



Oasis Continuation High School

2014-2015 School Accountability Report Card

Kingsburg Joint Union High School District

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Governing Board Members

During the 2015-16 the Kingsburg Joint Union High School District was governed by the following Board of Education Members:

Mr. Mike Serpa - President
Mr. Brent Lunde - Clerk
Mr. Rick Jackson - Member
Mr. Johnie Thomsen - Member
Mr. Steve Nagle - Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

We believe that education is the process that society uses to prepare its citizenry to be productive, valued, and cooperative participants. This process is designed to establish attitudes, values, knowledge and skills that enable students to become positive influences in our world community.

We Value:

- Strengthening reading, speaking thinking, writing and computational skills.
- Providing the opportunity for each student to reach his/her maximum potential.
- Guiding students to develop a values system based on honesty, dignity and respect for others.
- Encouraging students to develop qualities of responsible citizenship, which include service to community.
- Preparing students in problem-solving and goal-setting to cope with a variety of real life situations.
- Providing enrichment in the fine arts and humanities for lifelong enjoyment.
- Strengthening the students' awareness and commitment to cultural diversity.
- Promoting an environment that fosters self-esteem, self-respect and self-direction.
- Helping students to develop lifestyles of mental and physical wellness.
- Providing skills that enhance preparation to adjust to a rapidly changing technological world.
- Supporting students in the development of vocational talents to enter the world of work.
- Providing co-curricular programs which allow students to grow through competition and participation in special interests.
- Providing a safe and caring campus environment for each individual.

School Profile (School Year 2015-16)

Oasis Continuation High is one of three high schools in the Kingsburg Joint Union High School District and the only continuation high school. Curriculum is focused on the California Standards in each content area. The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English class, the study of cultures, histories and influences in World History.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment By Grade (School Year 2014-15)

This chart illustrates the enrollment trend by grade level for the past 3 school years. For more data please visit www.cde.ca.gov and choose DataQuest.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	4	1	2
10th	15	14	13
11th	13	16	14
12th	17	13	13

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	90.8%	9.2%
High-Poverty Schools in District	62.3%	37.7%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Enrollment by Student Group

2014-15

	Percentage
Black or African American	-
American Indian or Alaska Native	-
Asian	-
Filipino	-
Hispanic or Latino	76.2%
Native Hawaiian or Pacific Islander	-
White	23.8%
Two or More Races	-
English Learners	9.5%
Socioeconomically Disadvantaged	85.7%
Students with Disabilities	19.0%
Foster Youth	-

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	4	0	4	110
Without Full Credentials	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Instructional Materials (School Year 2015-16)

Kingsburg Joint Union High District held a public hearing on September 8, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in January 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities (School Year 2015-16)

Oasis Continuation High was originally constructed in 1994 and is comprised of 4 classrooms, 1 computer lab and 1 staff lounge.

Cleaning Process: The principal works daily with the custodial staff of 5 (4 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The Oasis School rating is exemplary.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	Earth Science	Prentice Hall	2006	Yes	0.0%
7th-12th	Health	Glencoe/ McGraw Hill	1995	Yes	0.0%
7th-12th	Mathematics	Glencoe (MacMillan/ McGraw Hill)	2001	Yes	0.0%
7th-12th	Mathematics	Holt, Rinehart & Winston	1998	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2001	Yes	0.0%
7th-12th	Reading/Lang Arts	Glencoe (MacMillan/ McGraw Hill)	2002	Yes	0.0%
7th-12th	Reading/Lang Arts	McDougal Littell	2002	Yes	0.0%
7th-12th	Reading/ Language Arts	Glencoe/ McGraw Hill	2005	Yes	0.0%
7th-12th	Science	Prentice Hall	2001	Yes	0.0%
7th-12th	Science	Prentice Hall	2004	Yes	0.0%
7th-12th	Social Science/ History	Glencoe (MacMillan/ McGraw Hill)	2006	Yes	0.0%
7th-12th	Social Science/ History	Glencoe (MacMillan/ McGraw Hill)	2006	Yes	0.0%
7th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
7th-12th	Social Science/ History	Prentice Hall	2007	Yes	0.0%
7th-12th	United States Government	Pearson/ Prentice Hall	2006	Yes	0.0%

School Facility Conditions

Date of Last Inspection: 09/11/2013

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	27	57	44
Mathematics (Grades 3-8 and 11)	0	29	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	English-Language Arts							Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	13	11	84.6	36	36	27	0	12	92.3	83	17	0	0
Male	13	6	46.2	--	--	--	--	6	46.2	--	--	--	--
Female	13	5	38.5	--	--	--	--	6	46.2	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	13	9	69.2	--	--	--	--	9	69.2	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	13	2	15.4	--	--	--	--	3	23.1	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	13	10	76.9	--	--	--	--	10	76.9	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	13	2	15.4	--	--	--	--	2	15.4	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	13	6	18	51	57	46	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

UC/CSU Course Completion

Students at Oasis Continuation High are encouraged to take University of California/ California State University (UC/CSU) A to G preparatory courses in order to provide them with the option to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. It is our goal to ensure that all students have as many post secondary options as possible and by insisting on a rigorous curriculum for all students hope to increase each students options upon high school graduation.

To view the courses that are on the UC/CSU A-G list you may log on to www.ucop.edu/doorways/list

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	54.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	-

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs (School Year 2014-15)

The career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our our-year career education curriculum provided by our College and Career Center technician expert. Currently, Oasis High School does not have any CTE programs.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	46
School	18
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*
Males	*
Females	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	15	57	57	20	55	56	7	59	58
Mathematics	38	61	60	11	64	62	17	64	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	41	30	29	36	43	21
All Students School	93	0	7	83	8	8
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	100	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school-site.

Parent Involvement (School Year 2015-16)

Oasis Continuation High greatly benefits from its supportive parents who generously give of their time and support their student's success. Each parent knows that they can contact the school and they are willing to make appointments with administration and school staff. Some of the reasons that parents participate include; WASC committees, student recognition breakfast's and end of the year barbaque.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oasis Continuation High at (559) 897-3880.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Oasis Continuation High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: academic and personal counseling, academic interventions. We also offer flexibility for students to earn a diploma through one of our three programs: Continuation High School, Independent Study Program, and Adult Education.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	5.9%	5.1%	6.5%	93.8%	93.0%	92.8%
District	5.9%	5.1%	6.5%	93.8%	93.0%	92.8%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Oasis Continuation High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Oasis Continuation High discipline program is to provide an environment that is safe and conducive to learning. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook which is sent home at the beginning of the school year.

The table displays the suspension and expulsion rates for the past three years.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during staff/student/parent breakfasts that are held each semester to celebrate student achievement and other student based incentives that celebrate student achievement.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	5.4%	8.7%	16.4%	4.3%	0.0%	19.4%
District	7.5%	9.5%	3.5%	0.9%	0.2%	1.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Oasis Continuation High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Safety Plan is reviewed and updated annually. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to report directly to the office upon entering campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		N/A		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	50.0%

Advanced Placement Classes (School Year 2014-15)

Oasis Continuation High encourages students to continue their education past high school. Oasis Continuation High does not offer Advanced Placement (AP) courses. This is due to the fact that as a continuation high school our focus is working with students that are deficient credits still have the opportunity to earn a high school diploma.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Subject Area												
English	7	7	12	9	9	11	-	-	-	-	-	-
Mathematics	11	11	11	4	4	9	-	-	-	-	-	-
Science	13	13	13	2	2	2	-	-	-	-	-	-
Social Science	13	13	11	4	4	7	-	-	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Oasis Continuation High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:50. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Oasis has a .74 FTE in this area.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Attendance Clerk	1	.5
Counselor		As Needed
Resource Specialist Aide	1	.5
School nurse	1	As Needed

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days and four "foggy in-service" days to staff development annually.

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

The average teacher salary at Oasis High School is \$76,763.00.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$61,700
District	\$72,136
Percentage of Variation	-14.5%
School & State	
All High School Districts	\$72,798
Percentage of Variation	-15.2%

Average Salary Information Teachers - Principal - Superintendent 2013-14

	District	State
Beginning Teachers	\$44,329	\$43,455
Mid-Range Teachers	\$63,384	\$69,035
Highest Teachers	\$86,802	\$89,886
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$116,202	\$121,551
Superintendent	\$150,449	\$158,898

Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	35.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2013-14)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Oasis Continuation High receives state and federal funding for the following categorical funds and other support programs:

- Title I
- EIA
- Title II Part A
- Special Ed
- VEA
- Home to School Transportation
- Lottery
- Ag Incentive

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$9,670
From Supplemental/Restricted Sources	\$4,650
From Basic/Unrestricted Sources	\$5,020
District	
From Basic/Unrestricted Sources	\$3,805
Percentage of Variation between School & District	31.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-6.1%