Oasis Charter Public

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	1135 Westridge Pkwy. Salinas, CA , 93907-2529	**Principal:**	Dr. Natalie Zayas, Executive Director
Phone:	(831) 424-9003	**Grade Span:**	K-6

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 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.

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.

About This School

Dr. Natalie Zayas, Executive Director

📍 Principal, Oasis Charter Public

About Our School

It is an honor to serve as the Executive Director. After teaching at Oasis, I went on to teach at other schools including traditional and private. I served as a Science Department Chair and served as a leader in non-profits, a charter school board and other boards related to environmental and outdoor education. Coming back to Oasis in a leadership role, for me, is full-circle back to the school that kept my heart. When not working, I enjoy hiking, kayaking, diving, snorkeling, gardening and spending time with my adult children and grandchildren.

Contact

Oasis Charter Public
1135 Westridge Pkwy.
Salinas, CA 93907-2529

Phone: (831) 424-9003
Email: nataliezayas@oasischarterschool.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Monterey County Office of Education
Phone Number	(831)755-0300
Superintendent	Guss, Dr. Deneen
Email Address	superintendent@montereycoe.org
Website	www.montereycoe.org

School Contact Information (School Year 2023–24)

School Name	Oasis Charter Public
Street	1135 Westridge Pkwy.
City, State, Zip	Salinas, CA , 93907-2529
Phone Number	(831) 424-9003
Principal	Dr. Natalie Zayas, Executive Director
Email Address	nataliezayas@oasischarterschool.org
Website	www.oasischarterschool.com
County-District-School (CDS) Code	27102726119663

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

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. At Oasis, we believe that to be a responsible citizen, one must know how to evaluate options, make decisions, and assume responsibility for decisions made. Oasis believes that an educated person of the 21st century is a self- motivated, competent lifelong learner. Oasis Charter School provides an educational environment that enables children to identify their own questions and equips them with the skills necessary to find answers to those questions. Through purposeful planned experiences, Oasis students are enabled to explore, evaluate, experiment and explain their thinking. Well-educated citizens evaluate options and make important choices. These skills include traditional academic skills, 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. Oasis Charter has offered educational environment for kindergarten through sixth grade students since 2003. Our students come from the City of Salinas and other communities of the tri-county area of Monterey County such as Marina, Prunedale, Castroville, Gonzales, and Chular.

The maximum enrollment at Oasis Charter is 250 students. Currently, there are 178 students enrolled at Oasis. Oasis Charter serves its community through project-based learning. We offer free virtual parenting classes and many volunteer opportunities. We love having our families on campus! Oasis also offers the entire spectrum of academic and social/emotional services to students such as specialized education, counseling and behavior intervention, and math and reading intervention groups. Oasis Charter also provides Integrated and Designated English Language Development (ELD) for our English Learners. Our academic programs include Eureka Math, Reach for Reading, Reading A-Z which is the Science of Reading, and Freckle ELA and Math. In addition, we continue to implement a behavior and conflict resolution system, Love and Logic, which focuses on empathy, accountability and building relationships. This an approach to helping students identify and solve problems, which in turn, is educating them to be responsible citizens in a democracy.

Last updated: 1/14/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	33
Grade 1	27
Grade 2	25
Grade 3	29
Grade 4	17
Grade 5	22
Grade 6	25
Total Enrollment	178

Last updated: 1/14/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.82%
Black or African American	3.00%
Filipino	0.00%
Hispanic or Latino	86.14%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.41%
White	3.01%

Student Group (Other)	Percent of Total Enrollment
English Learners	38.55%
Foster Youth	0.60%
Homeless	14.46%
Migrant	0.00%
Socioeconomically Disavantaged	51.90%
Students with Disabilities	22.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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.

Last updated: 1/11/24

Teacher Preparation and Placement (School Year 2021–22)

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.

Last updated: 1/11/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	1.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30%	11.1%
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%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

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, integrated with Social Studies and Science. A-Z reading is Science of Reading aligned.	Yes	0
Mathematics	Eureka Math	Yes	0
Science	UpLevel and Reach for Reading	Yes	0
History-Social Science	Reach for Reading	No	0
Foreign Language	N/A		0
Health	Brighter Bites materials and County Health materials	Yes	0
Visual and Performing Arts	Monterey County Arts Council	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

Oasis Charter Public School has passed the William Inspection with a standing of "Good."

The school is maintained in good repair with no noted deficiencies.

School Facility Good Repair Status

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Based on our inspections, no repairs are needed.
Interior: Interior Surfaces	Good	We replaced flooring in all of our lower grade classrooms to make it safer for our students as the old flooring was pulling up from the floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Our custodians maintain and clean our school daily. We have no pest/vermin problems.
Electrical: Electrical	Good	The school contracts with an electrician who did an inspection this year and is on call for repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No current repairs needed, all are in good working order.
Safety: Fire Safety, Hazardous Materials	Good	Our fire extinguishers are checked monthly, as our emergency exit and lighting systems. We have passed our fire inspection for safety. Staff is trained in hazardous materials annually. Our AED batteries, emergency lights and exit lights all have new batteries and are in good working condition.
Structural: Structural Damage, Roofs	Good	No damage.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We have added security film to all of our windows, replaced gates and fences with stronger security gates/fences.

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88%	1.12%	23.86%
Female	42	42	100.00%	0.00%	26.19%
Male	47	46	97.87%	2.13%	21.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70%	1.30%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	10.00%
Foster Youth	0	0	0%	0%	0%
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	25.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

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.

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.

Last updated: 1/14/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88%	1.12%	19.32%
Female	42	42	100.00%	0.00%	21.43%
Male	47	46	97.87%	2.13%	17.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70%	1.30%	18.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	3.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	13.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

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.

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.

Last updated: 1/14/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	15.38%	22.73%	5.56%	2.00%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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.

Last updated: 1/14/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	22	95.65%	4.35%	22.73%
Female	--	--	--	--	--
Male	13	12	92.31%	7.69%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00%	5.00%	26.32%
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

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.

Career Technical Education (CTE) Programs (School Year 2022–23)

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
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.

Last updated: 1/14/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Oasis Charter Public School highly encourages and welcomes family involvement.

Oasis is an open campus for families who are encouraged to come volunteer at the school. Parents volunteer in classrooms, assist at recess and lunch, volunteer on our parent group, at community and school events, volunteer to serve on hiring committees, budget, recruitment, and other groups on campus. We enjoy having our families involved. Family involvement is something families regularly state is a positive of our school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	180	174	74	42.5%
Female	91	87	38	43.7%
Male	89	87	36	41.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	1	50.0%
Black or African American	2	2	1	50.0%
Filipino	4	4	1	25.0%
Hispanic or Latino	156	150	62	41.3%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	5	5	1	20.0%
White	7	7	5	71.4%
English Learners	68	67	26	38.8%
Foster Youth	1	1	0	0.0%
Homeless	25	24	7	29.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	98	92	43	46.7%
Students Receiving Migrant Education Services	1	0	0	0.0%
Students with Disabilities	21	21	9	42.9%

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.

Last updated: 1/14/24

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

For the 2022-2023 school year, Oasis implemented suspensions due to a lack of consistent behavior consequences. In order to create a learning environment certain behaviors needed to have consequences. This has worked and our more serious behaviors have calmed down so teachers can teach and children can learn in a safer environment.

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	4.44%	0.20%	0.96%	1.67%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/14/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.44%	0.00%
Female	3.30%	0.00%
Male	5.62%	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	4.49%	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	5.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.00%	0.00%
Socioeconomically Disadvantaged	3.06%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.52%	0.00%

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

Last updated: 1/14/24

School Safety Plan (School Year 2023–24)

Oasis Charter Public School has a Comprehensive Safety Plan that in the 23/24 school year has been reviewed by public safety officials.. There have been adjustments made to better match new standards and guidelines. We also have security fencing, security cameras, all doors remain locked and we have a door bell at the office door and door birds at two doors students access so they can be rung in by the office where the office can see them on a camera and we can keep them locked for safety. We have security film on our windows and tinting. Visitors sign in the office with a system that searches criminal records, cross checks with our records for custody and restraining orders, and prints a badge. Students are signed out when leaving early. All staff have 2-way radios that also have a channel switch for private information. All phones have intercoms. All staff have been trained in CPR, first-aid, AED, EpiPen, tourniquets and Narcan. The playground and school grounds are checked daily for hazards prior to students arriving. Drills are practiced monthly.

Last updated: 1/14/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		1	
1	13.00	2		
2	20.00	1	1	
3	25.00		1	
4	16.00	2		
5	14.00	2		
6	29.00		1	
Other**	93.00			2

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	1		
1	19.00	1		
2	21.00		1	
3	18.00	2		
4	23.00		1	
5	27.00		1	
6	21.00		1	
Other**	21.00		1	

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00	0	1	0
1	26.00	0	1	0
2	24.00	0	1	0
3	16.00	1	0	0
4	0.00	0	0	0
5	21.00	0	1	0
6	25.00	0	1	0
Other**	83.00	0	1	2

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	178

* 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.

Last updated: 1/14/24

Student Support Services Staff (School Year 2022–23)

Oasis has a fulltime counselor and a fulltime behavior coordinator. Both of these professionals have masters degrees and experience in their profession.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00

* 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.

Last updated: 1/14/24

Types of Services Funded (Fiscal Year 2022–23)

Oasis Charter Public School provides a full time counselor, a full time behavior coordinator, a full time family liaison, three intervention teachers, one special education teacher, one special education aide, one English Language Development (ELD) teacher and one ELD aide. We contract for art classes for all students which include art, music and dance classes. We provide Lexia for online intervention services in English Language Arts.

Last updated: 1/14/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47049.00	$0.00
Mid-Range Teacher Salary	$64463.40	$0.00
Highest Teacher Salary	$97464.29	$0.00
Average Principal Salary (Elementary)	$110988.00	$0.00
Average Principal Salary (Middle)	$124846.40	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

Professional Development

Our staff have been trained in Project Based Learning, Safety, First Aid, CPR, the Science of Reading and have professional development regularly in BeGlad and AVID strategies. We base on professional development needs on assessment data and teacher feedback.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12