



Oasis Charter Public School

A small school for kids with BIG ideas.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oasis Charter Public School	Dr. Natalie Zayas Executive Director	nataliezayas@oasischarterschool.org 831-424-9003

Goals and Actions

Goal

Goal #	Description
1	All students will achieve academic growth towards grade level proficiency in ELA and Mathematics

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Teachers # PD Sessions	12 out of 12 teachers 6 out of 10 Sessions	12 out of 12 teachers 6 out of 10 Sessions	According to the 20/21 dataquest information, 77.8% of teachers were credentialed, 7.4% interns with a 14.8% ineffective percent. PD: 10 out of 10 sessions.	22/23	Ineffective rate below 5% PD Sessions 10 out of 10
Student Benchmark Reports	3 out of 3 NWEA assessments	3 out of 3 NWEA assessments	3 of out 3 NWEA assessments School-wide math average growth points 12.12 School-wide ELA average growth points 11.52.	2022-2023 Data: 3 out of 3 NWEA assessments. School-wide growth in math: School-wide growth in ELA: (ADD when finished)	3 out of 3 NWEA assessments Growth in 4% of ELA and 4% in math
Standard- Based Lesson Plans	10 out of 10 Weekly lesson plans aligned with CCSS and PBL	21 out of 10 Weekly lesson plans aligned with CCSS and PBL	Lesson plans aligned with CCSS, NGSS, and PBL, GLAD and AVID were submitted.	Lesson plans aligned with CCSS, NGSS, and PBL, GLAD and AVID were submitted.	10 out of 10 Weekly lesson plans aligned with CCSS and PBL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Integrated ELD within all lesson plans.	Integrated ELD within all lesson plans and Oasis uses designated ELD.	and NGSS when relevant
Instructional Assistants	7 out of 10 Instructional Assistants	7 Instructional Assistants	100% of classrooms have a full time instructional assistant. Assistant work with English learners in small groups, assist with low-income and foster/homeless students who may need more SEL and academic supports.	100% of classrooms have a full time or part time instructional assistant. Assistants work with English Learners in small groups, assist with low-income and foster/homeless students who may need additional SEL and academic supports.	6 Instructional Assistants, full and part time combined.
State Testing CAASPP Data	4% out of 10% percentage points increase in students meeting proficiency level	4% percentage points increase in students meeting proficiency level.	The State CAASPP assessments (Percent Met or Exceeded) for 2021-22 is 14.6% in ELA and 10.5% in Math. Local assessments, NWEA/MAP scores showed an improvement in 22/23 over 21/22 with an overall average gain of 6.6 points in ELA and 6 points in math.	The State CAASPP assessments (Percent Met or Exceeded) for 2022-23 is 23.86% in ELA and 19.32% in Math. CAASPP scores show improvement over the 21-22 school year with a gain of 9.26 points in ELA and 8.82 points in math.	5% out of 10% percentage points increase in students meeting proficiency level
Academic Intervention	n/a	n/a	Two additional intervention teachers	Intervention continued with three intervention	One intervention teachers with groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>were hired for small group academic intervention. We now have a team of 3 intervention teachers. Two for ELA and one for math. Priority is given to socio-economically disadvantaged and foster and homeless students.</p>	<p>teachers, 2 in ELA and 1 in math. Priority is given to socio-economically disadvantaged and foster and homeless students.</p>	<p>four days a week with growth of 4%.</p>
Standards-aligned Instructional Materials	n/a	n/a	<p>100% of students have Chromebooks with access to standards-aligned curriculum. All students have access to hardcopy standards-aligned curriculum in the classroom and available for home use. Williams report: "Sufficient" English Language Development curriculum is standards-aligned, integrated within the classrooms along with BeGLAD strategies which are integrated. ELD pull out classes</p>	<p>100% of students have Chromebooks with access to standards-aligned curriculum. All students have access to hardcopy standards-aligned curriculum in the classroom and available for home use. Williams report: "Sufficient" English Language Development curriculum is standards-aligned, integrated within the classrooms along with BeGLAD strategies which are integrated. ELD pull out classes</p>	<p>100% standards-aligned curriculum</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			provide small group instruction and use ELD standards-aligned curriculum.	provide small group instruction and use ELD standards-aligned curriculum.	
School facilities	n/a	n/a	Williams FIT report: passed with a good standing.	Williams FIT report: passed with a good standing.	Facilities pass with good standing
ELPAC Assessments	n/a	n/a	17.5% of students making progress towards English language proficiency.		At least 3 students will be redesignated and 10% will show progress toward English language proficiency.
Attendance	n/a	n/a	As attendance is critical to academic progress we will work with families in meetings to understand this. As of May 18, our attendance rates (ADA) is 147.09, with a 89.08%, leaving our chronic absenteeism at 10.92%. Attendance this will be updated after the school year ends. According to the Dashboard data for the 20-21 school year chronic absenteeism was 47.2%.	According to the Dashboard for the 22-23 school year chronic absenteeism was 42.5%. This is a decline of 4.7% over the 21-22 school year. ADA is 91%. We have worked closely with our families and the data shows our efforts have helped. On those chronically absent, 46.7% are socio-economically disadvantaged, this is a decline of .8%; 38.8% are English Learners and this is a decline of 7.9%.	Lower absenteeism rate by 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic supports for unduplicated students	n/a	n/a	Special education services were performed with a pull-out method for our students with disabilities. We provide priority intervention in ELA and math for our socio-economically disadvantaged, foster and homeless students. Instructional aides and our afterschool program provides extra academic support for our English learners, socio-economically disadvantaged, foster and homeless students.	Special education services were performed with a pull-out method for our students with disabilities. We provide priority intervention in ELA and math for our socio-economically disadvantaged, foster and homeless students. Instructional aides and our afterschool program provides extra academic support for our English learners, socio-economically disadvantaged, foster and homeless students.	Continue to offer these services, increased services in our afterschool program by hiring specific staff to serve our ELD students.
Suspension	Oasis had a 0 drop out rate according to the Dashboard	Oasis had a 0 drop out rate according to the Dashboard	Oasis had 5 suspensions for a rate of 2.94%	23/24: Oasis has had 2 suspensions	Suspension rate of lower than 2%
Expulsion Rates	Oasis had a 0 drop out rate according to the Dashboard	Oasis had a 0 drop out rate according to the Dashboard	Oasis had a 0 drop out rate according to the Dashboard	Oasis had a 0 drop out rate according to the Dashboard	0

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All students will achieve academic growth towards grade level proficiency in ELA and Mathematics:

Action 1.10 NWEA: during the 2023-24 school year, academic growth increased in the blue, green and yellow categories of the NWEA assessment by 14% and the red and orange categories (low performing) decreased by 4%.

The State CAASPP assessments (Percent Met or Exceeded for 2022-23 was 23.86% in ELA and 19.32% in Math. CAASPP scores show improvement over the 21-22 school year with a gain of 9.26 points in ELA and 8.82 points in math.

To achieve this goal, Oasis implemented professional development (Action 1.5) for teachers two times a month in staff meetings to address academic growth. Teachers received training in teaching strategies for both ELA and math, project based learning, BeGlad strategies (these are specifically used to assist English Language Learners but help all students). Action 1.2 and 1.11: Interventionists worked with students in small groups and 1:1, when needed. using the Lexia program, which showed students were growing academically. Action 1.12 After school intervention was implemented and students received extra tutoring in ELA and math. A priority to our after school program are our EL students, Foster/McKinney-Vento and socioeconomically-disadvantaged students. Action 1.4, Academic Coach helped with professional development for teachers. The academic coach met with teachers at least once a week to work on areas the teachers felt they needed and areas the academic coach observed. Most of this assistance was in the formation of groups so teachers could differentiate small groups to perform in-classroom intervention. Action 1.7 Instructional Coordinator is an integral piece to supporting teachers and students for academic growth. The Instructional Coordinator also assisted with academic coaching and modeling teaching in the classrooms and student support for behavior.

Action 1.1 Hire qualified teachers proved to be a challenge. Of the 7 teachers, 4 had preliminary credentials and 3 were on intern credentials. Although Oasis attended recruitment fairs and kept a job posting on EdJoin, teachers who applied were either interns or declined an offer due to the cost of living in the Monterey County area. Challenges have also included behaviors as we implemented an MTSS system, trained teachers in Love and Logic, and educated parents on how to help their child with their behaviors. Stability in administration and the teaching staff also played a part, whereas not directly measurable, data over time shows growth while we kept stability for children in staffing. The school had experienced a high level of administration and teacher turnover prior to the 2022-2023 school year. Offering consistent socio-emotional learning, counseling, and allowing students to have a voice in some school decisions like playground equipment and arrangement seem to also have calmed behaviors at the school, which then leads to better academic growth.

The overall implementation of the actions in Goal 1 were partially implemented during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced during implementation. These included:

Action 1.1, Hire qualified teachers, Partially implemented. The challenges included:

Of the 7 teachers, 4 had preliminary credentials and 3 had intern credentials. Although Oasis attended recruitment fairs and kept a job posting on EdJoin, teachers who applied were either interns or declined an offer due to the cost of living in the Monterey County area.

Challenges have also included behaviors as we implemented an MTSS system, trained teachers in Love and Logic, and educated parents on how to help their children with their behaviors.

Stability in administration and the teaching staff also played a part, whereas not directly measurable, data over time shows growth while we kept stability for children in staffing. The school had experienced a high level of administration and teacher turnover before the 2022-2023 school year.

Action 1.2 and 1.11, Fully Implemented

Interventionists worked with students in small groups and 1:1, when needed, using the Lexia program, which showed students were growing academically.

Action 1.3, Fully Implemented

7 Instructional Aides are available to support student's classroom instruction and student learning.

Action 1.4, Fully Implemented

Academic Coach helped with professional development for teachers. The academic coach met with teachers at least once a week to work on areas the teachers felt they needed and areas the academic coach observed. Most of this assistance was in the formation of groups so teachers could differentiate small groups to perform in-classroom interventions.

Action 1.5, Fully Implemented

Oasis implemented professional development for teachers two times a month in staff meetings to address academic growth. Teachers received training in teaching strategies for both ELA and math, project-based learning, BeGlad strategies (these are specifically used to assist English Language Learners but help all students).

Action 1.7, Fully Implemented

The Instructional Coordinator is an integral piece in supporting teachers and students for academic growth. The Instructional Coordinator also assisted with academic coaching and modeling teaching in the classrooms and student support for behavior.

Action 1.8, Fully Implemented

We have maintained an ELD teacher and classified aide to support our multi-lingual learners in language development and academic success.

Action 1.9, Fully implemented

Student Information Systems and assessment resources include PowerSchool, Freckle, Reading A-Z, and Eureka Math.

Action 1.10, Fully implemented

Throughout the year, we share benchmark data and student achievement reports with all of our engagement partners to provide valuable insights for decision-making.

Action 1.11, Fully implemented

Lexia is used as an intervention program for students who require extra support in ELA

Action 1.12, Fully Implemented

After school intervention was implemented and students received extra tutoring in ELA and math. A priority to our after-school program is our EL students, Foster/McKinney-Vento, and socioeconomically disadvantaged students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 1.1, was neither effective nor ineffective. Out of the total of 7 teachers, 4 held preliminary credentials while 3 held intern credentials. This means that 77.8% of the teachers were fully credentialed, 7.4% were interns, and 14.8% were deemed ineffective. Despite Oasis's efforts to recruit teachers through attendance at job fairs and maintaining a job posting on EdJoin, the applicants were either interns or turned down offers due to the high cost of living in Monterey County.

Action 1.2 and 1.11, Intervention continued with three intervention teachers, 2 in ELA and 1 in math. Priority is given to socio-economically disadvantaged and foster and homeless students. The success in improving student academic performance in English Language Arts (ELA) and Math can be attributed to the measurable enhancements resulting from these actions. In the 2022-23 State CAASPP assessments, the percentage of students meeting or exceeding standards was 23.86% in ELA and 19.32% in Math. There was an improvement in CAASPP scores compared to the 2021-22 school year, with a gain of 9.26 points in ELA and 8.82 points in Math.

Action 1.3 & 1.8 were effective. Our ELD teacher and aide work with our multi-lingual students and as a result, 55.8% of our English learners showed progress, marking a significant increase of 38.3% from the previous year. Furthermore, every classroom benefits from a full-time or part-time instructional assistant. These assistants engage with English Learners (ELs) in small groups and provide support to low-income and foster/homeless students who may require additional social-emotional learning (SEL) and academic assistance. This support has been instrumental in elevating academic performance. Additionally, we successfully redesignated 7 students.

Action 1.4-1.7, These actions were effective. Oasis implemented professional development sessions for teachers led by our academic coach and instructional coordinator, occurring twice a month during staff meetings. The aim was to enhance academic growth, as evidenced by the 2023 CA assessment data showing a 20-point increase in ELA scores and a 12.4-point increase in Math scores. These sessions covered a range of teaching strategies for English Language Arts and mathematics, including project-based learning and BeGlad strategies, which are especially helpful for English Language Learners but beneficial for all students.

Action 1.9 & 1.10, This approach proved effective by offering our engagement partners opportunities to give feedback and participate in decision-making processes.

Action 1.11, Utilizing Lexia for specialized intervention support was effective. Our local data shows_____.

Action 1.12, was effective. After school intervention was implemented and students received extra tutoring in ELA and math. A priority to our after-school program is our EL students, Foster/McKinney-Vento, and socioeconomically-disadvantaged students were given. Our socio-economically disadvantaged students increased by 6.8 points in ELA.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, no changes are needed to the actions outlined to ensure they effectively address the needs and promote positive outcomes for all students.

Action 1.1 will be realized for the 24/25 school year as the preliminary credentialed teachers will have their clear credentials by the end of the 23/24 school year. We will continue with these actions as they are helping to improve academics at Oasis Charter Public School.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide social-emotional and mental health services to all students to support their growth and development socially and academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Instruction	90% students receive 90 minutes per week of SEL	90% students receive 60 minutes per week of SEL	90% of students receive 60 minutes per week of SEL.	90% of students receive 60 minutes per week of SEL	90% students receive 90 minutes per week of SEL
Counseling Sessions	85% of students referred receive counseling sessions	75% of students referred receive counseling sessions	100% of students referred receive counseling services.	100% of students referred receive counseling services.	100% of students referred receive counseling sessions
Workshop and Trainings	3 out of 6 SEL Workshops offered	2 out of 6 SEL Workshops offered	4 out of 6 SEL workshops offered	6 out of 8 SEL workshops offered	6 out of 8 SEL Workshops offered
Mental Health Referral Service for families and staff	N/A	N/A	Care Solace provided to staff and families for additional out of school mental health support. Parent use of Care Solace shows that parents are receiving referral assistance when requested. Parents report satisfaction with the service in assisting them to more easily obtain services.	Oasis will not continue with this service. Families will be referred to the County Mental Health Services.	100% of families needing referrals will receive them to Monterey County Mental Health Services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All the actions outlined in Goal 2 were fully implemented in the 2023-24 academic year. The achievement of enhancing student academic performance and supporting their overall growth, both socially and academically, can be credited to several factors. These include maintaining a steady focus on socio-emotional learning and counseling, as well as engaging students in decisions related to school matters, such as playground equipment and layout. This involvement has led to a decrease in disruptive behaviors, ultimately promoting better academic progress. Additionally, all students who were referred to Mental Health services received the necessary support.

The effectiveness of the actions in Goal #2 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 2.1 & 2.2 Counselor & Social-Emotional Coordinator, (Fully Implemented), Students participated in SEL classes led by the school counselor, and the social-emotional coordinator. They provided extra sessions specifically targeting social and emotional development.

Action 2.3 SEL Materials, (Fully Implemented), We purchased student materials to support mental health and SEL that our counselor and social-emotional coordinator utilized.

Action 2.4 Staff Training, (Fully Implemented), Staff participated in professional development sessions and trainings focusing on mental health and social-emotional learning (SEL). These initiatives aimed to enhance staff's understanding and skills in supporting individuals' mental well-being and fostering social and emotional growth. This contributed to creating a supportive and inclusive environment.

Action 2.5 Parent Training, (Fully Implemented), 6 workshops for parents were provided this school year on various topics such as _____. These sessions aimed to enhance the student's well-being by providing valuable insights and strategies.

Action 2.6 Instructional Coordinator, (Fully Implemented), We hired an Instructional Coordinator to oversee SEL and Mental Health Services. This position has been beneficial for both students and staff, offering crucial support and guidance.

Action 2.7 Love and Logic Behavior Management System, (Fully Implemented), The Love and Logic Training Materials we purchased provided a comprehensive approach to parenting and caregiving. They focus on promoting mutual respect, responsibility, and the healthy

development of children. Through these materials, we gain practical strategies to nurture positive relationships and support children in becoming independent and responsible individuals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #2 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 2.1-2.3 Counselor & Social Emotional Coordinator were effective.

Oasis has experienced a decrease in certain behaviors (include data). Social-emotional learning (SEL) lessons focused on cultivating positive traits overall, while the counselor collaborated with teachers to tailor instruction addressing specific SEL issues affecting the class. Regarding counseling sessions, the integration of SEL lessons has proven effective in aiding students' mental well-being and behavior. These classes typically lasted for 60 minutes per week, and approximately 90% of students attended them. Priority for enrollment in these classes was given to English learners (EL), foster/homeless youth, and students encountering socio-economic challenges.

Action 2.4 Staff Training

The workshops and training sessions for staff were effective. Our staff received training on how to positively influence children's behavior. These workshops significantly improved educators' abilities to interact with students and enhance their mental well-being at Oasis. (include how many trainings occurred and if 100% of staff attended)

Action 2.5 Parent Training

The parent trainings provided this year were effective. How many trainings and what was the focus?

Action 2.6 Instructional Coordinator

Hiring an Instructional Coordinator was effective, as this role significantly contributed to fostering a supportive atmosphere that boosts student well-being and academic success, offering invaluable support to our school community. Notably, 100% of students referred for mental health services received counseling.

Action 2.7 Love and Logic Behavior Management System was effective as there was a decline in behaviors.

Action 2.8 : Ineffective: Of all the referrals to Care Solace, only 1 family followed through to receive services. Care Solace provides reports and show how many times families were contacted and did not follow through for support of their children.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, there will be a change to Action 2.8. Care Solace will be discontinued, and families requiring assistance will be referred to Monterey County Mental Health Services, which incurs no cost to the school. To maintain our commitment to addressing student needs and fostering positive outcomes, the remaining identified actions will be continued.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Our family engagement will overall increase to support the academic achievement of students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Events Sign-In Sheets (Meetings, Academic Nights)	20-105 people in attendance	20-70 people in attendance	105 parents completed surveys throughout the school year for decision-making and climate survey questions. Eighty-five families attended evening events and meetings. Information for participation was posted on Parents Square and social media, sent home via hard copy flyers in English and Spanish, and phone calls were made to homes of Spanish speakers by Spanish speaking staff to invite them to events. The family liaison contacted foster and homeless youth and socio-	545 families attended Open House, Back to School Night, AVID nights and Enrichment evenings. Only 85 submitted surveys used for decision making based on school culture and climate. Information for events and surveys was posted on Parents Square. Flyers for events are in English and Spanish. The family liaison collected information from and contacted foster and McKinney-Vento students families. Families with students with disabilities receive the same contact as all families	600 people in attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			economically disadvantaged families via phone to invite them to meetings and events. Families with students with disabilities receive the same contact as all families plus the special education teacher reaches out to these families specifically when they are not contacted by the family liaison.	plus the special education teacher reaches out these families specifically when they are not contacted by the Family Liaison.	
Visitor/Volunteer Sign-In Sheets	8-40 people volunteering	8-15 people volunteering	292 volunteers assisted throughout the school year.	177 volunteers assisted through the school year.	200 people volunteering
Family Workshops and Trainings	8-45 people in attendance	8-20 people in attendance	44 people in attendance	67 people in attendance	75people in attendance
Communication Tracking	50-150 people view postings	50-80 people view postings	814 people viewed posts on Parents Square and social media through postings, emails and texts sent through the systems.	854 people viewed posts on Parents Square and social media through postings, emails and texts sent through the systems.	900 people view postings
Parenting Classes	n/a	n/a	25 parents attended a virtual series of parenting workshops. Of these parents, 7 were families with	36 parents attended virtual parenting workshops and another 12 signed up through our partner	55 or more parents in attendance of parenting classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			children in our ELD program, 10 were families who are identified as socio-economically disadvantaged.	organization. Of these parents, 12 were parents of children in our ELD program, 17 were identified as socio-economically disadvantaged.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions in Goal #3 were (fully, partially, not implemented) during the 2023-24 year.

Action 3.1: School and Community Events, fully implemented

We held school events to increase family engagement. These included Back to School Night (All Family Meeting), two AVID nights, one for ELA and one for Math/Science, two enrichment evenings: one for Harvest Feast and one for the Spring Gala, and a spring open house.

Action 3.2: Family liaison, fully implemented

We hired a part-time Family Liaison to regularly connect with families, particularly those with English Learners, homeless/foster youth, and socio-economically disadvantaged students.

Action 3.3: Parent Workshops, fully implemented

Family workshops and trainings were held to support families with their questions and concerns regarding their children's behavior, parenting, and working with their children on academics.

Action 3.4-3.6: Communication, fully implemented

We used a variety of communication tools including Parent Square, Google Drive, social media platforms, as well as traditional methods like phone calls and paper notices to keep families informed about school events in both English and Spanish.

Action 3.7: Community Events, fully implemented

We organized outreach events for student recruitment and community engagement opportunities.

Data for family engagement is taken from Parents Square and Social Media metrics and from physical and electronic sign in sheets/tablet at the school office. Our planned actions and actual implementation of these actions did not have substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One material difference was that we hired a social media expert to assist with our social media postings. This translated to a fee of \$6,000.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #3 to achieve the desired outcomes, as measured by the above metrics are as follows:

Action 3.1 & 3.7: School and Community Events, Effective

545 families attended Open House, Back to School Night, AVID nights, and Enrichment evenings.

Action 3.2: Family Liaison, Effective

The family liaison gathered information and reached out to families of foster and McKinney-Vento students. Families with students who have disabilities received the same communication as all other families, in addition to being contacted by the special education teacher. The Liaison reached out through personal phone calls, which led to increased family engagement and support.

Action 3.3: Parent Workshops, Effective

We hosted four family workshops and training sessions, with a turnout of 67 attendees. In addition, 36 parents participated in virtual parenting workshops, and 12 signed up through our partner organization. Among these attendees, 12 were parents of children in our English Language Development (ELD) program

Action 3.4-3.6: Communication, Effective

Flyers for events are in English and Spanish. 854 people viewed posts on Parent Square and social media through postings, emails, and texts sent through the systems.

Specific actions for family engagement are more difficult to measure in that COVID affected participation by families in the 20/21 school year. Since returning to school and families being allowed back on campus Oasis has seen a continual increase in family engagement. Reaching out to families to request volunteers and offering engaging workshops, classes and events with large efforts on advertising the events to families seems to have been instrumental in family engagement.

All efforts have been effective in reaching the goals of higher family engagement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No planned changes as the efforts and actions are working as we continue to rebuild Oasis.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the actions to achieve this goal: The school counselor is being trained in parenting classes and will become a facilitator so we can hold parenting workshops at various times during the week and evenings. With families being comfortable with the school counselor, we expect attendance to increase.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	N/A

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	n/a

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
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