

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Oasis Charter Public

Address: 1135 Westridge Pkwy. Salinas, CA 93907-2529
Principal: Lucy Zepeda, Executive Director
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Email: oasischarter@sbcglobal.net
Web Site: www.oasischarterschool.com
CDS Code: 27659616119663

Alisal Union

Superintendent: Jim Koenig
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I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alisal Union
 Phone Number: (831) 753-5700
 Superintendent: Jim Koenig
 E-mail Address: jim.koenig@alisal.org
 Web Site: www.alisal.org

School Contact Information Most Recent Year

School Name: Oasis Charter Public
 Street: 1135 Westridge Pkwy.
 City, State, Zip: Salinas, CA 93907-2529
 Phone Number: (831) 424-9003
 Principal: Lucy Zepeda, Executive Director
 E-mail Address: oasischarter@sbcglobal.net
 Web Site: www.oasischarterschool.com

County-District-School
(CDS) Code: 27659616119663

School Description and Mission Statement (School Year 2019-20)

The mission of Oasis Charter Public School is to educate responsible citizens for a democracy. At Oasis, we take our mission seriously by providing our students with a variety of developmentally and grade level appropriate learning experiences to prepare them with the skills and mindset to become successful adults in any given setting. At Oasis, we believe that to be a responsible citizen, one must know how to evaluate options, make decisions, and assume responsibility for decisions made. Oasis believes that an educated person of the 21st century is a self-motivated, competent lifelong learner. Oasis Charter School provides an educational environment that enables children to identify their own questions and equips them with the skills necessary to find answers to those questions. Through purposeful planned experiences, Oasis students are enabled to explore, evaluate, experiment and explain their thinking.

Well-educated citizens evaluate options and make important choices. A well-educated individual is one who is highly skilled and able to identify problems, raise questions, and collaborate with others to find possible solutions. These skills include traditional academic skills as well as social and moral values in preparation for responsible participation in a democracy. Such individuals know how to fulfill their aspirations and advocate for the common good. Oasis students are independent thinkers, capable of representing their own ideas and open to the ideas of others.

Oasis Charter is located in the outskirts of the City of Salinas. The agricultural fields are the main scenery and the most spectacular view from the main office as well as from most of the classrooms. There are department stores that surround us and therefore, our students, often times, take walking field trips. Oasis is in the boundary of the City of Salinas and the Monterey County line, which makes our school a unique learning environment given the access we have to the Adobe Historical Center as well as to the busy life of the city. Oasis Charter offers an educational environment for kindergarten through sixth grade students since 2003. Our students come from the City of Salinas as well as from the surrounding communities such as Prundale, Castroville, Gonzales, Soledad, among other small towns. Its current maximum enrollment is 250 students. Currently, there are 220 students enrolled in Oasis which is about 180 families that we serve. Oasis Charter ethnic demographics is as follows: Hispanic or Latino, Caucasian or White, Filipino, Black or African American, , Native Hawaiian or Other Pacific Islander, Asian and American Indian or Alaska Native. Oasis Charter has females and males enrolled. Oasis Charter serves its community in a variety of ways with its Science, Technology, Engineering, Arts and Mathematics (STEAM) focus and approach. It offers monthly Family Seminars and Workshops for parents and legal guardians and a wide variety of volunteer opportunities. It also offers the entire spectrum of academic and social/emotional services to students such as Specialized Education, counseling to behavior intervention, and math and reading intervention groups. Oasis Charter also provides Integrated and Designated English Language Development (ELD) for our English Learners. Our academic programs included Eureka Math, Reach for Reading from National Geographic, Delta FOSS, Read Naturally, Reading A-Z, Freckle ELA and Math, and Concepts and Challenges and Pearson Science. We are certain that these programs positively impact our students' success. In addition, we continue to implement a behavior system called Love and Logic. This is a useful and Oasis-friendly approach to helping students identify and solve problems, which in turn, is educating them to be responsible citizens in a democracy.

Major Achievements – (School Year 2019-20)

One of our major accomplishments during the 2018-2019 school year is our academic achievement. Oasis reached the school goal of increasing ten percentage points school wide for Language Arts and Math. In the California School Dashboard, Oasis is now in the yellow category in comparison to the red category we found ourselves last year in. Additionally, Oasis has completed it's fifth year of implementation of the Advancement Via Individual Determination (AVID) Elementary. Oasis Charter became fully AVID certified in the 2016-2017 school year, and we are making sure we maintain the certification. Additionally, our school implements Science, Technology, Engineering, Arts and Mathematics (STEAM) into core and extracurricular instruction. Year after year, our teachers explore the beauty and culture of our area by taking our students on various local field trips. Teachers and students are encouraged to explore, experiment, experience their surroundings and learn its story.

Oasis continued to offer multi-age enrichment classes and the students presented their creations during various community events, such as the Harvest Feast, the Annual GALA and Boxland- a city created by our scholars. The students continued to show academic, social and emotional growth through their assessments, presentations, and benchmark testing. Also, Oasis offered students an intervention program for all 1st -6th grade students who scored below proficiency in the benchmark assessments in math, reading and writing. In the before and after-school settings, assistance was offered at a ratio of one adult to every six or eight students.

Oasis' Life After School Program (LASP) continued to be strong and it provided enriching learning activities such as: tutoring, sports, visual and performing arts, cooking, computer/technology sessions among other classes. The LASP offered a variety of activities where the students used toys, games, computers, equipment for physical education, as well as arts and crafts. This program was an extension of a school day since our students continued to learn through play, hence, experiences. The program was cost-free to fifty families. The program had a waitlist and continuous to have a wait list of students.

Oasis maintained a full-time Specialized Instruction teacher, as well as reading specialists to support our struggling students and students with exceptional needs during the school day. The Oasis Community Council (OCC) planned fundraising events to bring additional revenue to fund more enriching learning for classrooms and activities and events school wide. Oasis c contract counseling services, two days a week and six hours per day, to serve additional students who need to strengthen their social skills and modify their emotional reactions.

Lastly, a major achievement for Oasis was that we had over a 90% family/student retention rate for the upcoming school year and 86% staff retention which included teachers, administrator, and support staff.

Focus for Improvement – (School Year 2019-20)

Oasis' plan of action for continuous improvement has several goals for the school year. One goal is to provide continuous CCSS aligned Professional Development to our staff. To achieve greater and faster gains, Oasis has strengthened its on-site and job-embedded professional development plan. The plan has continued to provide team planning time, peer observations, professional reflections and peer feedback.

Our school will focus on the following areas of improvement:

- Focus and work to improve overall literacy. Improve in all areas of Language Arts, including reading, writing, listening and speaking skills.
- Focus and work to improve overall Mathematics achievement, including word problems and solving problems in multiple modalities.
- Focus and work on improving English Language Development designated and integrated instruction.
- Provide small group intervention for all students who are not proficient or above in English Language Arts and/or Math inside and outside of class.

Homework – (School Year 2019-20)

For kindergartners and first graders, homework consisted of reading with family every night for 15-20 minutes. For children who know how to read, it is expected that they read at home for at least 20 minutes each night. Oasis students' homework might have included class presentations, individual or family projects, math skills practice, or assignments in language arts.

As students move up the grades, the homework expectations and requirements increase five minutes per grade level. Depending on the grade, some students will have a Homework Folder or Homework Planner to communicate with our families on regular basis. Some of the homework assignments were family or group research projects. Oasis recognizes the importance and the significance of building the habit of homework to teach responsibility and organizational skills for first through sixth grade students. Oasis values and encourages families to build relationships with each other and with their community and to explore the world, as those learning experiences are as important as doing traditional homework. Oasis assigns projects and tasks that are relevant to the student's lives. Oasis believes that children miss out on their childhood when irrelevant homework assignments are given.

Each teacher has the liberty and freedom to assign homework that is most appropriate and aligned with the content being covered in the classroom. The scope and sequence for each grade is often used to plan and determine the homework assignments for the students. Oasis teachers often times assign family projects since Oasis values family involvement and participation in all aspects of a child's education and life which reinforces our school philosophy of children constructing learning by experiences.

School Schedule – (School Year 2019-20)

In the 2018-2019 school year, school began in mid-August and ran through mid-June. The school closed for one week in November for Thanksgiving break, three weeks for Winter break and two weeks for Spring break. Our school day began at 8:15 a.m. and ended at 3:15 p.m. for first grade through sixth grade. Our kindergartners scholars begin their day at 8:15am and end their day by 3pm. Every Wednesdays school ended at 12:30 p.m. to make time for teacher planning, professional development, and meetings. By the beginning of the school year, school events were posted on the Oasis website to inform our families and our staff. Our events calendar is available to all families at meetings, on the school's website, and in the family handbook. Updates and reminders are sent on demand and via Parentsquare, which is an family communication online system.

Students are given a 45 minute lunch recess which includes 20 minutes to play, 5 minutes to transition, and 20 minutes to eat lunch, and a 20 minute snack morning recess which includes 10 minutes for snack, and 10 minutes for play.

Our recess supervisors have completed all the state mandated trainings to keep the students safe. Additionally, we have trained all support staff in the Love and Logic management system. We also conduct a monthly drill to ensure that students and staff are prepared for any kind of emergency that might arise.

Teachers, Families and the UCEN Board have always been active participants in the creation, adoption and implementation of the school schedule calendar, including school activities and events.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	48
Grade 1	33
Grade 2	39
Grade 3	28
Grade 4	32
Grade 5	29
Grade 6	21
Total Enrollment	230

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5%
American Indian or Alaska Native	
Asian	0.4%
Filipino	1.3%
Hispanic or Latino	77.4%
Native Hawaiian/Pacific Islander	
White	14.8%
Two or More Races	1.7%
Socioeconomically Disadvantaged	46.1%
English Learners	30.4%
Students with Disabilities	2.6%
Foster Youth	
Homeless	0.4%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (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.

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	8		
Without Full Credential	5	5		
Teaching Outside Subject Area of Competence (with full credential)	1	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Leadership – (School Year 2019-20)

In 2018-2019, Oasis' goal was to measure progress towards the school goals. All community groups had worked towards accomplishing the school goals. The community groups were: the Oasis Community Council (OCC), the Under Construction Educational Network, Inc. (UCEN) Board of Directors, Oasis' Governing Board, District English Language Acquisition Committee (DELAC) members, teachers, staff members among other community members and/or groups.

The year began with an All Family Meeting on August of 2018. In this meeting different community members addressed several topics, which were directed related to the school wide priorities, goals and objectives. The community was informed of the many specialized programs and services that were designated to serve the targeted identified sub-groups in order for them to reach maximum academic achievement. During this meeting Oasis had different presenters speak about several topics of interest directly connected to the goals and priorities.

The OCC and UCEN Board held monthly meeting and discussed different topics throughout the school year. Translation was offered and provided during the meetings. Additionally, agendas and minutes were posted on Oasis' website to inform the community of the topics being discussed and addressed.

The different groups reviewed student academic and testing data during various meetings for all groups as well as for the identified sub-groups. Some of the data was collected from Oasis' internal assessments and other was provided by a contracted independent consultant. The data was reviewed and analyzed with the purpose of making any necessary changes and to plan for the upcoming year. In collaboration with the OCC, administration, teachers and staff the Board of Directors approved changes that directly benefited students, families, and the Oasis' staff. These changes included things such as The Board welcomed the input and participation of the Oasis community as well as of the public when addressing the agenda items.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	Reach for Reading, National Geographic - 2015	Common Core	0%
Mathematics	Eureka Math - 2015	Common Core	0%
Science	FOSS 2014	Common Core	0%
History-Social Science	2015 - Teachers Curriculum Press - 2015 Concepts and Challenges	Common Core	0%
Foreign Language	NONE	N/A	
Health	NONE	N/A	
Visual and Performing Arts	NONE	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

NOTE: Cells with N/A values do not require data.

GATE – (School Year 2019-20)

The mission of Oasis Charter Public School's Gifted and Talented Education Program (GATE) is to provide gifted and talented students differentiated instruction and opportunities for greater challenge. The GATE program at Oasis occurs daily in the regular classroom as well as in afterschool courses designed to meet the needs of participating students. GATE students are taught in an atmosphere that provides more academically rigorous curriculum, fosters creativity and individuality and addresses the needs of the whole child. Students at Oasis are recommended by classroom teachers and once assessments, data, and recommendation is reviewed, the team decides if the student is a candidate for GATE and thereafter is assessed to determine eligibility.

The purpose of the Oasis Charter Public School GATE program is to provide challenging learning opportunities for students in the area of intellectual, creative, and high achievement areas, providing experiences that facilitate their development into autonomous lifelong learners. The GATE program is designed to:

- Offer students a challenge beyond their grade level curriculum.
- Provide opportunities to explore topics of interest at a deeper level.
- Introduce students to differentiated activities that require higher level and creative thinking.

The curriculum for the Oasis Charter Public School gifted program is based on the California Common Core Standards and curriculum frameworks in language arts, mathematics, history, science and visual and performing arts in grades 3-6. In the general education classroom, teachers use these standards to guide instructional content. GATE teachers expand these areas and offer a wider and/or deeper exploration to meet gifted student interest. Curriculum may be compacted for students who have already shown mastery in these areas. Oasis provides a differentiated learning experience to meet the interests, needs, and aptitudes of gifted students. Examples include instrumental music, engineering, art appreciation and application, and Steinbeck Young Authors program.

Curriculum is differentiated through advanced content and authentic products. Abstract thinking, big ideas and inquiry model are some of the instructional strategies used in the GATE program. The GATE Coordinator and GATE program teachers focus on depth, complexity, metacognition, debate, research and other strategies for students when designing courses. GATE students at Oasis Charter Public School receive differentiated curriculum planned for groups in the after school courses as well as for individual students in the anchor activities. Within the general education classroom, teachers use a variety of flexible grouping strategies to best meet the needs of their gifted students.

At Oasis Charter the students select their GATE classes out of a list of options available to them during the term. Giving students a choice is an fundamental practice at Oasis.

Special Education – (School Year 2019-20)

Oasis complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Oasis Charter Public School provides high-quality specialized education, where exceptional students receive specialized services based on their individual needs. We have both on-site full-time and contracted part-time fully credentialed personnel to meet the diverse needs of our students. Oasis follows the discrepancy model to special education.

Oasis Charter Public School has been a member of the Sonoma County Charter Special Education Local Plan Area (SELPA) since 2012. The Executive Director and Education Specialist attend meetings and trainings at the SELPA office in Santa Rosa, other school sites, and online through webinars and live on-line meetings. Oasis works closely with the assigned SELPA Program Manager to meet all compliance standards.

The Education Specialist oversees the special education program and is a liaison between classroom teachers, administration and the part-time, contracted staff. The Education Specialist serves students with exceptional needs with push-in and/or pull out services. He/she provides direct instruction in the RSP room, teaches small groups and is a member of the Student Study Team (SST) as needed.

Oasis contracts a speech therapist, a school nurse, and a school psychologist to provide students with their specialized services. Oasis Charter contracts with an Occupational Therapist (OT), Pshycologist, and a Counselor. Oasis will continue to have these specialists provide service to students as prescribed in their Individual Education Program (IEP). Oasis also has local county providers available for low -incident disabilities.

Oasis has two on-site administrators, the Executive Director and the Instructional Coordinator. The Executive Director is the administrative contact person for all Special Education related issues. She attends SELPA CEO and finance-related meetings to remain current and informed of the latest legislation and changes in Special Education. Our special education curriculum consist of the following: Shell Education: 180 Days of Reading and Writing K-6th grade, Differentiated Reading K-6th grade: for Comprehension, Lexia Learning, Eureka Math also known as Engage NY, and Freckle Math and Language Arts.

English Learners – (School Year 2019-20)

Oasis ensures that all English language learners have full access to all of the Oasis' educational opportunities. We provide a high quality English Language Development (ELD) instructional program that enables our English learners (ELs) to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that Oasis offers to all students. As needed, Oasis will retain on staff CLAD certified and experienced teachers as well as instructional assistants to work with the classroom teachers and ELs in ensuring that our ELs are meeting or making progress toward achieving the state English Language Development (ELD) standards.

Oasis identifies EL students upon enrollment, through the state required home language survey and previous school records. Identified students are tested for English proficiency using the state designated test (ELPAC) within 30 days. Oasis annually assesses all ELL students to determine their ongoing progress toward achieving English proficiency. Oasis Charter Public School administered the California English Language Proficiency Assessment for California (ELPAC) in 2018-2019 annually in accordance with federal and state requirements.

Oasis provides an integrated and designated English Language Development (ELD) program. The ELD Teacher/Coordinator has 7 years of district school experience as bilingual resource teacher and ELD classroom teacher. She provides direct instruction to English learners during pull-out sessions as well as during push-in sessions during core instructional time. Additionally, the ELD Teacher/Coordinator trains and supervises an Instructional Aide who provides pull-out ELD support to over 30 students. All English Learners receive designated and integrated ELD during the school day. In integrated ELD, classroom teachers support the linguistic and academic achievement of English learner students by providing effective instruction grounded in the appropriate standards for English language development, English language arts, and the specific content area.

During designated ELD, English learners are grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. During the rest of the day, English learner students participate in heterogeneous groups with proficient English speakers. Designated ELD instruction time is used as a protected time where English learners receive instruction that accelerates their English language and literacy development through (1) Intellectual Quality; (2) Academic English Focus; (3) Extended Language Interaction; (4) Focus on Meaning; (5) Focus on Forms; (6) Planned and Sequenced Events; (7) Scaffolding; (8) Clear Lesson Objectives; (9) Corrective Feedback; and (10) Formative Assessment Practices.

Our goal is to reclassify our English learners once they are proficient in English. Once English learners demonstrate proficiency in their assessment at school and state assessments, they are recommended to be reclassified and the reclassification process occurs.

School Facility Conditions and Planned Improvements

Our facility provides learning space for 250 students, kindergarten through sixth grade. It has ten regular education classrooms, one specialized instruction room, one reading support room, a music/robotics room, and English Language Development room. It has five adult restrooms, girl and boy restrooms, and two single use student restrooms. We also leased two additional spaces, one is an acre and one is half an acre. The students use the bigger space to do their physical education activities.

We have two custodians who, on a daily basis, maintain the school. They do a detailed and deep cleaning during the long breaks, such as winter, spring and summer break. A professional company cleans our carpets and our custodians take care of the general and daily maintenance. Oasis' total facility is 19,000 square feet and meets most of our needs. Our fire alarms and sprinkler systems are inspected and maintained annually. Our facility meets all local, state and federal access and safety requirements.

We hire licensed local general contractors to inspect our campus to ensure the health and safety of everyone who enters our campus. Those modifications are inspected by the appropriate municipal authorities. After the inspection is performed, we prioritize projects based on necessity and urgency.

Our new playground was installed over the summer of 2018. Currently our biggest challenge and need is parking during pick-up and drop off times. We also struggle with parking during school-wide activities.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	A professional company inspects our systems regularly
Interior: Interior Surfaces	✓	-	-	New flooring was installed in 6 classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	Students and staff will work in teams to help keep our school in order A professional company provides monthly pest control service
Electrical: Electrical	✓	-	-	A professional company provides services to keep electrical all in working order
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	All leaks were repaired when needed
Safety: Fire Safety, Hazardous Materials	✓	-	-	Two storage containers are kept locked off campus
Structural: Structural Damage, Roofs	✓	-	-	Leaks are regularly repaired by landlord
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	Play structure was installed with all the safety regulations needed

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

Library – (School Year 2019-20)

Unfortunately, due to the lack space, Oasis does not have a library space. However, books are provided to the teachers by the school, donated by parents, or purchased by individual teachers. As a result they often varied in number and quality from classroom to classroom. An effort was made to provide teachers with funds to purchase books. Also, teachers are encouraged to order books with the points from the book fair. Teachers and students have access to books online. Therefore, a class library of fiction, reference, and non-fiction books is available for student use.

In 2018-2019, classroom teachers and students mainly used in-class libraries. Additionally, our local library book mobile visited our school on a monthly basis for our students to check book out and have access.

Computers – (School Year 2019-20)

In 2018-2019, the technology instructor position was filled with a highly qualified candidate. Coaching, support and accountability systems were established and implemented to make sure full implementation of the technology standards. Monthly lesson plans must be submitted to administration and coach. Instructor will receive on-site and job-embedded professional support by the instructional coach.

The computer lab had 32 wireless laptops and a wireless black and white printer. The lab was equipped with a pull-down screen, a document viewer, speakers and a projector. Twice a year, the technology instructor also update the laptops. The internal technology infrastructure was updated with the latest filters, virus protection, and software updates. Five out of ten classroom have a full class set of computers in the classroom. Five out of then classroom have four lap tops in the classroom.

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- **Statewide Assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	16%	26%	32%	36%	50%	50%
Mathematics (grades 3-8 and 11)	16%	17%	23%	28%	38%	39%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00%	0.00%	26.09%
Male	58	58	100.00%	0.00%	20.69%
Female	57	57	100.00%	0.00%	31.58%
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00%	0.00%	26.14%
Native Hawaiian or Pacific Islander					
White	18	18	100.00%	0.00%	16.67%
Two or More Races					
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	25.37%
English Learners	50	50	100.00%	0.00%	24.00%
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00%	0.00%	16.52%
Male	58	58	100.00%	0.00%	17.24%
Female	57	57	100.00%	0.00%	15.79%
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00%	0.00%	17.05%
Native Hawaiian or Pacific Islander					
White	18	18	100.00%	0.00%	5.56%
Two or More Races					
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	7.46%
English Learners	50	50	100.00%	0.00%	14.00%
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Cells with N/A values do not require data.

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Other Measures of Student Achievement – (School Year 2019-20)

Oasis Charter Public School, Formative Achievement Data, 2018-2019

Students were pre-assessed in August and their progress benchmarks were administered on a trimester basis (October, March, June).

Students were assessed in following academic skills and domains:

Sight Frequency Words (HFWs), (K-2)
 Reading Fluency (grades 1-6)
 Letter Sounds (K only)
 Letter Names (K only)
 Reading Comprehension (1-6)
 Writing (K-6)
 Math (K-6)
 Language Arts & Math Interims (3-6)

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.70%	24.10%	3.40%
7			
9			

NOTE: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2019-20)

We have a variety of ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our Oasis Community Council (OCC) and our District English Learner Advisory Committee (DELAC). Both committees work with the administration to provide input on educational and financial decisions. Parent volunteers help with special projects in the classroom and chaperone field trips. OCC volunteer to fundraise and assist in school events such as, school BBQ's, Harvest Feast, and Trunk-or-Treat, Holiday Parade of lights, all family dance, the annual Gala, and sixth grade promotion, as well as with sports and other school activities. We encourage parents to attend school events such as our bi-annual family meetings, Meet and Greet, Coffee with the Principal, AVID math, literacy and science nights, and parent-teacher conferences in October and March. To find out about volunteering at our school, please contact us or the classroom teachers. We always welcome volunteers!

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	2.6	1.6	0.0	0.5	1.5	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Discipline – (School Year 2019-20)

Oasis recognizes and values family support when educating our students. Families were encouraged to attend the the Love and Logic trainings. Child care, translation, and a light dinner was provided to encourage the families' attendance. Oasis will continue to contract to provide high quality training and support for families and staff.

Referrals to the office also dropped significantly. We attribute the positive change to the school-wide and home implementation of the Love and Logic strategies. We also believe that the collaboration between families and school was important to improve student behavior and lower the discipline cases.

School Safety Plan (School Year 2019-20)

Oasis has a fully surrounding security fence with one way access gates. Visitors are required to sign in at the school office and receive a visitor's pass. Staff members report anyone without a pass to the school's office. Students who leave prior to the end of the school day must be signed out by a parent or guardian at the school office. We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on the campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom telephone located in each classroom. Specialized door hardware allows teachers to lock any door on our campus from the inside. Students may be on campus 45 minutes prior to the start of instruction only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by staff during recesses. During the lunch period, supervision is provided by campus supervisors. The administrator continually oversee the supervision of students. The administrator and aides help with safety on the school grounds and help monitor student behavior before and after school. We review and revise our School Safety Plan annually. The School Safety Plan was last revised by the school administration and district administration June 2018. The plan includes procedures for various emergencies, exit routes, First Aid training and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with school staff during a staff meeting. Fire drills, lockdown & shelter-in-place drills and earthquake drills are practiced monthly. We share safety concerns at staff meetings and review procedures as needed.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	21	1	2	
1	23	0	2	
2	20	1	0	
3	24	1	0	
4	31	1	1	
5	0	0	0	
6	29	0	1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	66			0
1	51			0
2	26		1	
3	26		2	
4	28		1	
5	22		1	
6	18	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	47	0	2	1
1	26	1	1	
2	38	1	1	
3	27	0	2	
4	31	1	1	
5	29	0	1	
6	18	1	0	
Other**	0	0	0	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	.0

* 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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	

* 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.

Specialized Program/Staff – (School Year 2019-20)

Oasis Charter Public School offered a variety of specialized programs and services for the identified sub-groups such as English Language Learners and socio-economically disadvantaged students. These include: an ELD teacher, ELD paraprofessionals, mental health services, before and after school math and literacy intervention teachers, literacy and math coaches for all grades (K-6th), coordinators for AVID Elementary, GATE, field trips, new curriculum, and family collaboration and engagement.

AVID (Advancement Via Individual Determination): The AVID curriculum teaches skills and behaviors for academic success; provides intensive support with tutorials and to develop strong student/teacher relationships; creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination. Teachers, administrators and board members participated in on-site professional development and/or conferences by AVID trainers. An Oasis staff member served as the AVID Administrator/Coach. All students received instruction in the AVID Elementary curriculum, utilizing AVID binders, planners, and organizing tools. The School's annual budget allocated funds to support AVID membership fees and travel expenses. Most of our students in grades 3-6 will tour/visit at least one community college or university.

Enrichment classes are a major component of the Oasis curriculum. At least three times a year, students are grouped across multiple grade levels to explore a different subject matter in visual or performing arts. Students may choose from singing, dancing, theater arts, instruments, arts and crafts projects, among other forms of artistic expression.

Interventions are designed to support individualized student learning. Each trimester, teachers will review assessment data in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

Students who are not meeting grade-level standards are referred for intervention instruction by their teacher or a family member. Intervention instruction in phonics, writing, comprehension, fluency, and mathematics is provided for one hour before and after school in addition to during the instructional day. Students who demonstrate weakness in a core content area attend intervention instruction for eight weeks, until they demonstrate on an interim assessment that they are successfully mastering the class material. At the end of the session, students are re-tested, and if necessary, they continue for another session or exit the program.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,098	\$3,731	\$8,367	\$56,607
District	N/A	N/A		\$72451
Percent Difference – School Site and District	N/A	N/A		24.55%
State	N/A	N/A	\$7506.64	\$82663
Percent Difference – School Site and State	N/A	N/A	10.85%	37.42%

NOTE: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018-19)

Oasis received Federal Title I funding as of 2016-2017. Additionally, Oasis was granted SB 740 funding to cover about 70% of its lease cost. Most of our 2017-2018 funding came from the state Average Daily Attendance (ADA), supplemented by fundraising and donations. It is likely that Oasis will continue to accept Title I funding for the upcoming years.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44149	\$45741
Mid-Range Teacher Salary	\$71785	\$81840
Highest Teacher Salary	\$100035	\$102065
Average Principal Salary (Elementary)	\$126234	\$129221
Average Principal Salary (Middle)	\$0	\$132874
Average Principal Salary (High)	\$0	\$128660
Superintendent Salary	\$200850	\$224581
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Evaluation/Improving Teachers – (School Year 2019-20)

The Executive Director and Instructional Coordinator performed formal evaluations. The Academic Coach performed weekly review of lesson plans. In 2018-2019 Oasis used the standards for the teaching profession, which provided a common language and a vision for teaching. They also used the Charlotte Danielson's Framework for Teaching when evaluating teacher performance. The standards were used to promote reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of the teacher's practice towards reaching their professional goals. Oasis asked its teachers to reflect on and gather evidence to demonstrate their competency by assessing their own ability to do the following:

- Engage and support all students in learning: connecting student's prior knowledge, life experience, and interest with learning goals and engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Understand and organize subject matter knowledge for student learning and development.
- Assess student learning: collecting and using multiple sources of information, and involving and guiding students in assessing their own learning.
- Create and maintain an effective environment for students: planning and implementing classroom rules, procedures, and routines.
- Plan instruction and design learning experiences for all students: drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- Develop as a professional educator: engaging families in student learning, working with communities, families, and colleagues to improve professional practice.

Each standard had the following domains: beginning, emerging, applying, integrating and innovating. The goal was for teachers to move up on the continuum. Oasis provided many opportunities for teachers to show their professional growth in a variety of ways throughout the year.

In the 2018-2019 academic year, Oasis continued to use the Walk-Through Observation forms which were aligned with our Constructivist philosophy and student-centered practice. One of this forms included information about class room organization, nature of the activity, teacher activity and strategies, standards aligned curriculum, student actions, classroom management, student evaluation, and assessments. The form also had a section for written comments, areas of strength and areas for improvement. To provide immediate feedback, a copy of the walk-thru form was given to the teacher the same day as the observation.

Substitute Teachers – (School Year 2019-20)

One of the biggest challenges Oasis faced was the lack of available substitutes. Oasis was able to hire two instructional assistants who had a substitute permit. Oasis recruited substitute teachers from ads placed on the Edjoin Web site as well as from the Monterey County Office of Education consortium. All of the substitute teachers had valid a California Multiple Subject Teaching Credential issued by the California Commission on Teaching Credentialing. Every substitute was required to submit their fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Oasis must receive background clearance prior to engaging substitute teachers. Oasis built strong relationships with its substitutes to increase consistency for students. Some substitutes were Oasis family members. The requirements and expectations are the same for all substitutes, regardless of their relationship with Oasis.

Unlike prior years, Oasis did not have a list of preferred substitutes. The State and County teacher shortage impacted Oasis to the extent that in some instances Administration had to substitute. Therefore, classroom teachers did not have a choice to request a substitute of their preference. However, whenever possible administration attempted to provide the class with the substitute of their choice, whenever possible. Whenever possible and where appropriate, the students provided feedback about the substitute teacher's performance during a class meeting after their teacher returned.

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			