



Oasis Charter Public School

A small school for kids with BIG ideas.

California Department of Education
July 2021

UCEN BOARD APPROVED 10/26/21

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oasis Charter Public	Lucette Zepeda School Principal	info@oasischarterschool.org (831) 424-9003

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	oasischarterschool.org
Oasis Strategic Growth Plan	oasischarterschool.org

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$408,426.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$163,370.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$204,213.00
Use of Any Remaining Funds	\$40,843.00

Total ESSER III funds included in this plan

\$408,426.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

- Parents and families- Families had the opportunity to provide feedback on our instructional in-person program via an electronic survey and during our Family Meetings at the start of the school year. We asked families to provide the school with specific information in order to enhance their child's learning experience. Our paraprofessionals and our school family liaison made phone calls to parents. Based on the feedback received, OCPS made adjustments to the instructional program.

- Students- Students had the opportunity to provide feedback on their experiences and needs via an electronic survey (upper grades), and in-person feedback via teacher and/or staff observations. Teachers asked students about challenges they were facing and suggestions for improvement.
- Staff- Staff continuously provided feedback to OCPS. Feedback was taken via emails, electronic survey and during our bi-weekly staff meetings, and during our leadership meetings via the teacher representative on the team.
- Community- Building Healthy Communities- Padres Unidos provided their feedback and demands for Emergency Schooling during COVID-19 via Memo. The community feedback was 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 description of how the development of the plan was influenced by community input.

Before finalizing the ESSER III Expenditure plan, all stakeholder feedback and input was taken into consideration by ensuring that all major concerns and challenges related to instruction, safety, and the overall well-being of all staff and district community were addressed.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$163,370.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
GOAL #2	Social Emotional Learning		\$34,000

GOAL #2	Counseling and Mental Health		\$42,401.00
	PPE		\$15,000.00
GOAL #1,2	Support Staff		\$71,969.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$204,213.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
GOAL #1	Tutoring	Tutoring support will be offered after school for students that need additional support academically	\$24,000.00
GOAL #1	Intervention and Targeted support	Interventions will be offered during the school days for students who are identified as needing targeted support. Specialized tutoring via a private institution will be offered to identified high need students after school hours.	\$45,000.00
GOAL #1	Student Learning Materials	Differentiation and supplemental material will be purchased for the classroom to provide instruction at the students' instructional levels.	\$32000.00
GOAL #1	Assessments/Benchmarks	Teachers will be administering benchmarks and assessments via a nationally recognized assessment platform to provide a multi-tiered support system model to students	\$7,000.00
GOAL #1,2	Support Staff	Instructional aides will be used in the classroom to provide immediate, on-demand student support	\$40,000

GOAL #1,2	Extended Learning	Summer program and after school programs will be offered to student to compensate for learning time loss due to school closures	\$56,213.00
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Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$40,843.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
GOAL #3	Parent Support/Workshops	During the development of our school LCAP, we found it crucial to provide training for parents during the school year. Parent workshops will be developed and offered around ELA, Math and other student support so that parents can support their child at home.	\$1500.00
GOAL #3	Enrichment Programs	At least two times a year, all students will have an opportunity to participate in an enrichment program at Oasis. These programs may include, but are not limited to, music, art, dance, sewing, drama, and more.	\$39,343.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Students Assessments	All students in grade levels 1-6 will be taking the NWEA Map Growth performance Benchmark assessments for ELA and Math. Students will be	3 Times per school year (Beginning, middle and end)

	taking fluency assessments and math module assessments as well.	
Progress Monitoring	Teachers are to use the gradebook in PowerSchool to track and monitor student progress based on their informal and formal class assessments for content learning.	On a regular basis in teacher gradebook
Behavior Monitoring	SEL and Counseling will keep track of student behavior via observations and anecdotal notes	Monthly. SEL Coordinator and Counselor will provide updates on behavior with school staff and administration