Local Control and Accountability Plan (LCAP)

DRAFT

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oasis Charter Public	Lucette Zepeda, Executive Director	lucyzepeda@oasischarterschool.org 831-424-9003

Plan Summary LCAP 2021-22

General Information

A description of the LEA, its schools, and its students.

Founded in 2001, Oasis Charter Public School is an elementary school located in Salinas, California. Since inception, Oasis has been authorized by the Alisal Union School District. Oasis' constructivist philosophy and pedagogy emphasizes authentic and collaborative learning experiences and opportunities for students in grades kindergarten through six. In a partnership among teachers, staff, and parents, the school is fulfilling its mission to educate responsible citizens for a democracy.

Oasis scholars develop both academically and socially as they are allowed to construct their own knowledge and understanding. Oasis scholars learn how to think critically, analyze situations, problem solve, and collaborate with peers and adults to come to a consensus of their own. In the context of an integrated, project-based, multicultural and community rich curriculum, our students will develop their strengths, interests, curiosity, and ultimately- the love of learning. Oasis offers a twenty-first century Science, Technology, Engineering, Arts and Mathematics (STEAM) focus and approach for all students.Our students in grades third through sixth grade have a one to one device that remains at school for their use in research and assignments aligned to STEAM and NGSS. Additionally, Oasis offers the entire spectrum of academic and social/emotional services to students, from Mental Health services such as counseling to Specialized Education.Oasis serves a student population of two hundred and fifty students from surrounding local school districts in Salinas, CA.

Student Demographics

Oasis Charter Public School serves approximately 220 students in grades kindergarten through six. Its small-school environment supports personalized learning, and positive student-family-school relations.

In the 2019-20 year, the school's student body was:

Latino: 78.8%

White 9%

African American 3.5%

Filipino: 3.1%

English Learner: 31.4%

Students with disabilities: 7.9%

Socioeconomically disadvantaged students: 65%

Currently, 95% of Oasis students live within the Salinas City zip codes of 93901, 93905, 93906, 93907, and 93908. The following statistics for race and ethnicity, home language, poverty levels, and educational attainment are from the U.S. Census Bureau, 2009-2013 5-Year American White: 9.7%Community Survey:

Race and Ethnicity: The racial and ethnic demographics of this area are 76.1%   Hispanic or Latino, 14.6% White, 6.7% Asian, and 1.3% African American.

Home Language: Within this area, 68.5% of individuals aged five years and older speak   a language other than English, with 63.9% speaking Spanish or Spanish Creole. Of those   who speak Spanish or Spanish Creole, 58.3% speak English "less than very well".

Poverty Levels: In this area, 29.6% of related children under 18 years of age live below the poverty line.

Educational Attainment: In Salinas City, 28.4% of persons aged 18 to 24 years have attained less than a high school diploma or equivalent. For persons aged 25 years and   older, 22.6% are high school graduates (or equivalent), 18.5% report some college (non- degree), and 19.4% report an associate's degree or higher

Oasis began the 2020-2021 academic year with a full remote learning program. The teachers were provided training and preparation time to implement a remote learning program that was comprehensive and aligned as much as possible to our school's philosophy. Oasis ensured that all students had 1:1 devices to connect with our staff for synchronous and asynchronous instruction. The campus remained open with administrative and office staff present to allow families to pick up personal items and instructional materials and to allow staff to work on-site. The COVID-19 pandemic affected everyone in our school. The lack of opportunities to provide in-person learning experiences, continue to foster student relationships, and interactions. Student engagement via technology was also a challenge for our community and alongside that is the learning loss. Although our teachers and staff provided as much support as possible, the in-person intervention and differentiation had a tremendous impact. We could not assess or identify some of the challenges the students had and correct or support them as we typically would in-person. Lastly, our school enrollment has declined as a result of the COVID-19 pandemic. This was due to our charter being unable

to offer the things that attracted the community to our school as well as some families having to move out of the area due to job loss, or seeking for opportunities outside of Salinas.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

On the English Language Art Smarter Balanced assessment, the School made strong academic growth between 2018 and 2019 as evidenced by a 30-40 point increase toward "standard met" overall and in each subgroup--Latinx, Socioeconomically Disadvantaged, and English learners.

Oasis charter achieved a higher rate of EL reclassification than Salinas City Elementary School District (district in which Oasis is physically located) in three of the past four years.

Oasis has also maintained a notably low chronic absenteeism and suspension rate for the last two school years. Additionally, Oasis was very successful in the implementation of distance learning educational programs. All teachers participated--some from the campus and others from their home or other remote location.Student attendance during distance learning averaged 93% for synchronous and asynchronous instruction.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In analysing the data and information that we've gathered, we've identified the following areas of growth:

Increase Proficiency in mathematics.The school has not made sufficient progress in this area. Although we do not have state assessment data for 2020. Math has been an area of focus for the last 2 school years since our internal data has demonstrated that this is a continuous area of need.

Increase Performance in standardized testing, especially for English language learners subgroups. Although the school provided designated and integrated ELD for all English learners, we have not seen students progress as rapidly as we would like. Therefore, the school is focusing on a multi-tiered support program for our English language learners.

Consistent Data Tracking for internal assessments and benchmarks has been lacking at Oasis. This school year, the school implemented the use of NWEA Map Growth assessments as a benchmark tracking system, and the school is committed to using this system consistently for school years to come.

Continued Professional Development and Training for all staff is a continuous area of need since we as a school, always strive to support teachers in improving their teaching practices to support student achievement.

Continued need for social-emotional support programs is an area of need now more than ever due to the COVID- 19 pandemic.

Increasing parental involvement to broaden the group of parents who participate is also an area of need. Due to the restrictions due to COVID, increasing parent participation was a challenge. Although meetings were held remotely, the school did not notice an increase in participation overall.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our distance learning program was definitely a highlight this year. It was robust and encompassed many valuable essential elements since the beginning of school closure. Without a doubt, in order for our students to be able to have hands-on experiences, we must increase the budget for classroom and student materials. With the use of our local in-house benchmark assessments, we were able to provide individualized support to our students. Taking measures to offer in-person instruction when possible was key in achieving academic success and social- emotional growth for all students.

A large success for the planned actions and services was beginning the year with full staffing. Oasis started the school year with a full-time Director and Instructional Coordinator, a full-time ELD teacher and ELD Aide, 11 certificated teachers, and 7 instructional aides. Oasis implemented the actions planned to reach grade level proficiency in core academic subjects and alignment with project-based learning since the start of the school year. The school continued to use PowerSchool and Edulastic to analyze data and create reports to inform all stakeholder groups. These reports were scheduled and presented at various meetings throughout the year ranging from Staff Meetings, to UCEN Board Meetings. Furthermore, the students of Oasis become very familiar and consistently used the digital standards based program to improve their grade level performance. The greatest challenge is the lack of data to measure the effectiveness of our actions and services planned for this goal. Due to school closure our local in-house benchmarks and state standardized testing were cancelled. In addition to that, although student participation was stable, the school opted to not give our students performance grades based on the guidance received by the state due to the pandemic. Oasis ensured the implementation of the actions and services necessary to achieve the goal of hiring highly qualified teachers and provide CCSA, NGSS, and Project-Based Learning training this school year by recruiting teachers that met the qualifications to teach in a public elementary school and planning a robust professional development plan in alignment with our school action plan and goals. Classroom teachers had 14 full days and 12 half days of professional development during the school year. Additionally, teachers collaborated and had team planning meetings on a bi-weekly basis. The school Action Plan and Professional Development plan helped achieve the articulated goal because through those plans, the school was able to monitor and track the actions and initiatives taken. Oasis was able to achieve a 90% teacher retention rate for the 2020-2021 school year which demonstrates that the services provided to hire and maintain highly qualified teachers consecutively. A key to this success is attributed to the excessive focus on collaboration and transparency with the teachers in addition to building a strong school culture and community. The teachers were aware of the school Action Plan and goals set forth this school year and planned instruction accordingly. In turn, we were effective with our goal since the Action Plan and PD Plan included CCSS and NGSS training in-house and off-site for our staff. When our school closed due to the COVID-19 pandemic, our staff came together and collaboratively created a remote learning program that aligned with the actions and services planned as well as with the implementation of CCSS and NGSS for the remainder of the school year.

Mental health services for our students was also a notable highlight. Oasis has had significant success in monitoring and supporting the mental health and social well-being of our students. Oasis has and will continue to monitor and support mental health and social and emotional well-being of pupils and staff during the school year. Oasis developed and implemented a comprehensive counseling program for

all our students to receive remote counseling support. Oasis also has a Social- Emotional Coordinator to provide social and emotional learning for all students and parents virtually and in-person, four times per week. A success that our school achieved was to ensure that Mental Health Services were provided to students who were referred to the counseling and support program either from home or by our school staff. Additionally, students with a pattern in behavioral issues were also recommended for counseling services to support their social skill development. Students in the program received at least a twenty minute group session once a week. Students who were identified as higher needs had one on one support or more than one session per week were offered. The counselor we hired additionally provided small group and classroom support directly related to social skills to support social emotional development. The school's Administrative Assistant received in-house training and training with our local county office of education to enhance her skills on how to administer and complete all school attendance reports and the school was able to maintain accurate records.

A success in regards to the actions and services planned to achieve the goal of increasing family participation and connection to support student academic achievement and solidify the students' learning environment was to hire a part-time family liaisons, offer family workshops, and use effective communication tools with our families.Oasis took the initiative to communicate to families that the main source of communication was going to be Parent Square. Teachers and administration communicated all information necessary for parents using this social portal. The feedback given from parents and staff was very positive. Parents liked to receive frequent reminders of things that were going on in school from classroom homework and newsletters, to school-wide events. The school used "Google Forms" to conduct family surveys in efforts to gather stakeholder input as well as to gather data. Our school staff designee was able to translate for parents during school events and also assisted with the translating of documents.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Since the beginning of the school year, Oasis sought parent feedback to make adjustments to our educational program and specifically identify the needs of our community to be able to provide our students with a robust remote learning environment, and to develop our LCAP plan.

Oasis had a stakeholder engagement process that was followed to ensure that input was considered before finalizing the LCAP. The school had an LCAP committee to provide feedback on the plan. This committee looked at the goals, and made recommendations to changes, eliminations, and additions to the school goals. The committee consisted of staff members including administrators, teachers, and paraprofessionals, parents, and members of the school's Governing Board. After the committee met to discuss the plan, the school held a public hearing on June 7, 2021 to present the drafted goal for the LCAP 21-22. This was an opportunity for the public and community to provide the school with input once again. The school took all the feedback into consideration in developing the LCAP 21-22.

Families had the opportunity to provide feedback on our program via an electronic survey. We asked families to provide the school with specific information in order to enhance their child's home learning experience. Additionally, we wanted to make sure that we reached out to families who might not have the internet by a phone call. Our paraprofessionals and our school family liaison made phone calls to parents regularly to inquire about the needs of the students, reasons for lack of participation, and so much more. Based on the feedback received, OCPS made adjustments to the plan. Families were surveyed on three separate occasions, each taken into account for our continuity plan. Additionally, the LCAP was presented in public and at parent meetings where parents had the opportunity to give feedback then.

Staff continuously provided feedback to OCPS. Feedback was taken via electronic survey and during our weekly staff meetings via zoom. Feedback was also provided in-person. The community feedback was taken at our public meeting and via community memos. An essential part of the feedback process because it opened the door to address the needs of the parents of the Salinas community. Our students live in all parts of the city, and some even out of the city and hearing the challenges our community is facing is essential to our plan.

A summary of the feedback provided by specific stakeholder groups.

Staff, parents, students, and community feedback was gathered and analyzed and the following summarizes the feedback received:

Committee was concerned about the learning loss due to the pandemic and the plan to accelerate learning now that in-person instruction has resumed

Committee wanted to make sure that our LCAP plan fosters and includes special populations to ensure additional resources to support students who are English learners, socioeconomically disadvantaged, special education, and foster youth.

Committee wanted to ensure that we include specialty classes as part of our plan to increase engagement, participation, and enrollment. Classes such as STEM, art, etc.

Committee members wanted to ensure additional support was provided to students who are underperforming due to distance learning by offering intervention and classes outside the school days such as a summer academy

Staff was concerned about the student's mental health and well-being

Staff suggested parent support and workshops

Staff suggested professional development and coaching

Parents were concerned about support for the students and learning loss

Parents suggested additional staffing such as paraprofessionals and tutors

Parents were concerned about parent's well-being and support and workshops offered

Parents and students suggested more enrichment activities such as art

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP Planwere influenced by the stakeholder input that was gathered. The goals were consolidated into three general trends and themes that were discussed, and the specific action plans that were aligned were influenced by all the feedback and suggestions received. It was evident that based on our needs, our priority is to achieve grade level proficiency and therefore, the goal was drafted, actions to achieve that were recommended were embedded into the LCAP. Furthermore, it was notable that there is a continuous need for mental health services for our students. Thereofere, the second goal was developed and adjusted to implement a Social and Emotional Learning program and offer it to all our students. Additionally, Oasis will offer counseling with a licensed professional to support our students' mental health. Family engagements and participation was also left as a goal in our LCAP based on the feedback. We added actions such as family workshops and seminars, and student engagement opportunities as actions to support the achievement of this goal. The school has invested in hands-on activities and kits for our students to be able to implement our school philosophy. Also, the school developed a student enrichment

program in which students will select an activity that interests them that is more focused on the visual and performing arts. These actions and aspects were influenced by the stakeholder input for our LCAP 21-22.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve academic growth towards grade level proficiency in ELA and Mathematics

An explanation of why the LEA has developed this goal.

This goal was developed due to the analysis conducted in identifying the areas of needs per the CA Dashboard, and the internal benchmarks for this school year. Additionally, based on the stakeholder input, there has been slight improvement over the last year, nonetheless, it is evident in the numbers, that the majority of our students are working towards achieving grade level proficiency. As an educational institution, it is our responsibility and priority to ensure that our students are always working towards achieving academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Teachers # PD Sessions	12 out of 12 teachers 6 out of 10 Sessions	12 out of 12 teachers 6 out of 10 Sessions	N/A	N/A	12 out of 12 teachers 10 out of 10 Sessions
Student Benchmark Reports	3 out of 3 NWEA assessments	3 out of 3 NWEA assessments	N/A	N/A	3 out of 3 NWEA assessments
Standard- Based Lesson Plans	10 out of 10 Weekly lesson plans aligned with CCSS and PBL	21 out of 10 Weekly lesson plans aligned with CCSS and PBL	N/A	N/A	10 out of 10 Weekly lesson plans aligned with CCSS and PBL
Instructional Assistants	7 out of 10 Instructional Assistants	7 Instructional Assistants	N/A	N/A	9 out of 10 Instructional Assistants
State Testing CAASPP Data	4% out of 10% percentage points increase in students meeting proficiency level	4% percentage points increase in students meeting proficiency level	N/A	N/A	8% out of 10%percentage points increase in students meeting proficiency level

Actions

Action #	Title	Description	Total Funds	Contributing
1	HQT's	Hire highly qualified teachers to implement standard aligned instruction that is engaging and rigorous for students	$ 635,739	Y
2	Intervention	Multi-tiered support system for all students and Interventions early on	$ 120,779	Y
3	Classroom aides	Instructional aides to support students in the classroom	$ 293,692	Y
4	Academic Coach	Academic Coach to support academic growth in all classroom	$ 65,000	Y
5	Professional Development	Strategic Action plan with professional development for all staff	$ 40,000	Y
6	Vice Principal	Hired a full-time Vice Principal to monitor student academic progress	$ 68,399	Y
7	Academic Coach	Hired a full-time academic coach and intervention coordinator to support student academic achievement	$ 107,401	Y
8	ELD	Hire 2 ELD staff, teacher and aide	$ 78,378	N
9	Curriculum and Instructional materials	Student Data Information Systems and assessment resources such as Powerschool, Freckle, Edulastic, and Reading A-Z	$ 33,740	N
10	NWEA Map Growth	Benchmark data and student achievement reports for stakeholder groups	$ 2,820	Y
11	Specialized support	Academies and additional interventions outside school hours	$ 10,000	Y

Goal Analysis [LCAP Year 2019-2020]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions

Oasis ensured the implementation of the actions and services necessary to achieve the goal of hiring highly qualified teachers and provide CCSA, NGSS, and Project-Based Learning training this school year by recruiting teachers that met the qualifications to teach in a public elementary school and planning a robust professional development plan in alignment with our school action plan and goals. Classroom teachers had 14 full days and 12 half days of professional development during the school year. Additionally, teachers collaborated and had team planning meetings on a bi-weekly basis. The school Action Plan and Professional Development plan helped achieve the articulated goal because through those plans, the school was able to monitor and track the actions and initiatives taken. Oasis was able to achieve a 90% teacher retention rate which demonstrates that the services provided to hire and maintain highly qualified teachers consecutively. A key to this success is attributed to the excessive focus on collaboration and transparency with the teachers in addition to building a strong school culture and community. The teachers were aware of the school Action Plan and goals set forth this school year and planned instruction accordingly. In turn, we were effective with our goal since the Action Plan and PD Plan included CCSS and NGSS trainings in-house and off-site for our staff. When our school closed due to the COVID-19 pandemic, our staff came together and collaboratively created a remote learning program that aligned with the actions and services planned as well as with the implementation of CCSS and NGSS for the remainder of the school year.

In regards to the actions and services planned for Goal 1, our school was fortunately able to implement the majority of the actions and services planned to achieve our goal of hiring highly qualified teachers to implement the state standards for all subjects. The actions and services shifted slightly when our school had to create, plan and implement a distance learning program for our students. In order to continue to achieve this, our school had to use school funding to purchase electronic devices for students and staff. Additionally, we had to purchase online platforms and memberships to enable our teachers to continue teaching and connecting with our students to deliver high quality instruction aligned with the state standards. Once students resumed in-person learning, we are able to apply many of our actions and plans. Reflecting on this school year, we learned a lot from our distance learning program and thanks to the feedback from stakeholders, and our own analysis, we were able to prioritize, develop, and make adjustments to the actions that will support our students in making growth towards grade level proficiency this upcoming school year. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

In analyzing the actions related to specific actions from the previous LCAP and it's effectiveness in making progress toward the goal, it is certain that the actions such as having highly qualified teachers, classroom aides, an academic coach and training that is aligned with the standards is all effective based on our observational data. Unfortunately, due to the pandemic, no schools have data for 2020 and therefore, we cannot accurately predict the numerical growth each student made. What we can speak to is the participation rate and the students' progress reported throughout the school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal changed from "Hire qualified teachers (HQT's) to implement the Common Core State Standards (CCSS) ,New Generation Science Standards (NGSS),and History Social Science (HSS) Framework" to "All students will achieve academic growth towards grade level proficiency in ELA and Mathematics". This was changed because the in order achieve academic growth towards grade level proficiency, the

school must hire HQT's to effectively do that. Additionally, we added more actions and desired outcomes as part of the goal. This is the plan that is going to drive our school year and we wanted to make sure that all the actions set in place were articulated as part of the plan.

Goal

Goal #	Description
2	Provide social-emotional and mental health services to all students to support their growth and development socially and academically

An explanation of why the LEA has developed this goal.

This goal was developed in efforts to continue to provide socio-emotional support for all our students. It is evident that in order for students to achieve academic success, they must have stability in their socio-emotional development too. At Oasis, we implement a whole-child approach to our learning program. Now more than ever, after readjusting from distance learning almost the entire school, it is crucial that we continue to offer this to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Instruction	90% students receive 90 minutes per week of SEL	90% students receive 60 minutes per week of SEL	N/A	N/A	]90% students receive 90 minutes per week of SEL
Counseling Sessions	85% of students referred receive counseling sessions	75% of students referred receive counseling sessions	N/A	N/A	85% of students referred receive counseling sessions
Workshop and Trainings	3 out of 6 SEL Workshops offered	3 out of 6 SEL Workshops offered	N/A	N/A	5 out of 6 SEL Workshops offered

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor	Student counselor on-site to provide support to students in need	$ 34,000	Y
2	Social Emotional Coordinator	Social Emotional Coordinator to provide Social Emotional classes for all students	$ 42,401	Y

3	SEL Materials	Student Materials to support mental health and SEL	$ 2,000	Y
4	Staff Training	Professional development and trainings for staff on mental health and SEL	$ 2,000	Y
5	Parent Training	Workshops and seminars for parents	$ 1,500	N
6	Vice Principal	Hire a full-time Vice Principal to oversee SEL and Mental Health Services	$ 63,899	N

Goal Analysis [LCAP Year 2019-2020]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school was able to implement the actions and services planned in order to provide mental health services that build social-emotional skills to increase positive behavior and student attendance since the beginning of the school year. Due to instruction being remote for over 75% of the school year, funds budgeted for actions and services relevant to this goal were provided remotely. We also did not include the Social Emotional Coordinator to provide classes for that specific school year so we adjusted that for this past school year and embedded it to the LCAP for the upcoming school year due to the high demand after school closure and distance learning. Many students were experiencing anxiety, lack of engagement and depression among other thingsOasis has had significant success in monitoring and supporting the mental health and social well-being of our students. Oasis has and will continue to monitor and support mental health and social and emotional well-being of pupils and staff during the school year as follows: Oasis staff and administration will provide professional development to support students with social and emotional well-being. Oasis developed and will implement a comprehensive counseling program for all our students to receive remote counseling support. Oasis has a designated staff member to provide social and emotional learning for all students and parents virtually four times per week.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference between a budgeted expenditure versus an actual expenditure for this goal is the development of our Social and Emotional Learning Program at our school. Following our school closure due to the pandemic, Oasis found the need to develop and implement a Social and Emotional learning curriculum for the remainder of the school year. Undoubtedly, not having in-person instruction and interaction largely affected our students so although it was not projected in the previous LCAP, it was essential that we provide this necessary service to our students. More importantly, students lost the opportunity to experience social development interacting, problem solving, and collaborating with peers in their continuous social emotional development and growth and it was critical we guided students to adapt to the unprecedented and drastic changes that were occurring.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions on the previous LCAP had to be adjusted to be provided remotely, nonetheless, they were effective. Students in the school's counseling program received at least a twenty minute group session once a week. Students who were identified as higher needs had one on one support or more than one session per week were offered. The counselor we hired additionally provided small group and classroom support directly related to social skills to support social emotional development. The school's Administrative Assistant received in-house training and training with our local county office of education to enhance her skills on how to administer and complete all school attendance reports and the school was able to maintain accurate records. The instructional coordinator of the school successfully developed and led the school's counseling program. In addition, the school developed and implemented the SEL program for all students. This had a very positive impact on our students, especially after returning to school in-person in April 2020.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were changes made to the previously planned goal, actions and outcomes. Specifically, the goal changed by adding the academic growth component in alignment with the social growth as well. Additionally, we added the Social and Emotional learning coordinator and curriculum to this goal because after receiving the feedback, and making our on analysis and observations, we concluded that the social and emotional well being of all the students is a priority and essential in order for our students to grow both academically and and emotionally.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	Our family engagement will overall increase to support the academic achievement of students

An explanation of why the LEA has developed this goal.

This goal to increase family engagement was developed because the school understands the value of parent involvement in their child's education. Oasis believes that in order to achieve academic success, we must work together as a team and share the responsibility. Over the years, despite the school's effort to increase family engagement, we have had minimal gains. The school would like to continue to focus on this goal and achieve it in the near future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Events Sign-In Sheets (Meetings, Academic Nights)	20-105 people in attendance	20-70 people in attendance	N/A	N/A	60-105 people in attendance

Visitor/Volunteer Sign-In Sheets	8-40 people volunteering	8-15 people volunteering	N/A	N/A	10-40 people volunteering
Family Workshops and Trainings	8-45 people in attendance	8-20 people in attendance	N/A	N/A	20-45 people in attendance
Communication Tracking	50-150 people view postings	50-80 people view postings	N/A	N/A	90-140 people view postings
Specialty Classes	2 out of 5 specialty classes offered to all students	2 out of 5 specialty classes offered to all students	N/A	N/A	4 out of 5 specialty classes offered to all students

Actions

Action #	Title	Description	Total Funds	Contributing
1	School and Community Events	School events planned to foster and increase family engagement	$ 5,000	N
2	Family liaison	Hire a part-time Family Liaison to support connecting with families regularly	$ 29,842	Y
3	Parent Workshops	Family Workshops and seminars offered throughout the year	$ 1,500	N
4	Communication	Parent Square, Google Drive, Social media, and other means of communication such as phone calls and paper notices to inform families about school events	$ 1,500	N
5	Communication tracking	Staff designee to maintain participation data on Sign-In Sheets, zoom recording, etc. for school events and volunteer tracking purposes	$ 0.00	N
6	Translating Services	Translation services for families	$ 0.00	N
7	Community Events	Community Events Outreach for student recruitment, community engagement opportunities for students	$ 1,500	N
8	Specialty Classes	Enrichment opportunities to increase parent and student engagement	$ 60,000.00	Y

Goal Analysis [LCAP Year 2019-2020]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Oasis was able to implement some of the actions and services planned to increase parent participation and to support student academic achievement and solidify the students' learning environment since the beginning of the school year. Many, if not most of the services were forced to be cancelled or offered virtually. The school was unable to implement our actions in person since due to the COVID-19 pandemic and restrictions for school volunteers and visitors, we were unable to have families come in-person. Additionally, all in-person events were cancelled for the remainder of the school year. Naturally, all communication and connection with parents was via telephone or video conference. Communication became more regular and consistent via Parent Square. Additionally, the school was able to begin the school year with a family liaison who assisted families and communicated regularly with staff and parents. Also, the school was able to host an all family even remotely in efforts to increase student engagement and family participation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not a significant difference between budgeted and actual expenditures.School closure had the biggest impact in our efforts to increase our parent participation this school year. When students were on-site, we strived to increase parent involvement and it was a challenge to do. Given that our communication and meetings were exclusively virtual after school closure, our school did not use the budgeted expenses for in-person school wide events. Instead, the school purchased materials for students to use at home to support their learning and participation across the board. Teachers and administration communicated all information necessary for parents using this social portal. Additionally, the school's focus was to invest in attractive incentives to increase parent participation even if it was virtual.

An explanation of how effective the specific actions were in making progress toward the goal.

Given that our communication and meetings were exclusively virtual after school closure, our school had a decline in participation. Parent Square. Teachers and administration communicated all information necessary for parents using this social portal.Our school staff designee was able to translate for parents during school events and also assisted with the translating of documents.The school used "Google Forms" to conduct family surveys in efforts to gather stakeholder input as well as to gather data. The feedback given from parents and staff was very positive. Oasis staff sent frequent reminders of things that were going on in school from classroom homework and newsletters, and information on school-wide virtual events her support student academic achievement and solidify the students' learning environment was to hire a part-time family liaisons, offer family workshops, and use effective communication tools with our families.Oasis took the initiative to communicate to families that the main source of communication was going to be Parent Square. Teachers and administration communicated all information necessary for parents using this social portal. The feedback given from parents and staff was very positive. Additionally, Oasis was able to translate for parents and assisted with the translating of documents schoolwide.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the reflections made and the feedback received, the goal, desired outcomes, and actions that changed or were adjusted were increasing the community and school events, increasing and offering parent workshops, and adding specialty and enrichment opportunities

for our students. It was evident from last school year and from the input of the stakeholders that what sets us apart and makes us attractive as a school is the continuous offerings of enrichments and specialties classes. We, as a school, want to ensure that we embed this as part of the LCAP plan to ensure that funds are allocated to this specific area. Moreover, we want to ensure that the school provides information and training for parents on how they can support their child with academic success. Although we have some events throughout the year to provide some training for parents, we are hoping to really focus on strategic parent workshops to foster academic growth at school and at home.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year 2020-2021]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
78% Combined	$57,000

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

At Oasis Charter School, foster youth is less than 1%, 31% of our students are English learners, and 46% of our students are low-income/ socio-economically disadvantaged. The needs of these students were considered by identifying who they are and under what groups they are identified in. Oasis found that a lot of the students were part of at least two groups. For example, we had students that were both English learners and low-income students. After identifying the students, we gathered information to determine their needs. This ranged anywhere from socioeconomic to social and emotional to academic needs.

In order to determine if Oasis is effective in meeting the goals for these student groups, the school monitors and keeps record of the communication and interactions with our foster youth, English learners, and low-income students and families. If students are participating regularly synchronously and asynchronously and making progress towards their goals, Oasis has been effective in meeting the needs of these students. If that is not the case, Oasis teachers and the family liaison will reach out to families to determine what support systems are necessary for our foster youth, English learners, and low-income students to be successful in reaching their goals

Additional support was and will continue to be provided to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. The additional support will be provided as follows:

English learners will receive additional designated instructional sessions.

Students with exceptional needs will receive additional instruction sessions.

Pupils in foster care and/or who are experiencing homelessness will receive l counseling as well as additional support and instruction in Social Emotional learning.

Pupils with unique needs will receive additional materials necessary to succeed academically. This includes, but is not limited to classroom supplies and materials, technology, backpacks, school lunch, and tutoring opportunities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services provided to students during the school day, Oasis will ensure that students are also provided with services such as social emotional support, counseling, tutoring and support services after the school day. Additionally, if Oasis determines there is a need for additional targeted support, students will be provided with intervention support via small learning groups, specialized tutoring, or virtual support if the in-person support is not feasible for the student.