



OASIS ELEMENTARY SCHOOL

Grades K Through Six
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

We welcome the opportunity to tell you about Oasis School! It is a K-6 school with 681 students. Our school is the focal point of a rural farming community whose residents are mostly agricultural field workers. Approximately 94% of our students are English learners, 21% are classified as migrant, and 86% qualify for free or reduced meals.

We have a strong commitment to provide the best educational program possible for our students. Our students are encouraged to "Go for the Gold" in achieving high standards in the areas of academics, attendance, and citizenship. Our school is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values.

At Oasis, we are fortunate to have hard working, enthusiastic staff members that are eager to make a difference in the lives of our students and actively participate in various extra-curricular programs to benefit our students. Our school slogan is T.E.A.M. Oasis (Together Everyone Achieves More). We are a partnership of students, staff, parents, and community members working together for the successful education and well being of our students. We value one another and believe a collaborative effort will enable our students to become academically focused, responsible, respectful, safe, independent, and lifelong learners.

Thank you for assisting us in maintaining high educational expectations and achievement and also for being a part of our Oasis T.E.A.M.!

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. Under the federal Title II program, 100% of the district's enrollment are eligible to participate in the Free and Reduced Price meal program.

Oasis Elementary School is located in the southern region of the district's boundaries and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2014-15 school year, 687 students were enrolled, including 6.8% students with disabilities, 85.9% English Language Learners, and 98.7% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level			
2015-16			
Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	106
American Indian or Alaskan Native	0.1%	Grade 1	89
Asian	0.1%	Grade 2	90
Filipino	0.0%	Grade 3	107
Hawaiian or Pacific Islander	0.0%	Grade 4	100
Hispanic or Latino	99.4%	Grade 5	103
White (not Hispanic)	0.3%	Grade 6	94
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	98.5%	Grade 8	0
English Learners	89.4%		
Students with Disabilities	6.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	689

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent 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.

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 class newsletters, automated telephone messages, the school website, and flyers. 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 Volunteers
- Student Supervision

Committees

- ASES Parent Program
- School Site Council
- PBIS Committee
- English Learner Advisory Council (ELAC)
- Family Involvement Action Team (FIAT)
- Parent Leadership Team
- District English Learner Advisory Committee (DELAC)
- Superintendent’s Advisory Committee
- Parent Leaders Always Taking Action (PLATA)
- District Advisory Committee

School Activities

- Academic Olympics
- Homework Help Night
- Fall Festival
- Family Leadership Institute (FLI)
- Family Nights
- Open House
- Parent Conferences
- Parent Support Workshops (Developing Parenting Skills)
- Parents Empowering Parents (PEP)
- Spring Festival
- Student Recognition Activities
- Winter Festival

Student Achievement

Physical Fitness

In the spring of each year, Oasis Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student’s ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “healthy fitness zone.” Comparative District and state results can be found at the CDE’s web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	27.4%	11.3%	40.6%

Note: 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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Oasis Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE’s website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Oasis	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	1997-98	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school’s overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education’s website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	116	112	96.6%	3.6%	116	114	98.3%	18.4%
Male	63	60	95.2%	3.3%	63	61	96.8%	21.3%
Female	53	52	98.1%	3.9%	53	53	100.0%	15.1%
Hispanic or Latino	115	111	96.5%	3.6%	115	113	98.3%	17.7%
Socioeconomically Disadvantaged	115	111	96.5%	3.6%	115	113	98.3%	18.6%
English Learners	92	90	97.8%	2.2%	92	91	98.9%	11.0%
Migrant Education	28	27	96.4%	3.7%	28	27	96.4%	14.8%
Grade 4					Grade 4			
All Students Tested	106	104	98.1%	4.9%	106	106	100.0%	6.6%
Male	54	52	96.3%	5.9%	54	54	100.0%	7.4%
Female	52	52	100.0%	3.9%	52	52	100.0%	5.8%
Hispanic or Latino	105	103	98.1%	4.9%	105	105	100.0%	6.7%
Socioeconomically Disadvantaged	106	104	98.1%	4.9%	106	106	100.0%	6.6%
English Learners	96	94	97.9%	1.1%	96	96	100.0%	3.1%
Migrant Education	31	30	96.8%	3.5%	31	31	100.0%	3.2%
Grade 5					Grade 5			
All Students Tested	108	108	100.0%	7.4%	108	108	100.0%	-
Male	66	66	100.0%	4.6%	66	66	100.0%	-
Female	42	42	100.0%	11.9%	42	42	100.0%	-
Hispanic or Latino	107	107	100.0%	7.5%	107	107	100.0%	-
Socioeconomically Disadvantaged	105	105	100.0%	7.6%	105	105	100.0%	-
English Learners	79	79	100.0%	-	79	79	100.0%	-
Migrant Education	22	22	100.0%	9.1%	22	22	100.0%	-
Grade 6					Grade 6			
All Students Tested	96	94	97.9%	24.5%	96	95	99.0%	21.1%
Male	50	48	96.0%	16.7%	50	49	98.0%	20.4%
Female	46	46	100.0%	32.6%	46	46	100.0%	21.7%
Hispanic or Latino	96	94	97.9%	24.5%	96	95	99.0%	21.1%
Socioeconomically Disadvantaged	95	94	99.0%	24.5%	95	94	99.0%	21.3%
English Learners	64	63	98.4%	-	64	63	98.4%	7.9%
Students with Disabilities	13	13	100.0%	-	13	13	100.0%	-
Migrant Education	17	17	100.0%	11.8%	17	17	100.0%	-

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Oasis		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	9	10	18	22	44	48
Mathematics	9	11	11	14	33	36

Note: 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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Oasis			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	51	31	19	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	109	108	99.1%	19.4%
Male	66	65	98.5%	16.9%
Female	43	43	100.0%	23.3%
Hispanic or Latino	108	107	99.1%	19.6%
Economically Disadvantaged	106	105	99.1%	18.1%
English Learners	80	79	98.8%	5.1%
Migrant Education	22	22	100.0%	22.7%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

Classroom Environment

Discipline & Climate for Learning

Oasis Elementary School's discipline policies are based upon a positive behavior intervention plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice. A Latino Commission Therapist visits the school site one day a week for group counseling and anger management meetings.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for possible behavior choices. At the beginning of the school year, students are advised of discipline policies and behavior expectations during assemblies. Oasis Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions

	Oasis			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	31	29	18	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

Advancement Via Individual Determination

Oasis Elementary School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year for grades 1-3. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Oasis Elementary School is focused on the organizational and note-taking skills for the first year of implementation of this program.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms

Grade	2013-14			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	3	2	
1	17.0	4	2	
2	17.0	3	3	
3	17.0	5	1	
4	18.0	2	3	
5	16.0	4	2	
6	20.0	1	3	
	2014-15			
K	26.0		4	
1	26.0	1	2	
2	22.0		5	
3	22.0		4	
4	20.0	2	3	
5	25.0	1	3	
6	21.0	2	3	
	2015-16			
K	20.0	1	4	
1	24.0		4	
2	17.0	2	3	
3	22.0	1	4	
4	23.0	1	3	
5	19.0	2	3	
6	22.0	1	4	

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

Curriculum & Instruction

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 13, 2016, 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. 2017-16 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				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin: Reading California	0%	K-6
2010	Yes	Scholastic: Read 180	0%	4-6
2005	Yes	Rigby Harcourt Achieve: On Our Way To English	0%	K-5
2007	Yes	HMH Practice Books	0%	K-2
	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
2002	Yes	Houghton Mifflin: Lectura	0%	K-6
Math				
2014	Yes	Houghton Mifflin Harcourt; Go Math! (English & Spanish)	0%	K-5
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Science				
2008	Yes	Houghton Mifflin: Science	0%	K-3
2008	Yes	FOSS: Science	0%	K-5
2008	Yes	Investigating Earth Systems: Dynamic Planet	0%	6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Social Science				
2007	Yes	Houghton Mifflin: Social Studies	0%	K-3
2007	Yes	Harcourt: Reflections Social Studies	0%	K-6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK

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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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.

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks, and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) 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 or consultants. Instructional aides are invited to site-based teacher training. Special education aides received specialized training from district office personnel.

Site-Based Training

Through the collaborative efforts of Oasis Elementary School's administration and teaching staff, specific areas of study are selected to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The principal and school leadership team identify professional development needs based upon analysis of student performance data. During the 2015-16 school year, Oasis Elementary School conducted staff development through the use of TOSA's with the support of RCOE and training was based on Units of Study. Training topics included:

- AVID
- Best Teaching Practices
- Common Core State Standards
- Data Analysis
- Developing Intervention Curriculum
- Lexia Learning Training
- Technology Integration in the Classroom Training (MLI - Mobile Learning Initiative)
- RtI/SST Intervention
- PBIS Training
- Vertical Articulation of Standards

Professional Staff

Counseling & Support Staff

Oasis Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Oasis Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
English Learner Support Assistant	1	1.0
Library Technician	1	1.0
Psychologist	1	0.2
School Nurse	1	0.2
Speech & Language Aide	1	0.2
Speech & Language Specialist	1	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. ** As needed.

Teacher Assignment

During the 2015-16 school year, Oasis Elementary School had 34 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Oasis			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	31	34	42	801	844	857
Teachers with Full Credential	31	34	42	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	0	0	1	17	15	9

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes		
Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Oasis	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

School Facilities & Maintenance

The district takes great efforts 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.

2015-16 Campus Improvements:

- Installation of a new shade structure in kinder area
- Installation of new lighting in hallways throughout campus
- Installation of three new water cooler fountains on campus

2016-17 Planned Campus Improvements:

- Installation of a shade structure over the water fountains in the kinder area for cool water
- Improvements to the entrance/exit area of the parking lot

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 non-routine maintenance requests.

Every morning before school begins, the day custodian inspects the school perimeter and facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Oasis Elementary School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Classrooms
- Patrolling Grounds for Safety Issues
- Restrooms

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classrooms
- Office Areas
- Restrooms
- Afternoon groundskeeping maintenance and safety check-up
- Securing the Campus at the End of the Day

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2009
Acreage	22
	Quantity
# of Permanent Classrooms	47
# of Portable Classrooms	0
Cafeteria/Multipurpose Room	1
Computer Lab	1
Health Office	1
Library	1
Mobile Computer Labs	4
SDC Room with Kitchen	1
Staff Lounge	1
Teacher Offices	6
Teacher Work Room	1

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 principal, and six yard supervisors. During the morning recess, teachers supervise playground activity. The principal, assistant principal, and six yard supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, one yard duty supervisor, the principal, and the assistant principal monitor student behavior to ensure a safe and orderly departure. One yard duty supervisor/one parking lot monitor is stationed in the parking lot after school to supervise traffic and assist students in the afternoon when the late buses are preparing for departure. The principal and assistant principal are 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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oasis Elementary School 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 most recent school safety plan was reviewed, updated, and discussed with school staff in April 2016.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. 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 most recent facility inspection for Oasis Elementary School completed by the county took place on October 27, 2016. Results of the inspection are provided in table below.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 27, 2016	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			Room K1 & K5 - Dusty vent in RR; Room K5 - Push button faucet stays on for a long time; Girls RR Outside MPR - Ring on HC toilet, it needs scrubbing; MPR Mens RR - Cockroach on the wall
Electrical	✓			Boys RR 400 - Some lights out, one light out
Restrooms/Fountains	✓			Boys RR 400 - Two soap dispensers without soap; Library Girls RR - One faucet does not work
Safety	✓			Room K6 - Peeling paint from post of covered walkway
Structural	✓			
External	✓			K Playground - Large size holes in playground surface
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Oasis	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,580	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,145	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,435	4,809	92.2%	5,677	84.7%
Average Teacher Salary	69,217	76,521	90.5%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oasis Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Oasis Elementary School's SARC and access the internet at any of the county's public libraries or the Oasis Elementary School library. The closest library to Oasis Elementary School is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library

(760) 398-5148

Hours: Mon., Tues. & Thurs.: 10 - 6

Wed.: 12 - 8

Sat.: 10 - 5

Fri. and Sun.: Closed

Number of computers available: 7

Number of printers available: 1

Mecca Library

(760) 396-2363

Hours: Monday - Thursday: 10 - 6

Saturday: 10 - 6

Friday and Sunday: Closed

Number of computers available: 13

Number of printers available: 1

Oasis Elementary School Library

Hours: Monday - Friday: 7:30 - 4

Number of computers available: 6

Printers available: Yes

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.