Oasis Charter Public School

A small school for kids with BIG ideas.

1135 Westridge Parkway, Salinas, CA 93907
T: (831) 424-9003 F: (831) 424-9005 www.oasischarterschool.org

Under Construction Education Network (UCEN)

Board of Directors Meeting

Agenda

(*includes materials furnished to Board Members)

Tuesday - January 30, 2024

Time: 5:30 p.m.

Place: Oasis Charter Public School Board Room
1135 Westridge Parkway
Salinas, CA 93907
or
via Zoom/hybrid Teleconference

Join Zoom Meeting
https://zoom.us/j/95951088531?pwd=YitJbHdiVW9TSkd3ZDNCTlNzTnJJZz09
Meeting ID: 959 5108 8531
Passcode: AVXZ71
+16699009128,,95951088531#,,,,*440320# US (San Jose)

****PERSONS WISHING TO ADDRESS THE BOARD OF DIRECTORS**** INFORMATION TO THE PUBLIC: All persons are encouraged to attend and participate (where designated) in meetings of the Under Construction Educational Network (UCEN) Board. Please fill out the form available at the door, and submit to the Secretary of the Board of Trustees prior to the meeting and you will be called during the comment period. For virtual meetings, members of the public are welcome to make comments during the virtual meetings when the Board chair opens the item on the agenda for the public. When the President of the Board recognizes a member of the public for oral comment, such comment will be limited to (3) minutes in accordance with law. Your comments will be heard (with no action taken) under the designated section of this agenda. For the record: state your name, title, whom you represent, and the agenda item you are addressing. The Board will not respond to your comments at this time. Your questions, concerns and/or input will be referred to the appropriate person.

Note: The Oasis Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact Dr. Natalie Zayas at (831) 424-9003 at least 72 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)

Individuals wishing to address agenda items and/or other items, may do so at this time or wait until the agenda item comes up. There will be a limit of 3 minutes per person on public comments (double that time for individuals utilizing an interpreter).

7.0 ACKNOWLEDGEMENTS

8.0 CONSENT CALENDAR

8.1 ACTION: Board Policy Section V: Student Services, Article V: Response to Immigration Policy, Board Policy (BP) and Administrative Regulation (AR)
That the Governing Board approve the revised policy BP and AR to meet the needs of the State of California requirements.

8.2 ACTION: Board Policy Section V: Students, Article XXV English Learners and Reclassification
That the Governing Board approve the Board Policy, English Learners and Reclassification

9.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board

9.1 DISCUSSION: Acknowledgment and honor of Steve Duran for his time and efforts as the UCEN Board Treasurer.
That the Governing Board acknowledge and honor Steve Duran for his term on the UCEN Board of Directors.

9.2 DISCUSSION: Acknowledgement to the UCEN Board for Board Appreciation Month
That the Governing Board be acknowledged for their time and effort as Board Directors. Executive Director and Staff.

9.3 ACTION: Candidate for UCEN Board, Board President Jackie Vasquez
That the Governing Board Approve Dr. Fernando Elizondo as a director of the UCEN Board.

9.4 INFORMATION: Enrollment Report, Office Manager, Grisela Macias
That the Governing Board accept the enrollment report.

9.5 INFORMATION: Budget review with Chief Business Official, (CBO), Casee Weber CBO, unrestricted and restricted funds (Time Certain 6:15pm)
That the Governing Board accept a review of unrestricted and restricted funds of the Oasis Charter Public School Budget.

9.6 ACTION: Oasis Community Council ()CC) Budget Request, OCC President, Romina Zavala (Time Certain 6:40 pm)
That the Governing Board approve the OCC budget request.

9.7 INFORMATION: Winter Around the World reflection, Instructional Coordinator, Stephanie Curley.
That the Governing Board accept an update on the Winter Around the World, 2023 program.

9.8 ACTION: Comprehensive School Safety Plan (CSSP), Instructional Coordinator, Stephanie Curley
That the Governing Board approve the CSSP plan as required by EC 32280 -32289.

9.9 INFORMATION: Executive Director Mid Year Report; Executive Director, Dr. Natalie Zayas
That the Governing Board accept the Executive Director Mid-Year Report.

9.10 INFORMATION: Organization Chart; Executive Director, Dr. Natalie Zayas
That the Governing Board accept the Oasis Charter Public School Organizational Chart

9.11 INFORMATION: Mid-Year LCAP, Executive Director, Dr. Natalie Zayas
That the Governing Board accept the Mid Year LCAP Report as is required by Education Code (EC) EC 47606.5 (e)

9.12 INFORMATION: Legislative and Budget Update, Executive Director, Dr. Natalie Zayas
That the Govern Board accept the legislative and budget update.

9.13 ACTION: Williams Quarterly Report, Executive Director, Dr. Natalie Zayas
That the Governing Board approve the Williams Quarterly Report for January 2024.

9.14 ACTION: School Accountability Report Card (SARC), Executive Director, Dr. Natalie Zayas
That the Governing Board approve the SARC report

10.0 STAFF REPORTS

10.1 Receive Oral Report from Oasis Charter School Instructional Coordinator, Stephanie Curley, M.Ed.
An update on school-wide activities undertaken by the Instructional Coordinator.

10.2 Receive Oral Report from Oasis Charter School Executive Director, Dr. Natalie Zayas
An update on school-wide activities undertaken by the Executive Director.

11.0 FUTURE AGENDA ITEMS

12.0 NEXT MEETING DATE

12.1 Next Board Meeting: Tuesday, February, 27, 2024

13.0 ADJOURNMENT

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Under Construction Education Network (UCEN)
Board of Directors Meeting

Minutes

(*includes materials furnished to Board Members)

Wednesday - December 13, 2023

Time: 5:30 p.m.

Place: Oasis Charter Public School Board Room
1135 Westridge Parkway
Salinas, CA 93907
or
via Zoom/hybrid Teleconference

Join Zoom Meeting
https://zoom.us/j/95951088531?pwd=YitJbHdiVW9TSkd3ZDNCTlNzTnJJZz09
Meeting ID: 959 5108 8531
Passcode: AVXZ71
+16699009128,,95951088531#,,,,*440320# US (San Jose)

****PERSONS WISHING TO ADDRESS THE BOARD OF DIRECTORS**** INFORMATION TO THE PUBLIC: All persons are encouraged to attend and participate (where designated) in meetings of the Under Construction Educational Network (UCEN) Board. Please fill out the form available at the door, and submit to the Secretary of the Board of Trustees prior to the meeting and you will be called during the comment period. For virtual meetings, members of the public are welcome to make comments during the virtual meetings when the Board chair opens the item on the agenda for the public. When the President of the Board recognizes a member of the public for oral comment, such comment will be limited to (3) minutes in accordance with law. Your comments will be heard (with no action taken) under the designated section of this agenda. For the record: state your name, title, whom you represent, and the agenda item you are addressing. The Board will not respond to your comments at this time. Your questions, concerns and/or input will be referred to the appropriate person.

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accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)

***PARA TODAS AQUELLAS PERSONAS QUE DESEAN HABLAR O DIRIGIRSE A LOS MIEMBROS DE LA MESA DIRECTIVA ***

INFORMACIÓN PARA EL PÚBLICO: El público está invitado a asistir y participar en las juntas (donde se indica en la agenda) de la Mesa Directiva de Oasis. Rellene el formulario disponible en la puerta y entréguelo al Secretario de la Mesa Directiva antes de que comience la reunión y lo llamarán durante el período de comentarios. Sus comentarios serán escuchados (sin tomar acción) durante la sección correspondiente de esta agenda. Cuando el Presidente de la Mesa Directiva reconoce a un miembro del público para comentarios orales, dicho comentario se limitará a (2) minutos de acuerdo con la ley. Para el archivo, diga su nombre, título, a quien representa y el artículo de la agenda a que se quiere referir. Los miembros de la Mesa Directiva no responderán a sus comentarios en ese momento. Sus preguntas, preocupaciones y comentarios serán referidas al departamento correspondiente.
Nota: La Mesa Directiva de Oasis anima a las personas con discapacidades a participar plenamente en el proceso de reuniones públicas. Toda persona con necesidades especiales que requiera alguna modificación o arreglo especial puede llamar a la Dr Natalia Zayas al (831) 424-9003 dentro de 72 horas de una junta regular, o dentro de 24 horas de una junta especial para hacer todo nuestro mejor esfuerzo razonable para satisfacer sus necesidades. (Código Governmental § 54954.2; Americanos con Discapacidades de 1990, § 202 (42 U.S.C. § 12132)

1.0 REGULAR AGENDA

1.1 Call Meeting to Order: Jacqueline Vasquez, Board President

2.0 ROLL CALL OF GOVERNING BOARD

Jacqueline Vasquez, President:	Yes _x__Absent____
Margie Wiebusch, Vice President:	Yes _x__Absent____
Steve Duran, Treasurer:	Yes ___ Absent_x__
Maria Alvarez, Member:	Yes _x__Absent____
Jamie Stracuzzi, Member :	Yes ___Absent_x__

3.0 ADOPTION OF THE AGENDA

That the Governing Board approve the agenda as presented.

Motion to approve the Agenda by Board President, Jacqueline Vasquez ; Seconded by Board Vice President, Margie Wiebusch.

Vote on Motion: 3 0 Motion: Approved

4.0 APPROVAL OF THE MINUTES

That the Governing Board approve the minutes of the Regular Board Meeting of November 27, 2023.

Motion to approve the Minutes by Board Vice President, Margie Wiebusch; Seconded by Board President, Jacqueline Vasquez.

Vote on Motion: 3 - 0 Motion: Approved

5.0 BOARD OF TRUSTEE COMMENTS

Board Members wishing to address agenda items and/or other items may do so at this time.

No comments at this time.

6.0 PUBLIC COMMENT

Individuals wishing to address agenda items and/or other items, may do so at this time or wait until the agenda item comes up. There will be a limit of 3 minutes per person on public comments (double that time for individuals utilizing an interpreter).

President Vasquez gave the public the option to speak now or when agenda items are read.

Chianelle Flores-Marti, the school's Resource Specialist Program Teacher, thanked the Board and Dr. Zayas. She spoke to the COLA increases and stated she understood that the budget still needed to be worked on but that she hoped the Board will review the salary schedule by June. She ended by providing the group with statistics from other charter schools in Monterey County and how they structure their schedule.

Second Grade Teacher, Ian Cooper, thanked the Board and for all the work they do. He noted that he's never felt the need to attend as he always felt in step with the Board. However, he is concerned about the current salary schedule for teachers. He also stated he understood a charter would pay less than a traditional school but he wanted to work for Oasis. Being in this demographic and community was what was important to him. He informed the group that he had since met with Dr. Zayas and now understands the logic and reasoning behind the current schedule.

Becky O'Connor, Oasis' 6th Grade Teacher, spoke to her decision to come to Oasis from a traditional school because of the charter, curriculum and educational theories.

Casee Weber, the Chief Business Officer, pointed out that one of the other charters in the our county is based on enrollments of over 500 students, which translates to more money from the State. She also noted these other charters also do much more fundraising but in the end it always goes back to enrollment. Getting increased enrollment will increase our funding.

President Vasquez thanked everyone for their input, ideas and suggestions. She invited all staff to continue their engagement with the Board through the entire process and that the Board looked forward to hearing from them in the future. She also emphasized staff assisting with recruitment efforts.

7.0 ACKNOWLEDGEMENTS

No acknowledgements at this time.

8.0 CONSENT CALENDAR

No Consent Calendar at this time.

9.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board

9.1 ACTION: Oasis Community Council (OCC) Budget request: OCC President, Romina Zavala

That the Governing Board approve the OCC's requested budget of $1,100. The request for $100 is for a January fundraiser and the $1,000 request is for an additional amount for the "Breakfast with Santa" in December.

Motion to approve the OCC budget request by Board President, Jacqueline Vasquez; Seconded by Board Vice President, Margie Wiebusch.

Vote on Motion: 3 - 0 Motion: Approved

9.2 ACTION: Certificated Salary Schedule: Executive Director, Dr. Natalie Zayas

That the Governing Board approve the exempt employees salary schedules. The increase is based on the State of California minimum wage increase with requirements for exempt employees.

President Vasquez reiterated that this is a very sensitive subject and school budgets are particularly difficult.

Member Alvarez spoke to the State of California giving a substantial amount of extra money during COVID and that things are just uncertain at this point. However, servicing the community is the most important thing. It is unfortunate all the funding is drying up, including ESSER funds.

As the group continued their discussion, Dr. Zayas pointed out that our teachers are paid for 194 days and going to a 10 month schedule would mean a decreased salary. She continued to communicate different scenarios that could help reduce the deficit, for example, renegotiating with our insurance company. It was also noted that during the summer, once they have the State Budget, this group will be reexamining all of this.

The group then discussed approving a .025% increase from the period January 2024 through June 2024, to which they all agreed.

Motion to approve a .025% salary increase for the period of January 2024 through June 2024 by Board Member, Maria Alvarez; Seconded by Board Vice President, Margie Wiebusch.

Vote on Motion: 3 - 0 Motion: Approved

9.3 ACTION: Interim Budget, revised through October 2023: Executive Director, Dr. Natalie Zayas

That the Governing Board approve the revised interim budget.

Group discussed some specific line items. President Vasquez asked for a report on restricted funding that wasn't used. Casee Weber, Chief Business Officer, and Dr. Zayas will put that together.

Motion to approve the revised Interim Budget by Board Member, Maria Alvarez; Seconded by Board President, Jacqueline Vasquez.

Vote on Motion: 3 - 0 Motion: Approved

9.4 ACTION: Consolidated Application and Reporting System (CARS) Report: Executive Director, Dr. Natalie Zayas
That the Governing Board approve the CARS Report.

Motion to approve the Consolidated Application and Reporting System (CARS) Report by Board President, Jacqueline Vasquez; Seconded By Board Member, Maria Alvarez.

Vote on Motion: 3 - 0 Motion: Approved

9.5 ACTION: Governance Committee names of Board candidates for Board Treasurer: Board President Jacqueline Vasquez
That the Governing Board approve the candidate for UCEN Board Treasurer to be voted on at the January meeting.

Motion to approve the Governance Committee names of Board candidates for Board Treasurer by Board President, Jacqueline Vasquez; Seconded by Board Member, Maria Alvarez.

Vote on Motion: 3 - 0 Motion: Approved

9.6 INFORMATION: Social Media Impact Report: Executive Director, Dr. Natalie Zayas
That the Governing Board accept the Social Media Impact Report.

Informational only, no action necessary.

9.7 ACTION: Expanded Learning Opportunities Plan (ELOP), Executive Director, Dr. Natalie Zayas
That the Governing Board approve the ELOP plan for 2023-2026.

Motion to approve the Expanded ELOP by Board Member, Maria Alvarez; Seconded by Board President, Jacqueline Vasquez.

Vote on Motion: 3 - 0 Motion: Approved

9.8 INFORMATION: Newly designed website; Dr. Natalie Zayas
That the Governing Board accept the presentation of the newly designed website.

Informational only, no action necessary.

10.0 STAFF REPORTS

10.1 Receive Oral Report from Oasis Charter School Instructional Coordinator, Stephanie Curley, M.Ed.

An update on school-wide activities undertaken by the Instructional Coordinator.

Instructional Coordinator, Stephanie Curley spoke to training staff on the science of reading; she extended an invitation to all Board members to attend the unveiling of our new boardroom door that her stepdaughter Bronwyn Curley had painted a sea themed mural on; updated group on an upcoming professional development day on safety with Kimball and Associates.

10.2 Receive Oral Report from Oasis Charter School Executive Director, Dr. Natalie Zayas
An update on school-wide activities undertaken by the Executive Director.

Dr. Zayas thanked the OCC for the "Pancakes with Santa" event as it was a big success. The event also provided an opportunity to set up a table for enrollment which worked out great. She informed the group the Monterey Salinas Transit (MST) bus ad is now in place and that we are pursuing other ways to advertise as well. She also updated the group on the pursuit of donations. Currently Oasis has received small donations through local retailers, ie, Target, Home Depot, etc. As for larger donations she and staff will now be reaching out to organizations such as Monterey County Gives. She finished with an update on Oasis current events such as the YOSAL performance in which 5 of our students participated and many staff members attended; and upcoming is the " Winter Around the World" event. Dr. Guss and other MCOE staff plan on attending.

11.0 FUTURE AGENDA ITEMS

- **Balance on restricted budget;**
- **Interview of new board members;**
- **Needs Assessment.**

12.0 NEXT MEETING DATE

12.1 Next Board Meeting: Tuesday, January 23, 2024

13.0 ADJOURNMENT

UCEN Board/Oasis Charter Public School
Salinas, California

Policy Adopted: 5/31/2022
Revised/Adopted: 9/7/2023

Section V Student Services
Article V Response to Immigration Enforcement

The UCEN Board and Oasis Charter Public School are committed to the success of all students and believe that the school should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

It is required by law that staff not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement except as may be required by state and federal law. **Education Code (EC 234.7)**

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the school programs and activities on the basis of their immigration status.

It is the responsibility of the Executive Director or designee to notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. **(EC 234.7)**

It is the responsibility of the UCEN Board or designee to ensure that teachers, school administrators, and other school staff receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit the school site or to have access to a student.

The Executive Director or designee is requested to report to the UCEN Board in a timely manner any requests for information or access to the school by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. **(EC 234.7)**

Consistent with requirements of the California Office of the Attorney General, UCEN Board or designee shall develop an Administrative Regulation(AR) of procedures for addressing any request by a law enforcement officer for access to school records, school site, or students for the purpose of immigration enforcement.

UCEN Board/Oasis Charter School
Salinas, California

Administrative Regulation Adopted: 5/31/2022
Revised:

Section V Students
Article V Response to Immigration Enforcement

All school personnel shall notify as soon as possible the Executive Director or designee upon becoming aware of any request by an immigration-enforcement officer or law enforcement officer any requests for review of any student's documents, lawful subpoenas, petitions or any other information regarding students personal or family information.

What to do if an Immigration-enforcement Officer comes to School

1. Notify the Executive Director or designee of the request.
2. Advise the immigration officer that you must first receive direction from the Executive Director or designee.
3. Ask to see, and make note of the officer's credentials, name and badge number and the name and number of their supervisor.
4. Ask the officer for their reason for being on school grounds and document it.
5. Ask the officer to produce any documentation that authorizes school access.
6. Make copies of all documents provided by the officer.
7. If the officer declares that exigent circumstances exist and demands immediate access to the school, comply with their orders and immediately alert the Executive Director or designee.
8. If the officer does not declare that exigent circumstances exist, respond to the requirements of the officer's documentation. If the immigration-enforcement officer has:

    a. an **ICE (Immigrations and Customs Enforcement) administrative warrant or a subpoena for production of documents or other evidence,** inform the officer that you cannot consent to any request without first consulting with the school's legal counsel or Executive Director or designee.
    b. **a federal judicial warrant** (search and seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult

c. with your legal counsel or Executive Director or designee before providing the officer access to the person or materials specified in the warrant.

9. You should not consent to access by an immigration-enforcement officer unless the officer declares exigent circumstances or has a federal judicial warrant, do not physically impede an officer, even if the officer appears to lack authorization to enter. If an officer enters the premises without consent, document their actions while on campus.

Provide a copy of those notes, and associated documents collected from the officer, to legal counsel and to MCOE, Superintendent or designee.

10. After the encounter with the officer, promptly take written notes, including the following:

1. List or copy of the officer's credentials and contact information
2. identity of all school personnel who communicated with the officer
3. Details of the officer's request(s)
4. Whether or not the officer presented a warrant or subpoena to accompany their request, what was the requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge
5. Your response to the officer's request
6. Any further action(s) taken by the officer, and
7. Photo or copies of any documents presented by the officer

11. Notify parents/guardians as soon as possible (unless prevented by a judicial warrant or subpoena), and do so before an officer questions or removes a student for immigration enforcement purposes (unless a judicial warrant has been presented).

12. Provide a copy of those notes, and associated documents collected from the officer, to legal counsel, MCOE Superintendent or designee

13. Email the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by the officer to access a school site or a student for immigration purposes.

What to do if an Immigration-enforcement officer requests personal information about a student or their family members:

A. **Avoiding unauthorized information disclosure:** Do not disclose information that might indicate a student's or family's citizenship or

immigration status without consent of the parents/guardians, unless the information is for legitimate educational purposes or in response to a court or subpoena. Providing information about a student's or family's citizenship or immigration status is not for a legitimate educational purpose under federal law or state law.

B. Procedure for Responding to all Information Requests:
If you receive any information request related to a student's or family's immigration or citizenship status that is not supported by a judicial warrant or court order;

1. Notify the Executive Director or designee about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Provide students and parents/guardians, Caregiver, with any documents issued by the immigration-enforcement officer.

Responding to Court Documents Requesting Student or Family Information:
Notify parent/guardians or Caregiver if you receive a court order, subpoena, or warrant requesting information regarding a student or family member unless:

a. the warrant or subpoena concerns an investigation of child abuse, child neglect or child dependency or,
b. the subpoena prohibits disclosure.

Secure Written Consent from Parent/Guardian before Releasing Information:
You must get written parent/guardian consent to release student information , unless the information is relevant for a legitimate educational interest or includes directory information only. Because neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes without written consent or a court order or judicial subpoena. The written consent for release of student information must include the following:

a. Description of information to be released
b. The reason for release of the information
c. The parties or type of parties receiving the information
d. If requested by the parents/guardians a copy of the records to be released; and
e. Date and signature of the parent/guardian consenting to the release of information

Once the parent/guardian signs and dates the consent form, keep the consent notice with the record file. Also, notify the recipient of the student/family information that further transmission of the information to other individuals is prohibited, without the written consent of the parent/guardian.

Board and Oasis Charter Public School
Salinas, California

Board Policy Adopted:

Section V Students
Article XXV English Learners and Reclassification

The UCEN Board/Oasis Charter Public School recognizes the need to provide quality instruction for all students inclusive of English learners that will enable them to become proficient in English and develop confidence to be successful in speaking, listening, reading and writing. The school's Local Control and Accountability Plan (LCAP) shall identify in its goals specific actions and services to enhance student engagement, academic achievement, and other specified outcomes for English learners.

The Executive Director or designee shall provide professional development to all teachers, support staff, administrators. The professional development plan will assist and support teachers to improve the instructional strategies for English learners.

The Executive Director or designee shall ensure that all staff employed to teach English learners are appropriately credentialed, and have the necessary authorizations from the Commission on Teacher Credentialing.

Identification and Assessment
The Executive Director or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC).

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on specified criteria.

Initial English Proficient Assessment
All students who enter California public schools are given a Home Language Survey included in the student's enrollment packet. When the initial Home Language Survey indicates a student's home language is other than English, the student will be assessed with the Initial English Language Proficiency Assessment for California known as the Initial ELPAC.

The test is used to determine if a student is an English learner or is fluent in English. The results of this initial test will help identify students who may need help learning English.

The ELPAC identifies three different classifications; (1) Initial Fluent English Proficient, (2) Intermediate English Learner and (3) Novice English Learner.

(1) **Initial Fluent English Proficient Students:** who are identified as Initial Fluent English Proficient have well developed oral skills (listening and speaking) and written skills (reading and writing). These students can use English to learn to communicate in meaningful ways appropriate to different tasks, purposes, and audiences in a variety of academic and social contexts. These students may need linguistic support to engage in social and academic settings, they may also need some support to communicate on less familiar tasks or topics.

(2) **Intermediate English Learner Students:** Students classified at this level have well developed moderate oral skills (listening and speaking) and written skills (reading and writing). This level has a broad range of English learners, from those who can use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts. Depending on the individual student, the level of support needed may be moderate, light or minimal. They may need substantial to moderate support to communicate on less familiar tasks and topics.

(3) **Novice English Learner Students:** These students have minimally developed oral skills (listening and speaking) and written skills (reading and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They will need substantial to moderate linguistic support to communicate in familiar social and academic contexts and need substantial linguistic support to communicate on tasks that are less familiar tasks and topics.

Summative Language Proficiency Assessment

Every year all students classified as English language learners in the State of California will be required to be assessed by the use of the Summative English Language Proficiency Assessments of California (ELPAC).

The Summative ELPAC assesses English learners in four areas: Listening, Speaking, Reading and Writing. Once students have completed the assessments they will receive an overall score that is divided into four levels, Proficiency 4, 3, 2, 1.

Proficiency 4
These English learners have well developed oral skills in listening and speaking and written skills in reading and writing. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, and audiences in a variety of social and academic contexts. They may need occasional language support to engage in familiar social and academic settings and need light support to communicate on less familiar tasks and topics.

Proficiency 3
These English learners have moderately developed oral skills in listening and speaking and written in reading and writing. They can sometimes use English to communicate in meaningful ways in a range of topics and content areas. They will need light to minimal language support to engage in familiar social and academic settings and will need moderate support to communicate on less familiar tasks and topics.

Proficiency 2
These English learners have somewhat developed oral listening and speaking skills and written reading and writing skills. These students can use English to meet immediate communication needs and often are not able to use English to learn and communicate topics or content areas. They will need moderate to light language support to engage in familiar social and academic settings, and substantial to moderate support to communicate less familiar tasks and topics.

Proficiency 1
These English learners have minimally developed oral skills in listening and speaking and in written English skills in reading and writing. They tend to rely on learned words and phrases to communicate at a basic level. They will need substantial to moderate language support to communicate in social and academic settings, and substantial language support to communicate on less familiar tasks and topics.

Scoring of Assessment

The overall score from the assessment consists of the student's Oral Language and Written Language score. The Oral Language score consists of the student's scores from Listening and Speaking domains. The Written Language score consists of the student's scores from Reading and Writing domains.

Parent Notifications

The Executive Director or designee shall notify parents/guardians of the results of the ELPAC within 30 calendar days after receipt of the results. If the results are received after the last day of instruction for the year, the results shall be provided to parents/guardians within 15 working days of the start of the next school year.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following;

1. The reason for the identification and the need for placement in a language acquisition program
2. The level of proficiency, how the level was assessed, and the status of the student's academic achievement.
3. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, and the manner in which the program for English language development instruction will meet the educational strengths and needs of students and help such students develop English proficiency and meet age-appropriate academic standards.
4. Information about the parent/guardian's right to have the student immediately removed from the program.
5. Information regarding a parent's/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available.
6. Information designed to assist parent/guardian in selecting among available programs if more than one program or method is offered.

Reclassification

Oasis Charter Public School may change a student's status to Reclassified Fluent English Proficient (RFEP) if they have scored a proficiency of Level 4 overall. If a student has an Oral Language or Written Language score less than 4 but still has an

Overall score of 4, that student may still be reclassified and will no longer need to take the ELPAC.

The school will monitor the student's progress of RFEP students for four years to ensure they continue to academically succeed. Students who may not be having academic success will receive additional support, until such time they demonstrate adequate progress.

For a student to be reclassified a Review Team made up of the Executive Director or designee, ELD teacher, classroom teacher, and parent/guardian will meet. They will review the student's progress toward English proficiency. The criteria used to assess a student to see if they have reached English proficiency are as follows:

1. ELPAC Overall score of of 4
2. Teacher's review of the student's mastery of curriculum
3. CAASPP English Language Arts result indicating the student has Met Standard, Above Standard, or Nearly Met Standard, or the school can review the results and determine the threshold of class average of the English only students.
4. Parent/guardian input as to their opinion.

LCAP Advisory Committee

When there are at least 15 percent English learners in the school with at least 50 students who are English learners, an English Learner Advisory Committee (ELAC) shall be established to review and comment on the school's LCAP. The advisory committee shall provide input regarding the language acquisition program(s) and services for English learners. The committee shall be composed of a majority of parents/guardians of English learners. If the District English Language Advisory Committee (DELAC) acts as the ELAC, the DELAC shall also review and comment on the development or annual update of the LCAP.

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.3 Candidate for UCEN Board, Board President Jackie Vasquez

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **At the December 13, 2023, UCEN Board meeting, Dr. Fernando Elizondo, was approved by the UCEN Board for voting to serve a 4-year term after completing the term vacated on 2/1/24, by Board Treasurer, Steve Duran.**
- **Dr. Elizondo's resume was provided at the December 13, 2023, meeting.**
- **For this meeting, January 23, 2024, the UCEN Board will vote Dr. Elizondo as a Board Member.**

Administration Recommendation: Approve_X_____ Information_____

Person submitting item: Board President, Jackie Vasquez

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.4 Enrollment Report

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **Current enrollment: 178**
- **Enrollment at the start of school, August 2023: 166**

Administration Recommendation: Approve_____ Information____X___

Person submitting item: Grisela Macias, Office Manager

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: **9.5 Budget review with Chief Business Official, (CBO), Casee Weber CBO, unrestricted and restricted funds**

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **Restricted funds or Categorical funds are those in which we receive and must use for specific reasons.**
- **Our Chief Business Official, (CBO) Casee will review these with the Board with the Executive Director, Dr. Natalie Zayas.**
- **Some of these funds are earmarked for expenses throughout the school year.**
- **Others can be reviewed for needs as we progress through our budget changes this spring.**

Administration Recommendation: Approve_____ Information__X_____

Person submitting item: Executive Director, Dr. Natalie Zayas

Oasis Charter Public School
Restricted Resources Ledger
**Updated 01/22/24*

	CA State 21/22 Declining Enrollment RS 9090	CA State 22/23 ELO-P 23/24 RS 2600	CA State 2021-2026 Educator Effectiveness RS 6266	CA State 22/23 Arts, Music, II Disc. Block Grt RS 6762	CA State 22/23 Arts, Music, IM Disc. Block Grt RS 6762	CA State 21/22 Kitchen Infrastructure RS 7028	CA State 22/23 Learning Recovery Block RS 7435	Fed Funds 21/22 *ARPA* ESSER III RS 3213	Fed Funds 21/22 *ARPA* ESSER III RS 3218	Fed Funds 21/22 *ARPA* ESSER III RS 3219
Total Allocation Amount, per CDE:	**$ 440,372**	**$ 193,366**	**$ 61,603**	**$ 24,253**	**$ 97,873**	**$ 25,000**	**$ 233,583**	**$ 327,425**	**$ 13,865**	**$ 23,901**
TL Expenses to date (including projections):	$ 161,496	$ 51,589	$ 51,771	$ 12,000	$ 9,625	$ 2,961	$ 162,906	$ 261,439	$ 13,865	$ 23,901
Remaining Balances:	$ 278,876	$ 141,777	$ 9,833	$ 12,253	$ 88,248	$ 22,039	$ 70,677	$ 65,986	$ -	$ -
	No known/stated timeline for use	Must use by: 6/30/2026	Must use by: **6/30/2026**	Must use by: 6/30/2026	Must use by: 6/30/2026	Must use by: 6/30/2024	Must use by: 6/30/2028	Must use by: **9/30/2024**	Must use by: 9/30/2024	Must use by: 9/30/2024
	We have used for	**We have used for**	**We have used for**	**We have used for**	**We have used for**	**We have used for**	**We have used for**	**We have used for**	**We have used for**	**We have used for**
	advertising	*LAS*	*mentor*	*The arts*	*Art prior to the voter approved fund for arts*	*kitchen supplies*	*Intervention Salaries*	*Safety*	*inter. salary*	*inter. salary*
							This balance is after intervention is paid through June 24			
	large supplies	*Intercession*	*CBO training*					*Mental Health*		
	like Kinder shed	*Summer School*	*PD*				*$136,316.30*	*Behavior Co.Salary*		
		Supplies for these programs					Cost of 3 intervention ist	through June '24 Cost about 60K for year		
	Unrestricted		***Save for PD***		***Possible uses***	***Use for***	***Use for***	***Use for***		
					STRS costs	*freezer*	*24/25*	*safety*		
					rising med costs	*warming oven*		building repairs		
					culturally relevant books	*refrigerator*		**ESSER funds expire and are not going to be reissued**		
						then we decrease our lease amount for these				
							Other inter. costs ~32K			

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: **9.6 Oasis Community Council (OCC) Budget Request**

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

The Oasis Community Council, (OCC), is asking for a budget of $1,800. Here's the breakdown:

- **$400- paint and sip**
- **$500- spring vendors fair/egg hunt**
- **$400- assembly coffee February-May**
- **$500- OCC monthly meeting dinner February-May**

OCC Current Balance $3642.77

Administration Recommendation: Approve___X_____ Information_____

Person submitting item: Oasis Community Council President, Romina Zavala

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.7 INFORMATION: Winter Around the World reflection

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

Winter Around the World 2023

- **Countries:**

Sweden
Denmark
Mexico
Israel
Japan
Greece
France
South Korea
Egypt

- **Dr. Deenen Guss and Michelle Archuleta attended. Monterey County Office of Education posted on their Facebook page with photos. These also are in an MCOE newsletter. Dr. Guss expressed her pleasure and excitement with the event.**
- **58 Families attended**

Administration Recommendation: Approve_____ Information___X____

Person submitting item: Instructional Coordinator, Stephanie Curley

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.8 ACTION: Comprehensive School Safety Plan (CSSP)

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- As required by EC 32280 -32289, the governing board is to approve the CSSP plan by March 1, 2024.
- The plan has been reviewed and revised with a parent group, administrators, fire and police, and updated to meet the needs of our school while also meeting new standards for safety.

Administration Recommendation: Approve___X_____ Information_____

Person submitting item: Instructional Coordinator, Stephanie Curley

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Comprehensive School Safety Plan

Article 5. School Safety Plans [32280 - 32289.5]

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Table of Contents

Child Abuse Reporting Procedures **4**
Disaster Procedures **5**
Earthquake Drill Procedure 5
Fire Drill Procedure 7
Flood Plan 9
Lockdown Intruder Drill Procedure 11
Shelter In Place/Medical Emergency Drill Procedure 12
Suspension & Expulsion Procedures **14**
Non-Discrimination **25**
Definitions 27
Discrimination 27
Harassment 27
Sexual Harassment 28
Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations: 28
Intimidation 29
Bullying 29
Retaliation 30
Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation 30
Investigation and Disposition of Complaints 31
The school shall conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a school employee), will include an interview with the alleged student-victim and their parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information to cooperate with any investigation. The investigator may also review any relevant documents. 31
Parental Notification 32
Sexual Harassment Poster 32

The school shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment. 32

Dress Code **33**

Campus Visitors Policy **34**

Section: III Business
Article: V Campus Visitors **34**

Visitors 34

Emergency Access 34

Immigration Enforcement Officer 34

COVID-19 and Contagious Disease Outbreaks 35

School Learning Environment **36**

Rules & Procedures on School Discipline **38**

Hate Crime Procedures & Policy **39**

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Child Abuse Reporting Procedures

Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to Child Protective Services (CPS). Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse must be reported immediatly by phone to CPS. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the appropriate agency.

All employees who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reporter training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion.

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Disaster Procedures

Earthquake Drill Procedure

SIGNAL: "Earthquake"- through walkie-talkie
IF YOU ARE INSIDE SCHOOL BUILDING:

1. Teacher or supervising adult will give the command "DROP".
2. Students drop, cover their heads and hold on until shaking stops.
3. Students are to take shelter under desks, tables, door frames, etc.
4. Stay away from windows, shelves, light fixtures, and other items that may fall.
5. When instructed by walkie-talkie, start the classroom evacuation procedure after determining that the evacuation route is safe.
6. Doors are to be left open and unlocked.

Evacuation Procedure:

7. Students exit the building and WALK in orderly lines.
   - Take your emergency backpack and class list with you.
8. Students evacuate the building by designated routes to the dirt area by the Kelp Bed.
   - Students line up in SILENT lines facing the school.
9. In the assembly area, teachers take roll and account for each student.
   - Hold up a GREEN card if all students are accounted for.
   - Hold up a RED card if someone is missing or injured.
10. Students in classrooms other than their homeroom are to exit and remain with that class until given permission to rejoin and line up with their homeroom class.
11. Students remain in orderly and silent lines until all clear signals are given ("All clear" on bullhorn).

PROCEDURE DURING RECESS:

- Recess Supervisors give the command "DROP".
- Students drop to the pavement, cover their heads until shaking stops.
- Students will not enter the building.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open away from potential falling objects (e.g. trees, power lines) until the shaking stops.
- After shaking stops, start recess evacuation procedure after determining that the evacuation route is safe.
- The Head Recess Supervisor will sweep the main building for students.

Recess Evacuation Procedure

- Recess supervisors instruct students to line up at the Open Sea.
- Students exit the playground and WALK in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the emergency procedures written above.

Sweepers after Earthquake stops:

- The Executive Director will sweep the upper grade building for students and say, "Upper Building All Clear" through walkie-talkie when cleared.
- The Instructional Coordinator will sweep the main building for students and say, "LSD All Clear" through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, "Admin Building All Clear" through walkie-talkie when cleared.

Communication plan in case of a real emergency:

- ➢ The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- ➢ The Admin Assistant will send out a notification and "all-call" via ParentSquare.
- ➢ The Admin Assistant will notify the Life After School Manager.
- ➢ The Life After School Manager will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager,, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

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Fire Drill Procedure

SIGNAL: Fire alarm and "Evacuate" through the walkie-talkie.
PROCEDURE DURING CLASS TIME:

1. Students exit the classroom and WALK in orderly lines.
   - Take your emergency backpack and class list with you.
2. Students evacuate the building by designated routes to the dirt area by the Kelp Bed.
   - Students line up in SILENT lines facing the school.
3. In the assembly area, the teacher takes roll and accounts for each child.
   - Hold up a GREEN card if all students are accounted for.
   - Hold up a RED card if someone is missing or injured.
4. Students in classrooms other than their own are to exit and remain with that class until given permission to rejoin and line up with their homeroom class.
5. Students remain in orderly and silent lines until all clear signals are given "All clear" .
6. Classroom doors must remain open.

PROCEDURE DURING RECESS:

- Recess supervisors instruct students to line up at the Open Sea.
- Students exit the playground and WALK in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the previous emergency procedures written above.

PROCEDURE DURING LUNCH:

- Lunch supervisors instruct students to line up by their tables.
- Students exit the Leopard Shark Den and WALK in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the previous emergency procedures written above.

7. The Executive Director will sweep the upper grade building for students and say, "Upper Building All Clear" through walkie-talkie when cleared.
8. Instructional Coordinator will sweep the main building for students and say, "LSD All Clear" through walkie-talkie when cleared.

9. Office staff will sweep the admin building for students and say, "Admin Building All Clear" through walkie-talkie when cleared.

Sweepers:

- The Executive Director will sweep the upper grade building for students and say, "Upper Building All Clear" through walkie-talkie when cleared.
- Instructional Coordinator will sweep the main building for students and say, "LSD All Clear" through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, "Admin Building All Clear" through walkie-talkie when cleared.

Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and "all-call" via ParentSquare.
- The Admin Assistant will notify the Life After School Manager.
- The Life After School Coordinator will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

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Flood Plan

PROCEDURE BEFORE SCHOOL HOURS:

- If there is a flood warning issued via the weather report, Oasis will monitor weather for safety and will notify parents and staff via Parent Square.

PROCEDURE DURING SCHOOL HOURS:

- Staff will immediately **NOTIFY ADMINISTRATION OF** ruptured pipes, other sources of sudden flooding.
- Office staff will place sandbags in door seams to prevent water from entering the building.
- Students will **EVACUATE** classrooms and assemble in the Leopard Shark Den. ***Do not run. Take Emergencies Backpack.***
- If Leopard Shark Den is flooded, students will be led to safety on classroom tables or the safest highest location out of water until first responders arrive.
- Teachers will TAKE ROLL to account students.
- Teachers will report missing or injured individuals by using "walkie-talkie" to report to office staff.
- Teachers will instruct students not to play or come into contact with standing water or flowing water
- Teachers will remain with students until they are instructed by authorities to release them to families.
    - Students will be picked up by families at the curb of Westridge if Boronda access is restricted

Sweepers:

- The Executive Director will sweep the upper grade building for students and say, "Upper Building All Clear" through walkie-talkie when cleared.
- The Instructional COordinator will sweep the main building for students and say, "LSD All Clear" through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, "Admin Building All Clear" through walkie-talkie when cleared.

Communication plan in case of a real emergency:

➢ The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.

- ➢ The Admin Assistant will send out a notification and "all-call" via ParentSquare.

- ➢ The Admin Assistant will notify the Life After School Manager.
- ➢ The Life After School Coordinator will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

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Lockdown Intruder Drill Procedure

SIGNAL: "Lockdown, Intruder" spoken through walkie-talkie.
PROCEDURE DURING CLASS TIME:

1. Teachers use a calm voice and inform students that we are in a lockdown.
2. Teachers quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
3. Lock the door to your classroom.
4. Lower and close any blinds and turn the lights off and cover door windows if possible.
5. Move everyone to an area of the room that is not visible from the door and away from windows. Place students so any potential intruders cannot see them if looking in the door. Students should be spread out around the room (NOT in a group all together).
6. Barricade the door with furniture and look for a safe corner (away from a window).
7. Students and staff should remain very quiet and still.
8. If fire alarms go off after the lockdown has been announced, do NOT evacuate rooms unless you are instructed to do so on the walkie-talkie.
9. Teachers should NEVER open doors during a lockdown.
10. If an intruder enters a classroom, students and teachers are to run and/or fight.
11. If directed to evacuate, law enforcement officers will have keys to open the door.
12. Wait silently until you hear "All Clear" over the walkie-talkie, then teachers will continue class.
13. There is no need to go outside unless law enforcement requests.
14. Staff in the upper grade building are to lock the exit door.
15. Sped Teacher in LSD to lock the back exit door.

Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and "all-call" via ParentSquare.
- The Admin Assistant will notify the Life After School Manager.
- The Life After School Manager will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

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Shelter In Place/Medical Emergency Drill Procedure

SIGNAL: "Shelter in Place" spoken through walkie-talkie.

PROCEDURE DURING CLASS TIME:

1. Teachers use a calm voice and inform students that we are in a non-emergency lockdown.
2. Teachers quickly glance outside the room to direct any students or staff members in the hall into their room immediately.
3. Lock the door to your classroom.
4. Lower and close any blinds and cover door windows. Lights will be left ON so class may continue.
5. Teachers take roll and account for each student.
6. **The office will call to check that all students are accounted for.**
7. If fire alarms go off after the lockdown has been announced, do NOT evacuate rooms unless you are instructed to do so on the walkie-talkie. Teachers should NEVER open doors during a lockdown.
8. Class is to continue as usual, but all staff and students are to remain inside the classroom. Restroom privileges are okay at this time with aide supervision as long as it is safe.
9. When you hear "All Clear" over the walkie-talkie, then the non-emergency lock-down has been lifted.

PROCEDURE IF NOT IN CLASSROOM:

1. Sweepers will direct students in the LSD or bathrooms back to their classrooms.
2. If students and teachers are outside at recess or PE, students will be escorted back to their classrooms.

PROCEDURE DURING LUNCH:

_____1. Students will continue lunch as normal.

Sweepers:

- Upper grade staff will sweep the upper grade building for students and say, "Upper Building All Clear" through walkie-talkie when cleared.
- The upper grade staff will lock the upper grade building access door.
- The Executive Director and/or Instructional Coordinator will sweep the main building for students and say, "LSD All Clear" through walkie-talkie when cleared.
- Sped Teacher will lock the LSD side door.
- Office staff will sweep the admin building for students and say, "Admin Building All Clear" through walkie-talkie when cleared.

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Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and "all-call" via ParentSquare.
- The Admin Assistant will notify the Life After School Manager.
- The Life After School Manager will notify after-school staff.
-

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

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Suspension & Expulsion Procedures

Adoption Administrative Regulation: 5/31/2022

Section V Students
Article IV Guidance Plan

The purpose of the school's Guidance Plan is to ensure a safe learning environment for all staff and students. Students are expected to be respectful of all adults, other students, the school and its standards of positive conduct in their educational setting. In return for student's positive conduct it is expected that all staff will in turn respect and be responsible for providing guidance to students to ensure their success in school.

When a student is not conforming to the standards of good conduct it becomes necessary for staff to intervene and provide the appropriate guidance to assist the student in conducting themselves in a more positive way.

When a student behaves in a way that is blatantly disrespectful toward others, disorderly, continuously misbehaves or becomes violent, actions by staff may result in suspension and potentially expulsion. Corporal punishment shall not be used in any way as a disciplinary measure for correcting student conduct.

A student identified as an individual with disabilities or suspected disability pursuant to the Disabilities Education Improvement Act (IDEIA) of 2004 or who is qualified for services under the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension or expulsion is afforded the same due process procedures applicable to general education students except when federal and state laws under California Education Code (EC 47605 (J) (i) (ii) (I) (II) (iii))

Grounds for Suspension and Expulsion
A student may be suspended or expelled for prohibited misconduct as stated in Education Code 48900 inclusive of 48900.2, 48900.3 or 48900.4, if the act is related to a school activity or school attendance occurring at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to or coming from a school sponsored activity.

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Grounds for Suspension:
The following offenses are representative and not inclusive of all offenses listed in the Education Code (EC 48900, 48902, 48900.3, 48900.4, 48910)

a. Caused, attempted to cause or threatened to cause physical injury to another person
b. Willfully used force of violence upon another person, except in self-defense
c. Possessed or otherwise furnished a firearm, knife, explosive or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the principal or designee
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance or material and represented same as controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant Health and Safety Code Sections 11053-11058.
e. Committed or attempted to commit robbery or extortion
f. Caused or attempted to cause damage to school property or private property
g. Stole or attempted to steal school or private property
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, other school officials, or other school personnel engaged in the performance of their duties

Beginning July 1, 2018 except as provided in Education Code 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in line item k shall not constitute grounds for a pupil enrolled in K-6 to be recommended for expulsion.

Students are accountable for their acts under Penal Code Sections 261, 266c, 286, 288, 288a or 289 or sexual assaults or sexual battery as defined in Penal Code Section 243.4.

Students are also accountable for their acts in aiding or abetting under Penal Code Section 31

Students are accountable for their acts of sexual harassment under Education Code 212.5 and Education Code Section 233 subdivision (e)

Suspension from School Procedures

Notice to Parents/Guardians

1. At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone or in person. The parent/guardian will receive information regarding the reason for the recommended suspension. Whenever possible a conference can be held prior to the student being sent home.

2. In the event a conference cannot be convened, the student may be sent home or to a location designated by the parent/guardian. If there is no place for the student to be sent without adult supervision the student will be placed on in-house suspension for that day and will be expected to complete any work that can be assigned by their teacher.

Conference

1. Suspension shall be preceded if possible, by a conference conducted by the Executive Director, Principal or designee, the student, the students' parent/guardian, the teacher, or an employee of the school who referred the student.

2. The conference shall be held within two school days, unless the parent/guardian waives this right and/or the student is physically unable to attend. No penalties may be imposed on a student for failure of the student's or parent/guardian inability to attend.

3. The conference shall inform the student and parent/guardian of the reason for the recommended disciplinary action and the evidence supporting the recommendation and to allow the student their opportunity to hear their version of the circumstance.

In-School Suspension

1. A student who may have to serve an in-school suspension will be provided an alternative working space to complete any assignments.

2. Assignments can be obtained by the student from the teacher(s) and can be accessed by the student from the Principal or designee of the morning of the in-school suspension. The student will be expected to have all work completed by the end of the day or by a prescribed due date as assigned by the teacher(s).

Out of School Suspension

1. Upon receiving the suspension the student will be provided work assignments while on suspension prior to their leaving the school.

2. The student is expected to complete all assignments and homework and return such assignments and homework to their respective teacher(s) upon the return to school.

Length of Suspension

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. In the event there is an expulsion recommendation being made by the Executive Director or designee, the student and students' parent/guardian and/or representative will be requested to attend a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

Extension of Suspension

Education Code section 48911(g) pending an expulsion may be granted only if it is determined that the student's presence at the school would cause a danger to persons or property or a threat of disrupting the instructional process.

Expulsion Procedures

Authority to Expel

The authority to expel a student from school is the sole responsibility of the UCEN Board.

Options for reviewing an expulsion case by the UCEN Board

1. A student may be expelled either by the UCEN Board following a hearing before the UCEN Board

2. UCEN Board may expel a student if a recommendation comes from an Administrative Panel assigned by the Board to the Executive Director, Principal. The Executive Director, Principal will request three certificated staff members exclusive of the teacher(s) who have the student in class or a current UCEN Board member.

3. The Administrative Panel will conduct a meeting to discuss the evidence of the expulsion to determine if the merits of the case call for an expellable offense and make a recommendation to the UCEN Board

4. The UCEN Board shall take the recommendation of the Administrative Panel and establish a hearing date within ten (10) calendar days before the date of the hearing.

5. The hearing of the UCEN Board may take place in closed session complying with the Brown Act and rules under Family Educational Rights and Privacy Act (FERPA)

Written Notice of Hearing

1. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after it has been determined that the student has committed an expellable offense Education Code 48918

2. A written notice shall be sent via certified mail to the student and their parent/guardian to the addressed reflected in the student's student file within ten (10) calendar days prior to the scheduled hearing date.

3. The notice shall include the following:
    a. The date and place of the hearing
    b. Statement of the specific facts, charges and offenses upon the proposed expulsion is based
    c. A copy of the schools' disciplinary rules that relate to the alleged violation
    d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
    e. The opportunity for the student or student's parent/guardian to appear in person or to employ and be represented by counsel or non-attorney advisor
    f. The right to inspect and obtain copies of all documents to be used at the hearing
    g. The opportunity to confront and question all witnesses who testify at the hearing
    h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

The Executive Director or designee shall maintain documents that may be used at the hearing. These documents are available for review by the student or their parent/guardian. The documents should be but not limited to:

a. Record of the student's attendance and grades
b. A record of previous infractions
c. A statement of facts surrounding the case
d. A statement of facts surround the case made by witnesses
e. A law enforcement agency's report
f. Any other relevant documents pertinent to the case

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Hearsay evidence is admissible, however, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the UCEN Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall the their right to have their testimony heard by the Administrative Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the UCEN Board shall be made within ten (10) days following the conclusion of the hearing.. The decision of the UCEN Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to school.

Written Notices to Expel

The Executive Director, Principal or designee following a decision by the Board to expel shall send a written notice of the decision to expel, including the Board's adopted findings of fact, to the parent/guardian.

The notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Oasis Charter Public School.

The Executive Director or designee shall send a copy of the written notice of the decision to Monterey County Office of Education and UCEN Board. This notice shall include:

a. Student's name
b. The specific expellable offense committed by the student

The Executive Director or designee shall retain records of all student suspensions and expulsions and shall not be accessed except by those who are authorized to have access to such records.

Right to Appeal

The student, parent/guardian shall not have the right to appeal the UCEN Board's decision. The UCEN Board's decision shall be final.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to:
    a. Receive five (5) days notice of their scheduled testimony
    b. Have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel
    c. Elect to have the hearing closed while testifying
2. The school must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks and testimony
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross examination during which they may leave the hearing room
4. The person conducting the expulsion hearing may also arrange the seating with the hearing room to facilitate a less intimidating environment for the complaining witness
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours

6. Prior to a complaining witness testifying, the support persons must be told that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand
7. If one or both of the support persons is also a witness, the school must present evidence that the witness presence is both desired by the witness and will be helpful to the school. The person presiding the over the hearing shall permit the witness to stay present unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way The presiding officer may at their discretion remove a person from the hearing who they believe is prompting, swaying or influencing the witness
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony
9. If charges involve sexual assault or battery, the complaining witness shall have the right to have their testimony heard in closed session with the panel if testifying at hearing will result in serious psychological harm to the complaining witness and there are not alternative procedures to avoid threatened harm
10. Evidence of specific instances of a complaining witness prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence

    In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion of evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Hearsay evidence is admissible, however, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk or physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall have the right to have their testimony heard by the Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the UCEN Board shall be final.

No Right to Appeal
The parent/guardian or student shall have no rights to appeal after the final decision is made by the UCEN Board.

Expelled Student/Alternative Education
Students who are expelled shall be responsible for seeking alternative education programs including but not limited to;

An expelled student may seek programs within the county or their school district of residence.

Oasis Charter Public School shall work cooperatively with the parent/guardian as requested by parent/guardian or by the school district of residence to assist with locating alternative education placements.

Rehabilitation Plan
Students who are expelled from the school shall be given a Rehabilitation Plan upon expulsion, developed by the UCEN Board or designee at the time of the expulsion order, which may include, but not limited to;

A periodic review and assessment of the rehabilitation plan to assess consideration for re-entering back to the school.

The Rehabilitation Plan should include a date not later than one year from the date of expulsion when the student may reapply to the school.

Readmission

The decision to readmit a student form another district or charter school shall be at the sole discretion of the UCEN Board following a meeting with the Executive Director or designee and the student and parent/guardian or representative to asses the completion of the Rehabilitation Plan and determine whether the student poses a threat to others or will be disruptive to the school environment.

The Executive Director or designee shall make a recommendation to the UCEN Board following the meeting as to their determination.

The student's readmission is contingent upon the school's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and/or Expulsion of Students with Disabilities

Notification of SELPA

The school shall immediately notify SELPA and coordinate the procedures in this policy with SELPA of the discipline of any student with a disability or student who the school or SELPA would be deemed to have knowledge that that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall:

1. Receive services to enable the student to continue to participate in general education curriculum, although in another setting
2. Progress toward meeting the goals set forth in the student's IEP
3. Receive, as appropriate, a functional behavioral assessment or functional analysis
4. Behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestations Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct to include cumulative suspensions with one year adding up to ten (10) days, the school, the parent/guardian and relevant member of the IEP Team shall review all relevant information in the students file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent/guardian and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the school, the parent/guardian and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
b. If the school, the parent and relevant members of the IEP Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
c. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the American with Disabilities Act (ADA) of 1990, Individuals with Disabilities Education Act (IDEA), or who is qualified for services under section 504 of the Rehabilitation Act of 1973 is subject to the same grounds of suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures.

Oasis Charter Public School
A small school for kids with BIG ideas.
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Non-Discrimination

Philosophy, Goals, Objectives, and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunities for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, linguistic or economic background, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Board Policy Adopted: 5/31/2022
Revised: 5/30/2023, 9/7/2023

Section V Student Services
Article XIII Nondiscrimination, Harassment, Intimidation, Bullying

The UCEN Board/Oasis Charter Public School (OCPS) recognizes the need to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect in accordance with Safe Place to Learn Act.

The school strictly prohibits, discrimination, harassment, intimidation and bullying at all levels to create an environment free from all forms of discrimination, harassment, intimidation, and bullying. based on the following characteristics, whether actual or perceived: age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics and/or any other legally protected category is unlawful and undermines the character and purpose of the school.

Such discrimination, harassment, intimidation, or bullying violates school policy and will not be tolerated. This policy applies to anyone on school campus or anyone attending school sponsored activities or any other situation that is under the jurisdiction of the school.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Allegations of sexual harassment by employees may be processed internally through the school's Uniform Complaint Procedure (UCP) but may eventually be referred to the Department of Fair Employment and Housing.

If the school possesses information that could indicate immigration status, citizenship status or national origin information, the school shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents/guardians choose not to provide information that could

indicate their or their children's immigration status, citizenship status or national origin information, the school shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the school shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The school shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide school personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.
- Discuss if a person believes they are being harassed, bullied, sexually harassed, intimidated or feeling retaliated against, they have the right to tell the person that their comments and/or behavior is offensive and to tell them to STOP.
- All personnel should know that they have a responsibility to intervene and take immediate steps when it is safe to do so whenever they witness any form of harassment, intimidation, retaliation and or bullying.

Definitions

Discrimination
Discrimination is adverse treatment of any person based on the protected class from participating or benefiting from school activities or services.

Harassment
Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of their membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a school official or employee, or someone who is not an employee of the school, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group;
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols;
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands;
- Physical assault or stalking;
- Displays or electronic transmission of derogatory, demeaning, or hostile materials; and
- Graphic and written statements, which may include use of cell phones or the Internet.

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances;
- Offering educational benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons, or posters;
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes or invitations; and
- Physical conduct: touching, assault, impeding or blocking movements.

Intimidation

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying

Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following:

1) places a reasonable student in fear of harm to that student's person or property;
2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
3) causes a reasonable student to experience substantial interference with his or her academic performance;
4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the school.

Other types of bullying:

- **Sexual bullying** includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- **Bias or hate-motivated bullying** is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- **Hazing** is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group, or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- **Cyberbullying** involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other

wireless communication device, computer or pager communicating any of the following:

1) a message, text, sound or image;

2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

- **Cyber sexual bullying** involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

  Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation

Retaliation is any adverse action taken against a student because they filed a charge of harassment, discrimination, intimidation or bullying complaint to the school or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying, or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The school will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Executive Director or designee of the school

Complaints may be submitted to the Executive Director or designee by any of the following methods:
Natalie Zayas, Executive Director
1135 Westridge Drive
Salinas, California
Phone: 1-831-424-9003
Email: info@oasischarterpublicschool.org

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director or designee so that the school may attempt to resolve the claim internally. Any school personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so. If such an act committed by the Executive Director can be submitted to the Executive Director's designee or to the Board President. The discretion to investigate the allegation will be determined.

Investigation and Disposition of Complaints

The school shall conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a school employee), will include an interview with the alleged student-victim and their parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information to cooperate with any investigation. The investigator may also review any relevant documents.

The school will work promptly to complete its investigation within thirty (30) days.
The school shall ensure that all complainants are protected from retaliation and that the identity of a complainant remains confidential as appropriate or otherwise required by law. The school shall ensure confidentiality with respect to a student's or family's immigration status unless otherwise required by law.

The investigator (if a third party) will report their findings to the Executive Director or designee and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director or designee and/or Board of Directors will take prompt and appropriate corrective action(s), including disciplinary action whenever necessary and appropriate. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will constitute the creation of an investigation file. The investigation file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used, or reviewed during the investigation and shall be maintained for a minimum of 12 months.

At the conclusion of the investigation, the Executive Director or designee shall notify the complainant of the way it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the school by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the school's resolution of the complaint. The Board of Directors will provide the student with a final decision of the school's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification

Each year, the school shall notify parents/guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The school shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The school shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

The poster shall be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to staff lounges, school offices, classrooms, classroom hallways,and cafeteria. This policy Nondiscrimination, Harassment, Intimidation and Bullying shall be posted on the school's internet website in a manner that is easily accessible to parents/guardians/students.

Oasis Charter Public School
A small school for kids with BIG ideas.
1135 Westridge Parkway Salinas, CA 93907
(831) 424-9003 F: (831) 424-9005
www.oasischarterschool.org

Dress Code

Oasis is not a uniform school. We do however, expect students to arrive in clothing that is appropriate and safe for school. **Oasis staff are the final judge** as to the appropriateness of clothing.

The following are the rules regarding dress at Oasis:

1. Students should wear shoes with rubber soles. Tied or Velcro shoes **without wheels** are appropriate. Shoes must have a closed heel and toe (i.e. No sandals). If shoes are not appropriate for school, children will not be permitted to participate in all activities. (i.e. Physical Education and walking trips).
2. Clothing must cover midriff, shoulders, chest and back.
3. Hats and hoods are appropriate to be worn **outside only.**
4. Clothing should be free of inappropriate messages (i.e. beer logos, rude sayings, references to drugs or obscenities, adult or sexually explicit content, or anything that implies a negative message about school or any group of people).
5. Shorts and skirts should be right above the knee level. We strongly encourage girls to wear leggings or shorts under skirts so they can comfortably participate in all school activities.

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Campus Visitors Policy

Policy Adopted: 3/29/2022
Revised: 9/7/2023

Section: III Business
Article: V Campus Visitors

The UCEN Board and Oasis Charter Public School recognize that campus safety is a priority for the welfare of all employees and students. Parents/guardians, as well as community members are encouraged to participate in the educational programs and extracurricular activities of the school.

Visitors
All individuals whether parents or guardians, volunteers, members of the community, guests and law enforcement (non-emergency purposes) or any other person must register at the main office before entering any building or grounds when school is open for business and must sign out upon leaving the campus. All individuals are expected to maintain a safe and secure environment by conducting themselves in an orderly manner. All visitors will be treated with respect and are asked to do the same for all employees and students while on campus. All visitors/guests or any member of the community must always wear an identification badge while on campus.

The Executive Director or designee may refuse an individual's request to enter the campus if the individual refuses to comply with the policy of registering at the main office before entering on to the campus. Individuals may be requested to leave the campus in the event that the individual becomes disruptive to the school operations, staff, students or disrupts or interferes with the instructional program. All individuals are not permitted to use either electronic listening, or recording devices without prior written permission by the Executive Director or designee.

Emergency Access
Law enforcement officers, firefighters or other uniformed first responders may be permitted to bypass registering at the main office when responding to emergency calls.

Immigration Enforcement Officer
Immigration-enforcement officers who have business to conduct shall be required to come to the main office and register as any other member of the community or agency. The officer will be required to show any documents, court orders, judicial warrant or

other reasons to be present on campus. The officer will then be directed to consult with the Executive Director or designee prior to taking any action as required by law. The officer must provide the above information to the Executive Director or designee at Oasis Charter Public School, 1135 Westridge Parkway, Salinas, Ca. the purpose of entering school grounds. After consultation with the Executive Director or designee the appropriate steps shall be taken in accordance with Administrative Regulation, Section V, Article VI.

Oasis Charter Public School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

COVID-19 and Contagious Disease Outbreaks

In the event that the local health department declares a community outbreak of a contagious disease such as the COVID -19 pandemic, school administrators will be required to comply with protocols called for by the local health department, state and or federal agency guidelines. If the local health department, state or federal guidelines provide for discretion, the school administrators may limit the access of visitors to the school campus and grounds. In such cases, access to the school may include the following safety protocols;

a. Provide all functions of the campus or facility through a virtual or curbside option
b. Limit visits to essential functions only
c. Require visitors to complete a self-check form prior to entering the building
d. Refuse access to any visitor with a fever greater than 100.4 and any other symptoms as defined by the local health department, state or federal agencies.
e. Show proof of vaccinations or negative COVID test within last 48 hours
f. Masks, 6ft distancing and other protocols to protect all persons may be required while on campus

In the event a visitor refuses to comply with local health orders or school protocols the Executive Director or designee have the authority to remove or deny the individual's access to the building.

Due to the unpredictable nature of COVID and/or any other type of pandemic, the UCEN Board authorizes the administration to implement this section of the policy "COVID-19 and Contagious Disease Outbreaks" and any other protocols required by local health department, state or federal agencies, when such an outbreak occurs to ensure the safety of all staff and students.

To ensure safety and security signs will be posted in strategic locations as reminders for all visitors to come to the main office and register.

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School Learning Environment

Know Your Educational Rights Notice
Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
In California:

- All children have the right to a free public education
- All children ages 6 to 18 years must be enrolled in school
- All students and staff have the right to attend safe, secure, and peaceful schools. All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.

You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

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Family Safety Plans if You Are Detained or Deported

You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

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Rules & Procedures on School Discipline

Every child has the right to learn and Oasis wishes for everyone to enjoy learning. If a child chooses to disrupt the learning of others, he/she will be held accountable for their actions. All members of the Oasis community are to be respected at ALL TIMES. This includes all children, teachers, staff, and family members. No form of emotional or physical hurt is tolerated and appropriate measures will be taken depending on the severity of the situation.

OASIS SCHOOL RULES:

1. Keep your hands and feet to yourself.
2. Speak to others with respect.
3. Treat school property and the property of others with respect.
4. Clean up after yourself.
5. Follow directions.

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Hate Crime Procedures & Policy

Responding to Hate Crimes and Bullying Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Oasis Charter Public School has policies on discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status.

Oasis Charter notifies parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General
- Oasis Charter shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

Oasis Charter has a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- Nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process includes, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so

- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint
- Oasis Charter shall ensure that complaint procedures contain confidentiality safeguards for immigration status information
- Oasis Charter shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

Oasis Charter educates students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

Oasis Charter shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.9 Executive Director Mid Year Report

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **Executive Director Mid Year Report covers August 1, 2023- Jan. 20, 2024**
- **Highlights teamwork among staff**
- **Safety Measures implemented**
- **Professional Development for Staff**
- **Relationships and Partnerships**
- **Events and Programs**
- **Recruitment and Marketing**
- **Academic Progress**
- **Engagement for students**
- **Board Goals are addressed throughout the report**

Administration Recommendation: Approve_____ Information____X___
Dr. Natalie Zayas, Executive Director

Oasis Charter School
2023-2024 Mid-Year Report

Dr. Natalie Zayas, Executive Director
January 2024

Leadership, Staffing, Enrollment, and Compliance

This school year started with 32 of the 35 staff members from the 22/23 school year. This is a 91% return rate. Of the three who moved from the area we hired and replaced them prior to the start of the school year. Enrollment started at 162 and is currently at 178. Compliance is at an all time Oasis high. We have met all reporting deadlines, private documents are secured, we have passed fire inspections, William's inspections and other building inspections. Our fire extinguishers, lights on emergency exit signs, AED batteries and fire alarms are checked monthly by the custodian.

New Oasis Staff

We hired two credentialed teachers this year. One to replace a long-term sub and one for a new K/1 class. Our afterschool program also needed a few new members and we now have a full team for afterschool. We hired a part time custodian and a new instructional coordinator.

Safety

Stephanie Curley, Instructional Coordinator, has worked on our Safety Plan and implementing safety measures at school. Below is a list of safety measures completed, prepared by Stephanie Curley:

- Implementation of Big 5 (adopted measures from MCOE)
- Emergency procedures have been updated and rewritten
- Privacy Shield on Playground Fence
- Replaced chain link fence between buildings with metal security fence
- Updated school maps
- Personal verification system being installed in 2024
- Window coverings replaced and security film installed in 1/2024
- Additional security cameras installed
- Monitoring station of cameras installed
- Door Bird security for back alley
- Ladders to roof have been further safeguarded
- Black-out curtains have been hung in interior windows
- Levolor blinds have been replaced in classrooms
- Emergency shut off systems have been identified and marked accordingly
- Gutters to roof have been inspected
- Emergency backpacks have been updated
- Emergency class supplies have been coordinated
- Emergency bathrooms have been purchased for each class
- Pop up privacy tents have been purchased
- All fire extinguishers are to code
- CPR and Narcan training for staff
- Dumpsters moved away from school

- Lock access to gates improved
- Emergency Informational badges
- Fire door installed to boardroom
- Training of staff for Situational Awareness
- Monthly drills
- New walkie talkies

Professional Development

We began the school year with all staff receiving three days of training in Project-based learning (PBL) from PBL works. The Executive Director, Instructional Coordinator and Academic Coach attended leadership and coaching training over the summer for PBL. Throughout the school year, staff are receiving professional development in Love and Logic, AVID and BeGlad strategies, training in special education as the need arises by our own staff. Creating teacher leaders to teach other teachers creates a stronger staff and they tend to work together to learn more. Five of our 9 classroom teachers, our English Language Development teacher and Instructional Coordinator attended Saturday sessions at MCOE to learn about the Science of Reading. Our staff completed 895 Vector training sessions. These relate to first aid, child abuse, safety at work and are required as per our insurance. Staff meet deadlines giving us a $100,000 deductible waiver for certain claims.

☐ Goal Set By Board: Staff to be trained in Project-based learning. (met goal)

Consultant relationships

I continue to build positive working relationships with the policy and accounting consultants. This results in us working closely for the benefit of our students and staff.

MCOE Communication and Relationship

I continue to update the MCOE board on the progress of Oasis and work with MCOE staff on safety, training, and compliance. Our relationship is strong and positive.

Family Engagement

☐ Board Goal: Increase opportunities for family engagement (met/in progress)

We continue to have families volunteer for field trips, classroom assistance, and recess assistance. The OCC has done a great job expanding their membership and participation. This is evidenced in their monthly meetings - it is exciting to see more families involved. Back to School Night was standing room only with over 125 family members attending. Our AVID night participation has increased this year with 28 family members attending. Our one enrichment program had excellent attendance of over 100 people. Our GALA event is still in progress. Winter Around the World had over 30 family members attending.

Events and Programs

We continue to contract with the Arts Council of Monterey County to provide music, visual art and dance classes for our students. Our back to school night was standing room only, our AVID and enrichment evening events have been highly successful. Winter Around the World and Boxland have been implemented in their historical glory and have been successful. Parents have given us many kudos for all that we are doing at Oasis. Teachers are scheduling and taking

students to wonderful learning opportunities through field trips and bringing in guest speakers to enhance their students' learning.

Partnerships

☐ Board Goal: Develop Partnerships - met and still in progress

Our family liaison is working with JCPenney for clothing for our family resource center that the family liaison is working with MCOE on developing. Our family liaison is also working with the Food Bank to provide bags of food to our McKinney-Vento families. We have partnered with Costco and In & Out for gift cards for prizes for our AVID nights. We still have our partnership with Brighter Bites for the rest of the school year. River Fresh Farms has also partnered with us in the form of a $200.00 check which we applied to general funds. We continue our partnership with local preschools for recruitment. We have a partnership with CSUMB for service learners and we are working on a partnership for upper division service learners for a possible pipeline for teachers. We are also working on a partnership with CSUMB for speech therapy.

Recruitment and Marketing

☐ Board Goal: Increase Recruitment and Marketing - in progress and partially met

We have a recruitment committee who will meet in February to continue work on recruitment efforts. We have advertising at DMV, Maya Theater, a banner on a MST bus, advertising in Monterey Bay Parent Magazine. The recruitment committee will be organizing canvassing at local stores to promote Oasis.

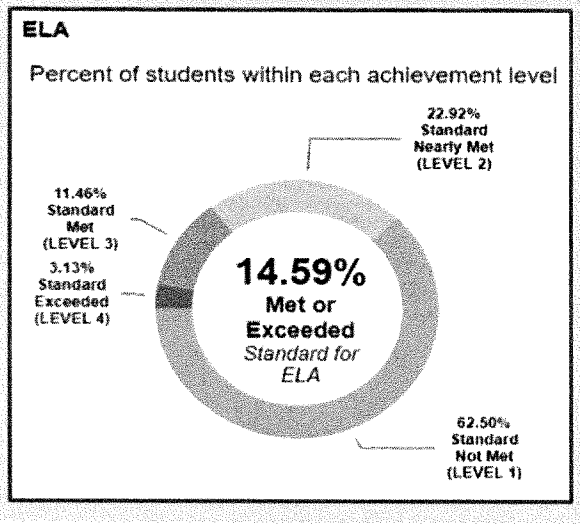
Academic Progress

☐ Board Goal - improve academic performance - ongoing

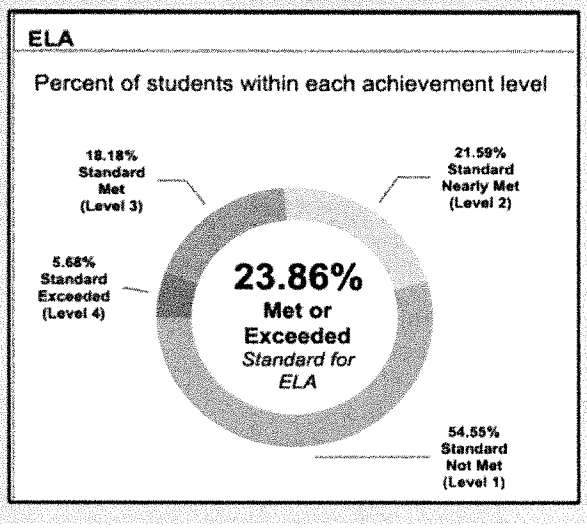
Through project based learning, increasing phonics and phonemic awareness lessons, and overall learning engagement through inquiry-based, active learning lessons, AVID and BeGLAD strategies, and designated intervention our students are increasing academic performance. This is evidenced in assessment scores. These have been reported previously, Graphs are below for the SBAC, State Assessments. We continue our three internal assessments and middle of the year assessments are finishing by January 26th and will be reported at the February Board Meeting.

Academic Progress ELA

2021-2022

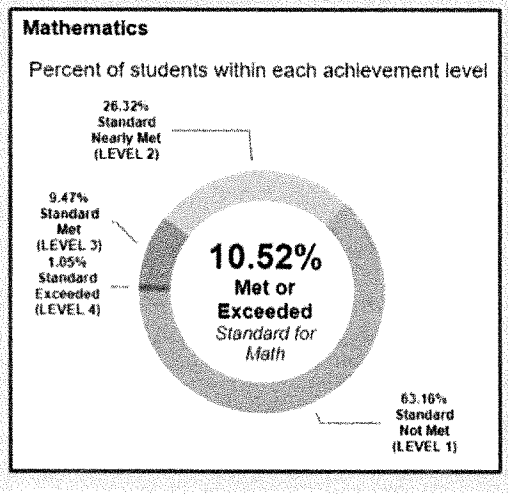


2022-2023

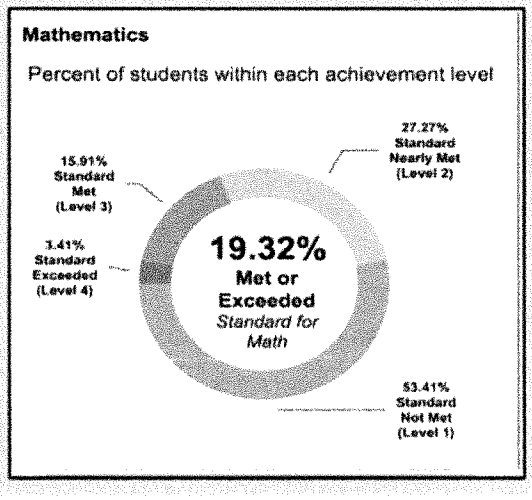


Academic Progress - Math

2021-2022

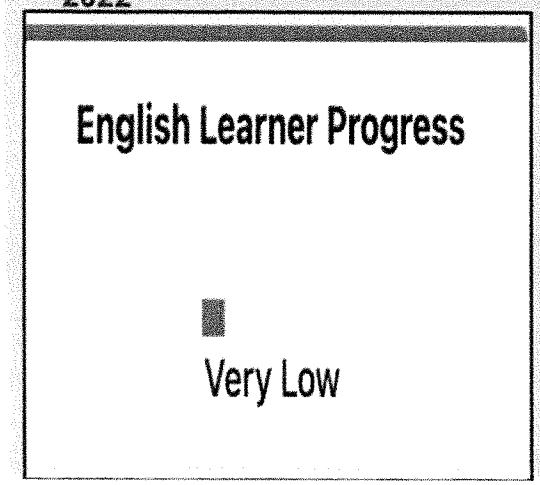


2022-2023

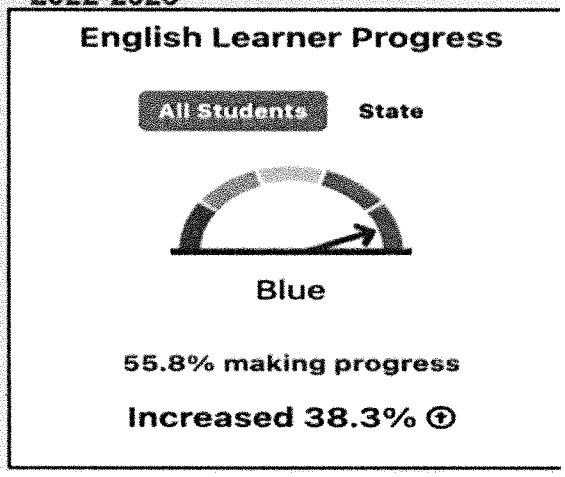


English Language Development
Percent: 29.7%
Redesignated 2023: 7 Students
Designated ELD teacher and 1 ELD Instructional Assistant
Integrated ELD: BeGLAD in classrooms

2022



2022-2023



Increase Extracurricular Activities for Student Engagement

☐ Board Goal: Increase extracurricular activities for student engagement - in progress, partially met
Our counselor has started two clubs for student engagement, a Friendship Club and a Coffee Club. The Coffee Club was successful and raised enough money for a schoolwide pizza party! Below is a report by Scott Laxier on Student Council and the Choir:

Oasis Student Council News & Events

Our Student Council has been busy contributing to the community and learning life skills to support their growth as leaders. We regularly meet on Tuesdays and Thursdays for lunch. Some meetings are focused on project idea development and planning, and sometimes character building. We have met to discuss the topics of Leadership, Trust, and Empathy. These moments provide a safe space to discuss issues that are sometimes difficult to share with peers. It's been rewarding to witness the increase in abilities to listen thoughtfully and without judgment. The students have been involved in planning Spirit Days for the school, encouraging others to dress up in a theme. These were the first tasks for the Student Council, as it helped encourage a leadership role with little chance for failure. Spirit Days were received well, and encouraged the kiddos to take on more substantive projects. Student Council led a "A Day to Honor Our Custodians" at our Wednesday assembly, where we recognized Sal and Anthony's daily efforts, did some of their chores, and brought them lunch and a gift card. It's been a goal of the Student Council liaison to help the students gain a better understanding of the importance of serving others amidst their own needs and wants. Thus far the Student Council's crowning achievement has been leading the fundraiser, with South County Animal Rescue (SCAR) as our beneficiary. We decided to accomplish this through a penny drive. The kids debated who our beneficiary

should be. It came down to Dorothy's Kitchen and SCAR. Both choices were shown to have merit, yet one quote by a council member solidified the choice; "Our pets are our companions, so when we take care of dogs and cats, we're also helping people". So much wisdom in that statement, and from these young leaders in general. We look forward to the next ideas our Student Council will lead the student community of Oasis.

Oasis Choir-The Leopard Sharkettes

November and December were busy as our Oasis choir was formed and rehearsals prepared us for our performances. We learned the value of commitment and practicing, as choir members had several songs to learn. We've had two different choirs, with two different performance settings, and different song lists. Our choir through enrichment clubs was Kinder-2nd grade students, and they had the experience of performing for the Fall Harvest Festival in downtown Salinas. For our holiday choir, the students auditioned to ensure they understood our expectations and were enthusiastic to learn new songs and musical fundamentals. We assembled and promptly got to work learning several holiday songs to perform at a fundraising benefit for the Brighter Bites group that brings bags of food to our Oasis families. The kiddos were treated to fancy food and drinks before their performance. The hosts took good care of us, and our kiddos sang their hearts out as we further strengthened this unique and necessary partnership. Now I have students asking, "When is our next choir performance?!". We look forward to the next opportunity!

Conclusive Reflections

Oasis has an excellent team that is working hard to keep Oasis a special learning environment. Office staff have been instrumental in revising forms and protocols so processes at the school run much more smoothly. All staff have positive interactions with families and students, continuing to build and keep Oasis as a positive workplace and learning environment. Custodial staff keep the school in good condition. Mental health staff have helped us decrease behaviors and help children feel safe and involved. Education staff work diligently to create a warm learning environment with kindness and great lessons, which also helps children feel safe and lessen behaviors. We have improved our facilities, organization, procedures, staff morale, and behavior. The previous school year (22/23) was a busy year and it has paid off for a calmer learning environment, smoother processes and much better organization. We still continue to improve as we proceed, but the heaviest of the work feels behind us so we can begin to dig deeper into all of our roles and continue to make Oasis strong. The team is strong and working well together for the betterment of the entire school.

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.10 Organization Chart

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **Board Request of a Organizational Chart**
- **Oasis' Charter Authorizer Monterey County Office of Education**
- **Governing Board: Under Construction Education Network**
- **Executive Director:** oversees school, behavior, special education, educational staff, meets with parents, develops partnerships, oversees budget and works with Chief Business Official (CBO), oversees laws and policies, works with governing board, prepares agendas and supporting documents, enters contracts, school facilities, federal, state, and county reporting, staffing & evaluations, behavior, meets with students, parents and staff, organizes staff meetings and professional development, and oversees bullet points below:
    - **Instructional Coordinator** oversees curriculum, assessment, behavior, Student Success Team Meetings, Instructional Aides, Life After School, Fills in for Executive Director as needed, subs as needed, Safety Coordinator, Academic Coaching, works with Executive Director on professional development and staff meetings, arranges assemblies;
    - **Office Manager:** Human Resources, Accounts Payable, Accounts Receivable, Payroll, Credentialing, Oversees office staff, kitchen and custodian staff, CALPADs and Special Education reporting, assist Executive Director with other tasks as needed;
    - **Educational Staff:** Academic Coach, Teachers, Assistants, Specialty Teachers (Physical Education, Intervention, English Language Development, Special Education);
    - **Mental Health:** Counseling, Behavior Coordinator.
    -

All positions at Oasis are at-will and contracts state, "other duties as assigned."

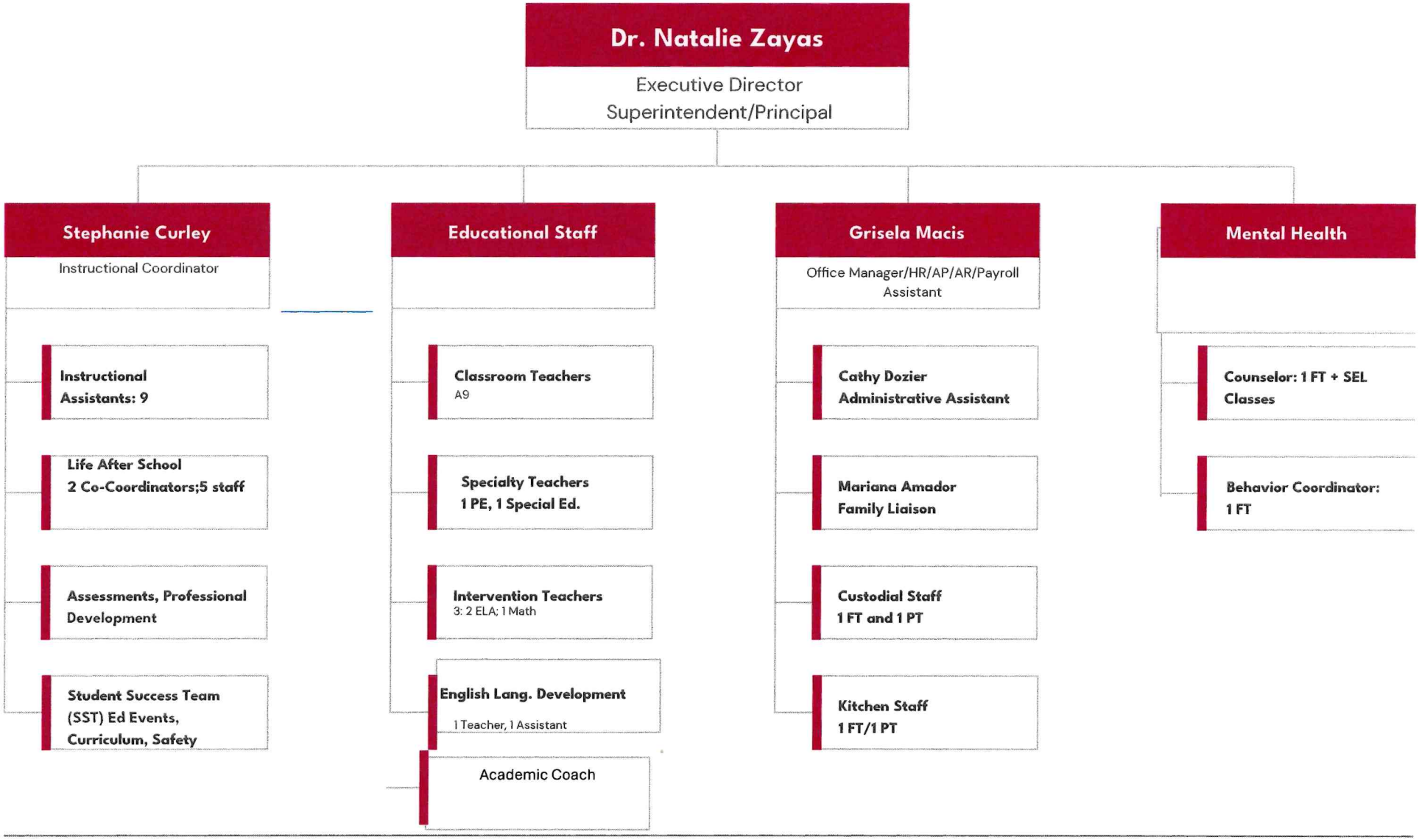
Administration Recommendation: Approve_____ Information__X_____

Person submitting item: Executive Director, Dr. Natalie Zayas

Oasis Charter Public School

Charter Authorizer: Monterey County Office of Education

Governing Board: Under Construction Education Network



Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.11 Mid Year Local Control Accountability Plan (LCAP)

BOARD MEETING DATE: January 30, 2024

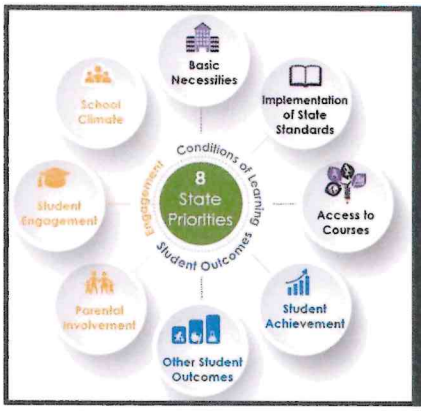
BOARD AGENDA ITEM INFORMATION

- **As required by the Education Code (EC 47606.5) LEAs (Local Education Authorities) are required to present a Mid Year LCAP to the Governing Board.**

Administration Recommendation: Approve_____ Information___X__

Person submitting item: Executive Director, Dr. Natalie Zayas

Oasis Charter Public School
23-24 LCAP Midyear Report



WHAT IS LCAP?

A three-year district-level plan that describes the goals, actions, services, and expenditures, to support positive student outcomes that address state and local priorities. It is our district's opportunity to share stories of how, what, and why programs and services are selected to meet their local needs.

2

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

3

Educational Partner Engagement 2023

DELAC

September 12, 2023
November 12, 2023
February 13, 2024
April 16, 2024

LCAP Engagement Meeting

March 5, 2024: Parent Group
March 13, 2024: All family Meeting

Teachers/Support Staff

March, 12, 2024

4

LCAP Goal 1

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

5

LCAP Goal 1-Metrics

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

Metrics Goal 1

6

LCAP Goal 2

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

LCAP Goal 2-Metrics

Provide social-emotional and mental health services to all students to support their growth and development socially and academically

Metric	Baseline	Desired Outcome for 23-24	Year 3 2023-24 Mid-Year Reporting	Outcome Status
SEL Instruction	90% students receive 90 minutes per week of SEL	90% students receive 90 minutes per week of SEL	Occuring at this rate and will continue	In Progress
Counseling Sessions	85% of students referred receive counseling sessions	100% of students referred receive counseling sessions	Occurring	In Progress
Workshop and Trainings	3 out of 6 SEL Workshops offered	6 out of 8 SEL Workshops offered	2 out of 8 completed	In Progress
Mental Health Referral Service for families and staff	N/A	50% of families use Care Solace	Families are not using this service. Currently only 1% follow through with our referrals. This service will be cut from the budget given budgetary restrictions and lack of use.	In Progress

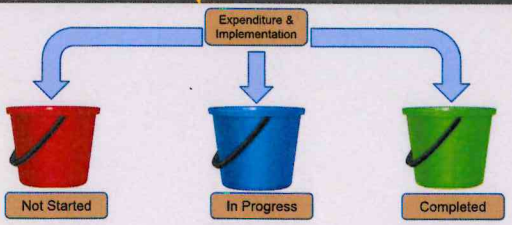
LCAP Goal 3

Our family engagement will overall increase to support the academic achievement of students

LCAP Goal 3-Metrics

Metric	Baseline	Desired Outcome for 23-24	Year 3 2023-24 Mid-Year Reporting	Outcome Status
School Events Sign-In Sheets (Meetings, Academic Nights)	20-105 people in attendance	50-105 people in attendance	Back to School 110; AVID 35; Enrichment 100	In Progress
Visitor/Volunteer Sign-In Sheets	8-40 people volunteering	100-150 people volunteering	66	In Progress
Family Workshops and Trainings	8-45 people in attendance	40-60 people in attendance	Safety meeting 8;	In Progress
Communication Tracking	50-150 people view postings	220-300 people view postings	250 views on posts through Parents Square, Facebook and Instagram	In Progress
Parenting Classes	n/a	30 or more parents in attendance of parenting classes.	Met with online Love and Logic	Final

Goal 1 Mid-Year Update: 23-24 LCAP
Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the **Annual June Board Meeting Budget Update.**

LCAP Goal 1-Actions (Example)

Action Title	Budgeted Expenditure	Year-to-Date (YTD) Expenditures	Implementation Level	Contributing Action (Y/N)
Providing all students access to fully credentialed teachers, instructional materials that align with state standards (full sufficiency in Williams).	$692,668	$330,996	In progress	Yes
Ensure access to Curriculum, Instruction, Assessment, and Technology to all students and teachers	$1,605,106	$107,922	In progress	Yes
Provide safe and appropriate learning environments for students	$2,288,781	$125, 042	In progress	Yes
Meet the individual needs of students through appropriate class size	$2,588,358	$249,072.32	In progress	Yes

Our Success and Areas of Focus

SUCCESS	FOCUS
• Academic Growth is occurring; • Teachers are receiving professional development; • Our English Language Learners show growth; • Parents are engaged and we are offering many opportunities for them to be engaged; • Social Emotional Learning and counseling are occurring and helping children. • Our behavior data supports these efforts and we are seeing results in a calmer more positive learning environment than previous years.	• Academic Growth; • Teacher Development; • Providing safety nets for supporting students as they work toward positive learning and behaviors.

THANK YOU

Oasis Charter School
Board Agenda Supplemental Information
To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.12 Legislative/Budget Update

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- The Governor's Proposed Budget
- The Trailer Bill will be out soon
- Executive Director will be attending the MCOE/Capital Advisor's Trailer Bill meeting on 2/1
- More information will be known after taxes are filed
- This will be available in the May revise
- The Charter School Development Center and Capital Advisors are recommending School Boards adopt very conservative budgets

Administration Recommendation: Approve_____ Information___X__

Person submitting item: Executive Director, Dr. Natalie Zayas

January 2024 Legislative and Budget Update

This has been prepared by Dr. Natalie Zayas, Executive Director, after meetings with The Charter School Development Center and Capital Advisors

- **Economic Picture**
  - Core inflation is down 3.9%
  - Federal Reserve indicated they will decrease inflation rate some time in 2024
  - Unemployment rate is 4.8%, up slightly since October
  - The Stock Market is doing well (last week) and if this continues it generally means the California Budget will be in better shape.
- **State Budget**
  - Last year income tax was deferred due to inclement weather
  - Budget was based on guesstimates
  - The State proposed a budget that after tax information came in, realized the budget was over inflated.
  - November tax credits showed guesstimates were wrong and $24 billion short (25%)
  - The Legislative Analyst Office states a $68 billion deficit and the Governor uses a different methodology that is more optimistic of $38 billion. Either way this is a large problem given the approximately $208 billion budget. Sixty-eight billion is 32.69% and $38 billion is 18.27%. This is substantial.

- **Prop 98 Guarantee:** The California Constitution was revised when voters approved Prop 98 in 1989. This guaranteed that K-14 education has a minimum funding floor of 40 cents/dollar from the California State budget.
  - With a deficit, this also means the K-14 budget is decreased 40 cents/dollar.
  - A positive, flourishing economy means a stronger California State budget and more money for schools.
  - The Governor estimates this funding floor has dropped $14.3 billion since last summer (computed over a 3 year period, current year amount is about $9 billion).
  - **Big picture view we need to keep in mind.**
    - The Governor is proposing to take $5.7 billion from the Prop 98 reserve fund (leaves half the reserve saved) and the other $8 billion is "mystery money"
    - This may not be legal and unions, Capital Advisors, CSDC and other Charter organizations are watching - they may decide to sue as this may be illegal and may set a bad precedent for future education funding.
    - Based on the Prop 98 language the State can suspend the 40% funding rule.
    - Trailer BIll language comes out Feb. 1.
    - This use of reserve funds is unprecedented back to 1989 when the Prop 98 guarantee began.
    - In the past, these moves have led to lawsuits which the state has lost. Unknowns at this time. More to come.

- **LOW COLA of .76% which controls the Local Control Funding Formula (LCFF) which is our primary funding source.**

- **Universal meals funding is looking good,** although the government does not give schools the full amount that we spend.
- **Expanded learning (ELOP) afterschool, intercession and possible Saturday school:**
    - Audits are starting next year, we are prepared
    - The State may allow attendance for these programs to help us with our ADA
    - Charters are not allowed to have Saturday school and we will watch to see if this changes
    - Classes must be education and must be taught by credentialed teachers is the expectation for ADA to count
- **Expect some delays of one-time funding**
- **Facilities Grant:**
    - Governor is proposing cuts. Funding has been 75% of lease and other costs.
    - Governor is proposing cutting as they see it as a one time money and there is nothing in the law that states this.
    - The CSDC will work on this but suggest we expect cuts in this funding.
- **State bond programs,** typically every few years, are allocated through the school facilities program with a small amount for charters - very bureaucratic and hard to qualify for charters. **Watch for more on this as the CSDC is saying if charters are not funded through this should we all vote for this?**
- **Prop 28 Arts/Music funding:**
    - Governor seems to be avoiding cutting this program. Unknown if he will at this time.
- **Special Ed: Nothing new as of now**
- **Proposed money** for math, science and other programs. Still too early to know how much and if it will come to elementary education.
- **Governor has not declared a fiscal emergency:** If he had it would have allowed the government to dig deeper into reserves. This may change.
- **Still unclear where the government will dig in for the $8 billion Mystery Money.**
- **Good News:** So far CALSTRS is not expecting to increase rates. We currently pay 19.1% and that is the projection for the 24/25 SY.
- **Salary:** November ballot may increase to $18.00/hr in 2025. We must pay 2x this for administration and professional staff (office manager and teachers). One of our labor attorneys is happy to Zoom with the Board to discuss this as we dig into the budget and salaries.
- **February Governor's Trailer Bill & May revise:**
    - **CSDC & Capital Advisors recommend, and I confer, that we plan for a budget based on serious caution. If something changes in May, we can add programs/staff, but for spring planning, we want to be conservative in our spending and budgeting.**
    - CSDC warns that they feel the Governor's projections are more optimistic than reality may show. The $8b mystery proposal is what makes the CSDC nervous.
- **California does not fund charters as well as districts**
    - No multimillion declining enrollment money for Charters
    - Lower facilities money
    - Charters receive less per pupil, less for special education, less on Title I.
    - This makes it difficult for us to be in line with compensation packages that the districts can offer.

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.13 Williams Quarterly Report January 2024

BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **Quarterly Williams Report to be approved by the Governing Board**
- **Executive Director, then sends to MCOE**
- **Oasis had 0 Williams Complaints**

Administration Recommendation: Approve__X_____ Information_____

Person submitting item: Executive Director, Dr. Natalie Zayas

Academic School Year 2023-2024

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Oasis Charter School

Person completing this form: Natalie Zayas Title: Executive Director

Quarterly Report Submission Date: *(Please check one)*

☐ October 2023 ☐ April 2024

☒ January 2024 ☐ July 2024

Date for information to be reported publicly at governing board meeting: January 30, 2024

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignments	0		
Facilities Conditions	0		
TOTALS	0		

Natalie Zayas

Print Name of District Superintendent

Natalie Zayas

Signature of District Superintendent

1/31/24

Date

Williams Districts Only: Please scan the original signed copy and email to:
Michelle Archuleta, marchuleta@montereycoe.org

Oasis Charter School

Board Agenda Supplemental Information

To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 9.14 School Accountability Report Card
BOARD MEETING DATE: January 30, 2024

BOARD AGENDA ITEM INFORMATION

- **As required by the Education Code EC Section 35256 Governing Boards of LEAs (Local Education Authorities) are required to approve the School Accountability Report Card.**

Administration Recommendation: Approve___X_____ Information_____

Person submitting item: Executive Director, Dr. Natalie Zayas

Oasis Charter Public

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	1135 Westridge Pkwy. Salinas, CA , 93907-2529	**Principal:**	Dr. Natalie Zayas, Executive Director
Phone:	(831) 424-9003	**Grade Span:**	K-6

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 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.

About This School

Dr. Natalie Zayas, Executive Director

Principal, Oasis Charter Public

About Our School



It is an honor to serve as the Executive Director. After teaching at Oasis, I went on to teach at other schools including traditional and private. I served as a Science Department Chair and served as a leader in non-profits, a charter school board and other boards related to environmental and outdoor education. Coming back to Oasis in a leadership role, for me, is full-circle back to the school that kept my heart. When not working, I enjoy hiking, kayaking, diving, snorkeling, gardening and spending time with my adult children and grandchildren.

Contact

Oasis Charter Public
1135 Westridge Pkwy.
Salinas, CA 93907-2529

Phone: (831) 424-9003
Email: nataliezayas@oasischarterschool.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Monterey County Office of Education
Phone Number	(831)755-0300
Superintendent	Guss, Dr. Deneen
Email Address	superintendent@montereycoe.org
Website	www.montereycoe.org

School Contact Information (School Year 2023–24)

School Name	Oasis Charter Public
Street	1135 Westridge Pkwy.
City, State, Zip	Salinas, CA , 93907-2529
Phone Number	(831) 424-9003
Principal	Dr. Natalie Zayas, Executive Director
Email Address	nataliezayas@oasischarterschool.org
Website	www.oasischarterschool.com
County-District-School (CDS) Code	27102726119663

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

The Mission of Oasis Charter Public School is to educate responsible citizens for a democracy. At Oasis, we take our mission seriously by providing our students with a variety of developmentally and grade level appropriate learning experiences to prepare them with the skills and mindset to become successful adults. At Oasis, we believe that to be a responsible citizen, one must know how to evaluate options, make decisions, and assume responsibility for decisions made. Oasis believes that an educated person of the 21st century is a self- motivated, competent lifelong learner. Oasis Charter School provides an educational environment that enables children to identify their own questions and equips them with the skills necessary to find answers to those questions. Through purposeful planned experiences, Oasis students are enabled to explore, evaluate, experiment and explain their thinking. Well-educated citizens evaluate options and make important choices. These skills include traditional academic skills, social and moral values in preparation for responsible participation in a democracy. Such individuals know how to fulfill their aspirations and advocate for the common good. Oasis students are independent thinkers, capable of representing

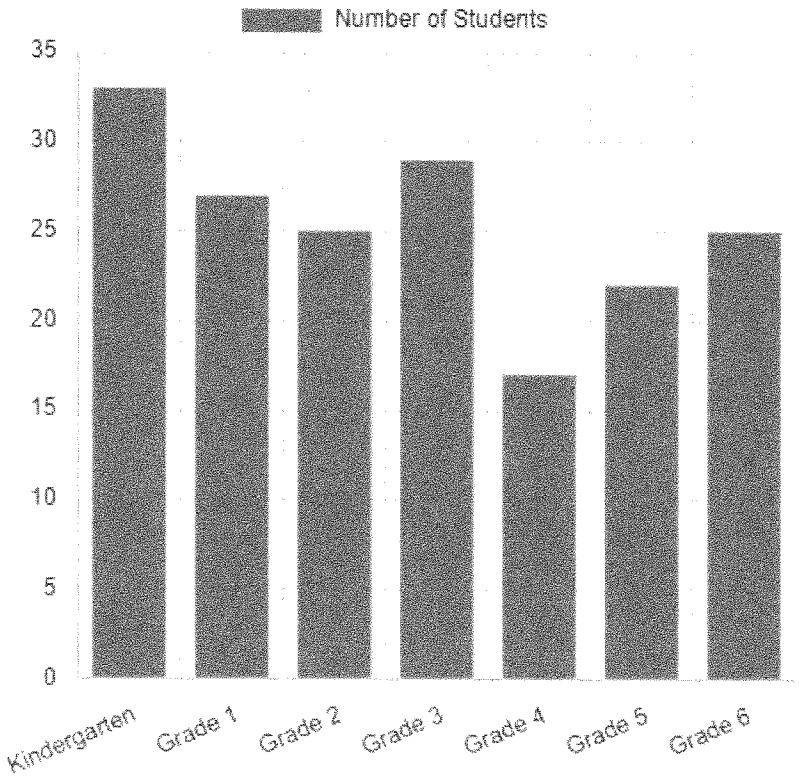
their own ideas and open to the ideas of others. Oasis Charter is located in the City of Salinas. Oasis Charter has offered educational environment for kindergarten through sixth grade students since 2003. Our students come from the City of Salinas and other communities of the tri-county area of Monterey County such as Marina, Prunedale, Castroville, Gonzales, and Chular.

The maximum enrollment at Oasis Charter is 250 students. Currently, there are 178 students enrolled at Oasis. Oasis Charter serves its community through project-based learning. We offer free virtual parenting classes and many volunteer opportunities. We love having our families on campus! Oasis also offers the entire spectrum of academic and social/emotional services to students such as specialized education, counseling and behavior intervention, and math and reading intervention groups. Oasis Charter also provides Integrated and Designated English Language Development (ELD) for our English Learners. Our academic programs include Eureka Math, Reach for Reading, Reading A-Z which is the Science of Reading, and Freckle ELA and Math. In addition, we continue to implement a behavior and conflict resolution system, Love and Logic, which focuses on empathy, accountability and building relationships. This an approach to helping students identify and solve problems, which in turn, is educating them to be responsible citizens in a democracy.

Last updated: 1/14/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	33
Grade 1	27
Grade 2	25
Grade 3	29
Grade 4	17
Grade 5	22
Grade 6	25
Total Enrollment	178



Last updated: 1/14/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.82%
Black or African American	3.00%
Filipino	0.00%
Hispanic or Latino	86.14%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.41%
White	3.01%

Student Group (Other)	Percent of Total Enrollment
English Learners	38.55%
Foster Youth	0.60%
Homeless	14.46%
Migrant	0.00%
Socioeconomically Disavantaged	51.90%
Students with Disabilities	22.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	77.78%	63.20	53.13%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	7.41%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	14.81%	12.20	10.27%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	28.20	23.71%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	15.30	12.88%	18854.30	6.86%
Total Teaching Positions	13.50	100.00%	119.10	100.00%	274759.10	100.00%

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

Last updated: 1/11/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	70.00%	73.80	53.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	10.00%	3.00	2.18%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	20.00%	18.90	13.75%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	25.90	18.79%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	16.10	11.74%	15831.90	5.67%
Total Teaching Positions	10.00	100.00%	137.80	100.00%	279044.80	100.00%

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

Last updated: 1/11/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	1.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30%	11.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.40%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach for Reading, integrated with Social Studies and Science. A-Z reading is Science of Reading aligned.	Yes	0
Mathematics	Eureka Math	Yes	0
Science	UpLevel and Reach for Reading	Yes	0
History-Social Science	Reach for Reading	No	0
Foreign Language	N/A		0
Health	Brighter Bites materials and County Health materials	Yes	0
Visual and Performing Arts	Monterey County Arts Council	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

Oasis Charter Public School has passed the William Inspection with a standing of "Good."

The school is maintained in good repair with no noted deficiencies.

Last updated: 1/14/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Based on our inspections, no repairs are needed.
Interior: Interior Surfaces	Good	We replaced flooring in all of our lower grade classrooms to make it safer for our students as the old flooring was pulling up from the floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Our custodians maintain and clean our school daily. We have no pest/vermin problems.
Electrical: Electrical	Good	The school contracts with an electrician who did an inspection this year and is on call for repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No current repairs needed, all are in good working order.
Safety: Fire Safety, Hazardous Materials	Good	Our fire extinguishers are checked monthly, as our emergency exit and lighting systems. We have passed our fire inspection for safety. Staff is trained in hazardous materials annually. Our AED batteries, emergency lights and exit lights all have new batteries and are in good working condition.
Structural: Structural Damage, Roofs	Good	No damage.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We have added security film to all of our windows, replaced gates and fences with stronger security gates/fences.

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/11/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88%	1.12%	23.86%
Female	42	42	100.00%	0.00%	26.19%
Male	47	46	97.87%	2.13%	21.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70%	1.30%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	10.00%
Foster Youth	0	0	0%	0%	0%
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	25.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88%	1.12%	19.32%
Female	42	42	100.00%	0.00%	21.43%
Male	47	46	97.87%	2.13%	17.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70%	1.30%	18.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	3.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	11	10	90.91%	9.09%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	13.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/14/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	15.38%	22.73%	5.56%	2.00%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	22	95.65%	4.35%	22.73%
Female	--	--	--	--	--
Male	13	12	92.31%	7.69%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00%	5.00%	26.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/14/24

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

Last updated: 1/14/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/14/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Oasis Charter Public School highly encourages and welcomes family involvement.

Oasis is an open campus for families who are encouraged to come volunteer at the school. Parents volunteer in classrooms, assist at recess and lunch, volunteer on our parent group, at community and school events, volunteer to serve on hiring committees, budget, recruitment, and other groups on campus. We enjoy having our families involved. Family involvement is something families regularly state is a positive of our school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	180	174	74	42.5%
Female	91	87	38	43.7%
Male	89	87	36	41.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	1	50.0%
Black or African American	2	2	1	50.0%
Filipino	4	4	1	25.0%
Hispanic or Latino	156	150	62	41.3%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	5	5	1	20.0%
White	7	7	5	71.4%
English Learners	68	67	26	38.8%
Foster Youth	1	1	0	0.0%
Homeless	25	24	7	29.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	98	92	43	46.7%
Students Receiving Migrant Education Services	1	0	0	0.0%
Students with Disabilities	21	21	9	42.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/14/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

For the 2022-2023 school year, Oasis implemented suspensions due to a lack of consistent behavior consequences. In order to create a learning environment certain behaviors needed to have consequences. This has worked and our more serious behaviors have calmed down so teachers can teach and children can learn in a safer environment.

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	4.44%	0.20%	0.96%	1.67%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/14/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.44%	0.00%
Female	3.30%	0.00%
Male	5.62%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.49%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	5.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.00%	0.00%
Socioeconomically Disadvantaged	3.06%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.52%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/14/24

School Safety Plan (School Year 2023–24)

Oasis Charter Public School has a Comprehensive Safety Plan that in the 23/24 school year has been reviewed by public safety officials.. There have been adjustments made to better match new standards and guidelines. We also have security fencing, security cameras, all doors remain locked and we have a door bell at the office door and door birds at two doors students access so they can be rung in by the office where the office can see them on a camera and we can keep them locked for safety. We have security film on our windows and tinting. Visitors sign in the office with a system that searches criminal records, cross checks with our records for custody and restraining orders, and prints a badge. Students are signed out when leaving early. All staff have 2-way radios that also have a channel switch for private information. All phones have intercoms. All staff have been trained in CPR, first-aid, AED, EpiPen, tourniquets and Narcan. The playground and school grounds are checked daily for hazards prior to students arriving. Drills are practiced monthly.

Last updated: 1/14/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		1	
1	13.00	2		
2	20.00	1	1	
3	25.00		1	
4	16.00	2		
5	14.00	2		
6	29.00		1	
Other**	93.00			2

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	1		
1	19.00	1		
2	21.00		1	
3	18.00	2		
4	23.00		1	
5	27.00		1	
6	21.00		1	
Other**	21.00		1	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00	0	1	0
1	26.00	0	1	0
2	24.00	0	1	0
3	16.00	1	0	0
4	0.00	0	0	0
5	21.00	0	1	0
6	25.00	0	1	0
Other**	83.00	0	1	2

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	178

* 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.

Last updated: 1/14/24

Student Support Services Staff (School Year 2022–23)

Oasis has a fulltime counselor and a fulltime behavior coordinator. Both of these professionals have masters degrees and experience in their profession.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00

* 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.

Last updated: 1/14/24

Types of Services Funded (Fiscal Year 2022–23)

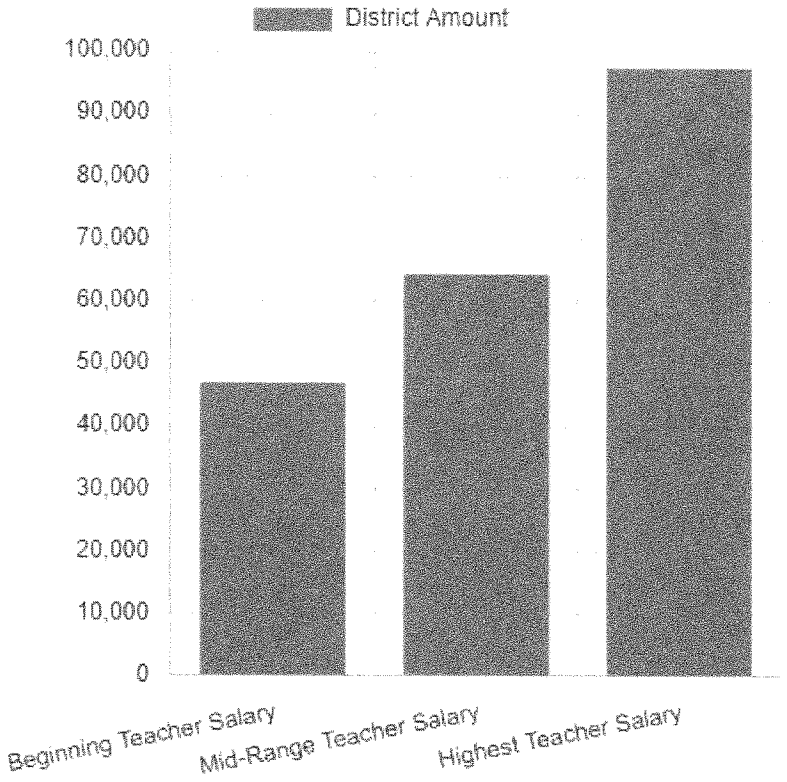
Oasis Charter Public School provides a full time counselor, a full time behavior coordinator, a full time family liaison, three intervention teachers, one special education teacher, one special education aide, one English Language Development (ELD) teacher and one ELD aide. We contract for art classes for all students which include art, music and dance classes. We provide Lexia for online intervention services in English Language Arts.

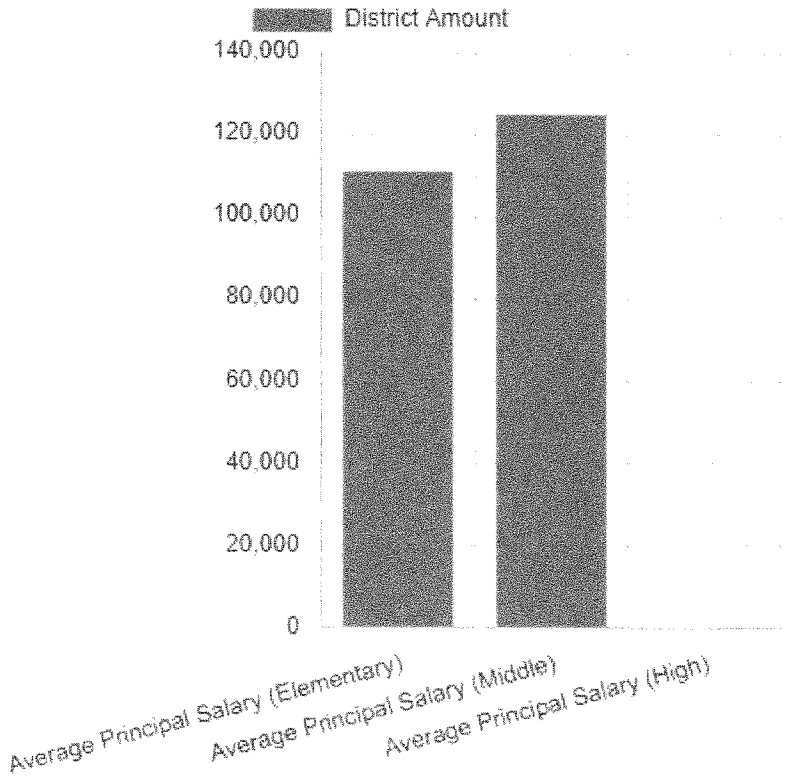
Last updated: 1/14/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47049.00	$0.00
Mid-Range Teacher Salary	$64463.40	$0.00
Highest Teacher Salary	$97464.29	$0.00
Average Principal Salary (Elementary)	$110988.00	$0.00
Average Principal Salary (Middle)	$124846.40	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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





Last updated: 1/14/24

Professional Development

Our staff have been trained in Project Based Learning, Safety, First Aid, CPR, the Science of Reading and have professional development regularly in BeGlad and AVID strategies. We base on professional development needs on assessment data and teacher feedback.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Last updated: 1/14/24