

Oasis Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oasis Elementary
Street	88-175 Avenue 74
City, State, Zip	Thermal, CA 92274
Phone Number	760.397.4112
Principal	Dr. Jessica Mendoza
Email Address	Jessica.mendoza@cvusd.us
School Website	oes.cvusd.us
County-District-School (CDS) Code	33736766032361

2022-23 District Contact Information

District Name	Coachella Valley Unified School District
Phone Number	(760) 399-5137
Superintendent	Dr. Luis Valentino
Email Address	luis.valentino@cvusd.us
District Website Address	https://www.cvusd.us/

2022-23 School Overview

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Oasis Elementary School provides instruction for students in grades TK -6. During the 2021-22 school year, a total of 503 students were enrolled. The school's enrollment was comprised of 97% Hispanic students, 0.1% African-American students, 0.5% American-Indian students, 0.3% Asian and 0.7% Anglo-American students. Furthermore, 92.0% socioeconomically disadvantaged students, 80.9% English Language Learners, 18.4% Migrant students, 11.9% migrant, 7.3% students with disabilities, 2% Homeless Youth and 0.8% Foster Youth.

The enrollment by grade level for the 2021-22 was as follows:

TK - K = 73 students
Grade 1 = 81 students
Grade 2 = 69 students
Grade 3 = 69 students
Grade 4 = 72 students
Grade 5 = 69 students
Grade 6 = 70 students

Oasis Elementary School is situated in the heart of the Oasis Community. The Oasis community is predominately made up of farm and field laborers with a significant migrant population. Most of our families are living at the poverty level (92.0% socioeconomically disadvantaged students) and the vast majority of our students live in trailers. The conditions of the trailer parks that house our families range from extremely poor to moderate. The school building serves as the unofficial community center, and the facilities are not only used for school events, but also non-school events such as the FIND Food distribution. Many of our students rely on the school to provide two to three nutritious meals a day. Additionally, our students need a

2022-23 School Overview

significant amount of training in social skills, which we provide with school-wide Positive Behavior Intervention and Supports.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	70
Grade 2	64
Grade 3	74
Grade 4	64
Grade 5	71
Grade 6	86
Total Enrollment	515

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.8
English Learners	80.2
Foster Youth	0.8
Homeless	2.7
Migrant	18.4
Socioeconomically Disadvantaged	92.0
Students with Disabilities	7.6



A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	89.29	746.90	91.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	0.61	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.70	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.50	0.68	12115.80	4.41
Unknown	3.00	10.71	46.90	5.75	18854.30	6.86
Total Teaching Positions	28.00	100.00	817.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	96.09	796.60	92.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.91	20.10	2.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	0.87	11953.10	4.28
Unknown	0.00	0.00	31.20	3.62	15831.90	5.67
Total Teaching Positions	25.60	100.00	864.10	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.

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

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

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

Indicator	2020-21	2021-22
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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Oasis Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 22, 2022 the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2023-09 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 22, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw Hill: Wonders Core Program (PreK-6) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-6) 2017 McGraw Hill: Wonders Kinder ELD (Consumables) (TK) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal (4-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal Realbook (4-6) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (5-6)	Yes	0%
Mathematics	2017 McGraw Hill: World of Wonders (PreTK) 2014 Houghton Mifflin Harcourt: Go Math! (K-6) 2014 Houghton Mifflin Harcourt: Go Math! Vivan las matemáticas	Yes	0%
Science	2021 McGraw Hill: California Inspire Science (K-6) 2021 McGraw Hill: California Inspire Science, Spanish (K-3)	Yes	0%
History-Social Science	2022 Studies Weekly: Studies Weekly (K-3) 2022 Studies Weekly: Studies Weekly (K-3), Spanish 2019 Pearson Social Science My World Interactive (4-6) 2019 Pearson Social Science My World Interactive, Mi Mundo, Spanish (4-6)	Yes	0%

Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oasis Elementary School took occupancy of its new facilities on February 16, 2009. Ongoing maintenance and campus improvements will ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate routine maintenance requests.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms
- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

School Facility Conditions and Planned Improvements

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

Planned 2021-2022 Campus Improvements:

- * Repainted red lines around campus
- * Replaced ripped tarp on playground
- * Replaced Cafeteria projector
- * Replaced cafeteria screen
- * Replaced classroom projectors as needed
- * Vents were inspected, cleaned and replaced as needed

Planned 2022- 2023 Campus Improvements:

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Oasis Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds

Condition of Facilities -

Schools are required to have facility inspections. State law requires that information from the facility inspection report be reflected on the SARC in accordance with EC sections 33126 and 33126.1. The Office of Public School Construction (OPSC) Facility Inspection Tool (FIT) or a locally developed instrument that meets the same legal requirements must be utilized during these inspections to determine if a school facility is in "good repair" and to rate the facility accordingly.

LEAs are to use the data collected in the school's most recent FIT report to populate the SARC regarding the school's facility conditions and the "good repair status" of the facility. The year and month of the most recent FIT report are also required to be provided on the SARC.

On an annual basis, Coachella Valley Unified School District will conduct a Facilities Inspection of each school and report on the status of necessary repairs in order to maintain a clean, safe, and functional learning environment. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards.

The Facilities Inspection for the 2022-23 school year has not taken place at the time of the 2022 SARC Publication. The 2022 SARC will be amended and re-distributed, once the Facility Inspection information is available. The most recent inspection data, from 2021-22, is reflected in the chart below. All repairs from the November 18, 2021 FIT Inspection have been completed.

Year and month of the most recent FIT report

November 18, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Boys RR - dirty exhaust vent* Classroom 503 - Stained ceiling tiles* * Indicates that repair has been completed

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Girls RR - loose light fixture cover* Classroom 403 - electrical cord without protector * * Indicates that repair has been completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR - loose faucets * * Indicates that repair has been completed
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground - damaged rubber surface * Playground - tripping hazards on rubber surfaces * * Indicates that repair has been completed

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	292	97.66	2.34	18.84
Female	144	140	97.22	2.78	21.43
Male	155	152	98.06	1.94	16.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	293	286	97.61	2.39	18.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	222	216	97.30	2.70	9.72
Foster Youth	0	0	0.00	0.00	0.00
Homeless	17	13	76.47	23.53	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	280	273	97.50	2.50	17.22
Students Receiving Migrant Education Services	57	57	100.00	0.00	15.79
Students with Disabilities	29	29	100.00	0.00	3.45

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	291	97.32	2.68	10.31
Female	144	139	96.53	3.47	10.79
Male	155	152	98.06	1.94	9.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	293	285	97.27	2.73	10.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	222	215	96.85	3.15	6.05
Foster Youth	0	0	0.00	0.00	0.00
Homeless	17	13	76.47	23.53	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	280	272	97.14	2.86	9.56
Students Receiving Migrant Education Services	57	56	98.25	1.75	10.71
Students with Disabilities	29	29	100.00	0.00	6.90

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.14	0	9.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	10.14
Female	42	41	97.62	2.38	12.2
Male	28	28	100	0	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	69	68	98.55	1.45	8.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	52	51	98.08	1.92	3.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	66	98.51	1.49	10.61
Students Receiving Migrant Education Services	16	16	100	0	6.25
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.2%	100.0%	66.2%	98.6%	100.0%

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. This year's activities were held following COVID 19 pandemic protocols once schools were closed due to the pandemic.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through monthly calendars, student agendas/ binders, Blackboard Connect, Aeries Parent Portal, class newsletters, automated telephone messages, the school website, and facebook. Contact the parent liaison at (760) 397-4112 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- School Program Volunteers
- Classroom Helper
- Parent Center
- FIND (community outreach program)
- Library Helper
- Office Helper
- Read-With-Me Volunteer
- Student Supervision

Committees

- ASES Parent Program
- School Site Council
- PBIS Committee
- English Learner Advisory Council (ELAC)
- Family Engagement Committee

2022-23 Opportunities for Parental Involvement

- District English Learner Advisory Committee (DELAC)
- District Parent Advisory Committee (DPAC)

School Activities

- Academic Awards Recognition
- Family Counseling Services
- Family Nights
- Open House
- Parent Conferences
- Parent Workshops
- Student Recognition Activities

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	550	226	41.1
Female	275	268	117	43.7
Male	288	282	109	38.7
American Indian or Alaska Native	3	3	1	33.3
Asian	3	3	1	33.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	550	537	221	41.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	1	33.3
English Learners	451	445	180	40.4
Foster Youth	4	4	1	25.0
Homeless	30	26	11	42.3
Socioeconomically Disadvantaged	544	532	220	41.4
Students Receiving Migrant Education Services	122	120	50	41.7
Students with Disabilities	48	46	22	47.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.64	2.93	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.53	0.03	3.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53	0.00
Female	0.00	0.00
Male	1.04	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	0.55	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	0.22	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.82	0.00
Students with Disabilities	2.08	0.00

2022-23 School Safety Plan

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: the principal, assistant administrator and six yard supervisors. During the morning recess and lunch time the principal, assistant administrator, and playground supervisors monitor playground activity. During dismissal, teachers and the principal monitor student behavior to ensure a safe and orderly departure. One yard duty supervisor is assigned to the parking lot after school to supervise traffic and assist students in the afternoon when the late buses are preparing for departure. The principal is also present in the parking lot to assist with supervision and traffic safety.

Oasis Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds. Due to COVID-19 parents were encouraged to conduct business through phone and make appointments. COVID safety recommendation posters were placed outside the school and COVID-19 safety guidelines such as wearing masks and distance were observed.

School Safety Plan

The Comprehensive School Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's 2022-23 safety plan was reviewed, updated, and approved by the SSC on February 16, 2022, and board approved on March 10, 2022.

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.

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	21	2	2	
1	23		3	
2	19	2	1	
3	17	4		
4	25	1	2	
5	26		3	
6	22	1	2	
Other	17	3	2	

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	20	1	3	
1	25		3	
2	24		3	
3	20	1	2	
4	26	1	2	
5	24	1	2	
6	26		3	
Other	16	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	18	1	3	
2	16	3	1	
3	17	1	3	
4	28		1	
5	13	2	2	
6	22		3	
Other	21	1	3	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,732	\$4,744	\$9,988	\$88,867
District	N/A	N/A	\$7,238	\$96,800
Percent Difference - School Site and District	N/A	N/A	31.9	-8.5
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	40.9	0.6

2021-22 Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- Expanded Learning Programs (EXLP)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- * Comprehensive Support & Improvement
 - Department of Rehabilitation Grant (Work Experience)
- * Early Literacy Block Grant
- * Educator Effectiveness Grant
 - ESEA: Title II, Part A Teacher Quality
 - ESEA: Title III, Immigrant Education Program
 - ESEA: Title III, English Learners Student Program
- * ESSER
 - Indian Education
 - Governor's CTE Initiative: California Partnership Academies
 - Head Start
 - Learning Communities for School Success
 - Lottery: Instructional Materials
 - Medi-Cal Billing Option
 - NCLB: Title I Part A, Basic Grants
 - NCLB: Title I Part C, Migrant Education Regular Program
 - NCLB: Title I, Migrant Education Summer Program
 - Partnership Academies Program
 - Special Ed: IDEA Basic Local Assistance
 - Special Ed: IDEA Preschool Grant, Part B, Sec 619
 - Special Ed: IDEA Preschool Local Entitlement
 - Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
 - Supporting Inclusive Practices
 - Special Ed: Mental Health Services
 - Special Ed: Project Workability
 - Special Ed: Low Incidence Equipment
 - State Lottery

2021-22 Types of Services Funded

Programs and Services at Oasis Elementary

- * Expanded Learning Programs (EXLP)
- * Newcomer Academy
- * English Learner Academy
- * English Learner Mentoring
- * Long Term English Learner (LTEL) Tutoring
- * Lexia Intervention
- *iReady My Path
- * Advancement Via Individual Determination (AVID) Program
- * Dual Language Program
- * Culturally Relevant Instruction
- * Professional Development for Staff
- * Data Teams
- * K-2 Parent Academy
- * Academic Family Nights (Science and Math Nights)
- * Family Engagement Events
- * Mental Health Services through the Latino Commission
- * Migrant Program
- * Partnership with CalFresh
- * Partnership with Safe Routes to School
- * Read With Me Volunteer Program
- * Raising a Reader Program
- * Literacy Intervention After School

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$53,870	\$54,370
Mid-Range Teacher Salary	\$83,945	\$82,681
Highest Teacher Salary	\$111,614	\$106,610
Average Principal Salary (Elementary)	\$129,289	\$135,283
Average Principal Salary (Middle)	\$140,000	\$141,244
Average Principal Salary (High)	\$154,856	\$152,955
Superintendent Salary	\$250,000	\$264,367
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Oasis Elementary School works with the Coachella Valley Unified School District to focus on site-based areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training

Professional Development

activities are designed to complement and support district-wide training efforts.

During the school year(s), Oasis Elementary School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

2022-23 school year:

- i-Ready Diagnostic Assessment and Data Monitoring
- i-Ready Personalized Instruction
- Integrated and Designated English Language Development and EL Data Review
- Literacy Scaffolds and Strategies for English Learners
- UCI Math for Conceptual Understanding and Common Core Standards
- AVID College and Career Readiness Skills and Strategies for Student Success
- McGraw Hill Inspire Science
- Studies Weekly Social Studies
- Savvas myWorld Interactive Social Studies
- Houghton Mifflin Harcourt English 3D
- Positive Behavioral Interventions and Supports (PBIS)
- Differentiation and Small Group Instruction
- LETRS Foundational Skills for Literacy
- Read 180/System 44 Reading Intervention
- Visual and Performing Arts Standards and Units of Study

Additionally, the district offers two distinct programs to support professional growth and improve instruction in the classroom. The New Teacher Induction Support Program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Professional Development 2022-23

- * AVID Training #3 - Column Notes Writing Process
- * CAFE Training-DL Language Teachers
- * Grades 3-6 SEI Teachers ELD Embedded support from CAFE
- * CAASPP Training
- * PBIS Implementation
- * Emergency Preparedness
- * RAPID/LEXIA Training-Understanding the Data
- *i-Ready Diagnostic Assessment and Data Monitoring
- *i-Ready Personalized Instruction
- *McGraw Hill Inspire Science
- *Literacy Scaffolds and Strategies grades Tk-3- Phonics & Phonemic awareness for intervention
- *Differentiation and Small Group Instruction
- *LETRS Foundational Skills for Literacy -Intervention Teachers
- *Online Elementary Reading Academy- 2 classroom teachers, instructional coach and both administrators

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			