# 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

# NOTICE OF PUBLIC HEARING
# RE: Local Control Accountability Plan (LCAP) and School Budget for the 2024-2025 School Year

# Agenda

## Tuesday - May 28, 2024

**Time: 5:15 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 the Under Construction Educational Network ( UCEN ) Board meetings. Please fill out the form available at the door, and submit to the Secretary of the Board of Trustees before 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 public member for oral comment, such comment will be limited to (3) minutes per 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 public meetings. 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)

***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.
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## 1.0 REGULAR AGENDA

### 1.1 Call Meeting to Order:

## 2.0 ROLL CALL OF GOVERNING BOARD

| | |
|---|---|
| Jacqueline Vasquez, President: | Yes ___ Absent____ |
| Margie Wiebusch, Vice President: | Yes ___ Absent____ |
| Dr. Fernando Elizondo, Treasurer: | Yes ___ Absent____ |
| Maria Alvarez, Member: | Yes ___ Absent____ |
| Jamie Stracuzzi, Member: | Yes ___ Absent____ |

## 3.0 ADOPTION OF THE AGENDA

That the Governing Board approves the agenda as presented.

## 4.0 APPROVAL OF THE MINUTES

That the Governing Board approves the minutes of the April 30, 2024, Regular Board Meeting.

## 5.0 BOARD OF TRUSTEE COMMENTS

Board Members wishing to address agenda items and/or other items may do so 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. Public comments will be limited to 3 minutes per person (double that time for individuals utilizing an interpreter).

## 7.0 ACKNOWLEDGMENTS

## 8.0 CLOSED SESSION

8.1 Public Employees: Discipline/Dismissal/Release

## 9.0 CONSENT CALENDAR

**9.1 Section V Students, Article IV - Guidance Plan**
That the Governing Board approve revisions to the policy to meet California State law.

## 10.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board

**10.1 ACTION: Oasis Community Council (OCC) Budget Request, OCC President, Romina Zavala**
That the Governing Board accepts and approves the OCC budget request.

**10.2 ACTION: Governance Committee, Executive Director, Dr. Natalie Zayas**
The Governing Board forms a Governance Committee with a meeting date and time.

**10.3 INFORMATION: Enrollment & School Year (SY) 2024-25 Projection Report, Office Manager, Grisela Macias**
That the Governing Board receive the enrollment report.

**10.4 ACTION: Consolidated Application and Reporting System (CARS) report for 2023-2024 SY, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve the CARS report.

**10.5 ACTION: Curriculum adoption for the 2024-25 SY, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve the 2024-25 SY curriculum.

**10.6 ACTION: Salary Schedules 2024-2026, Human Resources Officer, Grisela Macias**
That the Governing Board approve the 2024-2026 salary schedules for classified and certificated staff.

**10.7 INFORMATION: Legislative Update, Executive Director, Dr. Natalie Zayas**
That the Governing Board receive an update on legislation.

**10.8 INFORMATION State Budget Update, Executive Director, Dr. Natalie Zayas**
That the Governing Board receive an update on the State budget.

**10.9 ACTION: Workplace Violence Prevention Plan, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve the 2024-25 Workplace Violence Prevention Plan as pursuant to SB 553.

**10.10 ACTION: Over contract work, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve over contract work.

**10.11 ACTION: Class Size Maximum, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve the class size maximum.

## 11.0 PUBLIC HEARING OF THE DRAFT LCAP AND 2024-2025 DRAFT SCHOOL BUDGET

**11.1 Public Hearing for the Local Control Accountability Plan (LCAP)**
A copy of the Draft LCAP is available at the school site (Oasis Charter Public School, 1135 Westridge Parkway, Salinas, Ca. 93907) and has been since May 22, 2024. It is also in the agenda packet. The Public Hearing was advertised in the Salinas newspaper, The Californian, by the legal due date. All documents were submitted to Monterey County Office of Education (MCOE) for the public hearing notification. Final adoption of the LCAP will take place at the Under Constructional Education Network (UCEN) Board Meeting on June 25, 2024.

**Presentation of the Draft LCAP: Executive Director, Dr. Natalie Zayas**
Public Comment

**11.2 Public Hearing for the 2024-2025 SY Draft Budget**
A copy of the Draft Budget for the 2024-2025 SY is available at the school site (Oasis Charter Public School at 1135 Westridge Parkway, Salinas, Ca., 93907) and has been since May 22, 2024. It is also in the agenda packet. This Public Hearing was advertised in the Salinas newspaper, The Californian, by the legal due date. All documents were sent to the MCOE for this public hearing notification. Final adoption of the 2023-2024 SY Budget will take place at the UCEN Board Meeting on June 25, 2024

**Presentation of the Draft Budget for the 2024-2025 SY: Executive Director Dr. Natalie Zayas**
Public Comment

## 12.0 STAFF REPORTS

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

- **Cyber tech grant**
- **Partnerships**
- **Promotion services Kinder/6th**
- **Boxland**
- **Field Day**
- **Donations**
- **Health Inspection**

**13.0 FUTURE AGENDA ITEMS**

- **Approve budget**
- **Approve LCAP**

**14.0 NEXT MEETING DATE**

14.1 Next Board Meeting: June 25, 2024

**15.0 ADJOURNMENT**

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## Under Construction Education Network (UCEN)
## Board of Directors Meeting

# Minutes

### Tuesday - April 30, 2024

**Time: 5:15 p.m.**

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

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## 1.0 REGULAR AGENDA

### 1.1 Meeting called to order by Vice President Wiebusch at 5:16 p.m.

## 2.0 ROLL CALL OF GOVERNING BOARD

| | |
|---|---|
| Jacqueline Vasquez, President: | Yes _x__ Absent____ (Arrived at 6:25 p.m.) |
| Margie Wiebusch, Vice President: | Yes _x__ Absent____ |
| Dr. Fernando Elizondo, Treasurer: | Yes _x__ Absent____ |
| Maria Alvarez, Member: | Yes _x__ Absent____ (Arrived at 6:16 p.m.) |
| Jamie Stracuzzi, Member: | Yes _x__ Absent___ |

## 3.0 ADOPTION OF THE AGENDA

That the Governing Board approves the agenda as presented.

**Motion to approve the agenda by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Vice President, Margie Wiebusch.**

**Vote on Motion: 3 - 0** **Motion: Approved**

## 4.0 APPROVAL OF THE MINUTES

That the Governing Board approves the minutes of the March 26, 2024, Regular Board Meeting.

**Motion to approve the minutes by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Vice President, Margie Wiebusch.**

**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.

**Dr. Elizondo congratulated Dr. Zayas on her new employment opportunity. He thanked her for all she has accomplished for the school. She will be deeply missed.**

## 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. Public comments will be limited to 3 minutes per person (double that time for individuals utilizing an interpreter).

Oasis teachers Kelsey Warson (fourth grade), Alyssa Clark (third grade) and Marissa Bartelt (third grade), spoke in support of keeping the current third grade classes split when they advance to fourth grade in the next school year. They reasoned that although this group of students are progressing many are still below grade level. They noted that the school advertises many benefits with enrolling your child at Oasis, small class sizes being one of them. This is also a draw for teachers as they are able to give each student the help and attention they may need. This would push those limits as well. The Board members thanked the group and assured them they would take these valid points into consideration.

## 7.0 ACKNOWLEDGMENTS

**No acknowledgements at this time.**

## 8.0 CONSENT CALENDAR:

**8.1 ACTION: Section II Community Relations, Article VII: Annual Parent/Guardian Information Sharing Notice**

**8.2 ACTION: Section III Business, Article V: Campus Visitors**

**8.3 ACTION: Section V Students, Article I: Responding to Detention or Deportation of Student's Family Member**

**8.4 ACTION Section V Students, Article III: Collection and Retention of Student Information**

**8.5 ACTION: Section V Students, Article V: Response to Immigration Enforcement**

With regards to Action Items 8.1 - 8.5, Dr. Zayas explained that as we wrap up the State Review the California Attorney General has set forth guidelines that we must adhere to in order to pass the Review.

**Motion to approve the Consent Calendar by Board Treasurer, Dr. Fernando Elizondo; Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 3 - 0 Motion: Approved**

## 9.0 DISCUSSION/RECOMMENDATION/ACTION: Governing Board

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

That the Governing Board accepts and approves the OCC budget request.

Dr. Zayas explained that although the Council had raised this money they still needed Board approval. It was also noted that due to the current budget constraints at both the State and local levels there will need to be much more fundraising next year.

**Motion to approve the OCC budget request by Board Member, Maria Alvarez; Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 5 - 0 Motion: Approved**

### 9.2 ACTION: Oasis Summer School 2024 Plan, School Counselor, Maria Tavares

That the Governing Board review and approve the summer school 2024 plans presented by the Summer School Committee, comprised of Maria Tavares, Marissa Bartelt, Alyssa Clark, Juan Lopez, Mari Meza, Zyla Torres, Berenise Bonilla, Mari Mesa, Daniella Tidwell, Angela Cabrera, Nayeli Salinas, Yessica Xirum, and Executive Director, Natalie Zayas.

Dr. Zayas discussed the plan for Summer School 2024. By taking the National holidays off we will meet the 20 day requirement the State/ELO-P Grant dictates. She noted costs did decrease from last year and broke down the schedule that will have three (3) teachers and one (1) aide. Dr. Zayas also spoke to the fact that staff have reached out to those parents with students behind in grade level to suggest enrolling their student. This sparked a discussion on State testing in which the group agreed teachers would need additional prep time to include Summer School in their testing/assessment endeavors. Dr. Zayas suggested pre and post assessments, the board agreed. Dr. Zayas will meet with teachers to assist them with this. Dr. Zayas asked for 3 preparation days for the teachers of summer school to prepare these assessments.

**Motion to approve the 2024 Summer School Plan and add three (3) extra days for teachers to prepare, implement and assess testing for benchmarking purposes by Board Vice President, Margie Wiebusch; Seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 3 - 0 Motion: Approved**

### 9.3 ACTION: Governance Committee name of Board candidate for Board Member, Board President Jackie Vasquez

The Governing Board presents and approves Julie Laughton as the candidate for the UCEN Board, to be voted on at the May meeting.

**Motion to table until June by Board Vice President, Margie Wiebusch; seconded by Board Member, Jamie Stracuzzi.**

**Vote on Motion: 3 - 0 Motion: Approved**

**9.4 ACTION: 2024-25 Fourth Grade Classroom, Executive Director, Dr. Natalie Zayas**
That the Governing Board approve the fourth grade class for 2024-25 consist of two separate classes.

Dr. Zayas shared the concerns with this specific group as they were the "Covid Kinders" as well as going through three different teachers in first grade. For these and many other reasons this group does have many challenges and keeping their class sizes smaller would be in their best interest. Dr. Zayas confirmed no budgetary impact as it would not be adding another class because we would be going back to only one third grade class next year. Dr. Zayas continued to inform the board that a significant number of students in this group have an Individualized Education Plan (IEP) and several have behavior issues and have specialized 1:1 aides. This makes for a very large number of people in one classroom each day. She also noted that when a class gets to 50:50 general education:special education the class can be seen as a special education class and would require a special education teacher.

**Motion to approve the splitting of the 4th grade by Board Member, Jamie Stracuzzi; Seconded by Board Vice President, Margie Wiebusch.**

**Vote on Motion: 3 - 0 Motion: Approved**

**9.5 William Quarterly Report, Executive Director, Dr. Natalie Zayas**
That the Governing Board approves the April Williams Quarterly Report.

Per Dr. Zayas, this is strictly procedural as there were no issues.

**Motion to approve the Williams Quarterly Report by Board Vice President, Margie Wiebusch; Seconded by Board Treasurer, Dr. Fernando Elizondo.**

**Vote on Motion: 3 - 0 Motion: Approved**

**9.6 INFORMATION: Enrollment & School Year (SY) 2024-25 Projection Report, Office Manager, Grisela Macias**
That the Governing Board receive the enrollment report.

Ms. Macias presented the current status of enrollment. She noted that school tours have increased since Spring Break. She also spoke to the current wait lists for the upcoming school year and that it is looking like a second Kindergarten may be needed. This is good news as we continue to drive increased enrollment at Oasis.

**9.7 INFORMATION: Senate Bill 291 (SB291): Recess, Executive Director, Dr. Natalie Zayas**
That the Governing Board receive information on SB 291.

Dr. Zayas noted that Oasis already exceeds the new laws that take place next year.

**9.8 INFORMATION: EC Section 49414(a) Epinephrine in schools, Executive Director, Dr. Natalie Zayas**
That the Governing Board receive information on EC 49414(a)

Dr. Zayas informed the board that she has already ordered the four allowed epi-pens for Oasis and that all staff have already been trained in administering epi-pens.

**9.9 INFORMATION: Northwestern Evaluation Association (NWEA) assessment scores for spring and the 23/24 school year, Executive Director, Dr. Natalie Zayas**
That the Governing Board receives the NWEA assessment data for the 23/24 school year.
Dr. Zayas updated the board.

**9.10 INFORMATION: Local Control Accountability Plan (LCAP) Update, Executive Director, Dr. Natalie Zayas**
That the Governing Board receives the LCAP update.

Dr. Zayas informed the Board that the current three year cycle has ended, the annual report is complete, and she has started writing the next three-year cycle LCAP. She has met with the Student Council and they suggested teachers give more homework to help bring up our numbers; she has also received good input from the teachers as well and she has presented to parents at two different meetings.

**9.11 INFORMATION: Budget Update, Executive Director, Dr. Natalie Zayas**
That the Governing Board receives a Budget update.

Dr. Zayas advised everyone that the May revised State budget will come on May 15th and that she is attending meetings on this. She also reminded the board that they have access to the webinars via the Charter School Development Center.

**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.

Ms. Curley spoke to the busy schedule at the end of the school year and highlighted the following:

- Boxland - Friday, May 24th
- Promotion Services on May 30th: Kindergarten at 9:00 a.m. and Sixth Grade at 6:00 p.m.
- Field Day - Last day of school, Friday May 31st

**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 updated the Board on the following:

- The Annual Report to the Monterey County Office of Education has been submitted and she will present it on May 8th. Board President and Vice President to attend as per MCOE staff request.
- Safety Coalition and Agreement (Information item after all parties sign)
- Spring Intersession Appreciation - thanked Maria Tavares and staff for a great session.
- She thanked Ms. Clark (third grade teacher) for volunteering to be the new OCC representative for the 2024-25 SY. She also thanked Ms. O'Connor (outgoing Rep) for her time and service.
- Under the tutelage of our Intervention teacher, Ms. Palmer, our school's choir will be performing for another Brighter Bites event on May 10th.
- Ms. O'Connor was nominated for Teacher of the Year and she will accompany her to the upcoming event also on May 10th.

- The Physical Education teacher, Ms. Campisi, had great success with her Jog-A-Thon which raised over $1600 for new equipment. The kids were very enthusiastic and had a wonderful time.
- Ms. O'Connor was successful in securing a Mobile Maker Station (stem activities) for next year.
- The Annual Sixth Grade End of Year Field Trip to the Boardwalk and Mystery Spot will be on May 28th.
- She was invited and attended an Alternative Schooling class for future teachers at CSUMB as they were studying charter schools. She will provide a synopsis of the event for the next meeting.
- Currently we have one candidate that has applied for Executive Director and one coming in to feel out the school although she hasn't actually applied.

Ms. Alvarez took a moment to thank Dr. Zayas for all her hard work and dedication. Ms. Stacuzzi also thanked her for getting the school back on the right track and moving forward.

**11.0 FUTURE AGENDA ITEMS**

- **Hiring protocol and process for Executive Director position**
- **Governance Committee**
- **LCAP Hearing in May**
- **2024-25 SY Budget Hearing in May**
- **Curriculum approval for the 2024-25 SY**
- **ELO-P update**
- **WASC update**
- **Staffing 2024-25 SY update**

**12.0 NEXT MEETING DATE**

12.1 Next Board Meeting: Tuesday, May 28, 2024

**13.0 CLOSED SESSION**

**13.1 Public Employee: Discipline/Dismissal/Release**

**14.0 ADJOURNMENT**

Public Session adjourned at 6:50 p.m.

**UCEN Board/Oasis Charter Public School**
**Salinas, California**

**Administrative Regulation Adopted: 5/31/2022**
**Revised: May 28, 2024**

**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 support and guidance to assist the student in conducting themselves in a more positive way.
Corporal punishment shall not be used in any way as a disciplinary measure for correcting student conduct.

When a student behaves in a ~~way~~ manner that is disrespectful toward others, disorderly, wilfully defiant toward staff ~~continuously misbehaves~~ or becomes violent, any certificated or classified employee including certificated and uncertificated to refer a student to the Executive Director or designee for appropriate and timely in-school interventions or supports or other means of correction for any acts enumerated in (k)(1).

~~in suspension and potentially expulsion.~~
A student identified as an individual with disabilities or suspected disability pursuant to the Disabilities Education Improvement Act (IDEA) 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 shall not be suspended from school or recommended for expulsion, unless the Executive Director or designee determines that the student has committed an action as defined in Ed. Code 48900 subdivisions a to r inclusive of any other Ed Code that is applicable.
~~A student may be suspended or expelled for prohibited misconduct as stated in Education Code 48900 inclusive of 48900.2, 48900.3, 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.~~

**Grounds for Suspension**

The following offenses are representative and not inclusive of all offenses listed in the Education Codes (EC 48900, 48902, 48900.3, 48900.4, 48910)

A. (1) Caused, attempted to cause or threatened to cause physical injury to another person
   (2) Willfully used force of violence upon another person, except in self-defense
B. Possessed sold, 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~~ Executive Director or designee.
C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053), Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.,
D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code or material and represented same as controlled substance, alcoholic beverage or intoxicant of any kind, and ~~then~~ either sold, delivered, or otherwise furnished to any person another liquid substance or material and represented ~~same as controlled~~ the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant. ~~Chapter 2, Health and Safety Code commencing with 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.
   a. Except as provided in Ed Code Section 48910, a student enrolled in kindergarten or any of grades 1 to 5, inclusive shall not be suspended for any of the acts specified in paragraph (k),(1), and

those acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

b. Except as provided in Ed Code Section 48910 a student enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

L. Knowing received stolen school property or private property.
M. Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that a reasonable person would perceive to be a real firearm.
N. Committed or attempted to commit a sexual assault or committed a sexual battery.
O. Harassed, threatened, or intimidated a pupil who was a complaining witness or a witness in a school disciplinary proceeding or retaliating against that pupil for being a witness or both.
P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug "Soma."
Q. Engaged in, or attempted to engage in hazing.
R. Engaged in an act of bullying, inclusive of pervasive physical or verbal act or conduct, including communications made in writing or by any means of an electronic act to include cyberbullying directed to one or more student(s).

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Parents/guardians shall be informed of habitual truancy, absenteeism or tardiness to school.

**Interventions for In School Suspension**

The list of interventions are not limited to the following:

1. Study Teams, guidance teams, counseling, or other resources if available to the school who may develop and implement individualized plans to address the behavior, or a plan adopted pursuant to Section 504.
2. A conference between school personnel, parent/guardian and student.
3. Referral to a school counselor, psychologist, social worker, child welfare and attendance personnel or other support services available.
4. Participation in a restorative justice process to rebuild relationships, respect, communications among and between students and between staff and students.

**Documentation**

The Executive Director or designee shall, within five (5) business days, document the action(s) taken as a result of a violation enumerated in (k) (1) and place the documentation in the student's record to be available for access, to the extent permissible under state and federal law.

The Executive Director or designee by the end of the fifth business day, informs the referring certificated or classified employee either verbally or in writing the action(s) taken and if none the rationale for not providing any school interventions or supports.
~~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 k shall not constitute grounds for a pupil enrolled in K-6 to be recommended for expulsion.~~

~~Students are shall be 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 shall be accountable for their acts in aiding or abetting under Penal Code Section 31~~

~~Students are shall be 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. Suspensions from school shall be preceded by a phone call and if possible, by a conference conducted by the Executive Director or designee, the student, the students' parent/guardian, and the teacher. ~~or an employee of the school who referred the student.~~

2. ~~The~~ A 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.~~ If an in-person conference cannot be conducted within the two days and the parent/guardian agrees to a phone conference, then a phone conference will suffice for the in person conference.

A written summary of the conversation shall be taken and sent to parent/guardian and a copy kept in student record.

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. In-school suspensions may necessitate contacting the parent to notify the parent/guardian that the student was suspended from class.

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

3 Students who are assigned to in-school suspension shall be provided work assignments by the classroom teacher(s). ~~Assignments can be obtained by the student from the teacher(s) and can be accessed by the student from the Executive Director 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** from School

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 or designee. The Executive Director or designee 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) **Consult with legal counsel**

**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~~ any of the acts enumerated in Section 48900.

2. A written notice shall be sent via certified mail to the student and their parent/guardian to the address 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~~ have 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 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 person 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 resented 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 ins serious psychological harem to the complaining witness 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.

**Presentation**
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;

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

2. 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 other 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 the SELPA and coordinate the procedures in this policy with the 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 form 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 School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.1 ACTION: Oasis Community Council (OCC) budget request**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- **OCC requests $300 from their account for the 6th Grade promotion**
  - **This $300 will be used towards the 6th grade class promotion celebration**

**Administration Recommendation: Approve__X_____ Information_____**

**Person submitting item: Cher Onitsuka, OCC Treasurer**

# Oasis Charter School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.2 ACTION Governance Committee, Executive Director, Dr. Natalie Zayas**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- Board Bylaws state that a Governance Committee is to be formed of at least three (3) board members and no non-board members.
- This committee is to meet and vet candidates for the UCEN Board.
    - Vetting: Reviewing resume
    - Meeting and talking with candidates
- The Board then has the Executive Director place the candidate(s) on the Board agenda for public review.
    - At the Board meeting the board members are to ask a specific list of questions (used for all candidates).
    - The public is allowed to comment
- At the following board meeting, the candidate is on the agenda in public session for a board vote on their candidacy.
- Tonight the board needs to select at least three board members to serve on the Governance Committee.
- The committee is to have an agenda and take minutes, which are to be sent to the Board Clerk, and Executive Director to be uploaded on Parents Square and the website.
- Board members need to be selected at this May meeting and convene for a Governance Committee in May/early June.
- **Board Terms: Those in yellow are the Board seats needing candidates or board members need to reapply and go through the process. Good practice is a board member seeking another term should not be on the Governance Committee.**
- **Jacqueline Vasquez, President**
  *Appointed 6/30/2020 1 year emergency extension (6/30/2024 end of term)*
- **Margie Weibusch, Vice President**
  *Appointed 12/1/2020 1 year emergency extension (12/1/2024 end of term)*
- **Maria Alvarez, Member** (Alisal Union School District appointed)
  *Appointed 8/1/2020 1 year emergency extension (8/1/2024 end of term)*
- **Jamie Stracuzzi, Member**
  *Appointed 3/1/2021 (3/1/2024 end of term) Currently remaining while a governance committee is formed.*
- **Dr. Fernando Elizondo**
  *Appointed 2/1/2024 (2/1/2027 end of term)*

**Administration Recommendation: Form and approve a Governance Committee with a meeting date in May/early June**
**Person submitting: Executive Director, Dr. Natalie Zayas**

# Oasis Charter School

## Board Agenda Supplemental Information

**To be submitted to the Executive Director**

**TITLE OF AGENDA ITEM:10. 3 Information: Enrollment and School year 2024-25 projection report**

**BOARD MEETING DATE**: May 28. 2024

**BOARD AGENDA ITEM INFORMATION**

- Current enrollment: 175
- 2024-25 Enrollment:
    - Kinder-22
    - K/1-17
    - 1st-24
    - 2nd-27
    - 3rd-26
    - 4th-15
    - 4th-15
    - 5th-17
    - 6th-22

  TOTAL=185

**Administration Recommendation: Approve_____ Information_X____**

**Person submitting item: Office Manager Grisela Macias**

# Oasis Charter School

## Board Agenda Supplemental Information

**To be submitted to the Executive Director**

**TITLE OF AGENDA ITEM: 10.4 ACTION Consolidated Application and Reporting System (CARS) Report**

**BOARD MEETING DATE**: May 28, 2023

**BOARD AGENDA ITEM INFORMATION**

- **The Chief Business Official (CBO) has completed the CARS report.**
- **As a process and procedure, the Board approves, then the CBO submits.**
- **Not to be a consent item**

**Administration Recommendation: Approve__X_____ Information_____**

**Person submitting item: Executive Director, Dr. Natalie Zayas**

California Department of EDUCATION

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

# Oasis Charter Public (27 10272 6119663)



# Data Entry Forms

Data collection forms that are listed below are open for editing and certification, although their deadlines may have passed. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

Filter by Fiscal Year: All By Program: All Programs By Status: All

10 Editable Data Collection(s) found.

| Fiscal Year 2022-23 | Deadline | Status |
|---|---|---|
| Title II, Part A Fiscal Year Expenditure Report, 24 Months | June 30, 2024 | *Certified* cweber27, 5/14/2024 12:42 PM |

| Fiscal Year 2023-24 | Deadline | Status |
|---|---|---|
| Title I, Part A Notification of Authorization of Schoolwide Program | January 15, 2024 | *Certified* cweber27, 12/7/2023 2:31 PM |
| Title II, Part A Fiscal Year Expenditure Report, 12 Months | June 30, 2024 | *Certified* cweber27, 5/14/2024 12:42 PM |
| Homeless Education Policy, Requirements, and Implementation | June 30, 2024 | *Certified* cweber27, 5/14/2024 1:31 PM |

| Fiscal Year 2024-25 | Deadline | Status |
|---|---|---|
| Certification of Assurances | June 30, 2024 | *Certified* cweber27, 5/14/2024 12:42 PM |
| Protected Prayer Certification | June 30, 2024 | *Certified* cweber27, 5/14/2024 1:34 PM |
| LCAP Federal Addendum Certification | June 30, 2024 | *Certified* cweber27, 5/14/2024 1:48 PM |
| Application for Funding | June 30, 2024 | *Certified* cweber27, 5/20/2024 3:30 PM |

| | | |
|---|---|---|
| Title III English Learner Student Program Subgrant Budget | June 30, 2024 | *Certified*<br>cweber27, 5/20/2024<br>3:32 PM |
| Substitute System for Time Accounting | June 30, 2024 | *Certified*<br>cweber27, 5/14/2024<br>1:41 PM |

# 2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**
Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|---|---|
| 2022–23 Title II, Part A allocation | $9,479 |
| Transferred–in amount | $0 |
| Transferred–out amount | $0 |
| 2022–23 Total allocation | $9,479 |

**Professional Development Expenditures**

| | |
|---|---|
| Professional development for teachers | $7,365 |
| Professional development for administrators | $2,114 |
| Consulting/Professional services | $0 |
| Induction programs | $0 |
| Books and other supplies | $0 |
| Dues and membership | $0 |
| Travel and conferences | $0 |

**Personnel and Other Authorized Activities**

| | |
|---|---|
| Certificated personnel salaries | $0 |
| Classified personnel salaries | $0 |
| Employee benefits | $0 |
| Developing or improving an evaluation system | $0 |
| Recruitment activities | $0 |
| Retention activities | $0 |
| Class size reduction | $0 |

**Program Expenditures**

| | |
|---|---|
| Direct administrative costs | $0 |
| Indirect costs | $0 |
| Equitable services for nonprofit private schools | $0 |
| Total expenditures | $9,479 |
| 2022–23 Unspent funds | $0 |

***Warning***
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

# 2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**
Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|---|---|
| 2023–24 Title II, Part A allocation | $4,284 |
| Transferred–in amount | $0 |
| Transferred–out amount | $0 |
| 2023–24 Total allocation | $4,284 |

**Professional Development Expenditures**

| | |
|---|---|
| Professional development for teachers | $4,284 |
| Professional development for administrators | $0 |
| Consulting/Professional services | $0 |
| Induction programs | $0 |
| Books and other supplies | $0 |
| Dues and membership | $0 |
| Travel and conferences | $0 |

**Personnel and Other Authorized Activities**

| | |
|---|---|
| Certificated personnel salaries | $0 |
| Classified personnel salaries | $0 |
| Employee benefits | $0 |
| Developing or improving an evaluation system | $0 |
| Recruitment activities | $0 |
| Retention activities | $0 |
| Class size reduction | $0 |

**Program Expenditures**

| | |
|---|---|
| Direct administrative costs | $0 |
| Indirect costs | $0 |
| Equitable services for nonprofit private schools | $0 |
| Total expenditures | $4,284 |
| 2023–24 Unspent funds | $0 |

***Warning***
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

# 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

| | |
|---|---|
| Homeless liaison first name | Grisela |
| Homeless liaison last name | Macias |
| Homeless liaison title | Community/Family Liaison + OM |
| Homeless liaison email address<br><br>(Format: abc@xyz.zyx) | griselamacias@oasischarterschool.org |
| Homeless liaison telephone number<br><br>(Format: 999-999-9999) | 831-424-9003 |
| Homeless liaison telephone extension | 127 |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br><br>(Format: 0.00) | 0.13 |

## Homeless Liaison Training Information

***Warning***
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

# 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

| | |
|---|---|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | Yes |

## Homeless Education Policy and Requirements

| | |
|---|---|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment<br>Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 04/26/2022 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment<br>Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

## Housing Questionnaire Identifying Homeless Children

| | |
|---|---|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form | Yes |
| Did your LEA administer the housing questionnaire to all student body during the school year | Yes |

## Title I, Part A Homeless Expenditures

| | |
|---|---|
| 2023–24 Title I, Part A LEA allocation | $71,663 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | $1,000 |

***Warning***
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# 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

| | |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children | $1,000 |
| Homeless services provided<br><br>(Maximum 500 characters) | Oasis Charter was able to identify 24 homeless students in 23/24, which is a decrease from the 25 students identified in 22/23. Homeless families are identified by communication between students and faculty, and then reaching out to parents to confirm. Oasis Charter also monitors homeless families by noticing frequent address changes, especially when the address is listed as a local shelter. In addition, the housing questionnaire is given in all students. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | |

***Warning***
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# 2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

## Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|---|---|
| Authorized Representative's Full Name | NATALIE ZAYAS |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Executive Director/Principal |
| Authorized Representative's Signature Date | 05/14/2024 |

***Warning***
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# 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

## Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|---|---|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Natalie Zayas |
| Authorized Representative's Title | Executive Director/Principal |
| Authorized Representative's Signature Date | 05/14/2024 |
| Comment<br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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# 2024–25 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

## Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

## Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|---|---|
| **County Office of Education (COE) or District**<br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| **Direct Funded Charter**<br>Enter the adoption date of the current LCAP | 06/20/2023 |
| Authorized Representative's Full Name | Natalie Zayas |
| Authorized Representative's Title | Executive Director/Principal |

***Warning***
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# 2024–25 Application for Funding

**CDE Program Contact:**
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

## Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|---|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |

## District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|---|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |

## Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|---|
| **Title I, Part A (Basic Grant)**<br>ESSA Sec. 1111 et seq.<br>SACS 3010 | Yes |
| **Title II, Part A (Supporting Effective Instruction)**<br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| **Title III English Learner**<br>ESEA Sec. 3102<br>SACS 4203 | Yes |
| **Title III Immigrant**<br>ESEA Sec. 3102<br>SACS 4201 | No |
| **Title IV, Part A (Student and School Support)**<br>ESSA Sec. 4101<br>SACS 4127 | No |

***Warning***
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# 2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

## Estimated Allocation Calculation

| | |
|---|---|
| Estimated English learner per student allocation | $130.25 |
| Estimated English learner student count | 55 |
| Estimated English learner student program allocation | $7,164 |

### Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

## Budget

| | |
|---|---|
| Professional development activities | $1,364 |
| Program and other authorized activities | $250 |
| English Proficiency and Academic Achievement | $5,000 |
| Parent, family, and community engagement | $250 |
| Direct administrative costs<br>(Amount cannot exceed 2% of the estimated English learner student program allocation) | $25 |
| Indirect costs<br>(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | $275 |
| Total budget | $7,164 |

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# 2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

| | |
|---|---|
| 2024–25 Request for authorization | Yes |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) | None at this time. |

***Warning***

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California Department of EDUCATION

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

# Oasis Charter Public (27 10272 6119663)



# Contact Management



## Program Contacts

To assist California Department of Education (CDE) communications, support and meet categorical compliance requirements, the local educational agency (LEA) must provide Program Contacts. Required contacts are: Consolidated Application (ConApp) Coordinator, Homeless, and Foster Youth. To assign a contact, select the Assign link to the right of the Contact Type, then select a contact from the drop down list. Once a program has an assigned contact, the contact information will be visible to CDE staff.

The LEA's current CARS users are automatically available in the contact selection drop down list. If a CARS user's contact information needs to be updated, then the user must do that via their user account in the Centralized Authentication System (CAS).

If the Program Contact is not a CARS user, then select the Edit Contacts (Non-Users) subtab via which a non-user's contact information must be added and updated, when necessary.

| Contact Type | Contact Information | Assign |
|---|---|---|
| ConApp Coordinator | Casee Weber (cweber27), casee@adminres.com, 530-647-1733 | Assign |
| Homeless | Grisela Macias, griselamacias@oasischarterschool.org, 831-424-9003 | Assign |
| Foster Youth | Grisela Macias, griselamacias@oasischarterschool.org, 831-424-9003 | Assign |
| EIA Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title I, Part A Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title I, Part D Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title II, Part A Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title III Immigrant | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title III English Learner | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title V, Part B Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |
| Title IV, Part A Program | Natalie Zayas, nataliezayas@oasischarterschool.org, 831-424-9003 | Assign |

**Oasis Charter School**
**Board Agenda Supplemental Information**

**TITLE OF AGENDA ITEM: 10.5 ACTION: Curriculum adoption for the 2024-25 school year**
**BOARD MEETING DATE**: May 28, 2024
**BOARD AGENDA ITEM INFORMATION**

- Each year the Board is to approve the curriculum adoption for the 2024-25 school year.

| Subject | Curriculum | Cost | New? |
|---|---|---|---|
| **ELA** | Reach for Reading | $0 | No |
| | Learning A-Z/Raz-kids | $6,903.00 | No |
| | Heggerty Phonemic Awareness | $1435.00<br>$356.00 Online system | Pilot 2023-24<br>Teachers approve so new adoption for 2024-25 |
| | 95% Group Phonics | $7,000 | Pilot 2023-24<br>Teachers approve so new adoption for 2024-25 |
| | Handwriting without Tears | $2,316.00 | No<br>Cost for replacement workbooks |
| | Studies Weekly (6th grade) | $282.50 | |
| **Social Studies** | Reach for Reading<br>Project Based Learning<br>Uplevel | $0 | No |
| **Math** | Eureka Math<br>Zearn (online for practice follows Eureka) | $2,361.00<br>Zearn = $0 | No |
| **Science** | Uplevel<br>Reach for Reading<br>Project Based Learning<br>Teacher Prepared materials<br>Generation Genius (good for upper grades)<br>Mystery Science (better for lower grades) | $0<br><br><br><br>$1,000.00<br><br>$1,795.00 | No |
| **Total** | Budget: $28,000 | $23,487.50 | |

Administration Recommendation: Approve____X_____ Information_____ Person submitting item: Executive Director, Dr. Natalie Zayas

# Oasis Charter School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.6 ACTION: Salary Schedules 2024-2025**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- **Certificated Schedule:** Attached
- **Classified Schedule:** Adopt the attached schedule as it includes increments to better match other schools. These increments for longevity also help the school budget.

**Administration Recommendation: Approve__X_____ Information_____**

**Person submitting item: Office Manager/Human Resources, Grisela Macias**

**DRAFT Oasis Charter School Certificated Salary Schedule**

**UCEN Board Approved January 2024-June 2026**

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| | **Intern or Emer. Credential** | **BA+15** | **Preliminary OR Clear BA+30*** | **Preliminary OR Clear BA+45 *** | **MA/MS OR Clear Credential AND BA + 60** | **MA/MS +15 OR Clear Credential AND BA + 75** |
| STEP | | | | | $ - | |
| 1 | $ 61,013.37 | $ 61,165.90 | $ 61,318.82 | $ 61,472.12 | $ 61,625.80 | $ 61,779.86 |
| 2 | $ 61,165.90 | $ 61,318.82 | $ 61,472.12 | $ 61,625.80 | $ 61,779.86 | $ 61,934.31 |
| 3 | $ 61,318.82 | $ 61,472.12 | $ 61,625.80 | $ 61,779.86 | $ 61,934.31 | $ 62,089.15 |
| 4 | | | $ 63,320.50 | $ 63,478.81 | $ 63,637.50 | $ 63,796.60 |
| 5 | | | $ 65,061.82 | $ 65,224.47 | $ 65,387.53 | $ 65,551.00 |
| 6 | | | $ 66,851.02 | $ 67,018.15 | $ 67,185.69 | $ 67,353.66 |
| 7 | | | $ 68,689.42 | $ 68,861.15 | $ 69,033.30 | $ 69,205.88 |
| 8 | | | $ 70,578.38 | $ 70,754.83 | $ 70,931.71 | $ 71,109.04 |
| 9 | | | $ 72,519.29 | $ 72,700.58 | $ 72,882.34 | $ 73,064.54 |
| 10 | | | $ 74,513.57 | $ 74,699.85 | $ 74,886.60 | $ 75,073.82 |
| 11 | | | $ 76,562.69 | $ 76,754.10 | $ 76,945.98 | $ 77,138.35 |
| 12 | | | $ 78,668.16 | $ 78,864.83 | $ 79,062.00 | $ 79,259.65 |
| 13 | | | $ 80,831.54 | $ 81,033.62 | $ 81,236.20 | $ 81,439.29 |
| 14 | | | $ 83,054.41 | $ 83,262.04 | $ 83,470.20 | $ 83,678.87 |
| 15 | | | $ 85,338.40 | $ 85,551.75 | $ 85,765.63 | $ 85,980.04 |
| 16 | | | $ 87,685.21 | $ 87,904.42 | $ 88,124.18 | $ 88,344.49 |
| 17 | | | $ 90,096.55 | $ 90,321.79 | $ 90,547.60 | $ 90,773.97 |
| 18 | | | $ 92,574.21 | $ 92,805.64 | $ 93,037.66 | $ 93,270.25 |
| 19 | | | $ 95,120.00 | $ 95,357.80 | $ 95,596.19 | $ 95,835.18 |

*** Column C & D: No advancement past Step 3 without obtaining a clear credential.**

**Oasis will grant up to 6 years of experience**

**College units for placement and advancement are for upper division coursework, not community college level work**

**Oasis pays for a 2-year clear credential induction program. These units are not applicable to step increases as they are not paid by the employee.**

## Oasis Charter Public School Classified Salary Schedule 2024-2026

| Range/Years of Experience | Office Manager 215 Work Days | Administrative Assistant 205 Work Days |
|---|---|---|
| 1 | $ 61,013.37 | $41,659.99 |
| 2 | $ 62,538.70 | $43,326.39 |
| 3 | $ 62,695.05 | $45,059.45 |
| 4 | $ 62,851.79 | $46,861.83 |
| 5 | $ 63,008.92 | $50,685.75 |
| 6 | $ 63,166.44 | $52,713.18 |
| 7 | $ 63,324.36 | $54,821.71 |
| 8 | $ 63,482.67 | |
| 9 | $ 63,641.37 | |
| 10 | $ 63,800.48 | |
| 11 | $ 63,959.98 | |

## Oasis Charter Public School Classified Salary Schedule

| Paraprofessional, Recess Aide, After School Aide | | | | | |
|---|---|---|---|---|---|
| **Range- Years of Experience** | **A** | **B- AA Degree** | **C- AA + Certifications/ Qualifications** | **D- BA Degree** | **E- BA+ Certifications/ Qualitifications** |
| 1 | $17.00 | $17.68 | $18.39 | $19.12 | $19.89 |
| 2 | $17.51 | $18.21 | $18.94 | $19.70 | $20.48 |
| 3 | $18.04 | $18.76 | $19.51 | $20.29 | $21.10 |
| 4 | $18.58 | $19.32 | $20.09 | $20.90 | $21.73 |
| 5 | $19.13 | $19.90 | $20.69 | $21.52 | $22.38 |
| 11th | $20.09 | $20.89 | $21.32 | $22.60 | $23.50 |
| 16th | $21.09 | $21.94 | $22.38 | $23.73 | $24.68 |
| 21st | $22.15 | $23.04 | $23.50 | $24.92 | $25.91 |
| 25th | $23.26 | $24.19 | $24.68 | $26.16 | $27.21 |
| 30th | $24.42 | $25.40 | $25.91 | $27.47 | $28.57 |

Oasis Charter Public School will increase the salary of employees by five percent (5%) as a longevity

with increments at the 11th, 16th, 21st, 25th, and 30th years of consecutive service with the school effective July 1, 2024

Oasis Charter Public School will award new employee up to 5 years of service credit effective July 1, 2024

## SPED Para, Literacy Intervention, Program Coordinator, Community Liaison

| Range- Years of Experience | A | B- AA Degree | C- AA + Certifications/ Qualifications | D- BA Degree | E- BA+ Certifications/ Qualitifications |
|---|---|---|---|---|---|
| 1 | $20.00 | $20.80 | $21.63 | $22.50 | $23.40 |
| 2 | $20.60 | $21.42 | $22.28 | $23.17 | $24.10 |
| 3 | $21.22 | $22.07 | $22.95 | $23.87 | $24.82 |
| 4 | $21.85 | $22.73 | $23.64 | $24.58 | $25.57 |
| 5 | $22.51 | $23.41 | $24.35 | $25.32 | $26.33 |
| 11th | $23.64 | $24.58 | $25.56 | $26.59 | $27.65 |
| 16th | $24.82 | $25.81 | $26.84 | $27.92 | $29.03 |
| 21st | $26.06 | $27.10 | $28.18 | $29.31 | $30.48 |
| 25th | $27.36 | $28.46 | $29.59 | $30.78 | $32.01 |
| 30th | $28.73 | $29.88 | $31.07 | $32.32 | $33.61 |

Oasis Charter Public School will increase the salary of employees by five percent (5%) as a longevity

with increments at the 11th, 16th, 21st, 25th, and 30th years of consecutive service with the school effective July 1, 2024

Oasis Charter Public School will award new employee up to 5 years of service credit effective July 1, 2024

# Oasis Charter School
## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.7 INFORMATION: Legislative Update**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

According to the Charter School Development Center (CSDC):

Legislative:

- **Due to fraud and abuse in charter schools, charter schools may see legislation related to this which could mean: new or updates to policies, new regulations, more reporting, more oversight.**
    - **Adhering to laws, policies and procedures as we have done in the past two years is imperative.**
- Any bills that cost money the Governor is pushing back to wait for the economy to improve.
- Hot topics
    - Changes in teacher credentialing to make it easier (eliminating the California Teacher Performance Assessments (CALTPA)
    - **Possibility of mandatory kindergarten**
    - **Need for an English Language Learners (ELL) roadmap**
    - **Extended Learning Opportunities Program (ELOP) working group**
    - **Governing Board training - more and mandatory and oversight**
    - Sick leave from other schools required to be transferred: This is costly to small schools and the CSDC is working to keep small schools out of this. It is appearing that legislatures may keep all Charters exempt from this.
    - **Bills to add more curriculum to schools/classrooms**
    - **Bills related to homework (unsure how this may go)**
    - Mandatory training on suicide prevention for staff (Oasis covers in trauma informed and Counselor trained in this)
    - Mandatory training on opioid overdose (Oasis has done this)
    - Neurodivergent students - not sure what is coming yet
    - Screening reimbursement for school based health and mental health (This would be great as we are mandated to do certain screenings and we have to pay for it).
    - The CSDC is asking for charter advocates to **oppose SB 1380**. This bill expands criteria to deny charter petitions and material revisions.
    - CSDC is asking for charter advocates to **support AB 2254** - requires authorizers to continue to use verified data (this helps charters). Gives a critical second look for schools serving low achieving students. Important for Oasis!

**Administration Recommendation: Approve_____ Information___X___**

**Person submitting item: Executive Director, Dr. Natalie Zayas**

# Oasis Charter School
## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.8 INFORMATION State Budget Update, Executive Director, Dr. Natalie Zayas**
**BOARD MEETING DATE**: May 28, 2024
**BOARD AGENDA ITEM INFORMATION**

**The Executive Director attended a webinar from the Charter School Development Center (CSDC). Below is a summary of the outlook on the State budget.**

- The May revise assumes continued growth in the state's economy.
- There are still concerns regarding the Prop. 98 funding guarantee for schools. This is being watched.
- Good News:
    - COLA 1.07% over .76% (still very low)
    - Few cuts
    - Universal Meals, ELOP and Sped should not be cut
- Bad News:
    - Declining state revenues
    - Tapping into reserves
    - Enrollment and Attendance is still a challenge for schools
    - **Oasis has increased to 93% ADA (children attending school). Our lower grades do well, but our upper grades show only a 52% in ADA. This is financially hurting the school.**
    - **Many of our funding streams look at ADA so not just in COLA does this hurt Oasis but in other funding also.**
    - Facilities Grant: **Again based on ADA!**
    - May incur some cuts in the budget - this affects Oasis as this grant pays our rent.
    - Prop 28 funds (Art, Music, Dance, etc) may come in lower, but Oasis has carry over and contracting with the Arts Council of Monterey County allows us to provide this education well within the Prop 28 funding amount.
    - Expanded Learning Opportunities (ELOP) may be slightly lower. Oasis has a plan and it keeps us within and slightly below budget.
    - Learning Recovery Grant
        - The state may restrict these funds - more to come
    - Special Education ADA rate may increase **(again children attending school is important to the financial health of the school!)**
    - **Minimum Wage Laws:** Oasis is currently slightly above the minimum wage law. IF the minimum wage increases to $18/hour, Oasis will need to make a few adjustments to hourly staff. We are above this on the 2x minimum for exempt staff. The Governor can suspend the minimum wage increase and Oasis will know in August if this may happen).
    - CalSTRS: this looks stable. We pay 19.1% of an employee's wages into their CalSTRS (certificated staff). The rate is high since CalSTRS is up to 75.9% and employers will pay higher percentages until the CalSTRS account is at 100%. We are covering the shortfall of the state.
    - **June 15, 2024 is the "placeholder" budget. We plan now to be safe and know that after June 15th we may need to make adjustments.**

**Administration Recommendation: Approve_____ Information___X___**
**Person submitting item: Executive Director, Dr. Natalie Zayas**

# Oasis Charter School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.9 ACTION: Workplace Violence Prevention Plan**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- On September 30, 2023 SB553 (Senate Bill) was passed
- This bill requires workplaces to have a Workplace Violence Prevention Plan under Labor Code 6401.9
- It is required to be passed by the Governing Board by July 1, 2024

**Administration Recommendation: Approve____X_____ Information_____**

**Person submitting item: Executive Director, Dr. Natalie Zayas**

# WORKPLACE VIOLENCE PREVENTION PROGRAM

## Oasis Charter Public School

Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by Labor Code (LC) section 6401.9.

**Date of Last Review:** 5/16/2024

**Date of Last Revision(s):** 5/16/2024

## DEFINITIONS

***Emergency*** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

***Engineering controls*** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

***Log*** - The violent incident log required by LC section 6401.9.

***Plan*** - The workplace violence prevention plan required by LC section 6401.9.

***Serious injury or illness*** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

***Threat of violence*** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

***Workplace violence*** - Any act of violence or threat of violence that occurs in a place of employment.

***Workplace violence*** includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

  ***Type 1 violence*** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

  ***Type 2 violence*** - Workplace violence directed at employees by customers, clients, patients, students,

inmates, or visitors.

***Type 3 violence*** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

***Type 4 violence*** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

***Workplace violence*** does not include lawful acts of self-defense or defense of others.

***Work practice controls*** - Procedures and rules which are used to effectively reduce workplace violence hazard.

## RESPONSIBILITY

The WVPP administrator, Natalie Zayas, Executive Director, has the authority and responsibility for implementing the provisions of this plan for Oasis Charter Public School. If there are multiple persons responsible for the plan, their roles will be clearly described.

| **Responsible Persons** | **Job Title/Position** | **WVPP Responsibility(ies)** | **Phone #** | **Email** |
|---|---|---|---|---|
| Natalie Zayas | Executive Director | *Natalie approves of the final plan and any major changes. She also handles any reports of workplace violence.* | 831-424-9003 | Nataliezayas@oasischarterschool.or |
| Stephanie Curley | Instructional Coordinator | *Stephanie organizes safety meetings and updates training materials. She also conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.* | 831-424-9003 | stephaniecurley@oasischarterschool |

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

## EMPLOYEE ACTIVE INVOLVEMENT

Oasis Charter Public School ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work with and allow employees and authorized employee representatives to participate in:
    - Identifying, evaluating, and determining corrective measures to prevent workplace violence.

      Management will have quarterly safety meetings with employees and their representatives to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings also involve discussions of recent incidents and reviews of safety procedures.

- Designing and implementing training

  Employees have direct input on which training they would like and are encouraged to participate in implementing training programs. Outside authorities with specific knowledge on how to handle various incidents are then contacted to provide direct instruction for the staff.

- Reporting and investigating workplace violence incidents.

**PROCEDURES**

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. Note that in all instances, the threat is initially assumed to be serious, until further evaluation is done by Admin. The procedure for threat assessment is applicable during any school-sponsored event or function, whether the event/function be on school property or not.

1. Any **STUDENT** upon receiving information that a person is threatening to commit an act of violence shall:

a. Assume the threat is serious.
b. Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer
c. Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

2. Any **PARENT OR GUARDIAN**, upon receiving information that a person is threatening to commit an act of violence shall:

a. Assume the threat is serious
a. Immediately report the threat to a school staff member, administrator or law enforcement officer
a. Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

3. Any **SCHOOL STAFF MEMBER**, upon receiving information that a person is threatening to commit an act of violence shall:

a. Assume the threat is serious
b. Immediately report the threat to an administrator or their designee
c. Be available and cooperative in providing a statement of information, with the understanding that the information source (staff member) will remain anonymous to the greatest extent possible.

4. Any **SCHOOL ADMINISTRATOR**, upon receiving information that a person is threatening to commit an act of violence, shall evaluate the seriousness of the threat by initiating the following procedures.
A. Threat Evaluation: Admin Gathers Information

a. Obtain an account of the threat and the context from the student and witnesses.

b. Document the exact threat and circumstances surrounding the threat.
c. Obtain the student's explanation of the threat's meaning and his/her intentions (see Appendix document "11 Questions to Guide Data Collection).
d. Obtain witness perceptions of the threat's meaning.
e. Document your evaluation. All documentation must be maintained, whether the threat is considered substantive or transient.

B. Evaluate Threat: Admin

a. Based on the information gathered, determine whether the threat is transient or substantive.

b. The important thing here is to determine whether or not the student intends to carry out the threat NOT what he/she threatened to do.
c. When in doubt, treat the threat as substantive.
d. Transient threats:
    i. Often are rhetorical remarks, not genuine expressions of intent to harm.
    ii. At worst, express temporary feelings of anger or frustration.
    iii. Usually can be resolved on the scene or in the office.
    iv. After resolution, the threat no longer exists.
    v. Usually end with an apology or clarification.
e. Substantive threats:
    i. Express intent to physically injure someone beyond the immediate situation.
    ii. There is at least some risk the student will carry out the threat.
    iii. Protective action MUST be taken (i.e. warn the intended victim(s) and parents; involve student release team personnel).
    iv. May require legal violations and require police consultation.
    v. When in doubt, treat the threat as substantive.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

Factors to Consider for Substantive Threats

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his/her behavior Credibility of witness accounts

Possible Indicators of a Substantive Threat

- Specific, plausible details
- Threat has been repeated over time
- Threat reported as a plan
- Accomplices or recruitment of accomplices
- Physical evidence of intent

It is important to note that determining a threat as transient does not mean that the situation is over. It is necessary to determine what follow-up actions are necessary (e.g. counseling, student mediation, etc.)

C. Responses to Transient Threats

a. Threats MUST be resolved through explanation, apology, making amends, etc.
b. There is no need to take safety precautions (e.g. no warnings to "victim's" parents, no student release personnel involved, etc.).
c. Provide counseling and education where appropriate.
d. Administer discipline if appropriate (e.g. reprimand, parental notification, etc.)

D. Responses to Substantive Threats

a. If a threat is considered substantive, Admin must be contacted immediately, as they are needed for the following steps.
b. Determine if substantive threats are serious or very serious.
c. Substantive assault threats are classified serious.
d. Substantive threats to kill, rape and/or inflict very serious injury are classified very serious. Threats involving weapons are also considered very serious. Such threats are usually felonious.
e. Very serious substantive threats ALWAYS involve law enforcement (always document information of contacted agents – i.e. badge number, etc.).

E. For all substantive threats, notify the parents of both the potential perpetrator and potential victim(s); if the potential victim(s) is a teacher, he/she must be notified.

F. Both victim and perpetrator should only be released to a parent or guardian. The necessary student
release paperwork should be completed by staff at the school at this time.

G. Take disciplinary action consistent with school policy (e.g. suspensions/expulsions, etc.)

H. An evaluation to determine the mental health needs of an individual (e.g. why the threat was made) and propose strategies for reducing risk. A student who has been removed from campus may be evaluated by a county mental health professional who will interview necessary individuals (e.g. student, intended victim and witnesses, student's parents, school staff who know the student, outside professionals who know the student, etc.).

I. Identify any other student support or intervention needs (e.g. necessary counseling, 51/50, dispute mediation, etc.).

J. Follow-up to verify that the threat has been resolved and interventions are occurring.

NOTE: Threats made via cell phones (e.g. by texting) and on the Internet (via emails, web postings, blogs, etc.) are felonious and can be prosecuted by International Commerce Law. For threats made via websites or cell phones, the above-mentioned steps should be taken. Web posting should also be reported to the site on which they occur.

NOTE: A signed release of information form is not needed to complete an investigation, because this involves the immediate safety of a student or students.

NOTE: Interviewing the potential perpetrator and no other person is NOT a full investigation of whether this student poses a threat and is potentially on the path towards violence.

- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.

- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment. See Above Procedures

- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of Oasis Charter Public School Workplace Violence Prevention Plan (WVPP)

- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP. Oasis will provide continued training and updates, so staff stay current and understand our policies and procedures.

- Provide retraining to employees whose safety performance is deficient with the WVPP.

- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by sending a personal email and acknowledgment in staff meetings.

- Discipline employees for failure to comply with the WVPP.

- Communication with Employees

We recognize that open, two-way communication between our management team, staff, and other employers, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
    - For example, ensure that supervisors and employees can communicate effectively and in the employees' first language.
    - All employees will be provided with a hard copy of the School Safety Plan for their reference.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.
        - Employees can anonymously report a violent incident, threat, or other violence concerns by filling out an Incident Report and submitting it to Administration.
        - All emergency contact information regarding outside authorities is provided to staff in our School Safety Plan for them to access.
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.
- Updates on the status of investigations and corrective actions are provided to employees through email and at safety meetings. This includes information about the progress of investigations, the results of investigations, and any corrective actions taken. Additionally, the assessment for further training of staff in handling such an incident is conducted and arranged if needed.

## COORDINATION WITH OTHER EMPLOYERS

Oasis Charter Public School will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained on workplace violence prevention.

- Workplace violence incidents involving any employee are reported, investigated, and recorded.

- At a multi employer worksite, [name of employer] will ensure that if its employees experience a workplace violence incident that Oasis Charter Public School will record the information in a violent incident log and shall also provide a copy of that log to the controlling employer.

## WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

Oasis Charter Public School will implement the following effective procedures to ensure that:

- All threats or acts of workplace violence are reported to an employee's supervisor or manager, who will inform the WVPP administrator. This will be accomplished by the submission of a Violent Incident Report. If that's not possible, employees will report incidents directly to the WVPP administrator, Natalie Zayas, Executive Director.

- If the Executive Director is not available, staff are to report directly to the Instructional Coordinator.

  Employees can report incidents to the Executive Director and Instructional Coordinator.

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively.

## EMERGENCY RESPONSE PROCEDURES

Oasis Charter Public School has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:

  Alarm systems and announcements via Walkie Talkies will be used to alert employees of emergencies. Safety directions and information will be given in real time.

- Oasis Charter Public School will have evacuation or sheltering plans, as well as all contact information for authorities in the School Safety Plan.

**Shelter In Place Protocols**
**(Environmental Hazard: Air Quality, Hazmat, Animal, etc.)**

**Low Protocol: Air Quality, Animal, etc.**

**Before**
**Admin:**

- Know how to shut down HVAC
- Gather supplies: rags, water, duct tape, N95+ respirator masks
- Know how to seal off doors using duct tape
- Have emergency supplies: water, snacks, toilets, sanitary products
- Disability Protocol: any students with a physical disability, will be given access to a wheelchair in the event of an emergency evacuation

**<u>During</u>**

**Admin:**

- Announce "Shelter In Place. This is NOT a drill!" over walkie talkies. Inform staff reason for directive
- Confirm with all classrooms that students are accounted for
- Alert staff of any missing students
- Begin search for missing students
- Inform parents via ParentSquare
- School day continues as normal
- Post security staff member at the following locations:
    - Upper Building - back door by bathroom
    - Lower Building - door by bathrooms and playground doors
- Determine if it is safe to for classes to move between buildings and alert staff

**Staff:**

- Scan outdoor areas and bring any students inside the building
- Close and lock all doors to the outside
- Teachers immediately take a headcount. Admin will call to verify
- Alert admin if you have a student in your room who is not on your roster
- Learning continues as normal
- Students and staff DO NOT move between buildings unless approved by admin
- Disability Protocol: students should not be impacted

**<u>After</u>**

**Staff:**

- Wait for "All Clear" announcement from Administration
- Have students prepare to be dismissed
- If school is still in session, we will dismiss students using normal procedures and Life After School (LAS) continues as normal.
- If dismissal is happening after school hours in the dark, students will remain in the Leopard Shark Den (LSD) and will be escorted out by staff directly to car as parents arrive
- Check emergency supplies and send out a message on ParentSquare requesting replacements

**Admin:**

- Notify parents that Shelter in Place has been lifted
- Coordinate dismissal procedures with staff not directly responsible for students

## High Protocol: Dangerous Chemical in Air, etc.

### Before

**Admin:**

- Know how to shut down HVAC
- Gather supplies: rags, water, duct tape, N95+ respirator masks
- Know how to seal off doors using duct tape
- Have emergency supplies: water, snacks, toilets, sanitary products
- Disability Protocol: any students with a physical disability, will be given access to a wheelchair in the event of an emergency evacuation

### During

**Admin:**

- Announce "Shelter In Place. This is NOT a drill! Hazmat Situation High protocol procedures." over walkie talkies
- Shut down HVAC
- Seal off doors and kitchen exhaust from outside air flow
- Confirm with classrooms that all students are accounted for
- Begin search for missing students
- Remind staff that no one is to be traveling between buildings or leave the classroom until we have been given clearance
- Notify parents via ParentSquare
- Monitor alerts from Monterey County and update staff

**Staff:**

- Scan outdoor areas and bring any students inside of building
- Close and lock all doors to the outside
- Sea Otters move quickly to Octopus room
- Seahorse and Manta Ray moves quickly to Sea Otter room
- Teachers immediately take a headcount. Inform Admin of missing students and last known location
- Inform Admin if you have students in your room that are not on your roster
- Seal off doors from air flow from outside with duct tape and rags
- Move students away from outside doors to interior space in the room
- Disability Protocol: students to remain in wheelchair in preparation for quick emergency evacuation

### After

**Staff:**

- Wait for "All Clear" announcement from Administration
- Have students prepare to be dismissed
- LAS will be canceled
- For dismissal, students will remain in the LSD and will be escorted out by staff directly to car as parents arrive
- Staff will stay until all students have been dismissed or until Admin has issued release

- Check emergency supplies and send out a message on ParentSquare requesting replacements
- Return wheelchair to office

**Admin:**

- Notify parents that Shelter in Place has been lifted and we will be escorting students out individually as parents arrive. Parents are to remain in cars
- Coordinate dismissal procedures with staff not directly responsible for students
- Continue to monitor Monterey County updates if necessary

**Field Trips:**
**Low Protocol (Air Quality, Animal, etc.)**

*If Shelter In Place is Issued at School Site:*

**Before**
**Staff & Admin:**

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying students
- Disability Protocol: Wheelchair access for disabled students

**During**
**Admin:**

- Admin to reach out to teacher to verify they have received notification of hazard in school site area
- Field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal
- Admin instructs teacher to reach out before leaving field trip site to see if they can return to campus or proceed to MCOE
-

**After**
**Admin:**

- Admin will inform teacher whether it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures

- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification
- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students
- Contact MCOE for help with reunification process

*If Shelter In Place is Issued at Field Trip Site*

**Before**

**Staff & Admin:**

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Wheelchair access for disabled students

**During**

**Staff:**

- Teacher to move students to safest location
- Teacher takes immediate head count and reports to Admin that all are accounted for and informs of the situation

**Admin:**

- Admin determines if field trip can continue

**After**

**Staff:**

- Once given "All Clear" by authorities at location, call Admin to give an update
- Bus/cars can return to school for regular dismissal procedures

**Admin:**

- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students

**Field Trips:**

High Protocol: Chemical Hazmat Issue, etc.

*Shelter In Place Is Issued at School Site:*

**Before**

**Staff & Admin:**

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties
- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Disability Protocol: Wheelchair access for disabled students

**During**

**Admin:**

- Admin to reach out to teacher to verify they have receive notification of hazard in area
- Since issue is a school site, field trip can continue as normal
- Admin informs parents that students are safe at field trip site and field trip is continuing as normal

**After**

**Admin:**

- Admin will inform teacher when it is safe to return once we have been given the all clear
- Bus/cars can return to school for regular dismissal procedures
- If situation is still active but field trip is over, Admin will instruct teacher to proceed to MCOE for parent reunification
- Admin will inform parents via ParentSquare about reunification plan
- Admin will activate extra staff to call families for emergency pick up of students

*Shelter In Place Is Issued at Field Trip Site:*

**Before**

**Staff & Admin:**

- Verify Roster before departure for all attending: students, teachers, chaperones, etc.
- If parents are driving, verify their license, make/model/plate of car that corresponds with insurance/DMV record turned in and which students are in their car
- Write down all car identification information on Field Trip Checklist
- Make sure we have cell numbers for **all** chaperones, regardless of whether driving or not, including bus drivers. Numbers need to be shared with all adults on field trip
- Inquire from bus driver where they plan to be located during the field trip
- Select one chaperone to be the backup emergency personnel in the event that the teacher is unable to fulfill duties

- Verify that teacher has their emergency backpack, all contact information for parents and protocol hard copy and reunification forms
- Verify that any medication is accompanying student
- Disability Protocol: Wheelchair access for disabled students

**During**

**Staff:**

- Teacher is to move students to safest possible location
- Move students away from windows and doors if possible and seek interior part of the building
- If possible, seal off doors/windows with whatever you have available
- Teacher takes immediate head count and reports to Admin that all are accounted for and if anyone is missing or injured
- Wait for directives from Admin for next steps

**Admin:**

- Verify that students are in the safest location possible
- Alert MCOE of the situation
- Alert parents via Parent Square of the situation
- Determine if Admin staff should proceed down to field trip site to be close by
- Await instructions from first responders as to how to proceed

**After**

**Staff:**

- If given the All Clear by local officials, call Admin to give update
- Proceed to bus/cars immediately and return to school

**Admin:**

- Alert MCOE
- Alert parents via Parent Square
- Inform counselor that they are to remain on site and assist with dismissal

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

| **Responsible Persons** | **Job Title/Position** | **WVPP Responsibility(ies)** | **Phone #** | **Email** |
|---|---|---|---|---|
| Natalie Zayas | Executive Director | **Executive Director is responsible for emergency response, hazard identification, and coordination with other employers;** Semore *conducts safety inspections, coordinates emergency response* | 831-424-9003 | NatalieZayas@oasischarterschool.org |

| | | | | |
|---|---|---|---|---|
| | | *procedures, and communicates with other employers about the plan.* | | |

## WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by Oasis Charter Public School to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.

  Review all submitted/reported concerns of potential hazards: [These submittals/reports could be from the system the employer had implemented for employees and authorized employee representatives to anonymously inform management about workplace violence hazards of threats of violence without fear of reprisal/retaliation.)

  Examples:
  - o Daily or weekly review of all submitted and reported concerns.
  - o Workplace Violence Hazards suggestion box
  - o Online form for reporting workplace violence hazards
  - o Voicemail/email/text messages

**Periodic Inspections**

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted: Annually by Fire Marshal and Police

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

| Specific Person Name/Job Title | Area/Department/Specific location |
|---|---|
| Johnny Subia | Salinas Fire Department |
| Michael Kimball | Kimball and Associates |
| | |

Inspections for workplace violence hazards include assessing:

- All outdoor lighting is in working order.
- All cameras are operational.
- All fire alarms are functioning.
- All fire extinguishers are charged.
- All door alarm contact points are active and working.
- All signage is up and visible to authorities.
- Sign-in system for visitors is working correctly.
- All locks are functioning correctly.
- All interior doors have an additional security device accessible to staff.
- All interior windows have working shades.
- Defibrillators are working correctly and accessible to staff.
- Emergency backpacks are current for staff, including current rosters.
- Safety procedures are reviewed and updated.

## WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner, Oasis Charter Public School will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s) , all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.
- All corrective actions taken will be documented and dated on the appropriate forms, including the Violence Incident Report and Violence Incident Log
- Corrective measures for workplace violence hazards will be specific to a given work area.
    - Provide employee training/retraining(refreshers) on the WVPP, which could include but not limited to the following:

- Recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.

- Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.

- Improve how well our establishment's management and employees communicate with each other.

- Procedures for reporting suspicious persons, activities, and packages.

- Provide/review employee, supervisor, and management training on emergency action procedures.

PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examen the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensure corrective actions are taken.
- Obtain any reports completed by law enforcement.
- The violent incident log will be used for every workplace violence incident and will include information, such as:

**Oasis Charter Public School**

**Violence Incident Report**

Date and Time:_____

Personnel Involved:

_____

_____

Location of Incident:

_____

Type of Violence: (See below for examples)

_____

_____

_____

*The type of incident, including, but not limited to, whether it involved any of the following:*

- *Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.*
- *Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.*
- *Threat of physical force or threat of the use of a weapon or other object.*
- *Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.*
- *Animal attack.*
- *Other*

Detailed Description of the Incident:

Who Committed the Violence:

Consequences of the incident:

Person Completing This Report and Job Title:

Date Completed: _____

- Support and resources, such as counseling services, are provided to affected employees though MCOE.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

## TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

Oasis Charter Public School will provide its employees with training and instruction on the definitions found on page 1 of this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures Oasis Charter Public School has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities Oasis Charter Public School has for interactive questions and answers with a person knowledgeable about the Oasis Charter Public School plan.
- Strategies to avoid/prevent workplace violence and physical harm, such as:
    - How to recognize workplace violence hazards including the risk factors associated with the four types of workplace violence.
    - Ways to defuse hostile or threatening situations.
- How to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering.
- Employee routes of escape.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

**Note:** *Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.*

## EMPLOYEE ACCESS TO THE WRITTEN WVPP

Oasis Charter Public School ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by providing staff with a written copy, as well as having it on the drive for easy access.

## RECORDKEEPING

**Oasis Charter Public School will:**

- **Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.**
- **Create and maintain training records for a minimum of one (1) year and include the following:**
    - **Training dates.**
    - **Contents or a summary of the training sessions.**
    - **Names and qualifications of persons conducting the training.**
    - **Names and job titles of all persons attending the training sessions.**
- **Maintain violent incident logs for minimum of five (5) years.**
- **Maintain records of workplace violence incident investigations for a minimum of five (5) years.**
    - **The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.**
- **All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by LC section 6401.9(f), shall be made available to Cal/OSHA upon request for examination and copying.**

## EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

## REVIEW AND REVISION OF THE WVPP

**The Oasis Charter Public School WVPP will be reviewed for effectiveness:**

- **At least annually.**
- **When a deficiency is observed or becomes apparent.**
- **After a workplace violence incident.**

- **As needed.**

**Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:**

- **Review of Oasis Charter Public School's WVPP should include, but is not limited to:**
    - **Review of incident investigations and the violent incident log.**
    - **Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).**
- **Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]**

EMPLOYER REPORTING RESPONSIBILITIES

As required by California Code of Regulations (CCR), Title 8, Section 342(a), Reporting Work-Connected Fatalities and Serious Injuries, Oasis Charter Public School will immediately report to Cal/OSHA any serious injury or illness (as defined by CCR, Title 8, Section 330(h)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

"I, Natalie Zayas, Executive Director of Oasis Charter Public School, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to ensuring the safety and well-being of our employees and believe that these policies and procedures will help us achieve that goal."

Natalie Zayas, Executive Director

_____

Signature Date

# Violent Incident Log

**This log must be used for every workplace violence incident that occurs in our workplace. At a minimum, it will include the information required by LC section 6401.9(d).**

**The information that is recorded will be based on:**

- **Information provided by the employees who experienced the incident of violence.**
- **Witness statements.**
- **All other investigation findings.**

All information that personally identifies the individual(s) involve will be omitted from this log, such as:

- Names
- Addresses – physical and electronic
- Telephone numbers
- Social security number

Date:_____

Time: _____a.m./p.m.

| Location(s) of Incident | Workplace Violence Type (Indicate which type(s) (Type 1, 2,3,4) |
|---|---|
| | |
| | |
| | |
| | |
| | |

Check which of the following describes the type(s) of incident, and explain in detail:

***Note:*** *It's important to understand that "Workplace Violence Type" and "Type of Incident" have separate requirements.* ***For this part of the log, "Type of Incident" specifically refers to the nature or characteristics of the incident being logged.*** *It does not refer to the type of workplace violence.*

- Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.

- Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.

- Threat of physical force or threat of the use of a weapon or other object.

- Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
- Animal attack.
- Other.

Provide a detailed description of the incident and any additional information on the violence incident type and what it included. Continue on a separate sheet of paper if necessary.

Workplace violence committed by:

[For confidentiality, only include the classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer,

stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.]

Circumstances at the time of the incident:

[write/type what was happening at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.]

Where the incident occurred:

Consequences of the incident, including, but not limited to:

- Whether security or law enforcement was contacted and their response.
- Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.

Were there any injuries? Yes or No. Please explain:

- Were emergency medical responders other than law enforcement contacted, such as a Fire Department, Paramedics, On-site First-aid certified personnel? Yes or No. If yes, explain below:

Did the severity of the injuries require reporting to Cal/OSHA? If yes, document the date and time this was done, along with the name of the Cal/OSHA representative contacted.

A copy of this violent incident log needs to be provided to the employer. Indicate when it was provided and to whom.

_____

_____

_____

_____

This violent incident log was completed by:

Name:_____

Title:_____

Date:_____

Signature:_____

# Oasis Charter School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM: 10.10 ACTION: Over contract work, Executive Director, Dr. Natalie Zayas**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- Overage work for Administrative Assistant to assist with filing for new ED, preparing for the 2024-25 school year.
    - **Cathy Dozier**
        - Up to 7 days at $211.35 = $1,479.45
- Due to payroll, accounts payable and accounts receivable, the Office Manager exceeds the contract time allotted and needs an extension of days and pay for July, so operations continue.
    - **Grisela Macias**
        - Up to 12 days, payroll, accounts receivable and payable, get ready for school week at $284.89/day = $3,418.68
- Due to WASC report (due June 30, 24), agenda prep and board meeting June 25,2024, signing and submitting legal docs in the month of June, submitting final LCAP and data, other ED tasks, and transition time with a new ED:
    - **Natalie Zayas**
        - Currently 11 days over contract: $5,668.30
        - Up to 9 days June, at $515.30/day = $4,637.70
        - Up to 5 days transition with new ED in July, at $515.30/day = $2,576.50

**Administration Recommendation: Approve____X_____ Information_____**

**Person submitting item: Executive Director, Dr. Natalie Zayas**

# Oasis Charter School

## Board Agenda Supplemental Information

**TITLE OF AGENDA ITEM:10.11 ACTION: Class Size Maximum, Executive Director, Dr. Natalie Zayas**

**BOARD MEETING DATE**: May 28, 2024

**BOARD AGENDA ITEM INFORMATION**

- Kinder: 24
- Kinder/First Combo: 24
- First: 24
- Second & Third: 28
- Fourth - Sixth: 30

  Total Possible: 218

**Administration Recommendation: Approve____X_____ Information_____**

**Person submitting item: Executive Director, Dr. Natalie Zayas**