supporting Data:	In the 2015-2016 FUHSD Local Control Accountability Plan, the district indicated that "A review of data related to student and family engagement indicates a lack of connection to their school." The data they reviewed included the following: ● Expulsions (Oasis had 0 expulsions) ● Suspensions (Oasis had 0 suspensions) ● Graduation rate (Reported for Oasis as 87.5% in 2015) ● Dropout rate (Reported for Oasis as 4.4% in 2015) ● 9th grade D & F rates ● The number of parents accessing the Student Information System (SIS) to monitor grades and attendance. (Not applicable to Oasis High School)
Growth Targets:	*Oasis High School will add opportunities for student and parent engagement annually, based on interest and need.* ● *The number of programs and opportunities for students and parents to collaborate will increase by two activities minimum annually, until we reach a sustainable number of programs, services and academic opportunities that support and enrich Oasis High School.* *Further, we will meet goals set by the FUHSD LCAP plan for:* ● *Increasing the graduation rate by 1% annually,* ● *Decreasing the dropout rate by 1% annually, and* ● *Increasing attendance by 1% annually.*
Student Learner Outcomes:	● High school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community. ● Skilled individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.
Current activities	CIF sports, encouraging students to enroll in community college courses,

that will continue to support the goal:	California Scholarship Federation, Science Labs, electronic yearbook.			
Implementation Plan or Task	**Responsible Person**	**Resources**	**Timeline**	**Progress Monitoring**
Create a journalism class. Students would meet weekly or bi-weekly to publish a student newspaper, a video yearbook, contribute to the Oasis website, as well as adding a social media presence for OHS. Leadership opportunities would be available for student editors, etc.	Oasis Administration and staff and students.	Costs would be minimal and associated only with printing and mailing.	Beginning Spring 2016: Newspaper – at least 4 times a year; yearbook would be published annually; webmaster duties would be more frequent.	Products. Student grades.
Increase community service opportunities for Oasis students by creating leadership opportunities for students to organize, and implement a specific project with a group of students. Additionally, collaborate with local organizations to build a partnership for students. Opportunities for parent involvement will be encouraged.	Oasis Administration and staff, CSF students and teacher advisor, parents.	Support from local organizations; limited costs would be needed from the school.	Ongoing	Student community service hour logs. Projects. Attendance sign in sheets. Observations. Feedback from community members.
Expand the newly formed California Scholarship Federation chapter both in the number of students who join and in the number of activities offered to students. Activities will include college visits, CSF conferences, student leadership opportunities and community service.	Oasis Administration, CSF advisor, students and parents.	Support from local organizations; limited costs would be needed from the school.	In progress	Student community service hour logs. Conference attendance. Observations and feedback from students. CSF meeting notes
Explore the viability of forming a PTSA.	Oasis Administration and staff, parents and students.	Support from local organizations; limited costs would be needed from the school.	2015-2016 and 2016-2017 school years.	Meeting notes and interviews with local PTSA organizations.

Seek additional opportunities for students to access college and career resources including college visits, college fairs, meetings with local businesses, and college and career planning. Create a section of the school website that mirrors the FUHSD career center page with up to date college visit information and activities.	Oasis Administration and staff, including counselor	Support from local organizations, limited costs would be needed from the school	Beginning 2015-2016 school year	Student work products. Local news coverage. Website Student publications. Field trips.
Seek opportunities to share student work with the community through field trips, contests, art displays, service learning, monthly college luncheons, and fairs.	Oasis Administration and staff, students, and community members.	Support from local organizations; limited costs would be needed from the school.	Beginning 2015-2016 school year.	Student work products. Local news coverage. Website Student publications
The Oasis staff will participate in district-led efforts to improve parent and student engagement, as defined by the FUHSD LCAP. Those efforts will include participating in a variety of committees, monitoring and improving student attendance, and supporting academic achievement for students.	Led by District staff; Oasis staff to participate.	Costs identified in the FUHSD LCAP.	Beginning 2015-2016 school year.	Measurements will include: attendance rate, dropout rate, graduation rate, suspension and expulsion data, and parent access to the SIS.

Action Plan Goal #2: All students will demonstrate proficiency in the state content standards, including common core, English Language Development, and Next Generation Science Standards.

Rationale: *The Oasis High stakeholders have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet API (academic performance index) and AYP (adequate yearly progress) growth targets. The API data for prior years was also evidence of an achievement gap for Oasis students, though significant growth was apparent between 2011 and 2013.*

Evidence of an achievement gap between Oasis High School students and other groups including Fallbrook High, San Diego County and the state of California on the Smarter Balanced Assessments. Furthermore,

findings indicate a need to improve students' skills in the areas of academic literacy, writing and math to meet the demands of the Common Core State Standards, the upcoming Smarter Balanced Assessments, and the skills required for 21st century careers. As a result, Oasis High School has adopted the implementation plan, strategies, related actions, and expenditures to raise the academic performance of all students.

The LCAP for the Fallbrook Union High School District has established clear, measurable goals for students mastering state content standards and for college readiness. The goals set by the Oasis stakeholders are aligned with the FUHSD LCAP.

Supporting Data: Evidence of an achievement gap between Oasis High School students and other groups including Fallbrook High, San Diego County and the state of California on the Smarter Balanced Assessments.

At Oasis High in the spring of 2015, 16% of 11th graders "exceeded standard" on the ELA SBAC and 42% "met standard". County-wide, 26% of students scored "exceeded standard and 34% "met standard"; statewide 23% of students "exceeded standard and 33% "met standard".

For Math, 3% of 11th graders "exceeded standard" on the ELA SBAC and 13% "met standard". County-wide, 14% of students scored "exceeded standard and 21% "met standard"; statewide 11% of students "exceeded standard and 18% "met standard".

In the class of 2015, four graduates met UC/CSU minimum entrance requirements, an improvement from two students the previous year. Additionally, of the five students who took seven Advanced Placement tests last year, only one student passed.

In the 2015-2016 FUHSD Local Control Accountability Plan, the district indicated that "A review of district professional development and data related to EL students indicates a need to better prepare students to demonstrate proficiency of state content standards on mandated tests." The data they reviewed included the following:

- Annual Measurable Achievement Outcomes (AMAO's) for EL students. (Oasis does not have a significant number of EL's to measure this area)
- Long Term English Learners rates
- Williams compliance review data

Growth Targets: *Oasis will meet goals set by the FUHSD LCAP plan:*
- *100% of students will receive instruction in accordance with CCSS as measured by administrative observations.*
- *The percentage of students taking the SBA and scoring "Standard Met" or higher in ELA will increase by 1% each year*

- *The percentage of students taking the SBA and scoring "Standard Met" or higher in math will increase by 1% each year*
- *The percentage of students taking the SBA and scoring "At or Near Standard" or higher on each ELA strand will increase by 1% each year*
- *The percentage of students taking the SBA and scoring "At or Near Standard" or higher on each math strand will increase by 1% each year*

Student Learner Outcomes:	- Outstanding communicators who effectively research and use information from various media and who use those skills to read, write and calculate information relevant to them. - High school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community. - Skilled individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.
Current activities that will continue to support the goal:	Available tutoring by area-specific credentialed teachers in core subjects, additional college prep instructional time, revised student syllabi and contracts to meet CCSS, interim SBA blocks in English contracts, integrate technology and Web 2.0 tools into all classes to varying degrees.

Implementation Plan or Task	Responsible Person	Resources	Timeline	Progress Monitoring
Train all teachers on rigorous teaching and learning for every class, regardless of level. Teachers will be proficient in common core state standards, critical thinking skills and the Depth of Knowledge (DOK) levels of rigor.	District staff, administration and teachers	On-site training provided by FUHSD monthly. Peer observations and common planning time. Paid by district	Began in spring 2015 and continues for at least the 2015-2016 and 2016-2017 school year.	Administrative walk through data. Observations and teacher evaluations.
Teachers will align courses with Common Core State Standards, and provide students frequent opportunities to develop and apply critical and creative thinking skills.	District staff, administration and teachers	Throughout the school year, staff will meet with teachers from the site, district and trainers for CCSS to develop and refine current pacing guides	Beginning spring 2016 and continuing into the 2016-2017 school year	LCAP Trainings Administrative walk through data Observations and teacher evaluations

		and learning activities. Paid by district		
Use Common Planning Time (CPT) and selected staff meetings to support the professional development efforts and training related to CCSS and implementing rigor. CPT will focus on best practices in independent study instruction, the coaching model, curriculum, and/or assessment.	District staff, administration and teachers.	Annually, the Oasis principal develops a Common Planning Time (CPT) calendar, ensuring that CPT will be used for discussions and activities involving instruction, curriculum, or assessment. No funding needed	Ongoing	CPT Calendar Meeting agendas and minutes, Students assessments Classroom observations
During CPT, teachers will examine data from local assessments to inform their instruction and identify areas of strengths and areas for improvement.	District staff, administration and teachers	Principal will assist in the collection and analysis of results with discussion on how data can be used to change instruction to a coaching model. No funding needed	Ongoing	CPT Calendar Meeting agendas and minutes. Benchmark Assessments and Single Plan for Student Achievement.

Action Plan Goal #3: To effectively prepare students for College and Career, the number of Oasis students meeting CSU/UC entrance requirements will increase incrementally by 5% annually.

Rationale: *The Oasis stakeholders have analyzed the academic program and have decided that a more formalized process needs to be established at the school to help provide all students with a clear College and Career Readiness program. This goal has grown out of a goal from our 2009 Focus On Learning Self Study to create a UC a-g approved four year path for students. The staff has refined the goal to build a "college-going culture" at Oasis by focusing on post-secondary opportunities including community college, vocational colleges, on the job training, and/or the military. The Oasis staff aims to have all students prepared for some type*

of schooling after graduating from high school.

The LCAP for the Fallbrook Union High School District has established clear, measurable goals for students mastering state content standards and for college readiness. The goals set by the Oasis stakeholders are aligned with the FUHSD LCAP.

Supporting Data:

With more than 60% of California students being required to take remedial English and Math tests, the Oasis staff strives to prepare students for the rigor of community college and four year university. After reviewing college readiness data for Oasis students, the Oasis High staff has identified specific data. At Oasis High in the spring of 2015, 16% of 11th graders "exceeded standard" on the ELA SBAC and 42% "met standard". County-wide, 26% of students scored "exceeded standard and 34% "met standard"; statewide 23% of students "exceeded standard and 33% "met standard".

For Math, 3% of 11th graders "exceeded standard" on the ELA SBAC and 13% "met standard". County-wide, 14% of students scored "exceeded standard and 21% "met standard"; statewide 11% of students "exceeded standard and 18% "met standard".

In the class of 2015, four students met UC/CSU minimum entrance requirements, an improvement from two students the previous year. Additionally, of the five students who took seven Advanced Placement tests last year, only one student passed.

In the 2015-2016 FUHSD Local Control Accountability Plan, the district indicated that "A review of college and career readiness indicators indicates a need to better prepare students for college and career entry level positions." The data they reviewed included the following:
- Annual Yearly Progress (AYP)
- California High School Exit Exam (CAHSEE)
- Advanced Placement enrollment in courses
- Early Assessment Program (EAP) data
- UC/CSU Entrance requirements
- Career Technical Education (CTE) data

Growth Targets:

- *The number of Oasis students who meet UC/CSU entrance requirements will increase by at least 5% annually.*
- *The passing rate for Oasis students taking Advanced Placement Tests will increase by 3% annually.*
- *The number of Oasis students scoring "Standard Exceeded" and/or "Standard Met" will increase by 5% annually in ELA and Math. (*This*

goal is tentative as we await guidance and growth targets from the state.)
- The percentage of 11th grade students scoring conditionally ready or not ready on the EAP will decrease by 3% annually.
- To provide a broad course of study to students, Oasis staff will seek additional courses to offer that meet STEM (Science, Technology, Engineering and Math) criteria and/or courses that expand elective opportunities for UC/CSU entrance requirements.

Student Learner Outcomes:
- Outstanding communicators who effectively research and use information from various media and who use those skills to read, write and calculate information relevant to them.
- High school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community.
- Skilled individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.

Current activities that will continue to support the goal:
Semi-annual transcripts reviews, access FUHSD career center, Camp Pendleton job shadowing field trips, continually developing and adding UC a-g approved courses, CSUSM memo of understanding for guaranteed admissions, encouraging students to enroll in community college courses, offer a third and fourth year of math and science, AP courses

Implementation Plan or Task	Responsible Person	Resources	Timeline	Progress Monitoring
Administer PSAT to all 10th and 11th grade students, in preparation for SAT	Administration	Funded by district	Annually in October	Student scores
Oasis staff will seek additional courses to offer that meet STEM (Science, Technology, Engineering and Math) criteria.	Oasis staff and principal	Limited costs would be needed from the school	Beginning Spring 2016	Syllabi and course contracts. Oasis course catalogue and UC a-g list of approved courses.
Oasis staff will seek additional courses to offer that meet college entrance requirements, especially in the areas of electives "g" and fine arts "f".	Oasis staff and principal	Limited costs would be needed from the school	Beginning Spring 2016	Syllabi and course contracts. Oasis course catalogue and UC a-g list of

				approved courses.
Participate in district sponsored College and Career readiness task force, and CTE task force, to support and expand a college going culture at Oasis	Counselor, principal, FUHSD administration	Limited costs would be needed from the school; district LCAP funds have been identified	Beginning Fall 2015	Meeting agendas, notes and reports to the FUHSD board of trustees.
Offer tutoring opportunities and college prep instruction to students, including peer tutoring	Oasis staff, principal, and students	TBD depending on need.	Ongoing	Teacher calendars and announcements.
Investigate aligning specific Oasis courses with community college classes to offer students credit earning opportunities. Articulate existing Photography class with community colleges, to allow Oasis class to count for community college credit.	Oasis staff and principal, and Palomar Community College Articulation faculty	Local community colleges will grant credit to high school students based on articulation between teacher/school and colleges/departments.	Beginning Spring 2016	Palomar College articulated course list, and Oasis High School course catalogue.
Continue to bridge CTE and specialty courses at FHS for Oasis students; create specific policy allowing students to access their courses.	FUHSD administration and district teaching staff.	TBD	Ongoing	Student transcripts and grades.
Encourage all students to enroll in at least one community college course during their high school career.	Oasis staff and counselor.	No costs would be needed from the school.	Ongoing	Student transcripts and grades.
Continue with guaranteed admissions program/ MOU with CSUSM for all FUHSD students meeting minimum entrance requirements.	Counselor, teachers, FUHSD administration.	Costs are handled by the district, not the site.	Began with the class of 2015, and ongoing.	Student transcripts and grades. College admissions and CSU entrance requirement data.
Teachers will infuse relevant "real life" situations and applications into courses as frequently as possible, as outlined by the Common Core Standards for College and Career Readiness.	Oasis staff and administration	Teachers will attend trainings when available related to Common Core Standards and the college/ career readiness overarching theme.	Ongoing, with more focus beginning Fall 2016	Course contracts and syllabi. Student work samples. College readiness indicators.
Develop a rich and rigorous college and career thematic unit or course, which	Oasis staff and administration	Limited costs would be	Fall 2016	Course contracts and

will aid students with identifying a career path, educational requirements, FAFSA and college applications, and an individualized post-secondary plan.		needed from the school.		syllabi. Student work samples. College readiness indicators.
Oasis High's guidance counselor will assist students in preparing for the transition to post-secondary education by continuing to support students with: 1. UC/CSU entrance requirements, as well as those for out of state or private colleges 2. Community College information, tours, placement testing and early registration opportunities. 3. Assisting students with college applications and registration 4. Helping students connect with military recruiters and the annual hosting of the ASVAB test 5. Helping students and families with financial aid, grants, and scholarships.	Oasis counselor and administration	Limited costs would be needed from the school	In progress	Student transcripts and college readiness indicators.
Provide opportunities for students to use technology in meaningful ways that enhance and extend their learning while helping them become proficient in technologies available in the workplace.	Oasis teachers	Teachers will attend trainings when available related to Common Core Standards and the college/ career readiness overarching theme.	Ongoing	Leading Edge certificates. Student work samples. Turnitin.com data. Classroom observations, administrator walk through data.

Action Plan Goal #4: The Oasis staff will continue to effectively provide an individualized educational experience to our unique students by offering a variety of supports and interventions.

Rationale: *The Oasis stakeholders have analyzed the data from the stakeholder*

surveys, as well as anecdotal interviews with students and parents. The Oasis students choose this alternative program for a variety of reasons and the Oasis staff feels strongly that we should honor and respect the independence of our students. Thus, while we strive to provide students with a traditional, four year path to college, we also must remain ardent in support of our uniqueness. Our goal is to provide every student access to the courses and pathway they need to be college and career ready, in their own way.

Supporting Data: Stakeholder data as well as interviews with parents and students indicate that a) they do not want the same experience at Oasis as is available at the traditional high school and b) they do not want a change to the individualization of programs that occur currently at Oasis. Parents and students overwhelmingly told staff that they want to continue to "customize" their education and that they value the independence of the program.

Growth Targets:
- *Counselor will meet individually with each student at least once a year in 9th and 10th grade, at least twice a year for 11th grade students, and at least three times a year for 12th grade students.*

- *Seek additional opportunities for student to access college and career information.*

Student Learner Outcomes: Outstanding communicators who effectively research and use information from various media and who use those skills to read, write and calculate information relevant to them.

High school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community.

- Skilled individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.

Current activities that will continue to support the goal: Teacher – student one-on-one meeting times, individualized learning plans and transcript reviews semi-annually, differentiated instruction, CIF interscholastic agreement, inter-school agreement with FHS for specialty classes and programs, community college enrollments, work experience, flexible appointment times, using technology to effectively communicate with students and parents, blended learning classes, online courses, traditional independent study courses

Implementation Plan or Task	Responsible Person	Resources	Timeline	Progress Monitoring
To best serve our varied student	Oasis	No extra costs	Ongoing	Student

population (comprised of a mix of students including high achievers, athletes, at risk students and others), the Oasis staff will work individually with students to provide the courses needed to accomplish each student's specific post-secondary goals while meeting graduation requirements and a program of study that is rigorous and relevant to each individual student.	counselor, teachers and principal.	are needed for this goal.		transcripts and college readiness indicators. Individualized learning plans, and counselor notes in ABI.
Oasis High's guidance counselor will assist students in preparing for the transition to post-secondary education by continuing to support students with: 1. Community College information, tours, placement testing and early registration opportunities. 2. Assisting students with college registration 3. Helping students connect with military recruiters and the annual hosting of the ASVAB test 4. Helping students and families with financial aid, grants, and scholarships	Oasis counselor and administration	No extra costs are needed for this goal.	In progress	Student transcripts and college readiness indicators. Individualized learning plans, and counselor notes in ABI.
Using the Response to Intervention process, Oasis staff will use all possible methods to improve student attendance and achievement, including parent conferences, tutoring and other interventions/ supports.	Oasis staff including counselor and administration	No costs are associated with this task	Ongoing	Response To Intervention plan. Single Plan for Student Achievement. Newsletters, posters, and dial-outs. Parent involvement sign-ups

Oasis High School

Appendix
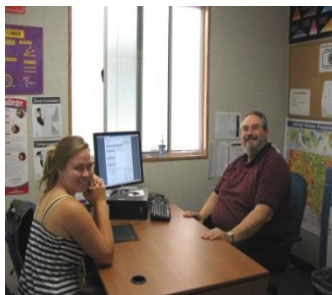
Appendices

A.   **Timeline of Self-Study process**

B.   **Oasis ESLRs**

C.   **CBEDS information and Enrollment by grade level**

D.   **Response to Intervention chart**

E.   **Surveys results – Parent and Student**

F.   **Senior Survey results**

G.   **Funding**

H.   **UC Approved course list**

I.   **Graduation requirement**

J.   **School quality report**

K.   **Link to SARC**

L.   **Lind to Parent/Student Handbook**

M.   **Link to FUHSD LCAP**

N.   **Glossary of Terms**

WASC/CDE FOL Self-Study Process Timeline (2014 – 2015)

Month	Friday Common Planning	Monthly Staff Meetings	Additional Tasks/Training
Spring 2014	WASC – Review ESLRs for measurability and Global context	Performance data given to all stakeholders	Planned Timeline of Self-Study Process for Oasis developed
August 2014	WASC Data snapshot: ASAM, AYP	Performance data given to all stakeholders	FOL Self-Study Training (Part 1) for Self Study Coordinator
October 2014	Discuss/Develop survey questions	Surveys for Subgroups: *Teachers/Students/parents Performance data given to all stakeholders, API, AYP	
November 2014	Clarify school-wide learner outcomes Review/Changes/Adoption by stakeholders	Review teacher survey results Implement student surveys Performance data given to all stakeholders	Complete Tasks 1-2 Finish Draft: *Student Community Profile* Finish Draft: *Progress Report since last VC*
December 2014	Data (Demographic and Perceived) analysis: *Identify 2-3 critical learner needs (academic)* * Who Are the Students? * How are they performing? *Who is and who is not achieving? *What has been accomplished? *What is in progress?	List School Strengths Prioritize Growth Targets (areas of need) * Who Are the Students? * How are they performing? * Who is and who is not achieving? * What has been accomplished? * What is in progress?	Complete Task 3
January/ February 2015	Development of "*School Quality Snapshot*"	Summarize Progress of School (Perceived) * How meeting needs of all students? Site major changes in last three years to school programs	FOL Self-Study Training (Part 2) for Self Study Coordinator

		Performance data given to all stakeholders	
April 2015	Evaluate Quality of School Program: *A. Vision & Purpose*	Determine Strengths and Prioritize Growth Needs for criteria category: *Vision and Purpose*	Compiling findings & supporting evidence for each criteria guide question in "Vision & Purpose" List Strengths/Priority Growth Areas
April 2015	Evaluate Quality of School Program: *B. Curriculum* Evaluate Quality of School Program: *C. Instruction*	Determine Strengths and Prioritize Growth Needs for criteria category: *Curriculum* Determine Strengths and Prioritize Growth Needs for criteria category: *Instruction*	Compiling findings and supporting evidence for each criteria guide question in "Curriculum" and "Instruction" List of Strengths and Prioritized Growth Areas
May/June 2015	Evaluate Quality of School Program: *D. Assessment and Accountability*	Determine Strengths and Prioritize Growth Needs for criteria category: *Assessment and Accountability*	Compiling findings and supporting evidence for each criteria guide question in "Assessment & Accountability" List of Strengths and Prioritized Growth Areas
May/June 2015	Evaluate Quality of School Program: *E. School Culture and Support*	Determine Strengths and Prioritize Growth Needs for criteria category: *School Culture and Support*	Compiling findings and supporting evidence for each criteria guide question in "School Culture & Support" List of Strengths and Prioritized Growth Areas
Summer 2015	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	Revise School-wide Action Plan based on findings from each of the 5 criteria categories	First Draft of School-wide action plan given to stakeholders
September 2015	Review Self Study and Action Plan/minor changes Approval of School-wide action plan by all stakeholders	Copies of Self Study and Action Plan given to all stakeholders	September: Mail copies of Self Study and Action Plan to members of Visiting Committee

November 2015 Visiting Committee Arrives November 16-18, 2015

Oasis' Expected School-Wide Learning Results (ESLR's)

- **O**utstanding communicators who effectively research and use information from various media and who use those skills to read, write and calculate information relevant to them.

- **H**igh school graduates who are prepared to enter college and/or career, and are tolerant, positively contributing members of the diverse global community.

- **S**killed individuals who use technology to demonstrate high level thinking skills and who can apply, analyze, synthesize, and evaluate information in relation to real life situations.

These ESLR's are specific abilities and behaviors all Oasis graduates are expected to possess and demonstrate. To that end, they are reinforced regularly through correlation with homework assignments, tests, projects, and field trips.

CBEDS

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBEDS	91	87	111	117	113	105
Total Students Served	123	119	143	193	137	*N/A

Student enrollment by grade level

OASIS High School

Response to Intervention

Tier 4 Most Intensive	✔ Referral for Special Education Assessment
Tier 3 **Intensive**	✔ SST – Student Support Team Referral/Meeting ✔ Modified schedule ✔ 504 Plan ✔ Transfer to traditional high school or continuation high school ✔ Require student to attend 2-5 days/week
Tier 2 **Intervention And Enrichment for Students**	✔ APEX Credit Recovery courses offered ✔ Request student to attend more than once per week ✔ Extended time to complete courses ✔ Modify assignments and curriculum as needed ✔ Teacher changes as needed to match learning styles ✔ Parent/student/teacher conferences resulting in a contract ✔ Referrals to appropriate support agencies ✔ Credit recovery options include summer school, Assets, APEX, Learning Center, SIA, and College enrollment/credit ✔ One-on-one tutoring ✔ CAHSEE tutoring ✔ Weekly progress reports
Tier 1 **For All Students**	✔ Student/Parent Orientation for all. Independent study policies, procedures, and requirements are discussed. ✔ Student/Parent/Teacher meeting to develop Master Contract ✔ Students have access to a quiet learning environment, computers, and teacher assistance any work day via in person, by email, phone, video conferencing, or text messaging. ✔ Students have access to a one-on-one tutor by request. ✔ Weekly collaboration meetings are held to discuss issues and to plan for student success. ✔ Courses offered range from Advanced Placement to Credit Recovery. ✔ Individualized education plans are developed for each student. ✔ Benchmark assessments are given in each core course.

	✔ Teachers receive school-wide and individual student data to steer decision making. ✔ APEX computer-based courses and APEX Distance Learning offered ✔ Homework drop box ✔ College counseling ✔ CAHSEE Prep/Study Island ✔ Communication via multiple methods: Webcast, email, phone, website, in person.

2015 Oasis High School Parent Satisfaction Survey

Your views about Oasis High School are important in determining how well we are doing. Your responses will be treated with confidentiality. The findings of this survey will be summarized and used to make improvements through our upcoming accreditation visit.

Please choose only ONE response for each question/row. Erase unwanted answers completely and please do not leave any blanks.

My oldest or only student at Oasis High School is in:
o **9th grade**   o **10th grade**   o **11th grade**   o **12th grade**

0 respondents   *2 respondents*   *10 respondents*   *16 respondents*

3 respondents did not indicate a grade

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My child finds the classes he/she is taking are appropriately challenging.	16	14	0	0	1
2. My child finds the classes he/she is taking are relevant to his/her post-secondary goals.	13	17	1	0	0
3. My child is being well-prepared for college and career.	12	14	0	0	1
4. The school offers opportunities for my child to gain "real world" experiences through work experience, electives and volunteering.	11	16	1	0	3

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5. I am involved in the development and monitoring of my child's four-year graduation plan.	14	14	2	0	1
6. Oasis High School meets the unique needs of children. (For example, learning disabled, accelerated, advanced, limited English, etc).	17	7	0	0	7
7. My child feels he/she is learning the material in his/her classes.	14	16	0	0	1
8. I am aware of the many tutoring opportunities available on campus.	8	20	2	0	1
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**I Don't Know**
9. My child finds the classes he/she is taking to be interesting.	6	20	2	0	2
10. The pace of the classes is appropriate.	11	19	0	0	0
11. Teachers use a variety of strategies and resources (technology, projects, and experiences beyond the textbook) that engage my child and help him/her think at a higher level.	18	10	1	0	1
12. My child's teachers are knowledgeable in their subject areas.	21	8	0	0	1
13. My child's teacher is supportive and encouraging.	26	3	0	0	1
14. My child receives the help needed to succeed in school.	20	10	0	0	0
15. My child understands what he/she needs to study in order to do well on quizzes and tests.	17	12	0	0	3
16. Assignments, tests and projects reflect what is taught in each class.	15	12	0	0	3
17. Teachers set high expectations for my child.	17	12	0	0	1
18. Teachers provide timely feedback on assignments and tests so that my child and I know how he/she is doing	21	7	1	0	1

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
week to week, and what he/she needs to do to improve.					
19. My child feels safe on Oasis High's campus and is free from bullying, harassment, and/or discrimination.	22	8	0	0	0
20. Oasis High's restrooms, eating areas and the classroom areas are clean and well maintained.	17	9	0	0	4
21. The school staff is respectful to me and my child.	22	8	0	0	0
22. The principal and counselor are helpful to me and my child.	15	14	0	0	1
23. I feel comfortable talking with school staff and resolving issues that concern my child.	19	11	0	0	0
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**I Don't Know**
24. Oasis High keeps me informed about what goes on at the school (website, newsletters, weekly assignment sheets, mailings, etc)	17	10	2	0	1
25. I feel welcome to attend my student's weekly meeting and/or to contact my student's teacher.	20	10	0	0	0
26. Overall, I am satisfied with Oasis High School.	24	6	0	0	0

27. What do you feel are the strengths or areas for improvement that Oasis High's staff should focus on for improvement?
- *Holding students accountable*
- *Support of staff*
- *My son and I appreciate the flexibility of independent study*
- *Counseling – more proactive*
- *Possibly updating parents at a parent info meeting once through the semester or any new technologies that are being used and briefly explaining them.*
- *Faster response time from school counselor.*
- *Very organized*

- *Make sure all teachers understand the purpose and goals of the Oasis program, and how it works. Some teachers are far too uptight and rude to both students and parents. They need to loosen up and work with the kids – this isn't traditional school.*
- *The staff is fabulous.*
- *Very organized*
- *The Oasis staff has very high strengths and there is no need for improvement.*
- *Personalized instruction.*
- *Not sure*
- *I think the program is excellent and it is growing in areas that make the learning environment better each year.*
- *My child's teacher is very knowledgeable in all the subjects she has taught and just an all around great teacher.*
- *I love the online classes and the variety of classes*

28. What programs, courses, clubs, or other things could Oasis High School add that would improve or enhance your student's high school experience?
    - *More one-on-one tutoring*
    - *Volunteering options*
    - *Electives*
    - *None, good variety already*
    - *Art – hands on studio class*
    - *A service club like Key Club would be nice. Toastmasters, Study groups, field trips*
    - *Extra elective options would be nice but I understand are very limited due to the size of the staff. It would be beneficial to students if they were allowed to attend the high school* for extra class choices that are useful and beneficial to the student. The fact that the school system can't work this out is a real disservice to the students and could easily be resolved but isn't for whatever reason.*
    - *More involved with the high school**
    - *There are no needs for new courses, programs and other things that should be added to Oasis High School.*
    - *Not sure. There is so much offered that I'm not even sure what it all is.*
    - *Would like to know sooner if my child falls behind.*
    - *Surf team*
    - *More tech classes*

*In our community, many people refer to Fallbrook High School as "the high school" despite the fact that there are three separate high schools in the district.

2015 Oasis High School STUDENT Satisfaction Survey

Your views about Oasis High School are important in determining how well we are doing. Your responses will be treated with confidentiality. The findings of this survey will be summarized and used to make improvements through our upcoming accreditation visit.

Please choose only ONE response for each question/row. Erase unwanted answers completely and please do not leave any blanks.

Number of students responding by teacher and grade:

I am currently a student at Oasis High School in:

○ **9th grade**	○ **10th grade**	○ **11th grade**	○ **12th grade**
8 students	*17 students*	*18 students*	*33 students*

My teacher is:

et	Markham	r	tt
udents	*19 students* *dents*	*dents*	*dents*

	Stro ngly Agre e	Agre e	Disa gree	Stro ngly Disa gree	I Don' t Kno w
1. I feel I am being well prepared for college and the real world.	43	34	2	1	1
2. Overall, my teacher sets expectations for performance and academic ability that match my own expectations of myself.	56	25	0	0	0
3. Concepts and information in the course contracts are covered at an appropriate pace.	49	30	0	0	2
4. The school offers opportunities for me to gain "real world" experiences	42	31	4	0	4

		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
	through work experience, electives and volunteering.					
5.	I am involved in the development and monitoring of my four-year graduation plan.	49	30	0	0	2
6.	My teacher generally uses the entire hour of my appointment time effectively.	55	26	0	0	0
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**I Don't Know**
7.	In general, my teacher returns papers and grades in a timely manner.	49	29	0	0	3
8.	My school schedule leaves enough time for extra-curricular activities and/or work.	46	35	0	0	0
9.	I am satisfied with the variety of classes at Oasis.	44	29	4	0	4
10.	The classes are rigorous.	28	41	5	1	6
11.	The classes are interesting to me.	27	51	0	0	3
12.	The classes I need to complete my four-year plan for high school/ college entrance are readily available.	38	40	1	0	2
13.	My teacher provides extra help or support when I needed it.	60	21	0	0	0
14.	I am given a sufficient amount of time to study for a test or complete a project.	49	25	1	0	6

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
15. Assignments, tests and projects reflect what is taught in each class.	37	39	0	0	5
16. Oasis High teachers are respectful of me.	63	17	1	0	0
17. Teachers provide timely feedback on assignments and tests so that I know how I am doing week to week, and what I need to do to improve.	60	19	0	0	2
18. Oasis High's campus is safe and free from bullying, harassment, and/or discrimination.	58	21	0	0	2
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**I Don't Know**
19. Oasis High's restrooms, eating areas and the classroom areas are clean and well maintained.	54	23	0	0	4
20. I am comfortable talking with the principal or counselor to resolve a problem.	36	41	0	0	4
21. There is adequate technology on campus to meet my academic needs.	53	28	0	0	0
22. In general, I enjoy my time and feel welcome at Oasis High School.	51	28	1	0	1

23. What do you feel are the strengths or areas for improvement that Oasis High's staff should focus on for improvement?

24. What programs, courses, clubs, or other things could Oasis High School add that would improve or enhance your student's high school experience?

25. When did you enroll at Oasis High School?

Oasis High School Senior Surveys

	Class of:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
All students must follow the same rules.	2012	58%	42%	0	0	0
	2013	65%	32%	3%	0	0
	2014	78%	22%	0	0	0
	2015	52%	40%	5%	3%	0
I am familiar with the school's procedures.	2012	68%	42%	0	0	0
	2013	77%	30%	3%	0	0
	2014	66%	33%	1%	0	0
	2015	49%	51%	0	0	0
Teachers set high standards for my school work.	2012	84%	16%	0	0	0
	2013	77%	20%	3%	0	0
	2014	72%	25%	3%	0	0
	2015	62%	30%	8%	0	0
This school is a safe place to learn.	2012	89%	11%	0	0	0
	2013	71%	29%	0	0	0

	2014	**78%**	**22%**	**0**	**0**	**0**
	2015	**73%**	**24%**	**3%**	**0**	**0**
I am encouraged to participate in school activities.	2012	**63%**	**16%**	**21%**	**0**	**0**
	2013	**58%**	**26%**	**13%**	**3%**	**0**
	2014	**61%**	**39%**	**0**	**0**	**0**
	2015	**46%**	**43%**	**8%**	**3%**	**0**
Teachers inform me of my progress.	2012	**63%**	**21%**	**11%**	**0**	**0**
	2013	**81%**	**13%**	**3%**	**3%**	**0**
	2014	**53%**	**39%**	**8%**	**0**	**0**
	2015	**73%**	**22%**	**5%**	**0**	**0**
The purpose and goals of Oasis are directed toward learning.	2012	**68%**	**32%**	**0**	**0**	**0**
	2013	**84%**	**16%**	**0**	**0**	**0**
	2014	**83%**	**17%**	**0**	**0**	**0**
	2015	**81%**	**19%**	**0**	**0**	**0**
I have equal access to services such as Prom, counseling, library, clubs, etc. as to those offered on the FHS campus.	2012	**53%**	**10%**	**20%**	**10%**	**0**
	2013	**71%**	**13%**	**6%**	**10%**	**0**
	2014	**56%**	**30%**	**14%**	**0**	**0**
	2015	**59%**	**30%**	**3%**	**5%**	**3%**
What I learned at Oasis will definitely help me in later life.	2012	**65%**	**35%**	**0**	**0**	**0**
	2013	**84%**	**16%**	**0**	**0**	**0**
	2014	**50%**	**31%**	**19%**	**0**	**0**
	2015	**62%**	**32%**	**5%**	**0**	**0**

Results reported in number of students responding.	Class of:	Part Time	Full Time	Didn't work
While attending Oasis High School, I worked:	2012	**7**	**2**	**5**
	2013	**12**	**3**	**14**
	2014	**15**	**3**	**11**
	2015	**15**	**1**	**21**

Results reported in number of students responding.	Class of:	Traditional HS (FHS)	Continuation HS (Ivy)	Would not have graduated this year	Would not have graduated
Without Oasis High School, I would have graduated this year from…	2012	**9**	**1**	**3**	**1**
	2013	**25**	**2**	**3**	**0**
	2014	**18**	**6**	**2**	**0**
	2015	**29**	**3**	**3**	**2**

Results reported in number of students responding.	Attend a 4 year college or university	Attend a 2 year community college	Attend a vocational or trade school	Work without college	Enter military service	Other
2012	3	14	1	1	2	0
2013	4	18	4	0	0	0
2014	8	21	3	0	2	0
2015	8	28	3	2	1	1

Oasis High School Funding

(Reported in the 2014- 2015- School Accountability Report Card)

	Oasis HS
Total Expenditures per pupil (Approximate) by District	$4,960
Site Operating Budget	$8600
Federal & Categorical Funding Sources	
Title III (English Learners)	$182.00
Other (former EIA offset)	$1650

Current UC approved classes

	Oasis Courses Approved by UC
"a"- Social Studies	P World History, P American History, P Government, P Honors World History, AP American History, AP Government
"b"- English	P English 9, 10, 11, 12, Honors English 10, AP English Language, AP English Literature, P Bible as Literature, P Expository Reading & Writing (ERWC)
"c"- Mathematics	P Algebra I, P Algebra II, P Geometry, P Pre-Calculus, P Calculus, AP Calculus AB, AP Statistics

"d" -*Science (Lab)*	P Biology, P Physics, P Earth Science, P Human Anatomy & Physiology
"e" -*Foreign Language*	P Spanish 1, 2, 3, P Spanish Language Development 1 & 2, P French 1 & 2 (Apex), AP Spanish Language
"f" -*Visual & Performing Arts*	P Art History, P Photography
"g"- *Elective"*	P Economics, P Latin American Studies, P Psychology, P Bible as Literature, P Child Development, AP Psychology

P = College Prep

OASIS HIGH SCHOOL REQUIREMENTS FOR GRADUATION

Graduates of Oasis High School must earn **230 credits** to graduate. Each semester course is worth 5 credits. Typically students will earn 30 credits per semester, 60 credits per year. Each semester's grades will appear on the student transcript. Students may earn high school credits for completing community college courses.

CA High School Exit Exam (Please see CAHSEE test dates on page 12)

The California Department of Education requires all students to pass the California High School Exit Exam in order to receive a California High School Diploma. The Fallbrook Union High School District will offer exam opportunities in conjunction with state mandated test dates. A strong emphasis on a rigorous curriculum and positive attendance is recommended by the FUHSD. Students and parents may contact a Counselor or the Director of Student Services at the District Office (ext. 6299) for more information.

Required Courses – Refer to the table on the following page for the 150 credits of required courses.
Elective Courses – 80 credits of electives are required for graduation. These may come from courses in any of the departments Oasis, ROP courses, community college courses, or online courses.

Academic Support Courses – Students with low skills/scores, based upon multiple measures including the STAR testing results, will be expected to participate in mandatory support courses or tutoring in Math and/or Language Arts.

Graduation Requirements for the Class of 2010 and Beyond

English	4 years Including English 9 (1 year), English 10 (1 Year), English 11 (1 Year), and English 12 (1 Year)	40 credits
Mathematics	2 years Including Algebra & Geometry	20 credits
Science	2 years Including Biological Science (1Year) and Physical Science (1 Year)	20 credits
Social Science	3 years Including World History (1 Year), American History (1 Year), Government (1 semester), and Economics (1 semester)	30 credits
Visual & Performing Arts or World Language	1 year (i.e. Art History or Spanish I)	10 credits
Physical Education	2 years	20 credits
Health/Life Skills	Health/Life Skills (1 semester)	5 credits
Computers	Computer Skills & Applications (1 semester)	5 credits
Electives		80 credits
Total Credits Required		**230** credits
Assessments	CA High School Exit Exam (CAHSEE) English/Language Arts and Mathematics	Score of 350 or higher on each

2013-14 School Quality Snapshot
Oasis High (Alternative)
Fallbrook Union High
1056 Winterhaven Rd., Fallbrook, CA 92028

Grades Offered: 9 - 12
Enrollment: 112
Charter: No
Title I Funded: No
CDS Code: 37-68122-3730967

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
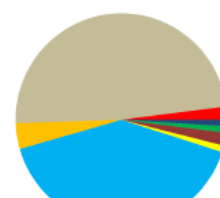It will use a variety of assessment approaches and item types that

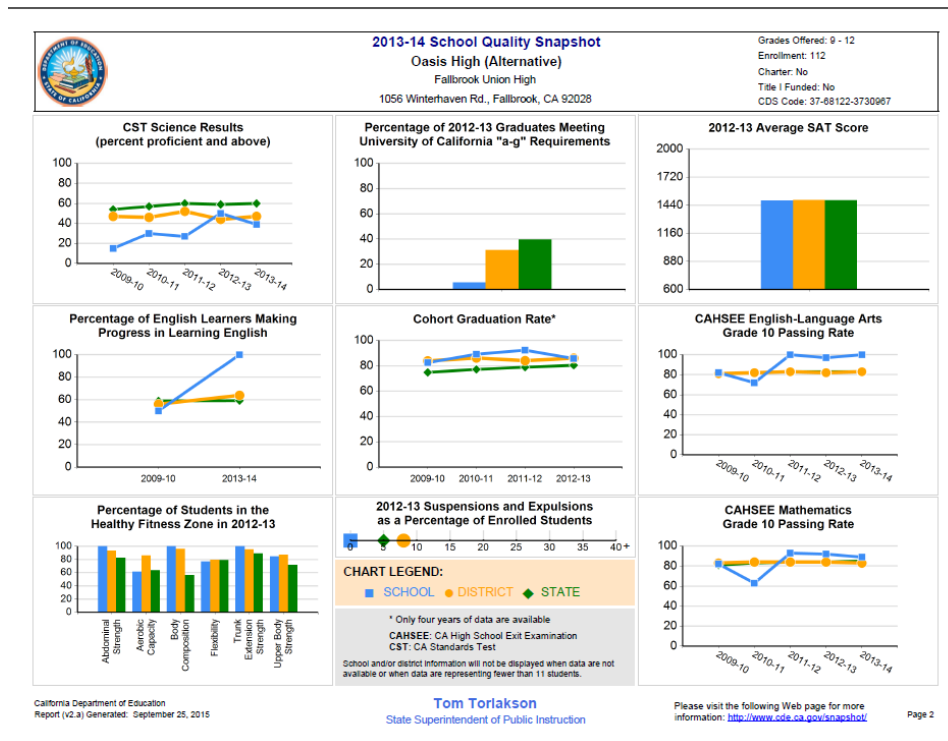| California's Academic Performance Index (API)	
2013 Growth API	763
Growth from Prior to Current Year	15
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	6
2013 Growth API Similar Schools Rank	
API Subgroup Performance - 2013 API Growth	

2013-14 Enrollment by Race/Ethnicity

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Oasis High (Alternative)
Fallbrook Union High
1056 Winterhaven Rd., Fallbrook, CA 92028

Grades Offered: 9 - 12
Enrollment: 112
Charter: No
Title I Funded: No
CDS Code: 37-68122-3730967

Please follow links to:

- ❖ **Oasis Student and Parent Handbook**

❖ Oasis **School Accountability Report Card**

❖ Fallbrook Union High School District **LCAP**

Glossary and Acronyms

Admissions and Discharge (A&D)	Committee created for transfers of student into and out of district as well as placement and transfers of students amongst the three district schools
Aeries Browser Interface (ABI)	Teachers and administrators can review secured online information like student reports and data such as credits earned, graduation needs, test scores, attendance, and current course schedules.
Average Daily Attendance (ADA)	Gives a snapshot of a typical day for the number of students attending a public school (often used for state and national funding purposes)
Academic Performance Index (API)	The API is a system for ranking schools statewide according to results of student performance based n the Student Testing and Reporting System (STAR). The ranking included ten deciles, with decile one being the lowest.
Adequate Yearly Progress (AYP)	Measure of how a school improves and progresses with meeting the needs of all its students from one year to the next
Advanced Placement (AP)	The Advanced Placement (AP) program gives students an opportunity to take college-level courses and exams while still in high school.
Advancement Via Individual Determination (AVID)	A program to improve chances of minority and other underrepresented students to attend college.
Armed Services Vocational Assessment Battery (ASVAB)	A test and interest inventory developed by the Department of Defense that helps high school and post-secondary students across the nation learns more about career exploration and planning.
Authentic Assessment	Assessment that reflects actual learning and the instructional activities of the classroom. In an authentic assessment, the student demonstrates the desired learning in a "real-life" context.
Beginning Teacher Support and Assessment (BTSA)	Statewide program to increase the number of credentialed teachers in California and to support and ensure the success of all 1st and 2nd year teachers.
Benchmarks	Specific steps to measure progress towards performance goals.
Bilingual, Cross-cultural Language and Academic Development (BCLAD)	Credential authorizing holder to teach ELD, SDAIE, and primary language content.
California English Language Development Test (CELDT)	Assessment tool for determining students' proficiency in English.
California High School Exit Exam (CAHSEE)	All CA students must pass both sections (Math and English Language Arts) of this mandated assessment in order to earn a high school diploma. Scores range from 250–450. A score of 350 is necessary to pass each section

California Standards Test (CST)	The California Standards Test (CST) shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds content standards), Proficient (meets content standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met content standards in that content area.
California Basic Education Data System (CBEDS)	An annual collection of basic student and staff data; includes student enrollment, graduates, dropouts, course enrollment, enrollment in alternative education, gifted and talented education, and more.
California Standards for the Teaching Profession (CSTPs)	Widely accepted 5-teir criteria used for the process of formally evaluating certificated employees. Evaluation criteria include instruction, subject knowledge, planning, classroom management, professional development, and assessment
Continuation High School	CA State mandated alternative since 1919 for students who need a more flexible school day (or week) and a program alternative from that of the traditional high school to help them gain a high school diploma
California Consortium for Independent Study (CCIS)	Organization that represents the interest of independent study schools in CA and supports a program of instruction which is based in education code. Specific support for compliance with attendance and accounting is provided, as well as best practices models.
California Department of Education (CDE)	State governing organization in education whose main goal is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps
California Healthy Kids Survey (CHKS)	California Healthy Kids Survey
Content Standards	Standards specifying what teachers are expected to teach and what students are expected to learn.
Cooperative/Collaborative Learning	Students work together to study a subject or topic and/or complete assignments.
Core Curriculum	Board approved curriculum taught to all students.
Course Outlines	Board approved course content, aligned to standards, taught to students.
Cross-cultural Language and Academic Development (CLAD)	Credential or certificate authorizing holder to teach ELD and SDAIE.
District English Learner Advisory Committee (DELAC)	District committee for parents of English Learners.
English - Language Arts (ELA)	Core curriculum focusing on reading, grammar, and composition skills in the English language

English Language Development (ELD)	The systematic use of instructional strategies designed to promote the acquisition of English language and literacy by students whose primary language is other than English.
English Language Learner (ELL or sometimes EL)	Student who is not currently proficient in English with a primary language other than English.
English Learner Advisory Committee (ELAC)	Site committee for parents of English Learners.
Essential Elements of Instruction (EEI)	Essential Elements of Instruction is training that provides new "best practices" to teachers to help improve student achievement in classrooms
Cal State University Expository Reading and Writing Curriculum (ERWC)	Cal State University Expository Reading and Writing Curriculum
Expected School-Wide Learning Results (ESLRs)	Goals for improving student achievement established by the stakeholders of a school
Fluent English Proficient (FEP)	A second language student is classified FEP when he/she can demonstrate English-language proficiency comparable to that of the average native speaker and can participate equally in the regular educational program.
Fallbrook Union High School District (FUHSD)	Administrative public school district in northern San Diego County comprised of three high schools: Fallbrook Union High School, Ivy High School and Oasis High School
Fallbrook Union High School (FUHS or sometimes FHS)	The traditional or comprehensive high school in Fallbrook Union High School District
Focus on Learning (FOL)	The name of the current WASC self-study evaluation process
Google Applications For Education (GAFE)	Google Applications For Education is a web-based grouping of technological resources for teachers, administrators, and teachers to use
Graduation Equivalent Degree (GED)	Alternative to a high school diploma that shows a person has passed all of the requirements of a high school
"Highly Qualified" Teacher	Under the federal "No Child Left Behind" legislation: A teacher that has [1]fulfilled the state's certification and licensing requirements, [2]obtained at least a bachelor's degree, and [3]demonstrated subject matter expertise.
High Objective Uniform State Standard of Evaluation (HOUSSE)	An option that eligible teachers may elect to use to demonstrate that they have met the subject matter expertise requirements for being "highly qualified," as defined by the No Child Left Behind Act of 2001
Individual Education Plan (IEP)	A plan specifying the goals, objectives, and programs for a special education student.
International Baccalaureate (IB)	The International Baccalaureate (IB) program gives students an opportunity to take college-level courses and exams while still in high school.

Interventions	Resources, strategies, and actions to improve behavior or academic skills.
International Society for Technology in Education (ISTE)	International Society for Technology in Education develops the National Education Technology Standards (NETS) for teachers, students, and administrators
Leadership Team	A group made up of school administration, teachers, support staff, parents, students, district personnel, board members, and members from the community with the purpose to help direct school-wide programs.
Migrant Education	A program to provide supplementary services to eligible migrant children and their families.
National Education Technology Standards (NETS)	National Education Technology Standards. There is a subset each for Teachers (NETS*T), Administration (NETS*A) and Students (NETS*S)
No Child Left Behind (NCLB)	Federal legislation in 2001 that reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts, and schools.
Online Assessment Reporting System (OARS)	Computer based program that links roster data with STAR, CST, CAHSEE, and CELDT data over multiple years in a clean and comprehensive way so that data can be readily useful to the individual teacher.
Performance Standard	Standards defining the degree of mastery or level of attainment.
Program Improvement (PI)	Schools and school districts that do not make Adequate Yearly Progress (AYP) are identified for program improvement and are mandated to implement required program components and interventions. School and districts exit PI status after making AYP for each of two consecutive years.
Resource Specialist	Special education teacher trained to help students with learning disabilities.
Resource Specialist Program (RSP)	Form of special education available to students with mild to moderate learning disabilities, who are having trouble in one or more areas of classroom learning.
Regional Occupational Program (ROP)	Vocational program whose main goal is to prepare community members (16 yrs and older) for further education, employment, training, and occupational changes
Response to Intervention (RTI)	Response to Intervention is a plan of different measures to help at-risk students turn around their negative behaviors actions and give them a better chance to be successful in the school program and their personal lives
San Diego County Office of Education (SDCOE)	Administrative educational organization for the county of San Diego
School Attendance Review Board (SARB)	Review boards that are composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

School Accountability Report card (SARC)	California public schools annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources and demographics.
School Improvement Program (SIP)	State program to help schools improve curricular programs.
School Site Council (SSC)	A group of parents, classroom teachers, school staff and the principal. Required.
School-wide Program, Title I (SWP)	A school in which at least 40% of the enrolled children are from low-income families. The school has applied to the state to operate a school-wide program to serve all the students at the site.
Single Plan for Student Achievement (SPSA)	Single Plan for Student Achievement is a plan for the school that is accountable and reported to the Board of Trustees and the CA Dept. of Ed.
Special Day Class (SDC)	A self-contained special education class for students who cannot be successful in a regular classroom.
Specially Designed Academic Instruction in English (SDAIE)	The systematic use of instructional strategies designed to make grade-level core curriculum comprehensible to English Learners.
Standards	The specific skills and concepts students are expected to know and be able to do in each subject at each grade level.
Standardized Testing and Reporting (STAR)	Through the Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11).
Student Study Team (SST)	A team of school staff who meet with a student's parents to discuss appropriate ways to improve the student's performance, behavior, or attendance.
Title I	Federally funded program to assist students who are performing well below grade level in reading and/or math.
Western Association of Schools and Colleges (WASC)	A cooperative evaluation of student progress by a team of staff, parents, and state-trained consultants, which results in a plan of action.