

Oasis Charter Public School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



Oasis Charter Public School
A small school for kids with BIG ideas.

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Oasis Charter Public School
Street	1135 Westridge Parkway
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 424-9003
Principal	Lauren Ricker
Email Address	laurenricker@oasischarterschool.org
School Website	https://oasischarterschool.org/
Grade Span	K-6
County-District-School (CDS) Code	27659616025977

2024-25 District Contact Information

District Name	Oasis Charter Public School
Phone Number	(831) 753-5700
Superintendent	Dr. Deneen Guss
Email Address	superintendent@montereycoe.org
District Website	www.montereycoe.org

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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 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 near the school and a residential neighborhood. The stores provide field trip opportunities for students to learn how stores, like Costco, operate. Oasis provides an educational environment for kindergarten through sixth grade students. Our students come from the City of Salinas and other surrounding cities in the tri-county area such as Marina, Prunedale, Chular, Gonzales, and Soledad.

The maximum enrollment is 250 students. Currently, there are 186 students enrolled. We serve our educational community through project-based learning. Our staff are trained in project-based learning through PBL Works, the premier organization of project-based learning. We also offer free virtual parenting classes and many volunteer opportunities for our families. Our families are invited to our school each and everyday. Oasis also offers the entire spectrum of academic and social/emotional services to students such as specialized education, counseling, behavior interventions, math and reading intervention groups and classes in the arts. We provide integrated and designated English Language Development classes. Our academic programs utilize curriculum from Reach for Reading, UpLevel, A-Z Reading, Heggerty Phonics, 95 Phonics, and Eureka Math. All lessons are based on the California State Standards. We use Love and Logic as a behavior management tool as this program has an emphasis on empathy, problem solving and conflict resolution.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	30
Grade 2	27
Grade 3	27
Grade 4	27
Grade 5	18
Grade 6	25
Total Enrollment	186

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
Non-Binary	0
American Indian or Alaska Native	0.6
Asian	5.3
Black or African American	0.32
Filipino	0
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	.16
White	9.1
English Learners	32.7
Foster Youth	0
Homeless	10.1
Migrant	0.6
Socioeconomically Disadvantaged	59.7
Students with Disabilities	9.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	77.78	63.20	53.13	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.41	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	14.81	12.20	10.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.20	23.71	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	15.30	12.88	18854.30	6.86
Total Teaching Positions	13.50	100.00	119.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	70.00	73.80	53.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	10.00	3.00	2.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	20.00	18.90	13.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.90	18.79	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	16.10	11.74	15831.90	5.67
Total Teaching Positions	10.00	100.00	137.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.20	67.57	65.70	51.90	231142.40	83.24
Intern Credential Holders Properly Assigned	2.00	21.62	2.40	1.97	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	21.70	17.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	24.70	19.51	11746.90	4.23
Unknown/Incomplete/NA	1.00	10.81	11.90	9.44	14303.80	5.15
Total Teaching Positions	9.20	100.00	126.60	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	0
Misassignments	1.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	2.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	11.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.40	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading National Geographic	Yes	0
Mathematics	Eureka Math	Yes	0
Science	UpLevel and Reach for Reading	Yes	0
History-Social Science	Reach for Reading	Yes	0
Health	Teacher generated lessons based on California State Standards and lessons from County Nutrition	Yes	0
Visual and Performing Arts	Contracted services with the Arts Council of Monterey County	Yes	0

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

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 Social Emotional Learning room, and an 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 school has a field that we use regularly for physical activities, competitive games, and recreational 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, including sanitizing and other COVID related protocols. 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. We currently have a commercial kitchen space which is appropriately inspected by the local health department. The school has a small parking lot and due to this drop off and dismissal can be challenging. We have recently streamlined this process with greater traffic control to ensure everyone's safety.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Based in our annual inspection, no repairs are needed at this time.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Our school facility is maintained by our custodians regularly. Inspection for pest and/or infestation occurs when there is a need. Pest control takes care of the school facility needs right away.
Electrical	X			The school contracts with an electrician where there is a need for improvements or repairs. Currently, there is no action planned or needed at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Our custodians check and repair restrooms if needed.
Safety: Fire Safety, Hazardous Materials	X			The school regularly get inspected for fire safety and hazardous materials. Staff is trained on how to handle such materials annually. Currently, there is no need for repair or actions.
Structural: Structural Damage, Roofs	X			We contract with outside providers who provide annual inspections. No need for repair or actions.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No current repairs or actions are needed. All the playgrounds, windows, doors, gates, and fences are compliant with the city and school regulations.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	13	40	39	46	47
Mathematics (grades 3-8 and 11)	19	10	27	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	91	89	97.80	2.20	13.48
Female	44	43	97.73	2.27	20.93
Male	47	46	97.87	2.13	6.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	82	80	97.56	2.44	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	62	96.88	3.12	9.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	91	89	97.80	2.20	10.11
Female	44	43	97.73	2.27	9.30
Male	47	46	97.87	2.13	10.87
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	82	80	97.56	2.44	10.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	10.71
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	62	96.88	3.12	4.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.73	0.00	2.00	2.63	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	21	95.45	4.55	0.00
Female	12	11	91.67	8.33	0.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	20	95.24	4.76	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	24	24	24	24	24

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent and family participation is highly valued at our school site. Our school has a full-time family liaison to increase participation for school events, runs our family resource center, and is available to assist families. Our school uses communication tools such as Parent Square and email to connect with our families. Parent Square serves as our main form of communication, but we also welcome phone calls and in person meetings. The majority of parents enjoy receiving reminders of events, classroom homework and newsletters, and other school updates. The Oasis Community Council (OCC) is our parent committee that operates fundraisers and some events for the school. They are an active, integral part of our school community.

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), our District English Learner Advisory Committee (DELAC), finance, interview, recruitment and other groups. Parent volunteers help with special projects in the classrooms and chaperone for field trips. We hold six evening events a year for families, Math and Science night, English Language Arts night, Back to School and Open House and two evenings to culminate and celebrate our enrichment events. Enrichment is an 8-week "elective" like classes for students that occurs three times a year.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	184	57	31.0
Female	96	95	31	32.6
Male	91	89	26	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	159	157	48	30.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	59	59	12	20.3
Foster Youth	--	--	--	--
Homeless	23	23	6	26.1
Socioeconomically Disadvantaged	128	127	41	32.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	24	8	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	4.44	4.28	0.96	1.67	1.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.28	0.00
Female	0.00	0.00
Male	8.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.08	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	4.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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. Our system checks school visitors to criminal databases and our own system for restraining and custody orders. We review discipline and safety procedures with the staff and students throughout the school year. We also

2024-25 School Safety Plan

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 that is also used for communication. All staff carry two-way radios that also have emergency stations, flashlights, and serve as our main emergency communication. We review and revise our Comprehensive School Safety Plan annually. This process also involves fire and law enforcement review of our plan and we have a safety plan committee comprised of staff and parents. The safety plan is shared with school staff during a staff meeting. Fire drills, lockdown drills, shelter-in-place drills, and earthquake drills are practiced monthly. We share safety concerns at staff meetings and review procedures as needed. All staff have first aid, CPR, Narcan, Epi-pen, CPR, AED training and receive safety trainings with an outside law enforcement safety agency.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	19	1		
2	21		1	
3	18	2		
4	23		1	
5	27		1	
6	21		1	
Other	21		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		1	
1	26		1	
2	24		1	
3	16	1		
5	21		1	
6	25		1	
Other	83		1	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32	1	1	
1	30	1	1	
2	27		1	
3	27		1	
4	27		1	
5	18	1		
6	25		1	
Other	186			

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	186

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	23605.48	7953.77	15651.71	56371.69
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	36.9	

Fiscal Year 2023-24 Types of Services Funded

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. The school provided services to assist students during the school year of 2023-2024. As part of the school goals, the school offered students social-emotional support school counselor and a Social-Emotional learning coordinator. The school also provided reading and math intervention to students to support their academic growth.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			4