



# **Oakland Unified School District**

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

### **Oasis High School**

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

**Principal: Hugo Arabia**

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

**Lead Reviewer: Ting L. Sun**

**Cambridge Education (LLC)**

# Content of the report

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

Information about the school

## **Part 2: Overview**

School strengths  
School challenges

## **Part 3: Main findings**

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

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

## Part 1: The School Context

### Information about the school

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

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

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

## Part 2: Overview

### School Strengths:

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

### School Challenges:

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

## Part 3: Main Findings

### Overall Evaluation:

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

### Is the School An Academic Success?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Criterion 2: Strong Leadership**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Criterion 5: Fiscal Accountability**

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

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

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

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

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

# School name: OASIS High School

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

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

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

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

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

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