

2021-22 SARC Input Sections

Input Section 1: SARC Input Sections Overview

Use the following sections to update SARC information that is not populated by DTS. The information you enter in the following sections automatically update the full SARC with data.

Where available, the section header is linked to detailed guidance from CDE.

A full version of CDE's data elements document can be downloaded by [clicking here](#).

Please feel free to contact the DTS Support Team by [clicking here](#).

DTS Announcements:

Input Section 2: 2021-22 School Contact Information

School Name	Alisal Community School
Street	1437 Del Monte Avenue
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 424-9003
Principal	Dr. Juanita Perea
Email Address	juanitaperea@oasischarterschool.org
School Website	
County-District-School (CDS) Code	27659616025977

Input Section 3: 2021-22 District Contact Information

District Name	Oasis Charter Public
Phone Number	(831) 753-5700
Superintendent	Dr. Héctor Rico
Email Address	hector.rico@alisal.org
District Website Address	www.alisal.org

Input Section 4: 2021-22 School Overview

Dear Community,

This school year has been another one to remember. Our staff and students accomplished a lot this school year by focusing on the academic and social emotional development of our students and staying true to our Oasis mission, which is to educate responsible citizens for a democracy. Again, this school year, our staff, students, and families demonstrated to all of us how resilient and united the Oasis community truly continues to be.

Input Section 4: 2021-22 School Overview

Thank you to the UCEN Board of Directors, Oasis staff, parents and families, and the Monterey County Office of Education for your help and support during these challenging times.

Kind regards,

Briana Sanford, MS

Interim Principal

The mission of Oasis Charter Public School is to educate responsible citizens for a democracy. At Oasis, we implement our mission by providing our students with a variety of developmentally and grade level appropriate learning experiences to prepare our students with the skills and knowledge to grow into successful adults. At Oasis, we believe that to be a responsible citizen, one must know how to think critically, make decisions, and assume responsibility for actions and decisions. Oasis believes that an educated person of the 21st century is a self-motivated, competent lifelong learner. At Oasis, we provide an educational environment (both in-person and virtual) that enables students 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 encouraged to explore, evaluate, experiment, and explain their thinking.

Well-educated and responsible 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 important skills include traditional academic skills, as well as social and emotional skills in preparation for responsible participation in a democracy. Such well-educated and responsible 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 minded when considering the ideas of others.

Oasis Charter Public School is located in the outskirts of the City of Salinas. The agricultural fields are the main surrounding scenery and provide the most spectacular view from the main office as well as from most of the classrooms. There are also many stores and other businesses near Oasis and our students often take walking field trips. Oasis Charter Public School is within the boundary of the City of Salinas and the Monterey County line, which makes our school a unique learning environment given the access to the Adobe Historical Center, as well as to the busy life of the city. Oasis Charter Public School has offered an educational environment for Kindergarten through grade six students since 2003. Our students come from the City of Salinas, as well as from the surrounding communities of Castroville, Gonzalez, Soledad, and Marina. The current maximum enrollment is 250 students, although it is currently lower due to the pandemic and decline in enrollment. Oasis Charter Public School ethnic demographics are as follows: Hispanic or Latino, Caucasian or White, Filipino, Black or African American, and Asian. Oasis Charter Public School has both male and female students enrolled. Oasis Charter Public School serves its community in a variety of ways with its Science, Technology, Engineering, Arts, and Mathematics (STEAM) focus and approach to curriculum. Pre-COVID, Oasis Charter Public School was able to offer monthly Family Seminars and a wide variety of volunteer opportunities. Oasis Charter Public School also offers an entire spectrum of academic services and social emotional services to students and families. Our school offers Specialized Education, counseling, and behavior intervention. In addition, Oasis Charter Public School offers mathematics, literacy, and English Language Development (ELD) intervention and support for its students and families. Our academic programs include Eureka Math, Reach for Reading from National Geographic, Read Naturally, Reading A-Z, Guided Language Acquisition Design, AVID, Freckle Education, Brain Pop, NearPod, and Flocabulary. Core content is taught through curriculum designed as Thematic Units, which incorporate the California History and Social Science Framework and Next Generation Science Standards with English Language Arts common core standards. We are certain that these programs and curriculum positively impact our students' success. In addition, we continued to implement a behavior system called Love and Logic along with Restorative Justice practices. These are useful and friendly approaches to help students identify and solve problems.

Input Section 5: 2021-22 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 and to offer family workshops. Our school uses communication tools such as Parent Square and email to connect with our families. ParentSquare serves as our main form of communication, but we also welcome phone calls the meetings (virtual for now). 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 uses "Google

Input Section 5: 2021-22 Opportunities for Parental Involvement

Forms" to conduct family surveys in efforts to gather stakeholder input. Moreover, OCC is our parent committee that also takes on school fundraisers and events to increase parent participation throughout the school year.

We have a variety of ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our Oasis Community Council (OCC) and our District English Learner Advisory Committee (DELAC). Both committees work with the administration to provide input to administration. Parent volunteers help with special projects in the classrooms and chaperone field trips. OCC volunteers to fundraise and assist in school events such as, school BBQ's, Harvest Feast, Trunk-or-Treat, Holiday Parade of lights, all family dance, the annual Gala, and sixth grade promotion, as well as with sports and other school activities. We encourage parents to attend school events such as our bi-annual family meetings, Meet and Greet, Coffee with the Principal, AVID math, literacy and science nights, and parent-teacher conferences in October and March. To find out about volunteering at our school, please contact us or the classroom teachers. We always welcome volunteers! Please note that many of these events are on hold or have been held virtually due to COVID-19 safety protocols.

Input Section 6: 2021-22 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. Due to COVID-19, we are limiting visitors on campus. In addition, visitors must also pass a health screening, temperature check, and show proof of COVID vaccination or a negative COVID test in order to enter campus. Staff members report anyone without a pass to the school's office. Students who leave prior to the end of the school day must be signed out by a parent or guardian at the school office. We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on the campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom telephone located in each classroom that is also used for communication. Specialized door hardware allows teachers to lock any door on our campus from the inside. Students may be on campus 1 hour prior to the start of instruction only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by staff during recesses. During the lunch period, supervision is provided by campus supervisors. The administrator continually oversees the supervision of students. The administrator and aides help with safety on the school grounds and help monitor student behavior before and after school. We review and revise our School Safety Plan annually. The School Safety Plan was last revised by the school administration and district administration June 2021. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with school staff during a staff meeting. Fire drills, lockdown drills, shelter-in-place drills, and earthquake drills are practiced monthly. We share safety concerns at staff meetings and review procedures as needed.

Our COVID specific safety plan is based on federal, state, and local county guidance and recommendations. This safety plan includes measures, such as temperature checks and health screening for all students and staff. The campus is fully equipped with both hand washing and hand sanitizer stations. Each classroom has plexi glass and markers to ensure social distancing. Our lunch area also has plexi glass and students only sit with their classmates from their specific classroom. The campus is also cleaned and sanitized daily by the custodial team. All unvaccinated staff is tested weekly and vaccinated staff are required to be tested once a month. Upon return from winter break, all staff and students underwent rapid screening testing for COVID. Lastly, if there are positive cases in a classroom that class may be quarantined and put on distance learning, either standard or modified, in order to keep the school open.

Input Section 7: 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.

Year and month of the most recent FIT report

January 2021

These fields should be reviewed and updated by the LEA/School. Please be sure that the information matches your most recent FIT report. You may send your MS Excel FIT reports to DTS by [clicking here](#).

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			School was repainted within the last 2 years. Currently, there is no action planned or needed at this time.
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			The restrooms were repaired and replaced during the last two years. Currently, the drinking fountains are closed due to COVID. We have installed hand washing stations throughout the campus. These are maintained by our school custodians. Currently, there is no action planned or needed at this time.
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.

Input Section 7: School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			Our school facility is leased. When there is a need for repair of action taken, these repairs are taken care of by the owner of the property.
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
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Input Section 8: 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2021
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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	FOSS Science, Mystery Science	Yes	0
History-Social Science	Teachers Curriculum Press Concepts and Challenges	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

Input Section 9: 2020-21 Local Assessment Test Results in ELA by Student Group

These fields should be reviewed and updated by the LEA/School. If you used CAASPP, populate this table completely with N/A.

You can update this table manually or send your results to DTS using the import spreadsheet provided by clicking on the link below:

[ELA Local Assessment Test Results Import Spreadsheet for DTS](#)

Name of Local Assessment	
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This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Input Section 9: 2020-21 Local Assessment Test Results in Math by Student Group

These fields should be reviewed and updated by the LEA/School. If you used CAASPP, populate this table completely with N/A.

You can update this table manually or send your results to DTS using the import spreadsheet provided by clicking on the link below:

[Math Local Assessment Test Results Import Spreadsheet for DTS](#)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Input Section 10: 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12920.08	\$2114.46	\$10805.62	\$51253.08
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	\$8443.83	
Percent Difference - School Site and State	N/A	N/A		

Input Section 11: 2020-21 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 2020-2021. As part of the school goals, the school offered students social-emotional support via a virtual school counselor and a Social-Emotional learning coordinator. The school also provided reading and math intervention to students to support their academic growth. Unfortunately, our school remained closed through March 2021 due to the pandemic and that affected the ability to provide services in-person and instead our school had to do its best to provide the services remotely.

Input Section 12: Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	18	20

Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

2020-21 Career Technical Education Programs

N/A

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

Alisal Community School

2020-21 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Alisal Community School
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City, State, Zip	Salinas CA, 93905
Phone Number	(831) 424-9003
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2021-22 School Overview

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2021-22 School Overview

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About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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History-Social Science	Teachers Curriculum Press Concepts and Challenges	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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.

Year and month of the most recent FIT report	January 2021
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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			School was repainted within the last 2 years. Currently, there is no action planned or needed at this time.
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.

School Facility Conditions and Planned Improvements

			Currently, there is no action planned or needed at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		The restrooms were repaired and replaced during the last two years. Currently, the drinking fountains are closed due to COVID. We have installed hand washing stations throughout the campus. These are maintained by our school custodians. Currently, there is no action planned or needed at this time.
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		Our school facility is leased. When there is a need for repair of action taken, these repairs are taken care of by the owner of the property.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	100	87.72	12.28	21
Female	59	53	89.83	10.17	28.3
Male	55	47	85.45	14.55	12.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	75	85.23	14.77	18.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100	0	13.33
English Learners	26	22	84.62	15.38	13.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	37	78.72	21.28	21.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	100	87.72	12.28	13.13
Female	59	53	89.83	10.17	15.38
Male	55	47	85.45	14.55	10.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	75	85.23	14.77	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	6.67
English Learners	26	22	84.62	15.38	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	37	78.72	21.28	19.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	4.35	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	23	82.14	17.86	4.35
Female	14	12	85.71	14.29	0.00
Male	14	11	78.57	21.43	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	21	80.77	19.23	4.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	9	69.23	30.77	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 and to offer family workshops. Our school uses communication tools such as Parent Square and email to connect with our families. ParentSquare serves as our main form of communication, but we also welcome phone calls the meetings (virtual for now). 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 uses "Google Forms" to conduct family surveys in efforts to gather stakeholder input. Moreover, OCC is our parent committee that also takes on school fundraisers and events to increase parent participation throughout the school year.

We have a variety of ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our Oasis Community Council (OCC) and our District English Learner Advisory Committee (DELAC). Both committees work with the administration to provide input to administration. Parent volunteers help with special projects in the classrooms and chaperone field trips. OCC volunteers to fundraise and assist in school events such as, school BBQ's, Harvest Feast, Trunk-or-Treat, Holiday Parade of lights, all family dance, the annual Gala, and sixth grade promotion, as well as with sports and other school activities. We encourage parents to attend school events such as our bi-annual family meetings, Meet and Greet, Coffee with the Principal, AVID math, literacy and science nights, and parent-teacher conferences in October and March. To find out about volunteering at our school, please contact us or the classroom teachers. We always welcome volunteers! Please note that many of these events are on hold or have been held virtually due to COVID-19 safety protocols.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	208	22	10.6
Female	109	104	12	11.5
Male	107	104	10	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	6	6	1	16.7
Filipino	6	6	0	0.0
Hispanic or Latino	174	167	20	12.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	22	22	1	4.5
English Learners	61	58	9	15.5
Foster Youth	2	2	0	0.0
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	112	108	14	13.0
Students Receiving Migrant Education Services	2	0	0	0.0
Students with Disabilities	19	19	3	15.8

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	3.91	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.15	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. Due to COVID-19, we are limiting visitors on campus. In addition, visitors must also pass a health screening, temperature check, and show proof of COVID vaccination or a negative COVID test in order to enter campus. Staff members report anyone without a pass to the school's office. Students who leave prior to the end of the school day must be signed out by a parent or guardian at the school office. We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on the campus. Classified yard duty members use walkie-talkies to communicate with the office from the playground. There is an intercom telephone located in each classroom that is also used for communication. Specialized door hardware allows teachers to lock any door on our campus from the inside. Students may be on campus 1 hour prior to the start of instruction only. Ten minutes prior to the start of instruction, students report to their classroom and are supervised by their teacher. Students are supervised by staff during recesses. During the lunch period, supervision is provided by campus supervisors. The administrator continually oversees the supervision of students. The administrator and aides help with safety on the school grounds and help monitor student behavior before and after school. We review and revise our School Safety Plan annually. The School Safety Plan was last revised by the school administration and district administration June 2021. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with school staff during a staff meeting. Fire drills, lockdown drills, shelter-in-place drills, and earthquake drills are practiced monthly. We share safety concerns at staff meetings and review procedures as needed.

Our COVID specific safety plan is based on federal, state, and local county guidance and recommendations. This safety plan includes measures, such as temperature checks and health screening for all students and staff. The campus is fully equipped with both hand washing and hand sanitizer stations. Each classroom has plexi glass and markers to ensure social distancing. Our lunch area also has plexi glass and students only sit with their classmates from their specific classroom. The campus is also cleaned and sanitized daily by the custodial team. All unvaccinated staff is tested weekly and vaccinated staff are required to be tested once a month. Upon return from winter break, all staff and students underwent rapid screening testing for COVID. Lastly, if there are positive cases in a classroom that class may be quarantined and put on distance learning, either standard or modified, in order to keep the school open.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
1				
2				
3				
4				
5				
6				

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12920.08	\$2114.46	\$10805.62	\$51253.08
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	\$8443.83	
Percent Difference - School Site and State	N/A	N/A		

2020-21 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 2020-2021. As part of the school goals, the school offered students social-emotional support via a virtual school counselor and a Social-Emotional learning coordinator. The school also provided reading and math intervention to students to support their academic growth. Unfortunately, our school remained closed through March 2021 due to the pandemic and that affected the ability to provide services in-person and instead our school had to do its best to provide the services remotely.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	18	20