

Oasis Charter Público
Informe de Responsabilidad Escolar 2022-23
Informado utilizando datos del año escolar 2022-23
Departamento de Educación de California

DIRECCIÓN: 1135 Westridge Pkwy.
Salinas, CA, 93907-2529

Principal: Dra. Natalie Zayas,
Directora Ejecutiva

Teléfono: (831) 424-9003

Rango de grados: K-6

Antes del 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

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](tel:8314249003)

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

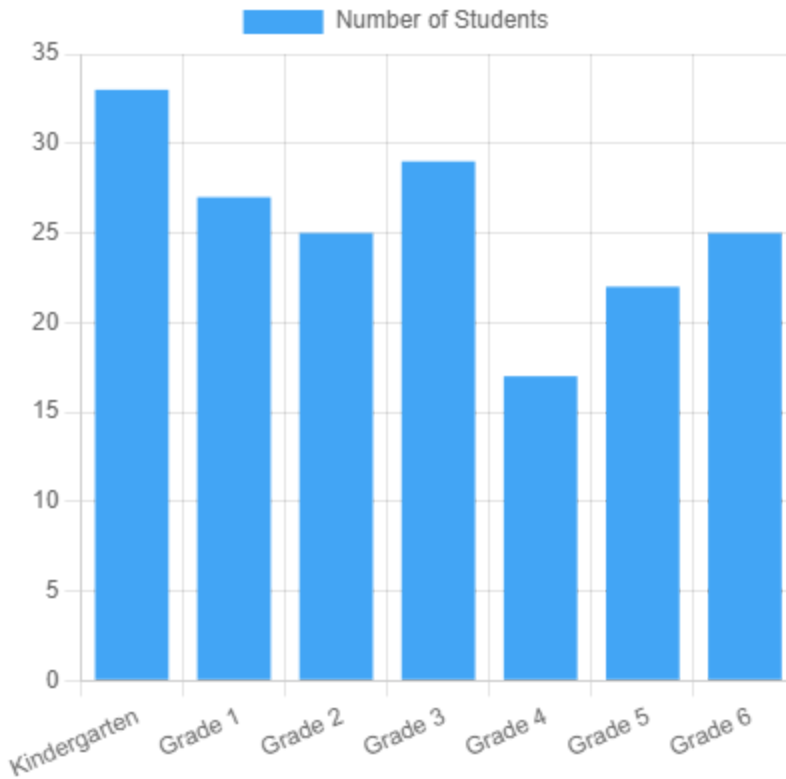
Such individuals know how to fulfill their aspirations and advocate for the common good. Oasis students are independent thinkers, capable of representing their own ideas and open to the ideas of others. Oasis Charter is located in the City of Salinas. Oasis Charter has offered educational environment 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 Disadvantaged	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.

Last updated: 1/14/24

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

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

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
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Last updated: 1/11/24

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:

- Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 - 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%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
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.

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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.

Last updated: 1/14/24

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

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Last updated: 1/14/24

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.

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.

Proporción de alumnos por consejero académico (año escolar 2022-23)

Título	Relación
Alumnos al Consejero Académico*	178

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 14/01/24

Personal de servicios de apoyo estudiantil (año escolar 2022-23)

Oasis cuenta con un consejero y un coordinador de conducta de tiempo completo. Ambos profesionales cuentan con maestría y experiencia en su profesión.

Título	Número de FTE* asignados a la escuela
Consejero (académico, social/conductual o de desarrollo profesional)	2.00
Profesor de Medios de Biblioteca (Bibliotecario)	0,50
Personal de servicios multimedia de la biblioteca (paraprofesional)	1.00
Psicólogo	
Trabajador social	
Enfermero	
Especialista en habla/lenguaje/audición	1.00
Especialista en Recursos (no docente)	1.00
Otro	1.00

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 14/01/24

Tipos de servicios financiados (año fiscal 2022-23)

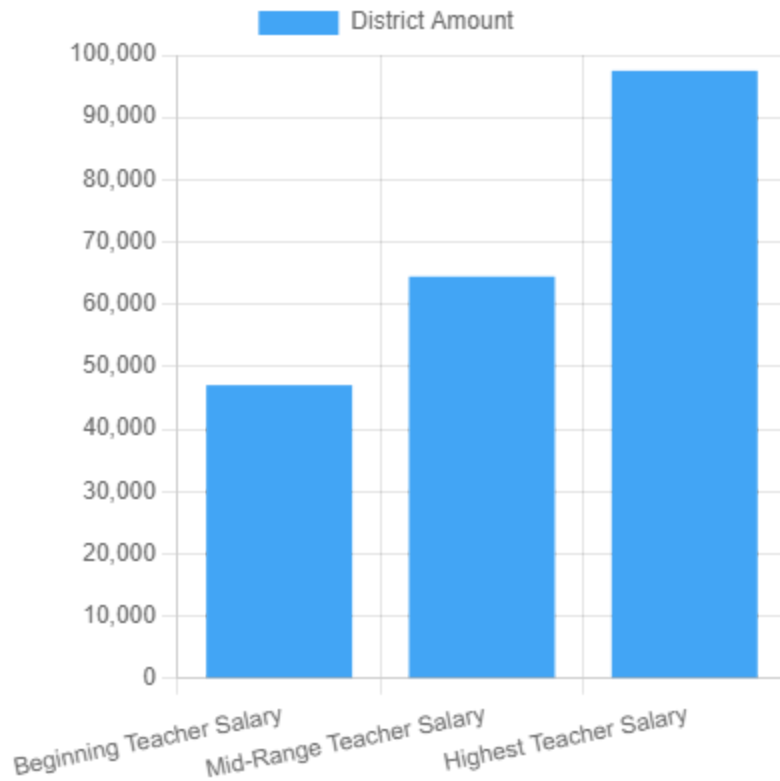
Oasis Charter Public School ofrece un consejero de tiempo completo, un coordinador de conducta de tiempo completo, un enlace familiar de tiempo completo, tres maestros de intervención, un maestro de educación especial, un asistente de educación especial, un maestro de Desarrollo del Idioma Inglés (ELD) y un asistente de ELD. Contratamos clases de arte para todos los estudiantes que incluyen clases de arte, música y danza. Proporcionamos Lexia para servicios de intervención en línea en artes del lenguaje inglés.

Última actualización: 14/01/24

Salarios administrativos y docentes (año fiscal 2021-22)

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Salario del maestro principiante	\$47049.00	\$0.00
Salario docente de rango medio	\$64463.40	\$0.00
El salario más alto de un maestro	\$97464.29	\$0.00
Salario principal promedio (primaria)	\$110988.00	\$0.00
Salario principal promedio (medio)	\$124846.40	\$0.00
Salario principal promedio (alto)	\$0.00	\$0.00
Salario del superintendente	\$0.00	\$0.00
Porcentaje del presupuesto para salarios docentes	0,00%	0,00%
Porcentaje del presupuesto para salarios administrativos	0,00%	0,00%

Para obtener información detallada sobre salarios, consulte la página web de Salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/> .



Última actualización: 14/01/24

Desarrollo profesional

Nuestro personal ha sido capacitado en aprendizaje basado en proyectos, seguridad, primeros auxilios, RCP, la ciencia de la lectura y tiene desarrollo profesional regularmente en las estrategias BeGlad y AVID. Nos basamos en las necesidades de desarrollo profesional en los datos de evaluación y en los comentarios de los maestros

maestros.

Medida	2021- 22	2022- 23	2023- 24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	12	12	12

Última actualización: 14/01/24