Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: Charter Update

BOARD MEETING DATE: September 24, 2024

BOARD AGENDA ITEM INFORMATION: This will be a regular item moving forward. It's important that Oasis is prepared for charter renewal before 6/30/27 as well as maintaining the charter between now and then. There are three key focus areas:

1) Student achievement
2) Financial condition
3) Operational compliance with state and federal laws as well as with the charter

The process for charter renewal will begin in the 2025-26 school year with the writing of the new charter. The charter will be submitted to the authorizer for review and approval by September 2026.

The current charter was submitted to the Salinas City Elementary School District and was denied. The charter was later authorized by the Monterey County Office of Education.

The charter petition submitted to Salinas City Elementary School District is attached for review.

The California Department of Education extended the length of all charter approvals by one year due to the pandemic giving Oasis a renewal date of 6/30/27.

Additional information on the charter renewal process is available on the California Department of Education's website: https://www.cde.ca.gov/sp/ch/renewalprocess.asp#terms

ATTACHMENTS: Oasis Charter Public School Charter Petition for the term July 1, 2021 - June 30, 2026 Submitted to Salinas City Elementary School District (Submitted November 13, 2020)

Administration Recommendation: Approve_____ Information___X____

Person submitting item: Annie Millar, Executive Director

UNDER CONSTRUCTION EDUCATIONAL NETWORK, Inc.

an educational non-profit, helping to build community understanding of learning and teaching

Oasis Charter Public School

A small school for kids with BIG ideas.

Charter Petition for the term July 1, 2021 – June 30, 2026

Submitted to Salinas City Elementary School District

Submitted
November 13, 2020

Table of Contents

Charter Petition Submission by the Lead Petitioner 1
Rationale for Renewal 2
Background 2
Recent Achievements 4
Curriculum and Instruction 5
Smarter Balanced Assessment Results: ELA, Mathematics, and English Learner Progress 13
Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2 16
Affirmations and Assurances 20
Element A: The Educational Program 23
Whom the school will educate 23
Mission and Vision 25
What it means to be an educated person in the 21st Century 26
How learning best occurs 26
Instructional Time at Oasis Charter Public School 32
Scope and Sequence 34
Teacher Professional Development 36
Serving Special Populations 38
English Language Learners 40
Instructional Model: Integrated and Designated ELD 41
English Learner Parent/Family Rights 46
Special Education Students and Student with Disabilities 47
Gifted Students 51
Element B: Measurable Pupil Outcomes 54
Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes 78
Element D: Governance Structure of the School 80
Element E: Employee Qualifications 85
Element F: Health and Safety 99
Lead Testing of School Water System 101
Food Service and Food and Beverage Advertising 101
Internet Safety Policy 101
Integrated Complaint and Investigation Procedure 102
Suicide Prevention 102
Immigration Policies 102

Comprehensive Anti-Discrimination, Harassment and Anti-Bullying Policies and Procedures 102
Cyberbullying Policy 102
Transportation Safety Plan 103
Element G: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance 104
Element H: Admission Requirements 106
Element I: Financial and Programmatic Audit 108
Element J: Pupil Suspension and Expulsion 111
Element K: Retirement System 130
Element L: Attendance Alternatives 131
Element M: Rights of District Employees 132
Element N: Dispute Resolution 133
Element O: School Closure Procedures 136

Charter Petition Submission by the Lead Petitioner

On behalf of the UCEN Board of Directors, and Oasis Charter Public School students, families, teachers, and staff, I respectfully submit this charter petition to the Salinas City Elementary School District Board of Trustees for approval of the five-year renewal term July 1, 2021 to June 30, 2026.

This charter petition includes the Rationale for Renewal, Affirmations and Assurances, a reasonably comprehensive description of the 15 required elements per Education Code Section 47605(b)(5)(A-O), and numerous appendices that provide supplemental information regarding the educational program, parent satisfaction, and community support.

Submitted by:



Lucette Zepeda
Executive Director and Lead Petitioner

11/13/20
Date

Rationale for Renewal

Oasis is fulfilling its mission of bringing together a diverse community and creating a constructivist, culturally relevant, and multicultural learning environment for children in grades kindergarten through six. Renewal of the Oasis charter will allow the school to elevate its trajectory of success over the next five years—July 1, 2021 to June 30, 2026.

This Rationale for Renewal is organized into the following sections:

- Background
- Recent Achievements
- Curriculum and Instruction
- Legal Requirement for Renewal

Background

Since its authorization in 2001 by the Alisal Union School District and opening in 2002-2003, Oasis has enjoyed a positive and collaborative relationship with the AUSD. For the past 19 years of operation, Oasis has served the greater Salinas community, providing a high-quality educational option that complements those provided by the encompassing districts.

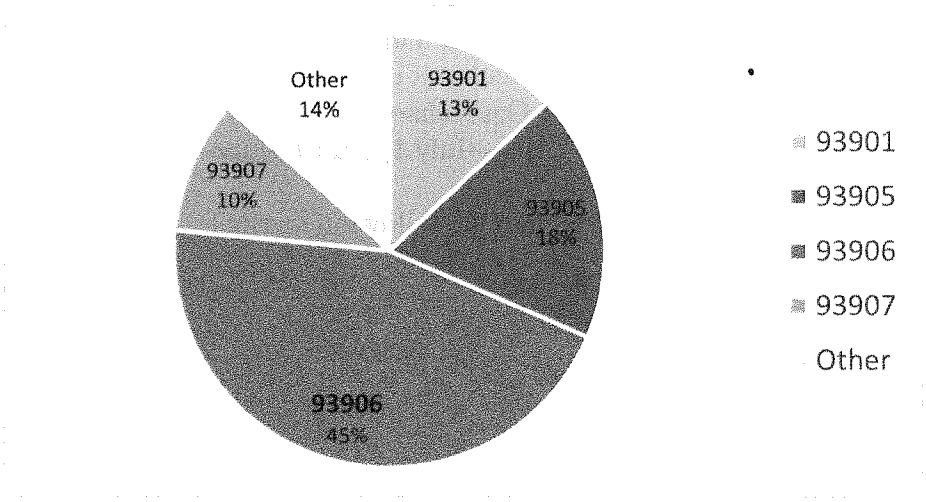
Oasis Charter Public School leases a single school site from a private third-party located entirely within the Salinas City Elementary School District's ("SCESD") boundaries at 1135 Westridge Parkway, Salinas, California 93907 (the "Site"). Oasis Charter Public School acknowledges that it attempted to locate within the Alisal Union School District's boundaries prior to the renewal of its charter for the 2017-2021 term, but no site was available; and that it notified SCESD, the Monterey County Office of Education, and the State Superintendent of the Site's location pursuant to Education Code sections 47605(a)(5) and 47605.1(d).

Per AB 1507, Oasis is required to submit its renewal charter petition for the 5-year term July 1, 2021 – June 30, 2026 to the authorizing district in which the school is located—Salinas City Elementary School District.

Student Demographics

The Oasis student body of approximately 220 learners is a diverse one that includes a range of ethnicities and socioeconomic status. The majority of students live within four Salinas City zip codes (93901, 93905, 93906, 93907), with 45% residing in the area corresponding to zip code 93906.

Figure 1: Oasis Student Zip Codes



According to the data from the 2014-2018 American Community Survey[1], for the Salinas zip code 93906:

Educational Attainment and Poverty

- 66.9% of people 25 years and over had at least graduated from high school
- 13.7% had a bachelor's degree or higher
- 33% did not complete high school
- 33%% of related children under 18 years of age live below the poverty line2

Home Language

- 66.6% spoke a language other than English at home
- Spanish was spoken by 60.5% of people at least five years old
- 30.4% reported that they did not speak English "very well"

Ethnicity

- Hispanic or Latino: 74.5%
- White (non-Hispanic): 14%
- African American: 0.5%

[1] https://www.census.gov/acs/www/data/data-tables-and-tools/narrative profiles/2018/report.php?geotype=zcta&zcta=93906

[2] Source: American Community Survey, 2019

The following table illustrates how the Oasis student body generally mirrors that of the community.

Table 1: Comparison Demographics

	2019-20 Student Enrollment	Qualify for Free or Reduced Price Meals	English Learners	Hispanic or Latino	White (non-Hispanic)	African American
Oasis Charter Public School	226	62.4%	31.4%	78.5%	9.2%	3.5%
Salinas City Elementary School District	8,566	77.9%	50.1%	91.1%	4.7%	0.5%
Monterey County	77,387	72.7%	34.2%	80.5%	12%	1.3%

Recent Achievements

Accreditation

Under the leadership of the School's current Executive Director, Oasis is on the path to receiving its first-ever school accreditation through ACS WASC—Accrediting Commission for Schools, Western Association of Schools and Colleges. The WASC visiting committee is scheduled to conduct an initial accreditation school visit and review on March 26, 2021.

> *The purpose of the Commission is to foster excellence in elementary, secondary, adult and postsecondary institutions, and supplementary education programs. The Commission encourages school improvement through a process of continuing evaluation and recognizes institutions through granting accreditation to the schools that meet an acceptable level of quality in accordance with the established criteria.*

AVID Certification

The 2019-20 year marks the fourth consecutive year Oasis has been recognized as an AVID-certified school. AVID (Advancement Via Individual Determination) is a program designed to assist schools in implementing effective systems and strategies, best instructional practices, and 21st century tools. Elementary students who participate in AVID programs are on a strong, supported path to college readiness and elevated academic outcomes.

Health & Wellness: Blue Zone Certification

By December 2020, Oasis expects to become Blue Zone certified as part of the Blue Zones Project Salinas which launched in 2019. Among the school's regular and daily student activities to promote health and wellness are frequent "brain breaks", lessons on nutrition, exercise/movement, and plant-based meal planning. Additionally, Oasis provides parent education on these topics and shares information regarding the current state of health factors in

Salinas, including the overincidence of diabetes in Monterey County: 1 in 8 persons versus 1 in 11 persons nationally.

Transition to Distance Learning

As with all schools during the COVID-19 pandemic, Oasis has risen to the challenge to provide a safe and supportive instructional program for its students, as well as provide a safe work environment for its teachers and staff. While the school has experienced a slight decrease in enrollment due to economic pressures that families in Salinas and around the country are facing, overall student enrollment is steady, engagement is high, and staff morale remains strong. Oasis' Learning Continuity and Attendance Plan outlines the collaboration and care the School's governing board and administrative team have taken to provide a virtual learning and work environment that places student learning, mental health, and public health protocols at the forefront of school operations.

Curriculum and Instruction

In preparation for submission of this renewal petition, and as part of the stakeholder-driven needs assessment process to develop the current Local Control Accountability Plan (LCAP), the UCEN Board of Directors and Oasis administrative team analyzed student achievement data, curricula and instructional resources, professional development needs, and the staffing plan to identify key priorities ensuring rigorous classroom instruction, high academic achievement, and a safe and equitable educational environment. As stated in the School's 2017-2020 LCAP, the three focus goals were:

1. **Hire qualified teachers to ensure implementation of the Common Core and the Next Generation Science Standards and local adopted programs.**

Among the School's 11 classroom teachers, four hold a clear California credential and five hold master's degrees. Additionally, the teacher retention rate has held steady at 100% for the past two years, a marked improvement from 70% in prior years. Oasis' ability to attract and retain highly-qualified teachers is the foundation of a well-trained, highly-engaged teaching staff that will benefit from the robust professional development program and just as importantly, build rapport with students and families.

2. **Grade level proficiency in core academic subjects and alignment with culturally relevant pedagogy.**

Oasis Charter Public School has maintained steady student achievement during its last charter term, despite facing and overcoming steep operational and leadership challenges. In 2016-17, the school was working closely with an educational consultant to increase academic achievement. Oasis implemented continuous professional development specifically aligned to meeting the School's goals, and the administrative team supported and coached teachers in utilizing effective teaching strategies. As a result, the school had great academic achievement that school year.

In 2017-18, Oasis continued to follow the professional development and coaching from the previous school year since it proved to be effective. However, due to then current leadership and uncertainty regarding the school's future, the school culture and community was at a loss and the focus shifted from academic achievement, to addressing the concerns around the school's leadership and what that meant for the future of Oasis. Unfortunately, the SBAC scores of the 2017-18 year reflect the uncertainty students and families felt.

In 2018-19, Oasis began a phase of positive recovery and growth. The UCEN governing board appointed a new executive director, who in turn recruited a new teaching staff. Together, the leadership team and teaching staff started to rebuild the school community, focused on providing training to the new group of teachers, and slowly began to work cohesively towards making academic gains. The scores reflected that the school's new leadership and teaching staff was able to reach meet its goals for English Language Arts. However, student achievement in Mathematics remained an area of development. As such, in 2019-20, Oasis invested additional time and energy into making schoolwide gains in mathematics through additional professional development and small-group instruction.

As with all schools, the COVID-19 pandemic induced school site closure in March 2020 and the SBAC was suspended. In the absence of SBAC scores for 2019-20, Oasis implemented NWEA MAP assessments in fall 2020. These beginning of year interim assessments provide a baseline of achievement that will be compared with the middle and end of year assessments and will inform the instructional focus over the School's five-year renewal term. Oasis anticipates growth to be reflected in the spring 2021 SBAC scores.

3. **Provide social-emotional skills, mental health services to ensure full and positive engagement to increase school attendance and positive social behavior.**

Oasis has added a Social Emotional Learning facilitator to its staff. This position provides training to other teachers and staff as well as sessions to students in small group settings as well as parents.[3] Additionally, the School provides individual student counseling per referrals or requests from administrators, teachers, and parents. The increase in social emotional support and mental health services for Oasis students has resulted in a decrease in classroom disruption and disciplinary action, increased student engagement, and increased student and parent satisfaction. At such time when the school returns to post-pandemic site-based instruction, it will continue to provide these much-needed services. In the 2019-20 year, Oasis provided a part-time counselor. In 2020-21, contracted counseling services are being provided virtually. In 2021-22, the school anticipates continuing virtual counseling services at such time students return to in-person learning.

Meeting these goals is predicated upon 1) strong governance, sound operations, and fiscal management, 2) continuous and relevant professional development to ensure effective instruction, and the utilization of standards-based materials, and 3) commitment to meeting the needs of the whole child.

[3] During distance learning the SEL facilitator provides virtual sessions to small groups of students and parents.

- **Governance, Operations, and Fiscal Management**

Through a system of checks and balances, Oasis maintains independent governance, compliant operations, and a strong fiscal position.

Governance
Oasis Charter Public School is governed by the Under Construction Educational Network (UCEN), an independent, non-profit 501c(3) organization that is led by a volunteer board of directors. UCEN provides strategic direction, approves policy and the annual budget, and delegates all day-to-day operations to the Oasis Executive Director.

In addition to the UCEN Board of Directors, the Executive Director receives input from the school's main advisory body, the Oasis Community Council (OCC). The purpose of the OCC is to guide, direct, and promote Oasis in accordance with the mission and vision as stated in this charter petition and to advise the UCEN Board of Directors and the Executive Director.

Operations
Oasis contracts with a business services provider ("back office") to perform budget, finance, accounting, and payroll services. The business services provider ensures the budget development process takes into account both environmental and local factors that may impact revenue, timely submission of state and federal reports, accurate accounting of revenue and expenditure, and application of checks and balances to all financial activities.

Additionally, the Oasis leadership team—comprised of school administrators, a teacher liaison, the RSP teacher, and a community liaison—developed and follow the monthly action calendar. This comprehensive calendar includes district, state, federal and local reporting and compliance deadlines. The leadership team's weekly review of this calendar ensures that the school continues to be timely and complete in all areas of compliance.

Fiscal Health
The Executive Director, with the support of the business services provider, presents to the UCEN Board of Directors an annual operating budget for approval. The budget ensures that the educational program is appropriately resourced with both instructional staff as well as a clean and safe facility, and the required supplies and equipment. Skilled budget management and solid operations have enabled Oasis to maintain a healthy fiscal reserve throughout its 19-year history. Additionally, over the past four years, the school has achieved "clean" audited financial statements that reflect the School's strong operations and fiscal health.

- **Continuous and Relevant Professional Development**

Relevant and continuous professional development is an integral part of supporting effective teaching and learning. At Oasis, professional development is led by the Executive Director, Instructional Coordinator, Educational Specialist, and or outside consultants and trainers. The Oasis instructional calendar includes approximately seven professional development days prior to beginning of the school year, several pupil-free days throughout the year, and one day at the

end of the year for critical reflection. Bi-weekly professional development meetings are held on an on-going basis. Teachers and staff receive professional development based on an annual sequence of topics and the needs of teachers and students. These topics include:

- AVID (Advancement Via Individual Determination)
- California Assessment of Student Performance and Progress (CAASP)
- Common Core State Standards (CCSS)
- 2012 English Language Development Standards
- Next Generation Science Standards
- Project GLAD (Guided Language Acquisition Design)
- Depth of Knowledge
- Reading comprehension strategies
- Text complexity
- Phonemic awareness and phonics
- Logical/mathematical reasoning
- Character education (*Love and Logic*)
- Distance learning platforms (e.g. Eureka Affirm, Seesaw, Zearn, Raz-Kids, Google Classroom)

- **Standards-Aligned Curriculum and Instructional Materials**

All students have access to grade level curriculum. Textbooks and other instructional materials are aligned to the California Common Core State Standards, Next Generation Science Standards, and the 2012 California English Language Development Standards.

Core Subject	**Textbook/Curriculum Adoption**
English Language Arts English Language Development	Reach for Reading (National Geographic) K-6 Reach for Reading Designated ELD (National Geographic), K-6
Mathematics	Eureka Math (Great Minds, Inc) K-6
Social Science	Social Studies Alive! (TCI), K-4 History Alive! Ancient World and Medieval World & Beyond (TCI), Gr 5-6
Science	Full Option Science System FOSS (Delta Education), K-6 Concepts and Challenges- Life Science (Pearson), Gr 5-6

- **Differentiated Instruction**

Teachers differentiate instruction for students performing below grade level, gifted students, English learners, and students with disabilities (per student's Individual Educational Program). Oasis provides academic interventions before and after school as well as during the instructional day.

- **Assessment System**

Oasis utilizes a comprehensive, standards-based, authentic assessment system to monitor student achievement. The assessment system includes the NWEA MAP assessments, Smarter Balanced Assessment Interim Assessments, writing rubrics and publisher-developed assessments.

NWEA MAP Assessments

In fall 2020, Oasis adopted the NWEA MAP (Measures of Academic Progress)[4] assessments as part of its assessment tools. NWEA assessments are nationally norm-referenced, providing Oasis with a validated, external assessment of student achievement and growth. The MAP Growth Interim assessments will be administered three times per year—beginning (BOY), middle (MOY), and end of year (EOY). As of this writing, the BOY interim assessment has been administered to all students in grades one through six.

The NWEA MAP (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. When a student correctly answers a question, the computerized assessment then provides a more difficult question. Conversely, if a student answers incorrectly, then an easier question is asked. This provides essential information about what students know and are ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions corresponding to depth of knowledge. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment to challenge higher-level students. The MAP assessments reveal precisely which academic skills and concepts students have acquired and what they are ready to learn. MAP assessments are grade independent and adapt to each student's instructional level to track achievement and identify trends to help with setting learning and lesson objectives.

[4] https://www.nwea.org/

Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler, that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; teachers and other instructional staff can see their precise learning level and respond accordingly.

Smarter Balanced Interim Assessments

Oasis teachers administer the SBA Interim Assessments using the Assessment Blocks for English Language Arts and Mathematics. The Blocks "focus on smaller sets of related concepts and provide more detailed information for instructional purposes."[5]

SBAC Interim Assessment Blocks—English Language Arts, Grade 3-6

Block	Block Name
1	Read Literary Texts
2	Read Informational Texts
3	Edit/Revise
4	Brief Writes
5	Listen/Interpret
6	Research
7	Informational Performance Task
8	Opinion Performance Task
9	Narrative Performance Task

SBAC Interim Assessment Blocks—Mathematics

Grade 3	Grade 4	Grade 5	Grade 6
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Numbers and Operations in Base 10	Ratio and Proportional Relationships
Fractions	Numbers and Operations in Base 10	Fractions	Geometry
Measurement and Data	Fractions	Measurement and Data	Expressions and Equations
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

[5] http://www.smarterbalanced.org/interim-assessments/

Writing Rubrics

Teachers support the development of strong student writing skills and content literacy through the use of rubrics.

Kindergarten student writing skills are assessed on a five-point scale for Sound-Letter Correspondence, Spacing, Handwriting, Content and Fluency, Sentence Structure, and Periods as End Marks.

Grades 1 – 2 student writing in four text types—Informative, Explanatory, Opinion, and Narrative—is assessed three times a year using a five-point rubric for each of the following components: Ideas and Content; Organization; Word Choice; Sentence Fluency; Conventions; Spelling; and Presentation.

Grades 3 – 6 student writing is assessed using the Smarter Balanced Assessment Consortium (SBAC) rubrics for Informational, Narrative, and Opinion performance writing tasks. The five-point rubric provides a platform to rate student ability to write with Organization and Purpose, Evidence/Elaboration, and Conventions.

Publisher-Developed Assessments

In addition to the writing rubrics used across the curriculum, each trimester Oasis teachers administer publisher-developed benchmark assessments in core content areas:

- ✓ English Language Arts/Development: Reach for Reading (National Geographic)
- ✓ Mathematics: Eureka (Great Minds, Inc)
- ✓ Science: FOSS (Delta Education); Concepts and Challenges- Life Science (Pearson)
- ✓ Social Studies: History Alive! and Social Studies Alive! (Teachers Curriculum Institute)

English Language Development Program (ELD)

Oasis provides an integrated and designated English Language Development program. The ELD Teacher provides designated, direct instruction to English learners during pull-out sessions as well as during push-in sessions during core instructional time. Additionally, the ELD Teacher trains and supervises an Instructional Aide who provides pull-out ELD support.

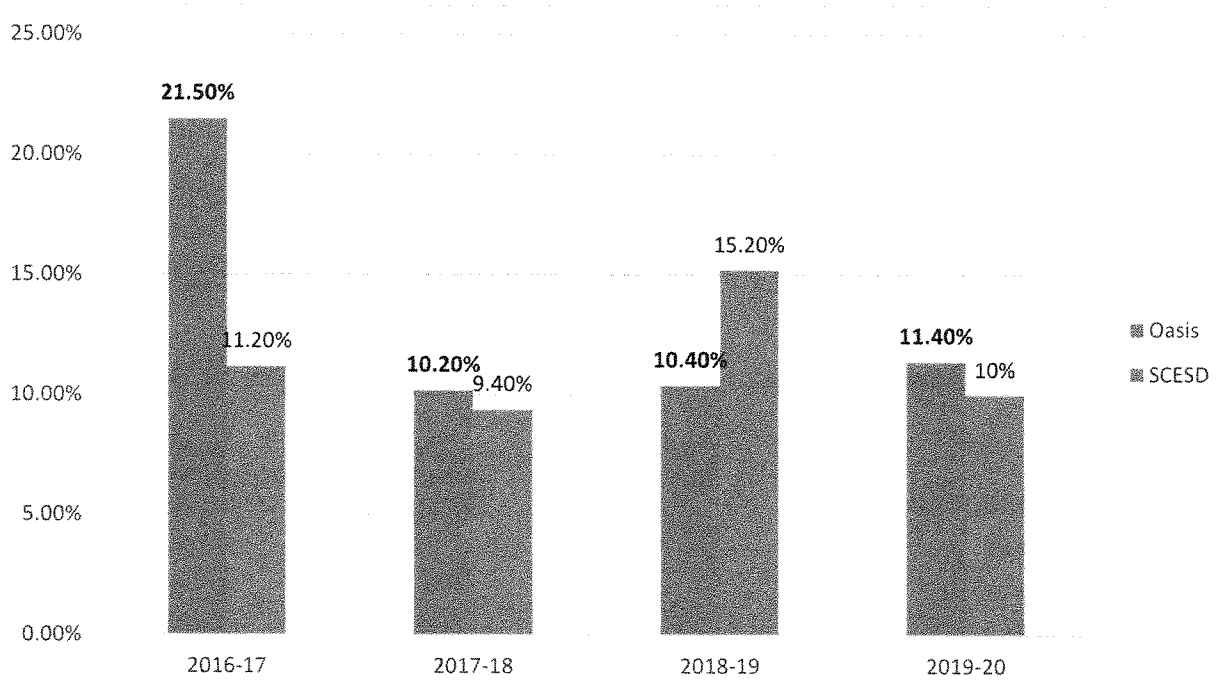
In integrated ELD, classroom teachers support the linguistic and academic achievement of English learner students by providing effective instruction grounded in the appropriate standards for English language development, English language arts, and the specific content area.

During designated ELD, English learners are grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. During the rest of the day, English learner students participate in heterogeneous groups with proficient English speakers. Designated ELD instruction time is used as a protected time where English learners

receive instruction that accelerates their English language and literacy development through (1) Intellectual Quality; (2) Academic English Focus; (3) Extended Language Interaction; (4) Focus on Meaning; (5) Focus on Forms; (6) Planned and Sequenced Events; (7) Scaffolding; (8) Clear Lesson Objectives; (9) Corrective Feedback; and (10) Formative Assessment Practices.

The table below shows Oasis' English learner reclassification rates have been comparable to that of SCESD over the past four years.

Table 2: Comparison of English Learner Reclassification Rates: Oasis and SCESD



- **Key Instructional Staff**

In addition to the leadership provided by the Executive Director, classroom teachers are supported by a cadre of instructional leaders and specialists.

The administrative team includes an Instructional Coordinator. The Executive Director and Instructional Coordinator conduct bi-weekly classroom observations and provide teachers with timely feedback to recognize and encourage effective teaching practices.

Other instructional specialists are the English Language Development Teacher and the Education Specialist/Case Manager. The Education Specialist/Case Manager provides direct services to students with an Individualized Education Plan (IEP) and with students receiving specialized instruction such as in the Response to Intervention (RtI) Program and GATE Program. The Education Specialist/Case Manager is responsible for supervising and managing the Special

Education program, and providing professional development to teachers and instructional staff to ensure understanding and mastery of knowledge and skills of students with exceptional needs.

Smarter Balanced Assessment Results: ELA, Mathematics, and English Learner Progress

Within the three-year time period 2016-17 to 2018-19, Oasis Charter Public School has compared relatively on par on the Smarter Balanced Assessments in English Language Arts and Mathematics with schools of residence in both the Salinas City Elementary School District and Alisal Union School District, despite the challenges Oasis faced and ultimately overcame during the 2017-18 year.

English Learner Progress

In the area of English Learner progress, Oasis Charter Public School students performed well compared to their Salinas City Elementary District and Alisal Union School District peers. In 2018, approximately 40% of Oasis English learners scored at Level 4 "well developed", and 83% scored at Level 3 or above.

Table 3: English Learner Progress (2018); Salinas City Elementary School District

ENGLISH LEARNER PROGRESS	LEVEL 1 (BEGINNING STAGE)	LEVEL 2 (SOMEWHAT DEVELOPED)	LEVEL 3 (MODERATELY DEVELOPED)	LEVEL 4 (WELL DEVELOPED)
Boronda Elementary	26.6%	9.4%	17.2%	46.9%
Laurel Wood Elementary	4.8%	16.3%	37.4%	41.5%
Oasis Charter Public Schools	**1.40%**	**14.90%**	**43.20%**	**40.50%**
Henry F. Kammann Elementary	6.8%	20.3%	38.9%	34.1%
Mission Park Elementary	6.3%	14.3%	46.4%	33.0%
Lincoln Elementary	9.4%	15.9%	42.4%	32.4%
Sherwood Elementary	15.2%	23.9%	29.3%	31.5%
Roosevelt Elementary	8.8%	20.5%	39.7%	31.0%
Monterey Park Elementary	17.8%	21.3%	32.0%	28.9%
Boronda Meadows	17.9%	16.9%	36.7%	28.5%
Los Padres Elementary	18.3%	21.0%	32.9%	27.9%
El Gabilan Elementary	15.1%	24.4%	37.0%	23.5%
University Park Elementary	23.4%	22.7%	30.5%	23.4%
Loma Vista Elementary	18.6%	22.6%	38.8%	19.9%
Natividad Elementary	18.9%	33.2%	35.7%	12.2%
Mean %	***14.0%***	***19.8%***	***35.9%***	***30.3%***

Table 4: English Learner Progress (2018), Alisal Union School District

ENGLISH LEARNER PROGRESS	LEVEL 1 (BEGINNING STAGE)	LEVEL 2 (SOMEWHAT DEVELOPED)	LEVEL 3 (MODERATELY DEVELOPED)	LEVEL 4 (WELL DEVELOPED)
John E. Steinbeck Elementary School	11.9%	14.4%	32.2%	41.6%
Oasis Charter Public School	**1.40%**	**14.90%**	**43.20%**	**40.50%**
Creekside Elementary School	16.2%	13.4%	32.5%	37.9%
Cesar E. Chavez Elementary School	9.2%	18.0%	40.1%	32.7%
Monte Bella Elementary School	9.40%	21.80%	40.10%	28.80%
Alisal Community	14.3%	21.0%	38.0%	26.7%
Jesse G. Sanchez School	13.6%	27.3%	35.4%	23.7%
Fremont Elementary School	17.1%	24.8%	35.3%	22.9%
Dr. Oscar F. Loya Elementary School	20.4%	23.8%	33.4%	22.5%
Virginia Rocca Barton Elementary	21.70%	22.00%	34.50%	21.70%
Bardin Elementary School	17.1%	31.0%	33.7%	18.2%
Frank Paul Elementary School	21.6%	25.4%	35.9%	17.0%
Martin Luther King Jr. Academy	22.70%	24.30%	37.50%	15.50%
Mean	***15.1%***	***21.7%***	***36.3%***	***26.9%***

Smarter Balanced Assessment Results

The data below compares the scores (grades 3-6 combined) of Smarter Balanced Assessment test takers at Oasis in 2019 to students in both Salinas City Elementary School District and Alisal Union School District.

Table 5: SBAC English Language Arts, Percentage of Students Meeting or Exceeding Standard

	2016-17	2017-18	2018-19
Oasis Charter Public School	32.97%	15.53%	26.09%
Salinas City Elementary School District	27.55%	30.23%	31.86%
Alisal Union School District	28.38%	30.73%	34.66%

Table 6: SBAC Mathematics, Percentage of Students Meeting or Exceeding Standard

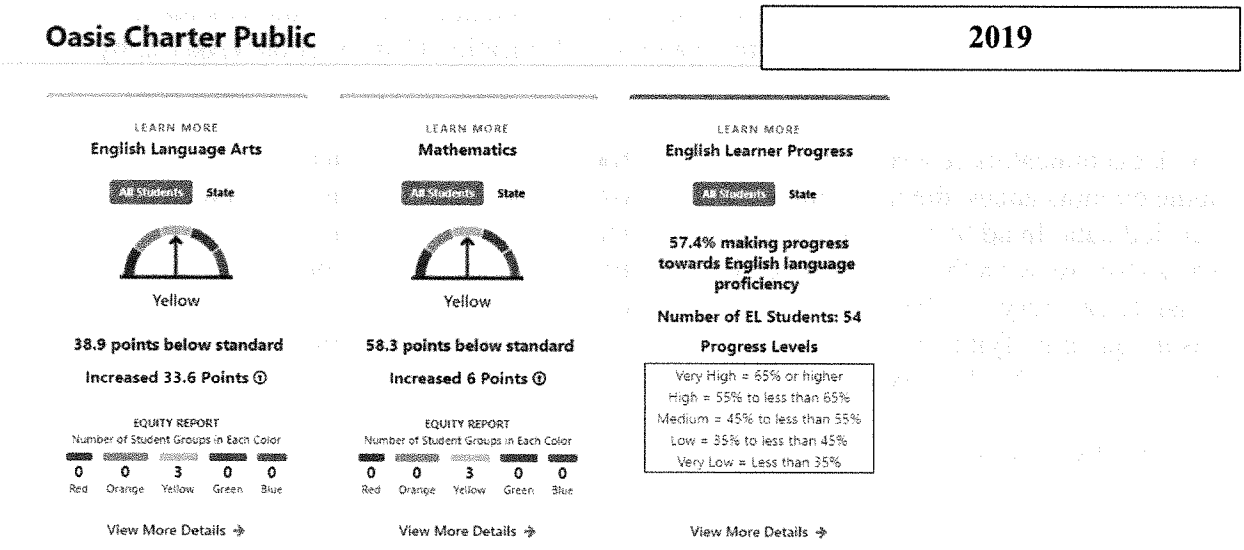
	2016-17	2017-18	2018-19
Oasis Charter Public School	21.98%	16.35%	16.52%
Salinas City Elementary School District	18.32%	21.98%	26.46%
Alisal Union School District	21.24%	22.60%	27.70%

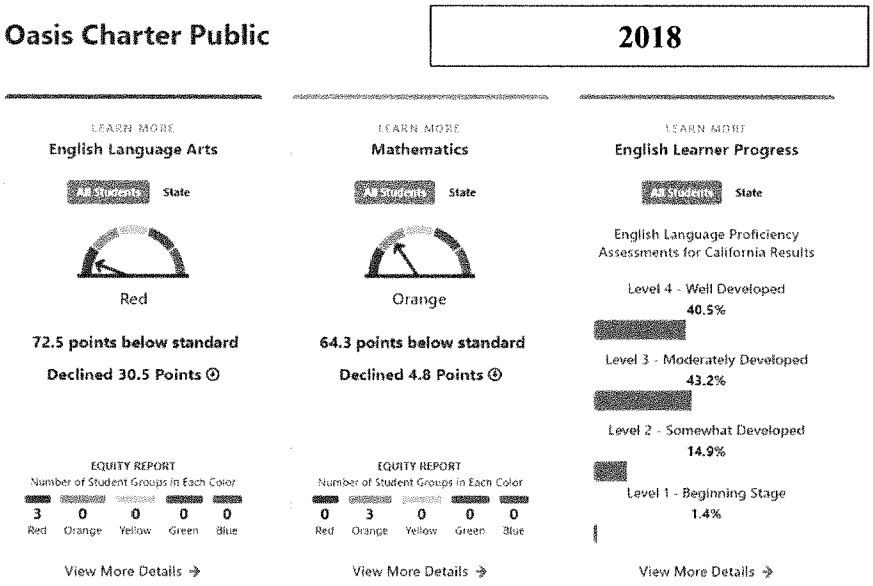
The data show that Oasis is recovering the performance level in English language arts since the decline in 2017-18 and holding steady in Mathematics, making incremental progress in this area of development. All told, the SBAC results indicate that Oasis students are performing largely on par with their peers in two districts.

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2

Oasis Charter Public School is rated in the Middle Track for renewal by the California Department of Education based on Oasis' California School Dashboard results over the past two years.

- Overall, Oasis' Dashboard results demonstrate recovery and substantive growth in English Language Arts, increasing by 38.9 points between 2018 and 2019, regaining performance levels that dropped during the turbulent 2017-18 year.
- Mathematics scores showed modest growth, increasing six points in the past two years.
- Of note is the English Learner Progress Indicator, which shows a status of High for 2019, with 57.4% of EL students making progress towards English language proficiency.





As demonstrated below and throughout Element 1, pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the Oasis Charter Public School state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data. In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. As noted above, Oasis fits into the "middle performing" tier, and is eligible for charter renewal, as demonstrated below.

Specifically, Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. "Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career

readiness indicator." (Education Code Section 47607(c)(3).)

The following tables display Oasis' schoolwide Dashboard state indicators and, for comparison purposes, SCESD's for the 2017-18 and 2018-19 school years.

	2017-18		2018-19	
Indicator	**Oasis**	**SCESD**	**Oasis**	**SCESD**
English Language Arts	RED	YELLOW	YELLOW	YELLOW
Mathematics	ORANGE	YELLOW	YELLOW	YELLOW
Suspension Rate	GREEN	YELLOW	BLUE	GREEN

Table 7: Oasis Charter Public School Dashboard Local Indicators, 2018 and 2019

Local Indicator	**2018 Result**	**2019 Result**
Basics: Teachers, Instructional Materials, Facilities	Standard Not Met	Standard Met
Implementation of Academic Standards	Standard Not Met	Standard Met
Parent and Family Engagement	Standard Not Met	Standard Met
Local Climate Survey	Standard Not Met	Standard Met
Access to a Broad Course of Study	Standard Not Met	Standard Met

Oasis did not self-report its Local Indicator status in 2018 due to the transition in leadership and transfer of information from the previous school administrator. This led to the Local Indicators not being submitted in 2018 and therefore scored as "standard not met". To ensure compliance with reporting requirements beginning in 2019 and going forward, Oasis has developed and is implementing an annual calendar of reports, which is reviewed weekly by the school's leadership team.

In looking at the state Dashboard indicators of academic performance for the most recent two years prior to renewal (notwithstanding no Dashboard for 2020)—2017-18 and 2018-19—Oasis Charter Public School does meet the charter Renewal Standards Pursuant to Education Code Section 47607.2

Oasis Charter Public School has served the greater Salinas community for 19 years, and has demonstrated its renewed commitment to raising academic achievement of all students by:

- Implementing a standards-based curriculum monitored through regular, authentic assessments.

- Providing teachers with relevant professional development, and mentoring by the administrative team, which is led by the Executive Director and Instructional Coach.

- Supporting students who have increased need—including English learners, students with disabilities, and gifted students—by providing access to grade-level curriculum, academic intervention, and designated support from the English Language Development Teacher and Educational Specialist.

As a community-based school, Oasis enjoys strong support from parents and families, many of whom have several children enrolled in the school and or are parents of alumni. The UCEN Board of Directors, and Oasis teachers, staff, and administrative team look forward to a continued partnership with the Salinas City Elementary School District over the next five years to serve this wonderful community of students, parents, and families.

***

Affirmations and Assurances

Oasis Charter Public School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Shall be deemed the exclusive public school employer of the employees of the Oasis Charter Public School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- Shall admit all students who wish to attend the Oasis Charter Public School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as provided in Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be extended only in accordance with Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). Any preferences extended shall be approved by the chartering authority at a public hearing, preferences shall be consistent with federal law, the California Constitution and Education Code section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities

including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The governing body may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes and regulations in the same manner as a governing board of a school district. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. California Education Code Section 47605(e)(3)]

- Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reasons, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(e)(4)(A)]

- Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]

- Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to,

academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(e)(4)(C)]

- Shall post on the school's internet website a notice of the requirements of Education Code Section 47605(e)(4) and provide a parent or guardian, or pupil if the pupil is 18 years of age or older, a copy of the notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; Before conducting an enrollment lottery; Before disenrollment of a pupil. [Ref. California Education Code Section 47605(e)(4)(D)]

- Will follow any and all other federal, state, and local laws and regulations that apply to the Oasis Charter Public School including but not limited to:

  - The Oasis Charter Public School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

  - The Oasis Charter Public School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

  - The Oasis Charter Public School shall comply with any jurisdictional limitations to locations of its facilities.

  - The Oasis Charter Public School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

  - The Oasis Charter Public School shall comply with all applicable portions of the Elementary and Secondary Education Act.

  - The Oasis Charter Public School shall comply with the Public Records Act.

  - The Oasis Charter Public School shall comply with the Family Educational Rights and Privacy Act.

  - The Oasis Charter Public School shall comply with the Ralph M. Brown Act, the Political Reform Act, and Government Code sections 1090, *et seq.*

  - The Oasis Charter Public School shall meet or exceed the legally required minimum of school days.

Element A: The Educational Program

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **Ed. Code § 47605(c)(5)(A)(i).**

"The annual goals for the charter school and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **Ed. Code § 47605(c)(5)(A)(ii).**

Whom the school will educate

Oasis Charter Public School (OCPS) is a school that fosters community and serves as a crossroads for the larger community. Our student population draws from across several communities in the Salinas Valley. Oasis has attracted families who believe that there are social and academic advantages to creating a cultural mix of children. It is our understanding that learning happens in the context of family and community as well as in a school setting. We have created a community of learners which not only provides for children but provides opportunities for the adults involved in the lives of our students to learn the skills needed to support the success of their children. Oasis serves children from Kindergarten through sixth grade

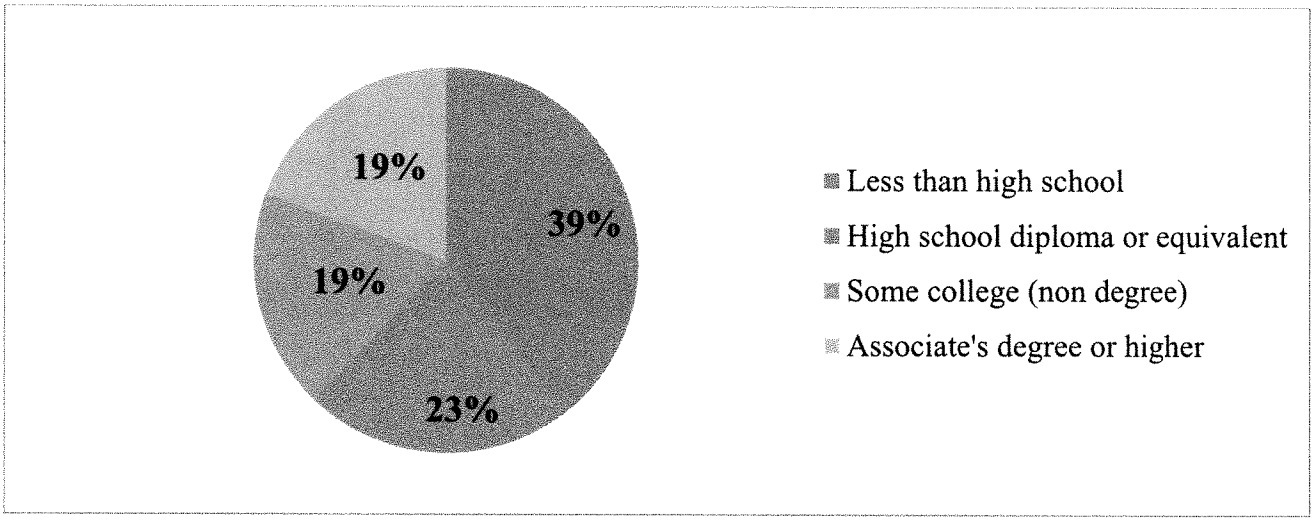
The Surrounding Community

Currently, 95% of Oasis students live within the Salinas City zip codes of 93901, 93905, 93906, 93907, and 93908. The following statistics for race and ethnicity, home language, poverty levels, and educational attainment are from the U.S. Census Bureau, 2009-2013 5-Year American Community Survey:

> **Race and Ethnicity:** The racial and ethnic demographics of this area are 76.1% Hispanic or Latino, 14.6% White, 6.7% Asian, and 1.3% African American.
>
> **Home Language:** Within this area, 68.5% of individuals aged five years and older speak a language other than English, with 63.9% speaking Spanish or Spanish Creole. Of those who speak Spanish or Spanish Creole, 58.3% speak English "less than very well".
>
> **Poverty Levels:** In this area, 29.6% of related children under 18 years of age live below the poverty line.
>
> **Educational Attainment:** In Salinas City, 28.4% of persons aged 18 to 24 years have attained less than a high school diploma or equivalent. For persons aged 25 years and

older, 22.6% are high school graduates (or equivalent), 18.5% report some college (non-degree), and 19.4% report an associate's degree or higher.

Figure 2: Salinas City Educational Attainment of Persons Age 25 or Older



Student Demographic Data

Oasis Charter Public School serves approximately 220 students in grades kindergarten through six. Our small-school environment supports personalized learning, and positive student-family-school relations. In the 2019-20 year, the school's student body was:

- Latino: 78.8%
- White: 9.7%
- African American: 3.5%
- Filipino: 3.1%
- English Learner: 31.4%
- Students with Disabilities: 7.9%
- Socioeconomically Disadvantaged: 65%

The Oasis enrollment plan for the five-year period beginning with the 2021-2022 school year is detailed in the following table:

Table 7: Enrollment Projections by Grade

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
Kinder	35	35	40	45	45
Grade 1	30	35	35	35	40
Grade 2	40	35	35	30	30
Grade 3	35	35	30	35	25
Grade 4	25	25	30	25	35
Grade 5	25	25	25	30	25
Grade 6	25	25	25	25	30
Total	**215**	**215**	**220**	**225**	**230**

Mission and Vision

Our mission is to bring together a diverse community and to create a constructivist, culturally relevant, and multicultural learning environment for children in grades kindergarten through six. Through integrated project-based activities as well as direct instruction, group decision-making and family-based opportunities, Oasis Charter Public School fosters the development of responsible citizenship skills, literacy, logical thinking, creative problem-solving, and the ability to represent one's ideas in a variety of ways. Our students are able to raise questions, identify and evaluate options, and access the information necessary to find answers. This program equips our students with the skills necessary to fulfill their personal aspirations and advocate for the common good.

Our vision is for Oasis Charter Public School to be a place where children reap the benefits of a small-school environment based on constructivist learning theory. The school is a place where children come together from all areas of the Salinas Valley, resulting in a deeper understanding of themselves and of the value of diversity. Children at Oasis will learn in the context of a multicultural student body and rich community experiences. Through children's strengths, interests and curiosity, teachers create an integrated, project-based curriculum. Through this approach, all children will learn and develop a love of learning.

The school is a cooperative effort of like-minded teachers and families. This partnership is built on a shared understanding of how children learn and develop and what it means to be an educated person. The partnership between teachers and families provides children with the support and solid foundation necessary to reach their maximum potential.

At Oasis Charter Public School, we believe that skill development and academic achievement can be best realized when learners are actively engaged in solving problems generated by their own needs and interests. Therefore, the work of the adult community is to create an environment

and curriculum that weaves academic skills and content into children's genuine interests and life experiences.

All aspects of the program are based on a belief that logical/mathematical knowledge and the knowledge of building cognitive relationships, is individually constructed by the learner and is directly influenced by the experiences children both bring to and have in school. The program at Oasis is based on respect for students, their innate curiosity, their capacity to learn, and the interests, knowledge, language and cultural values they bring to school. By involving children in multicultural groups, our students develop respect for learners of backgrounds and cultural realities. We continue to believe that mastering a second language is of great value and equips students with the knowledge necessary to participate in a pluralistic society. Opportunities for shared decision making in this setting provide students with the practice they need in order to learn to evaluate options and make informed choices.

Educational Philosophy

What it means to be an educated person in the 21st Century

An educated person is a self- motivated, competent life-long learner. Oasis Charter Public School provides an educational environment that enables children to identify their own questions and equips them with the skills necessary to find answers to those questions. A well-educated individual is one who is highly skilled, bilingual and able to identify problems, raise questions, and work with others to find possible solutions. Well-educated citizens can evaluate options, and make important choices. These skills include traditional academic skills as well as social and moral skills in preparation for responsible participation in a democracy. Such an individual will know how to, fulfill her/his aspirations and advocate for the common good.

How learning best occurs

The mission of the Oasis Charter Public School is to educate responsible citizens for a democracy. Oasis brings together a diverse community to create a constructivist, culturally relevant, and multicultural learning environment for children in the elementary grades of the Salinas Valley. This setting provides integrated, in-depth multi-disciplinary learning projects. Through integrated-project-based activities as well as direct instruction, group decision making, and family based learning opportunities, OCPS fosters the development of responsible citizenship skills, literacy, logical thinking, creative problem solving, and the ability to represent one's ideas in a variety of ways. Our students are able to raise questions, identify and evaluate options, and access the information necessary to find answers. Oasis students are independent thinkers, capable of representing their own ideas as well as open to the ideas of others.

Collaboration and Relationship-building

Oasis Charter Public School has a school schedule that allows significant time for teacher collaboration, professional development, family participation, and effective use of community resources. We support the belief that high-quality personalized teaching requires that teachers

have time for reflection, professional discussion with colleagues, and building relationships with families through home visits and involvement in the community.

At Oasis, all curricular, social and moral expectations are based on an understanding of human development theories and guided by the Common Core State Standards.

All children bring unique life experiences to school. It is these experiences which influence their understanding of the world. The role of the adults who interact with children is to provide personally and culturally meaningful experiences so that children can build on their life experiences to reach a deeper level of understanding. Children at Oasis learn the skills necessary, (reading, math, science, creative and, performing arts, social sciences and social skills), to investigate, explore, create, and consequently construct new knowledge. Children construct their own understandings based on both the experiences they bring to school and the experiences they have in school.

Constructivism

Constructivism is the primary theory of learning that drives the vision of Oasis. This theory of Constructivism is not a method of teaching, but rather a theory which explains the process by which all humans learn. The theory explains learning as a process of taking new information gained through experience and adapting existing ideas in order to construct new knowledge. The theory proposes that individuals are constantly learning through the processes of assimilation and accommodation. What humans learn is directly influenced by their stage of development as well as by the people, materials, and experiences they encounter.

At the core of constructivism are the notions of intellectual and moral autonomy. Intellectual autonomy is the ability to think and make decisions for one's self, while taking into consideration the viewpoints of others. Moral autonomy is the ability to make decisions for one's self while considering the impact those decisions may have on the larger community. We see the development of both intellectual and moral autonomy as essential to the goals of Oasis. At Oasis, we have created accepting diverse community environment which provides children with the real world experiences they need to become critical thinkers, problem solvers and advocates for the common good. We see these as skills needed by responsible citizens in a democratic society.

S.T.E.A.M. Curriculum

Oasis Charter Public School fosters student engagement and achievement through the implementation of a S.T.E.A.M. curriculum that interconnects science, technology, engineering, and arts, and mathematics across all disciplines, including, language arts and social studies. Through these five interdisciplinary lenses, Oasis provides an inquiry-based instructional model with real-world context. The teaching and learning emphasis is on design and problem-solving that leads to applications.

As a school community, we are creating partnerships with colleges, universities, aerospace and engineering outreach programs, and arts-institutions to provide real-world learning experiences, creating the foundation for future pursuit of STEAM education which will prepare and inspire generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving.

Instructional Technology

Instructional technology is utilized throughout the curriculum and offered through integrated and designated programs as part of the School's master schedule. Each classroom has a set of laptops and iPads to facilitate small group instruction. Additionally, the school has a 1:1 student to device ratio. Technology hardware includes wireless access points, document cameras, LCD projectors, and printers. Oasis Charter Public School follows a technology scope and sequence adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards. This scope and sequence fosters the following abilities and skills:

Table 8: Digital Literacy and Technology Skills

Digital Literacy Categories	Technology Skills
1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.	a. Basic Operations b. Word Processing and Desktop Publishing c. Database Spreadsheets d. Internet, Networking, and Online Communication e. Multimedia and Presentation Tools Web Authoring
2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.	a. Ethics b. Classroom and Society c. Health and Safety
3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation	a. Research b. Problem Solving c. Communication and Collaboration

The entire technology scope and sequence is included as an appendix to this petition.

Integrating Theory and Practice

Our commitment to equity and a belief that all children must be valued for who they are and the deep cultural identity they bring to the school assists us in the creating a program that truly honors diversity. We have created a culturally sensitive, inclusive curriculum. Our curriculum is academically rigorous and prepares children to become active participants in a democratic society. Decisions at Oasis are guided by the following principles and practices which reflect the tenets of human development theories consistent with constructivism.

1. **Children learn through play with the opportunity to expand their knowledge while pretending, exploring, practicing and inventing. (Jones, Nourot, and others)**

   In play, children learn to negotiate, cooperate and resolve problems. Through play, children learn to read the world. Children's understanding of concepts is reflected in their play. More complex concepts generate more sophisticated play. In different kinds of play situations, (games with rules, socio-dramatic play, and creative play) children engage in: debating, sharing, discussing, explaining, labeling, and representing their thinking in various ways. Using these skills children learn to express themselves appropriately as well as to consider other people's points of view. At Oasis teachers use their observations of play to assess children's interests, understanding and thinking.

2. **Humans have an innate need to understand their surroundings and learn by grappling with what really matters to them. (Dewey)**

   Capitalizing on children's natural curiosity about the world, teachers weave children's interests and Common Core standards together in order to create a curriculum meaningful to children. For instance, a group of students may decide they are curious about firefighting. The study of this interest could include visiting a fire station, inviting a fire fighter to school, reading, writing and calculating about such topics as combustion, safety, history, the costs of firefighting, the careers related to firefighting as well as the community system of related emergency services.

   In the early primary classes each day will include one or more uninterrupted blocks of time for child initiated activities. Teachers will provide a wide array of materials and activities from which children can choose. Through offering a choice of a variety of materials and activities, such as sand, water, puzzles, games, arts, and projects, children will be introduced to new experiences.

3. **Learning requires interaction between children and the physical and social environments. (Vygotsky and Piaget)**

   At Oasis, opportunities for peer exchanges are an integral part of everyday. Activities are planned to provide whole class and small group learning opportunities as well as time for individual work and reflection. The school's organization is flexible so that the teachers can work together to support a wide variety of activities. Class meetings are the norm and are

regularly scheduled so that they serve as forums for group decision making and problem solving. The adult's role is to create and continually recreate a social and physical environment that challenges the development of intellectual and social skills.

4. **Children need to have safe and caring relationships with adults and the other children. (Sylwester, Jensen, and others)**

   The staff at Oasis Charter Public School is aware of the neurological relationship between emotions and learning. Each child's emotional state and well-being is taken into consideration during interactions with adults. Adults strive to model the importance of sensitivity and empathy. Learning to resolve both intellectual and interpersonal conflicts in an emotionally safe environment provides children the necessary support to state their point of view, take risks and make mistakes.

5. **Children become independent thinkers and problem solvers when they are given responsibility and held accountable for their decisions. (Piaget, Erikson, Kamii and others)**

   As life in a democratic society is dependent on citizens being able to make informed choices, it is crucial that children have practice making age appropriate and authentic choices. At Oasis Charter Public School, children have opportunities to make these choices. These include topics of interest to be studied and enrichment activities to be pursued at Oasis, children receive support for their choices, learn how to be responsible, and to follow through with individual and group decisions.

6. **Children bring their personal knowledge, beliefs, life experiences, language and culture to any learning experience. (Erikson, Piaget, Vygotsky, Nieto, Valdes, Sleeter, and others)**

   All decisions made at Oasis are based on respect for the interests, viewpoints, and needs of children. The Oasis program seeks to build a connection of home, school and community. Parents, grandparents, and other family members are invited and encouraged to participate in special events as well as in the daily routine of the school. Each Oasis family is visited in their home annually by their child's teacher. The home visits provide teachers a broader understanding the child in the context of their family, culture and community.

   Opportunities are provided for members of the adult community to share information about their work, interests, culture and customs. There are regularly scheduled field trips into the community. Communication between the school and the home is vital to the success of the children and to the success of the school. This communication will include home visits, family conferences, adult education opportunities, class newsletters, weekly updates from the office and informal discussions.

7. **First language support is essential for academic and cognitive development as well as for first and second language development. (Freeman, Krashen and others)**

It is our belief that being successful reader requires a strong vocabulary. We will teach to children's strengths so that they can learn the skills of reading in a language they best understand. These skills can then be used in order to become literate in their second language as appropriate.

8. **Emphasis is on learning for understanding. There are many ways to solve any problem and inventing alternative solutions leads to deeper understanding. (Kamii, Piaget and others)**

   Children will learn that there are a variety of ways to solve any given problem. We believe that children working together to solve problems learn from each other. Adults at Oasis listen to and follow children's thinking as the children learn to explain their reasoning and points of view.

Instructional Time at Oasis Charter Public School

Academic Calendar and Schedules

Oasis Charter Public School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

Currently, the regular school day begins at 8:30 a.m. and ends at 3:15 p.m. Minimum days are held on Wednesdays, and end at 12:30 p.m. The actual bell schedule may change from time to time, however the School will continue to meet the required number of instructional minutes and school days annually.

Sample Daily Schedules

Table 9: Sample Kindergarten Schedule

Time	Class/Activity
8:30 – 8:45 a.m.	Class meeting
8:45 – 9:30 a.m.	Mathematics
9:30 – 9:50 a.m.	Recess
9:50 – 10:15 a.m.	Physical Education
10:15 – 11:30 a.m.	Core
11:30 – 11:50 a.m.	Recess
11:55 – 12:15 p.m.	Lunch
12:15 – 12:30 p.m.	Core
12:30 – 1:00 p.m.	Technology or Drama
1:00 – 2:30 p.m.	Core
2:30 – 3:00 p.m.	Music or Art

Table 10: Sample Grade 1/2 Schedule

Time	Class/Activity
8:30 – 8:55 a.m.	Class meeting
8:55 – 9:50 a.m.	Mathematics
9:55 – 10:15 a.m.	Recess
10:15 – 10:55 a.m.	Physical Education
10:55 – 11:30 a.m.	Music or Drama
11:30 – 11:55 a.m.	Art or Technology
11:55 – 12:15 p.m.	Recess
12:20 – 12:40 p.m.	Lunch
12:40 – 3:15 p.m.	Core

Table 11: Sample Grade 3/4 Schedule

Time	Class/Activity
8:30 – 8:45 a.m.	Class meeting
8:45 – 10:00 a.m.	Mathematics
10:00 – 10:40 a.m.	Core
10:40 – 11:00 a.m.	Recess
11:00 – 12:20 p.m.	Core
12:20 – 12:40 p.m.	Recess
12:45 – 1:05 p.m.	Lunch
1:05 – 1:35 p.m.	Music or Art
1:35 – 2:00 p.m.	Physical Education or Drama
2:05 – 2:45 p.m.	Technology
2:45 – 3:15 p.m.	Core

Table 12: Sample Grade 5/6 Schedule

Time	Class/Activity
8:30 – 8:45 a.m.	Class meeting
8:45 – 9:45 a.m.	Mathematics
9:45 – 10:40 a.m.	Core
10:40 – 11:00 a.m.	Recess
11:00 – 12:20 p.m.	Core
12:20 – 12:40 p.m.	Recess
12:45 – 1:05 p.m.	Lunch
1:05 – 2:00 p.m.	Technology
2:00 – 2:30 p.m.	Physical Education or Music
2:30 – 3:15 p.m.	Drama or Art

Scope and Sequence

Oasis Charter Public School follows a scope and sequence that is aligned to the Common Core State Standards, the Next Generation Science Standards, and the California State Social Studies Standards. Teachers implement a rigorous, standards-based curriculum using the following textbooks and instructional materials:

Table 13: Content Area Textbooks

Grade	English Language Arts and ELD	Mathematics	Social Science	Science
Kinder	Reach for Reading (National Geographic) Reach for Reading Designated ELD (National Geographic)	Eureka Math (Growth Mind, Inc.)	Social Studies Alive! (Teachers Curriculum Institute)	Full Option Science System FOSS (Delta Education) Grades K-6 Concepts and Challenges- Life Science (Pearson) 5th & 6th
1st				
2nd				
3rd				
4th				
5th			History Alive! Ancient World and Medieval World & Beyond (Teachers Curriculum Institute)	
6th				

Additionally, the School's scope and sequence supports inquiry-based learning, and is grounded by essential questions for each grade level. These essential questions include:

Kindergarten

What happens at school? What does a good citizen do? Why do we have rules? Who are the people that work at my school? How do our senses help us experience the world?

Grade 1

When is something alive? How do plants and animals use their external parts to help them survive, grow and meet their needs? How do plants' and animals' environments influence their development?

Grade 2

What are our responsibilities to each other? How is money valued in different cultures? Why are laws important? Why is money important and useful in our society?

Grade 3

What's the best way to get things done? How does an ecosystem function? When an environment changes in ways that affect a place's physical characteristics, what happens to the animals and plants that live there?

Grade 4
Why learn about other places? How do the various regions of California affect human activity? How does landscape change over time? How do living things affect the physical characteristics of their regions?

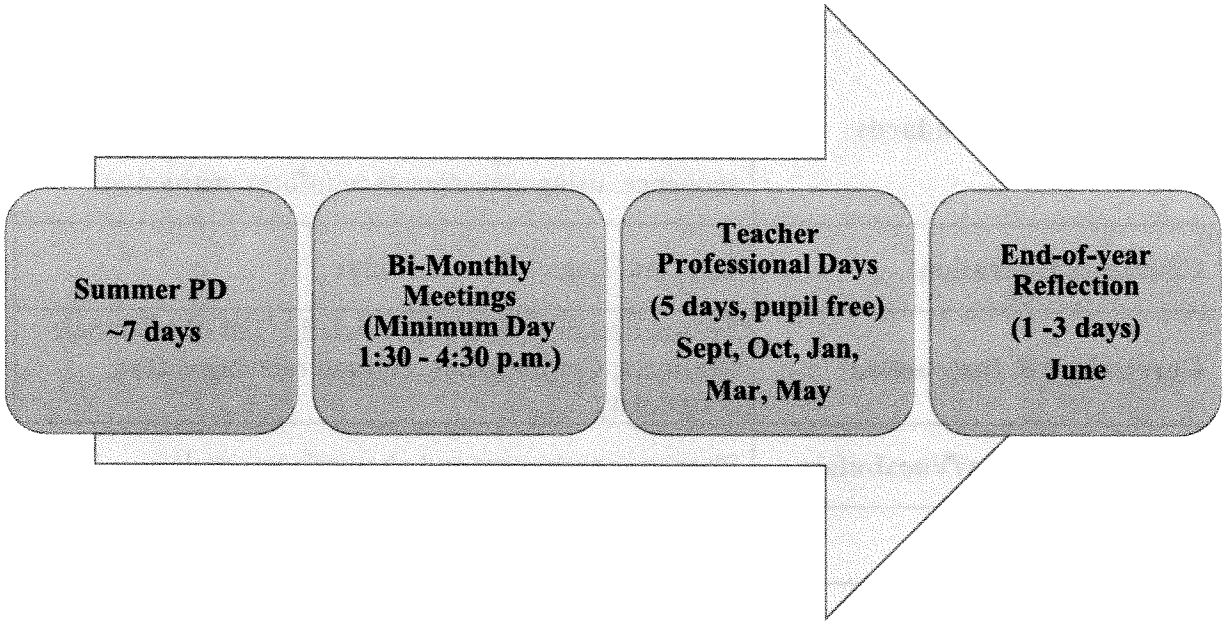
Grade 5
How can one idea change your future? How do communities use science ideas to protect the Earth's resources and environment? Why is it necessary to continue scientific investigations about planet earth and space?

Grade 6
Why do people take a stand? How are major events related to one another in time? How do you know if a source is credible?

Teacher Professional Development

Oasis Charter Public School provides comprehensive and continuous professional development throughout the school year, beginning with approximately seven days of training before the first day of school, continuing throughout the year with bi-weekly meetings, pupil-free days, and culminating with a reflection day at the end of the school year. For instance:

Figure 3: An Example of the Oasis Professional Development Timeline



Professional development is led by the Executive Director, Instructional Coordinator, Educational Specialist, and or outside consultants and trainers. The bi-weekly professional development meetings are guided by the following structure:

Key Learning: For each meeting, professional development objectives are planned and documented in a written agenda.

Focus: Provides for intention and reflection of teaching and weekly activities. This may be an inspirational quote, topic, or video.

Check-in: Check-ins enable teachers and staff to leave the day-to-day stress and focus on the meeting content and activities.

Professional Development: Every other week, teachers and staff receive professional development based on an annual sequence of topics and the needs of teachers and students.

Business: New business topics are presented and actions items are developed.

Closing: Review of agenda, business tabled for next meeting, and action items that need to be reviewed.

Professional Development Topics

The following table lists some of the annual professional development topics, which are supplemented by topics identified and requested by teachers and staff. The School's 2015-16 professional development calendar is provided as an appendix to the petition.

Table 14: Sample Professional Development Topics

Assessments & Standards	Aligning units of study with assessments, CAASPP, CCSS; academic reporting system, progress reports and student narratives; quarterly benchmarks; scope and sequence; using assessments to inform instruction
Character Education	Love and Logic; class meetings
Curriculum & Instruction	Lesson design, Depth of Knowledge (DOK), Socratic Seminars, Cornell notes, cultural relevancy, text complexity
Decoding/Fluency/Vocabulary	Phonemic awareness and phonics[6]; vocabulary
English Learners	ELPAC ;ADEPT[7], EL reclassification, new ELD standards[8], Project GLAD
Literacy	Reach for Reading; Step Up to Writing; Daily 5; schoolwide strategies for reading non-fiction text; reading fiction; reading comprehension strategies; reading assessments; read alouds
Mathematics	Eureka Math, logical/mathematical reasoning
Operational	Employee handbooks, mandated reporting; emergency drills and procedures; standards/protocol for communicating with families
School Culture	Behavior modification; classroom management, Love and Logic, professional values
Science	FOSS; Next Generation Science Standards, California EEI-Science

[6] Teachers attend PK1 conference; other external training through Monterey County Office of Education (MCOE)
[7] A Developmental English Proficiency Test
[8] ELD standards training through MCOE

Social Science	History Alive! (TCI); capstone projects for social science
Special Education	Modifications and accommodations, 504 plans, SSTs, techniques for differentiation; calendaring and compliance (30-day IEP, annual and triennial IEP meetings
Writing	Genres (argumentative, expository, descriptive, journals and letters, narrative, poetry); grammar (editing and revising); writer's workshop

Teacher Support and Accountability

Continuous Training

Teacher professional development begins during the summer in-service and continues throughout the year during bi-weekly meetings. During these meetings, new topics are addressed and refresher training is provided to ensure that teachers are provided with continuous support.

Supervision of Instruction

The Executive Director, Instructional Coordinator, and Educational Specialist meet with teachers during planning time to ensure consistent alignment of instructional content and strategies to standards. The Executive Director and Instructional Coordinator engage in weekly classroom observations and provide teachers with timely feedback comprised of both commendations and recommendations for instructional practice. Additionally, the Executive Director and Instructional Coordinator perform formal evaluations and weekly review of lesson plans.

Serving Special Populations

Oasis Charter Public Schools provides support for all students, including those with special needs—English Learners, Students with Disabilities, and Gifted Students. Through differentiated teaching, these populations receive additional attention and support to challenge their strengths and address areas of development. Additionally, Oasis utilizes the following strategies and programs to support all students:

1. **Smaller class sizes and a small-school environment** facilitate strong teacher-student-parent relationships.

2. **Differentiated instruction** allows focused instruction at the appropriate skill level.

3. **AVID (Advancement Via Individual Determination):** The AVID curriculum teaches skills and behaviors for academic success; provides intensive support with tutorials and strong student/teacher relationships; creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination[9]

4. **Love and Logic** is a classroom management approach that promotes healthy parent/teacher and teacher/student relationships and positive school wide discipline.[10] Love and Logic develops students' problem-solving skills and provides teachers with a positive framework for student discipline and communication.

5. **Project G.L.A.D (Guided Language Acquisition Design)** is an instructional model with clear, practical strategies promoting effective interactions among students and between teachers and students that develop metacognitive use of high-level language and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills within the context of Common Core State Standards, Next Generation Science Standards, and California Social Studies Standards.[11]

6. **Enrichment** classes are a major component of the Oasis curriculum. At least three times a year, students are grouped across multiple grade levels to explore a different subject matter in visual or performing arts. Students may choose from singing, dancing, theater arts, instruments, arts and crafts projects, among other forms of artistic expression.

7. **Interventions** are designed to support individualized student learning. Each trimester, teachers will review assessment data in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

   Students who are not meeting grade-level standards are referred for intervention instruction by their teacher or a family member. Intervention instruction in phonics, writing, comprehension, fluency, and mathematics is provided for one hour before and after school in addition to during the instructional day. Students who demonstrate weakness in a core content area attend intervention instruction for eight weeks, until they demonstrate on an interim assessment that they are successfully mastering the class material. At the end of the session, students are re-tested, and if necessary, continue for another session.

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[9] http://www.avid.org/what-is-avid.ashx
[10] http://www.loveandlogic.com/t-what-is-for-Love-and-Logic-teachers.aspx
[11] http://begladtraining.com/

English Language Learners

Oasis ensures that all English language learners have full access to all of the School's educational opportunities. We provide a high quality ELD instructional program that enables our English learners to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that Oasis offers to all students.

Teacher Qualifications

As needed, Oasis will retain on staff CLAD certified, experienced teachers to work with the classroom teachers and ELs in ensuring that our ELs are meeting or making progress toward achieving the state English Language Development (ELD) standards.

Identification

Oasis identifies EL students upon enrollment, through the state required home language survey and previous school records. Identified students are tested for English proficiency on the English Language Proficiency Assessments for California (ELPAC) within 30 days. Oasis annually assesses all ELL students on the ELPAC in order to determine their ongoing progress toward achieving English proficiency.

State Assessments

Oasis Charter Public School will administer the English Language Proficiency Assessments for California (ELPAC) annually in accordance with federal and state requirements.

Reclassification of English Learners

Oasis reclassifies English Learners in accordance with federal and state requirements. Reclassification to Fluent English Proficient (FEP) will be considered according to the following five criteria:

1. **ELPAC:** Overall performance level of early advance or advanced and skill area scores of 400 or higher in listening-speaking, reading, and writing.

2. **Standards-Based Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a score 70% or higher.

3. **Teacher Recommendation:** Classroom teacher and ELD teacher determine that the student will be successful in a mainstream English program. This determination may be based on teacher observation, review of student work samples, analysis of past reports cards and progress reports.

4. **Smarter Balanced Assessment or CMA:** Basic, Proficient, or Advanced performance on the ELA section of the test.

5. **Parent Opinion and Consultation:** Notice is provided to parents/guardians of their rights, and they are encouraged to participate in the reclassification process.

The following reclassification procedures will be used:

a. Annually, the ELD teacher will create a list of all students who meet the ELPAC and Smarter Balanced Assessment criteria for reclassification, as well as an updated potential reclassification list to teachers.[12] Each classroom teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
b. Based on the information provided by teachers, the EL Coordinator identifies students ready to be reclassified and submits these names to the Office Manager, who then sends a notification of reclassification letter to these students' parents. The School provides an opportunity for a face-to-face meeting with the parents/guardians to discuss the student's progress toward English language proficiency.
c. Reclassified students are monitored for two years post reclassification through the collection of SBAC ELA results. Students who appear not to maintain proficiency will be retested and may be reclassified as ELs once again if indicated by the School's criteria

Instructional Model: Integrated and Designated ELD

At Oasis Charter Public School, teachers support the language learning needs of English learner students by developing content knowledge, English language proficiency, and mastery of the California English Language Development standards through integrated and designated English Language Development programs.

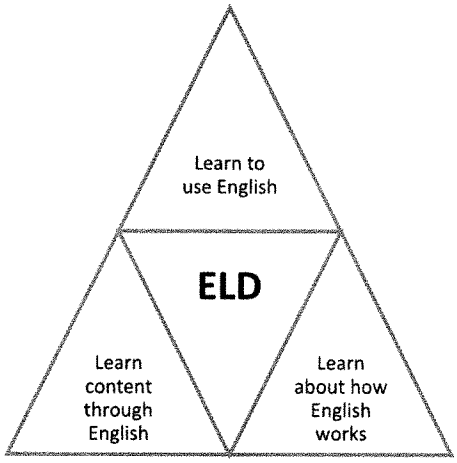
"ELs at all English proficiency levels and at all ages require* both *integrated ELD* and *specialized attention to their particular language learning needs, or designated ELD."

CDE (2014), English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

In both integrated and designated English Language Development, English learner students (1) learn to use English; (2) learn content through English; and (3) learn about how English works

[12] Typically in January or February

Figure 4: Three Interrelated Areas of ELD Instruction[13]



Integrated English Language Development

The Integrated English Language Development Program at Oasis Charter Public School provides effective instructional experiences for ELs throughout the day and across the disciplines that are:

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Appropriately scaffolded in order to provide strategic support that moves learners toward independence[14]

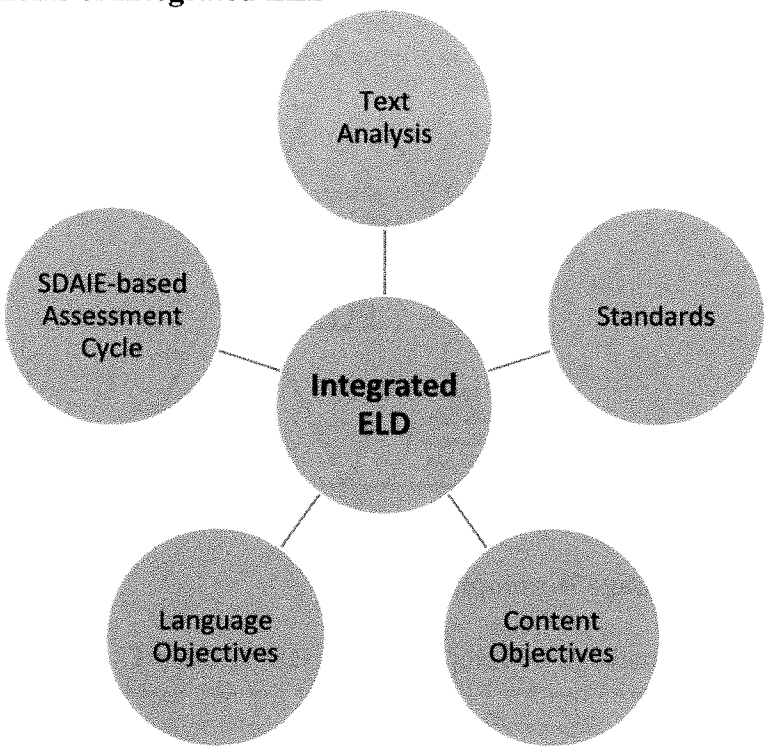
Furthermore, the School's integrated ELD program builds both content knowledge and academic English and values and builds on primary language and culture and other forms of prior knowledge. Classroom teachers support the linguistic and academic achievement of English learner students by providing effective instruction grounded in the appropriate standards for English language development, English language arts, and the specific content area. The following graphic illustrates the components of the School's Integrated ELD program:

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[13] Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning.* Portsmouth, NH: Heinemann.
Halliday, Michael. A. K. 1978. *Language as Social Semiotic.* London, UK: Edward Arnold.
Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective.* Mahwah, NJ: Lawrence Erlbaum.

[14] California Department of Education (2014), Chapter 2, Figure 2.21, English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

Figure 5: Components of Integrated ELD

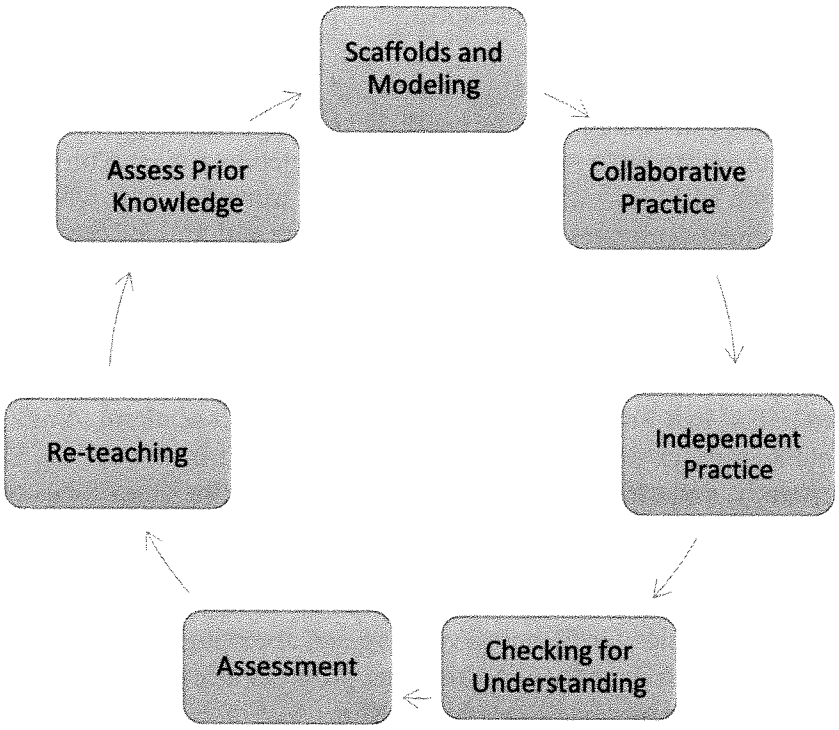


Teachers deliver effective integrated ELD instruction that is characterized by:

- **Text Analysis** focuses on comprehension of words, clauses, phrases, and sentences.
- **Standards** addressed encompass content-area standards, CCSS for English Language Arts/Literacy, and English Language Development standards.
- **Content Objectives** are based on grade-level content standards.
- **Language Objectives** are linked to the Content Objectives and are based on text demands using ELD Standards.

Additionally, teachers follow a SDAIE-based assessment cycle that includes scaffolding and modeling, collaborative and independent practice, checking for understanding, and re-teaching, as illustrated in the following graphic:

Figure 6: SDAIE-based Assessment Cycle



To foster students' ability to learn English, learn content through English, and learn about English, teachers at Oasis Charter Public School:

1. Routinely examine the texts and tasks used for instruction in order to identify language that could be challenging for English learners

2. Determine where there are opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)

3. Observe students to determine how they use the language teachers are focusing on, and

4. Adjust whole group instruction or work with small groups or individuals in order to provide adequate and appropriate support.

Designated English Language Development

Designated ELD is a protected time during the regular school day when Oasis Charter Public School teachers use the CA ELD Standards as the focal standards in ways that build into and

from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.[15]

During designated ELD English learners are grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. During the rest of the day, English learner students participate in heterogeneous groups with proficient English speakers. Designated ELD instruction time is used as a protected time where English learners receive instruction that accelerates their English language and literacy development through:

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.

2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.

3. **Extended Language Interaction:** Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing must be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities must also increase in sophistication.

4. **Focus on Meaning:** Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. **Focus on Forms:** In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.

6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.

7. **Scaffolding**: Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided "just-in-time."

8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.

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[15] California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and on-going formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

English Learner Parent/Family Rights

Notification to EL Parents/Families

If a student is identified as an English learner, Oasis Charter Public School will notify parents/families in writing within 30 days of the school year starting with information about the student's English language proficiency level, programs and services available to meet the student's educational needs, and parental/family rights to opt the student out of a program or particular services for English learners per Education Code Section 310.

However, it should be noted that at this time Oasis Charter Public School only offers an inclusion model for English Language Development.

Title III Parent Notifications

At such time Oasis Charter Public School receives Title III funding for Limited English Proficient (LEP) students, the School will provide the required parent notifications, including:

- How parents can be active participants in assisting their children to learn English
- Their student's identification for or participation in a Title III program

For LEP students who have been enrolled in the School since the previous school year, parental notifications will be provided no later than 30 calendar days after the beginning of the school year.

For new enrollees, the School will provide the parental notifications within two weeks of a child being placed in a program. This timeline does not conflict with the state requirement of testing students for English proficiency within 30 calendar days of enrollment and placement in an appropriate program.[16] The Title III notification is triggered after all the assessments have

[16] (Education Code sections 306(a), 313, 60810-60811, 62002; formerly Education Code Section 52164.1 (b)(c); California Code of Regulations , Title 5, Education sections 4304, 11511; Code of Federal Regulations, Title 34, Education, parts 300, 300.532(a)(c)).

occurred and a student is officially placed in a program.

Language Assistance to EL Parents/Families

Oasis Charter Public School provides effective language assistance to limited English proficient parents, such as providing translated materials or a language interpreter. Language assistance is free and provided by appropriate and competent staff, or through appropriate and competent outside resources.

Special Education Students and Student with Disabilities

Oasis Charter Public School shall be deemed a local educational agency ("LEA") in accordance with Education Code section 47641(a) for purposes of compliance with the IDEIA. As such, the Charter School shall at all times be solely responsible for compliance with the IDEIA in all aspects and for providing students with exceptional needs who attend the Charter School a free and appropriate public education in compliance with the IDEIA. The Charter School shall defend and indemnify the District and its respective directors, officers, employees, agents, and volunteers, from and against any and all actions, suits, claims, demands, and losses, and shall pay all costs, including the District's attorneys' fees, associated with any due process hearing or legal action arising out of the Charter School's provision of special education and/or related services to former students of the Charter School, students attending the Charter School, or students seeking to enroll in the Charter School.

Oasis will comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Oasis Charter Public School provides high-quality specialized education, where exceptional students receive specialized services based on their individual needs. We have both on-site full-time and contracted part-time fully credentialed personnel to meet the diverse needs of our students. Oasis follows the discrepancy model to special education.

SELPA Membership

Oasis Charter Public School has been a member of the Sonoma County Charter Special Education Local Plan Area (SELPA) since 2012. The Executive Director and Education Specialist attend meetings and trainings at the SELPA office in Santa Rosa, other school sites, and online through webinars and live on-line meetings. Oasis works closely with the assigned SELPA Program Manager to meet all compliance standards.

Special Education Staffing

The Education Specialist oversees the special education program and is a liaison between classroom teachers, administration and the part-time, contracted staff. The Education Specialist serves students with exceptional needs with push-in and/or pull out services. He/she provides direct instruction in the RSP room, teaches small groups and is a member of the Student Study Team (SST) as needed.
Oasis contracts a speech therapist and a school psychologist to provide students with their particular services. The School contracts with an Occupational Therapist (OT), School Nurse, and a Counselor. Oasis will continue to have these specialists provide service to students as prescribed in their Individual Education Program (IEP). Oasis also has local county providers available for low -incident disabilities.

Oasis has two on-site administrators, the Executive Director and the Instructional Coordinator. The Executive Director is the administrative contact person for all Special Education related issues. He/she attends SELPA CEO and finance-related meetings to remain current and informed of the latest legislation and changes in Special Education.

Child Find Activities, General Education Modifications, Assessments, and Developing IEPs

The Oasis special education program implements appropriate child find activities, provides general education program modifications, refers students for assessment, conducts assessments and develops IEPs for identified students.

Child Find activities include but are not limited to (1) teacher referral; (2) legal guardian referral; (3) referral by public health professional; (4) Education Specialist referral; public agency referral (e.g. San Andreas Regional Center, Head Start, State Pre-school, County Office of Education Pre-school Programs); and (5) court-appointed child advocates; privately-contracted child advocates.

General Education Program Modifications

Classroom Teachers use a variety of strategies to meet the diverse needs of their learners. Some of these strategies include: repeated/clarified directions, teacher proximity and circulation, providing visual prompts, giving immediate feedback, frequent review of concepts, graphic organizers, modulated voice, re-teaching, small group instruction, one-on-one intervention instruction, peer partners, and individualized instruction and assignments.

Setting Modifications include preferential seating, grouping, changing schedule, test setting and modifying the school day.

Instructional Materials Modifications include reducing amount of work, using more appropriate materials based on the child's academic development level (i.e. phonics, whole language, math

manipulatives), changing skills and tasks, using graphic organizers, using manipulatives such as calculators, white boards, unifix cubes, base ten blocks and varied fraction sets.

Referral Process (Student Success Team)

Before a referral to a Student Success Team (SST), classroom interventions must be attempted and documented. When interventions have been attempted, the referring party completes an SST form, which includes the following information:

- Student's name, age, and grade level
- Date of the referral
- Teacher's name
- Persons requested to attend the meeting
- Family contact information (parent/guardian names, phone numbers, language spoken at home)
- Method of family notification (e.g. letter, phone or conference) and notes on follow up

Additionally, the SST form will cite student strengths, parent or teacher concerns, assessment and evaluation results, and other information pertinent to service needs and provisions, including work samples.

SST meetings will be guided by the following steps.

Team members introduce themselves and their roles, the lead is designated

1. Purpose and process of the meeting are stated
2. Timekeeper is appointed
3. Student's strengths are identified
4. Concerns are discussed, clarified and listed
5. Pertinent information and modifications are listed
6. Concerns are synthesized with one or two chosen for focus
7. Strategies to deal with are chosen; concerns are brainstormed
8. Team chooses best strategies to carry into actions
9. Individuals make commitments to actions
10. Person responsible and timelines for actions are recorded
11. Follow-up date is set

Formal and Informal Assessment

Assessments administered by credentialed special instruction teacher include:

1. Woodcock Johnson IV
2. Wechler Individual Achievement Test (WIAT)
3. Brigance Early Childhood Developmental Inventory

Assessments administered by licensed school psychologist include:

1. Cognitive Assessment, WISC (Westler Intelligence Scale for Children) IV edition
2. Auditory Processing, TAPS III edition
3. Visual Processing, TVPS III edition
4. VMI (Visual Motor Integration)
5. Draw A Person to assess social and emotional development

Other evaluation tools are used as indicated by the Assessment Plan, signed by the parents or guardians. Some of these include: Behavior Evaluation Scale 2nd edition, Behavior Assessment System for Children 2nd edition, and the Gilliam Asperger's Disorder Scale.

Speech & Language Assessment Tools used by speech pathologist:

1. Clinical Evaluation of Language Fundamentals- Fourth Edition: This is for receptive and expressive language skills
2. Receptive One Word Picture Vocabulary Text: This test evaluates receptive vocabulary skills
3. Expressive One Word Picture Vocabulary Test: Tests expressive vocabulary skills
4. Preschool Language Scale- Fourth Edition: Evaluates receptive and expressive language skills in younger children
5. Test of Pragmatic Language: Evaluates social language skills
6. Stuttering Severity Instrument: Evaluates fluency skills
7. Goldman Fristoe Test of Articulation: Evaluates articulation skills

The occupational therapist, behavior therapist and adaptive physical education instructor use other assessment tools as needed.

Development of an Appropriate IEP with SEIS

Special Education Information Systems (SEIS) provides centralized online management of IEPs and Special Education records. Teachers and Service Providers can edit IEP forms at any time, from any device with Internet access. The IEP forms are pre-populated with information from the SEIS Student Record, eliminating repetitive data entry. SEIS has a built-in CASEMIS error check utility which can be used at any time. This error check also runs automatically during the IEP Affirm/Attest process so that CASEMIS errors are found and corrected as part of the IEP process.

All CASEMIS, IEP, and Table C Disciplinary information is collected and stored in SEIS from the time the student is first entered into the system. The student's records, and all of their historical information and IEPs, moves with the student when they transfer to any of the nearly 1,000 districts using SEIS, even when transferring to a different SELPA.

Initial, Annual, and Triennial Evaluation Meetings

The specialized instruction teacher, school psychologist, speech therapist, legal guardian, classroom teacher, school administrator and any other related specialist is present at the initial, annual or triennial evaluation meetings. The specialized instruction teacher tracks all deadlines and timelines and shares required specialized instructional needs and services for each student with their classroom teacher.

Annual IEP meetings assess goal progress using informal assessments, student work and teacher observations. Initial and triennial evaluation meetings include reports of testing from both the school psychologist and the Education Specialist, input from parent or legal guardian, classroom teacher and administrator. Based on eligibility criteria being met, IEPs are created based on FAPE offers of service and goals set. The IEP is a team-generated contract that requires parental input and signed authorization.

All members of the IEP meeting team sign the Parent Consent form as witnesses to the meeting. One copy of the IEP is given to the parent or guardian, one copy is put in the student's cumulative file, and one copy goes to the student's SPED file. Oasis, as its own local educational agency, retains the district SPED file.

Parental Request for Evaluation

Parent requests for an evaluation require a written response within fifteen (15) days. If assessments are warranted, an assessment plan will be generated. The team has sixty (60) days from the receipt of a signed Assessment Plan to complete evaluations and hold an IEP meeting. This includes a Notice of Meeting that is generated ten (10) days before the proposed meeting.

Gifted Students

The mission of Oasis Charter Public School's Gifted and Talented Education Program (GATE) is to provide gifted and talented students differentiated instruction and opportunities for greater challenge.

The GATE program at Oasis occurs daily in the regular classroom as well as in afterschool courses designed to meet the needs of participating students. GATE students are taught in an atmosphere that provides more academically rigorous curriculum, fosters creativity and individuality and addresses the needs of the whole child.

The purpose of the Oasis Charter Public School GATE program is to provide challenging learning opportunities for students in the area of intellectual, creative, and high achievement areas, providing experiences that facilitate their development into autonomous lifelong learners. The GATE program is designed to:

- Offer students a challenge beyond their grade level curriculum.
- Provide opportunities to explore topics of interest at a deeper level.

- Introduce students to differentiated activities that require higher level and creative thinking.

The curriculum for the Oasis Charter Public School gifted program is based on the California academic state standards and curriculum frameworks in English language arts, mathematics, history, science and visual and performing arts in grades 3-6.

In the general education classroom, teachers use these standards to guide instructional content. GATE teachers expand these areas and offer a wider and/or deeper exploration to meet gifted student interest. Curriculum may be compacted for students who have already shown mastery in these areas. Oasis provides a differentiated learning experience to meet the interests, needs, and aptitudes of gifted students. Examples include instrumental music, engineering, art appreciation and application, and Steinbeck Young Authors program.

Curriculum is differentiated through advanced content and authentic products. Abstract thinking, big ideas and inquiry model are some of the instructional strategies used in the GATE program. The GATE Coordinator and GATE program teachers focus on depth, complexity, metacognition, debate, research and other strategies for students when designing courses.

GATE students at Oasis Charter Public School receive differentiated curriculum planned for groups in the after school courses as well as for individual students in the anchor activities. Within the general education classroom, teachers use a variety of flexible grouping strategies to best meet the needs of their gifted students.

Teachers use their training in Bloom's Taxonomy, multiple intelligences, fixed versus open mindset and other pedagogy to encourage metacognition and stimulate student creativity. Oasis Charter Public School is founded on the Constructivist theory and employs the project-based model routinely. Each classroom has a minimum of four wireless laptops for student use. The after school courses have unlimited use of the computer lab.

On-site specialists are teaching after school courses and can also serve as a resource to the program as a whole. For example, the music teacher has taught instrument exploration and our resident author has taught the advanced writing course. The entire school community (staff and families) has been surveyed to create a pool of specialists in a variety of areas.

Assessment & Identification Process

Oasis Charter Public School makes every effort to identify and meet the needs of any student with exceptional cognitive and creative strengths. Multiple sources are used to determine eligibility and a data file is created for each prospective student. The identification tools were selected by the Executive Director and consist of standardized scores, student interview, teacher and family input, and a variety of interest and ability assessments including the Torrance Test of Creative Thinking (TTCT) to establish eligibility.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Oasis Charter Public School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Salinas City Elementary School District on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Oasis will annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time.

Additionally, Oasis will comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that the School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

Element B: Measurable Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, program operated, by the charter school." **Ed. Code § 47605(c)(5)(B).**

Measurable Goals of the Educational Program

Oasis Charter Public School shall meet all statewide content and performance standards and targets. Ed. Code § 47605(d)(1), 60605.

Oasis Charter Public School will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Pupil Outcomes at Oasis Charter Public School

Student outcomes at Oasis address the state content and performance standards in each of the core academic areas of math, language arts, science, and history/social science (Education Code 47605(d)(1)), as well as in the areas of responsible citizenship, and in their abilities to represent their thinking in a variety of ways. The following Pupil Outcomes are informed by the Common Core State Standards and the Next Generation Science Standards, and are a reflection of the mission and curriculum described in Element A. Means to assess these outcomes are described in Element C.

1. **Skills for Responsible Citizenship** are necessary for effective participation in a democratic society. These skills stem from the development of civic responsibility, practice at making age appropriate choices and a sense of belonging. Oasis Students:

    a. Develop historical perspective, understanding patterns of continuity of change over time with a sense of empathy for people of different times.

    b. Demonstrate ethical thinking and concern for human rights.

    c. Understand human and environmental interaction and systems

    d. Understand and compare basic economic systems, as well as specific economic problems that confront society.

e. Recognize and understand political and social systems, and their relationship to the development of laws and a sense of social justice.

f. Recognize that American society is now and has always been pluralistic and multi-cultural.

g. Connect their learning experiences in school with their lives in the community. (e.g. participation in library, civic, business, and social service, events and/or projects.)

2. **Literacy and Language Skills** include the abilities to read, comprehend and to be able to express oneself in oral and written English language which is essential for academic success. Oasis students strive to become fluent readers, skilled writers, confident speakers and attentive listeners. All families are encouraged to maintain children's home language. Oasis students:

a. Read with interest and comprehension from literature that represents a variety of genres, cultures and times.

b. Discuss, analyze, and share their interpretations of these texts with enthusiasm and creativity.

c. Write with clarity and purpose, carefully considering their intended audience.

d. Confidently speak, read and write to a level of proficiency determined by their age and experience.

e. Attentively listen to information presented in a variety of ways.

f. Lead activities for children and the school community at an individually appropriate level.

3. **Logical Thinking and Creative Problem-Solving in Mathematics** are at the core of all content areas but particularly math and science. Through the development of logical reasoning, students become adept at identifying and solving problems. Oasis helps students develop a solid foundation of conceptual understanding that leads to an ability to understand a variety of procedures as methods for solving problems. Oasis Students:

a. Do their own thinking with confidence in their ability to figure out how to solve a particular problem.

b. Solve problems in a variety of ways.

c. Have a highly developed number sense, that is, strong, intuitive thinking about numerical quantities and relationships.

d. Apply their knowledge in a variety of mathematical arenas (i.e. algebra and functions, measurement and geometry, statistics, data and probability).

e. Make connections among mathematical ideas and between mathematics and other disciplines.

f. Thoughtfully exchange points of view about all matter of things, including their mathematical thinking, while considering the points of view of others.

g. Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses.

4. **Scientific Inquiry** fosters children's natural instincts to wonder about their world. At Oasis, children develop their skills as careful observers who ask provocative and relevant questions and use effective methods to seek answers and draw conclusions. Oasis students:

a. Search for explanations for questions that pertain to their own interests and to the structures and systems of the physical, earth and life sciences.

b. Use appropriate scientific methods of inquiry to plan and implement projects and experiments and test their hypotheses from across the content areas.

c. Observe phenomena in the classroom and the world around them, and carefully record data, look for patterns and general principles.

d. Seek out relevant information to help them to find answers to their questions; using a variety of means and sources including collaboration with peers, expert advice, published materials and more.

e. Present their findings clearly and convincingly.

5. **The ability to represent one's thinking in a variety of ways** is a necessary attribute if students are to be able to express and defend their ideas and opinions to a wide variety of audiences. The ways to represent their thinking may take on a variety of forms, best chosen by the individual student. Oasis students:

a. Show initiative in their learning.

b. Have the freedom and time to develop and express their own opinions and ideas in a variety of ways.

c. Attend, create and perform in musical, theatrical and or choral performances.

d. Create works of visual art.

e. Produce and publish original pieces of creative writing.

Schoolwide and Subgroup Measurable Pupil Outcomes Aligned to State Priorities

In addition to the pupil outcomes described previously, Oasis Charter Public School has developed the following schoolwide and subgroup pupil outcomes which are aligned to California's eight State Priorities. For ease of reading, the measurable outcomes and methods of measurement are presented in the following tables here in Element B, and not separately in Element C.

STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUB-PRIORITY A-TEACHERS	
GOAL TO ACHIEVE SUB-PRIORITY	All teachers (100%) will be fully credentialed or working towards a full credential within their first two year of teaching at Oasis. Teachers will be appropriately assigned for their teaching placement to ensure all students have access to the necessary curriculum and materials to be academically successful.

ACTIONS TO ACHIEVE GOAL	**Hire Credentialed Teachers** a. Administration will screen applicants to ensure they are qualified applicants for the position. b. Receipt of credential/s documentation is required before a teacher may begin employment. c. OCPS will provide induction support to teachers holding preliminary credentials. d. Executive Director ensures a bi-annual review of credential expiration dates. e. Office Manager will maintain a tickler log to remind teachers of credential expiration date. **New Teacher Induction Support** f. Provide Induction Support for new teachers to ensure they are properly credentialed and assigned **Training and Professional Development [CCSS, NGSS & STEAM]** g. Provide opportunity for teachers to attend an annual STEM conference. A lead teacher will provide internal STEAM professional development. h. Hire an on-site Academic Coach to provide support and professional development in Literacy, Math and Science as well as coordinate curriculum planning to align the adopted programs with CCSS, NGSS.

MEASURABLE OUTCOME	For 2021-22 a. 90% of classroom teachers will have completed the California Multiple Subject credentialing requirements and will hold a Preliminary or Professional Clear credential issued by the California Teacher Credentialing Commission. b. 100% of the teachers will be appropriately assigned for their teaching assignment. c. 100% of eligible teachers will be offered the option to participate in the New Teacher Induction Program. d. Teacher attendance at STEM/STEAM conferences. e. Professional development agenda as developed by the Executive Director/Instructional Coach.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the California; Commission on Teacher Credentialing; CALPADS Report 3.5; ESSA or then-current federal compliance reports; annual publication of School Accountability Report Card (SARC), Williams audit.

SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to instructional materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional materials as outlined in this charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to CCSS, Next Generation Science Standards, ELD standards, and this charter petition.
MEASURABLE OUTCOME	The school's annual budget will allocate sufficient funds to ensure purchase of materials such that 100% of students will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition.
METHODS OF MEASUREMENT	Administration, teachers and instructional staff review all instructional materials before purchase; school maintains a current inventory of textbooks and supplemental materials.

STATE PRIORITY #1 SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	School facilities are clean and maintained in good repair.
ACTIONS TO ACHIEVE GOAL	Weekly, monthly, and periodic documented maintenance and cleaning by custodial; scheduled maintenance and deep cleaning; regular facility and fire life safety inspections.
MEASURABLE OUTCOME	90% or better of items on the site inspection lists will demonstrate compliance and good standing.
METHODS OF MEASUREMENT	Weekly cleanliness spot checks and monitoring by custodial staff; site inspection documents and daily cleaning logs.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge, EL development standards and English language proficiency*	
SUB-PRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	Oasis Charter Public School will implement academic content and performance standards for all core subjects as they are adopted by the state.
ACTIONS TO ACHIEVE GOAL	For 2021-22 a. 100% of the teachers will participate in CCSS, STEAM, and NGSS, AVID, GATE, and GLAD training. b. 80% of the support and instructional staff will participate in CCSS, STEAM, and NGSS, AVID, GATE, and GLAD training
MEASURABLE OUTCOME	The school's annual budget will allocate sufficient funds to ensure: a. Purchase of materials such that 100% of students will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. b. Teachers, and support and instructional staff participation in both off- and on-site professional development in the above-cited standards.
METHODS OF MEASUREMENT	Annual instructional calendar, professional development calendar, agenda, and sign in sheets will serve as evidence of participation by teachers in professional development activities.

SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	All English Learner students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
ACTIONS TO ACHIEVE GOAL	To support English Learner student achievement, Oasis Charter Public School will: a. Engage consultants to provide teachers with initial, and on-site follow-up training in GLAD (Guided Language Acquisition Design). b. Provide opportunity for teachers and administrators to attend an annual GLAD conference. c. Provide teachers with professional development in English Language Development (ELD) standards and strategies. Ensure the master schedule supports both designated and integrated ELD programs.
MEASURABLE OUTCOME	For 2021-22 60% of students will meet trimester benchmarks for all subjects
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments (e.g. ADEPT), grade reports; ELPAC or then-current state-level English language development assessment, and other available local and statewide assessments.

STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including family engagement and efforts to seek parent input for decision-making, including participation in programs for unduplicated pupils and individuals with exceptional needs*	
SUB-PRIORITY A – PARENT INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	Increase family satisfaction and family participation in school seminars and meetings. Increase family participation for unduplicated pupils
ACTIONS TO ACHIEVE GOAL	Family and School Connection, Collaboration and Participation a. Ensure school website is updated with current information, including school calendar, staff biographies, and governance documents e.g. Board of Directors agenda and minutes, Oasis Community Council agenda and minutes. b. Communicate with parents/families through automated phone system, text messaging, online system and weekly newsletter, *Harbor News* c. Provide Spanish language translation for written materials and interpretation during meetings e.g. Board of Directors, DELAC, Family Meetings, and Family Seminars d. Administer online parent/family satisfaction surveys e. Host Family Seminars in a variety of content areas, including Science, Literacy, Engineering, Arts, Mathematics, Health/Wellness and Nutrition (as part of Blue Zone certification)
MEASURABLE OUTCOME	For 2021-22 a. Family participation in meetings and seminars will increase by 6% b. 80% or better positive survey results through annual stakeholder surveys.
METHODS OF MEASUREMENT	California Healthy Kids Survey; California School Climate Survey; California School Parent Survey; internally-developed surveys; volunteer logs; Oasis Community Council meeting agenda and minutes; UCEN Board of Directors meeting agenda and minutes.
SUB-PRIORITY B – PARENT INPUT	
GOAL TO ACHIEVE SUB-PRIORITY	OCPS will provide opportunities for and encourage parent/guardian involvement from all families.
ACTIONS TO ACHIEVE GOAL	Form the Oasis Community Council; notify families of UCEN Board of Director meetings (in compliance with The Brown Act).
MEASURABLE OUTCOME	The Oasis Community Council and UCEN Board of Directors will schedule monthly meetings during the school year (August – June).

METHODS OF MEASUREMENT	Meeting agenda and minutes; sign-in sheets; public speaker comment or evaluation cards.
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* (A) *Statewide assessments; (B) Percentage of pupils who are college and career ready; (C) Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Proficiency Assessments (ELPAC); (D) EL reclassification rate; ~~(E) Percentage of pupils who have passed an AP exam with a score of 3 or higher (G) Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness~~*	
SUB-PRIORITY A – STATEWIDE ASSESSMENTS: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	**Grade Level Literacy and Math Proficiency**[17] Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will show progress toward meeting targets for growth once set by the State on the CAASPP assessment in the areas of English Language Arts/Literacy and Mathematics. **Cultural & Linguistic Relevant Pedagogy** Oasis Charter Public School will implement programs and systems that are culturally and linguistically responsive to the needs and backgrounds of our students. **Diverse Teacher Recruitment and Retention** Oasis Charter Public School will recruit and retain a diverse teaching staff. **English Proficiency for English Learners** Oasis Charter Public School will provide effective instruction and standards-based materials to develop English proficiency for English Learner students.

[17] From 2015-18 Oasis Charter Public School LCAP

ACTIONS TO ACHIEVE GOAL	**Grade Level Literacy and Math Proficiency** a. Provide classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS-aligned instructional materials. b. Implement a three-tier model of literacy and math instruction and the Response to Intervention (RTI) model.

ACTIONS TO ACHIEVE GOAL [continued]	c. Offer small-group intervention classes before and after school. d. Utilize an online grading and reporting system which facilitates lesson planning aligned with the CCSS and NGSS, and warehouses standardized assessment results (e.g. ELPAC, SBAC) e. Primary students will participate in field trips to local community sites that have a focus on literacy, science, social studies, technology, and math. Upper elementary students will participate in field trips to local and/or surrounding colleges and universities that have strong math and/or literacy programs **Cultural & Linguistic Relevant Pedagogy** Oasis Charter Public School will ensure its instructional staff and administrators participate in: f. On-site and job-embedded seminars for classroom teachers, administrators, specialty teachers and instructional support staff members focused on culturally and linguistically relevant instructional practices as identified in the scope and sequence and essential focus questions with a focus on Hispanic students and English Language Learners as facilitated by the Academic Coach and administration. g. Off-site professional development, coaching, conference, trainings and workshop attendance focused on developing culturally and linguistically relevant teaching practices for all instructional staff that focuses on Hispanic and English Language Learners. **Diverse Teacher Recruitment and Retention** h. Partner with local high schools, community colleges, and universities to have their students do their community service learning at OCPS. Oasis representatives to attend orientations and information nights. i. Recruit and hire paraprofessionals from local community colleges and universities. j. Engage North Coast Beginning Teacher Program to provide induction support services to all new teachers. k. Continue the role of the hiring committee comprised of members of the Oasis Community Council, teachers, administrators, staff, family members of current students, and a member of the Board of Directors, when needed.

ACTIONS TO ACHIEVE GOAL [continued]	l. An Oasis representative will attend teacher recruitment fairs in an effort to recruit diverse teachers. m. Maintain competitive and comparable salaries and benefits. **English Proficiency for English Learners** a. ELD Teacher/Coordinator to provide weekly ELD support. b. Ensure staffing includes paraprofessionals to provide instructional support to English Learners in every classroom. c. Provide workshops and trainings in ELD for teachers and instructional support staff. d. Adopt and implement an English Language Development curriculum. e. Ensure initial and annual administration of the ELPAC or then current state-level English language assessment
MEASURABLE OUTCOME	For 2021-22 Students will demonstrate growth toward meeting grade-level mastery in **literacy** and **mathematics** with grade-level benchmark performance assessments as an indicator of progress. The percentage of students scoring at grade level in **literacy** and **mathematics** on standards-aligned assessments will increase 3% or higher for all students and by 6% or higher for identified subgroups. a. Literacy **All:** 51%; **EL:** 32%; **SED:** 54%; **SPED:** 51%; **Hispanic:** 55 % Mathematics: **All:** 59%; **EL:** 64%; **SED:** 65%; **SPED:**71%; **Hispanic:** 65% b. 95% of the teachers will be trained in culturally & linguistically relevant teaching and learning strategies for higher academic achievement and improved social standards and expectations. 55% of the instructional support staff will participate in the training. c. Recruit teachers of minority groups to achieve 55% of the teaching staff and 65% of the instructional support staff. Males, former English Learners, and people of color are considered a minority group in our staff. d. 55% of teacher retention and 60% of instructional and administrative support staff. e. 50% of English Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the ELPAC or then-current state-level English language development assessment. At least 7% of ELLs will be RFEP by the end of the school year.

METHODS OF MEASUREMENT	Including, but not limited to: Reach for Reading, Reading A-Z, Easy CBM Reading Assessments; Developmental Reading Assessment (DRA), Everyday Math Assessments; Smarter Balanced Assessment, NWEA MAP

SUB-PRIORITY B – DASHBOARD	
GOAL TO ACHIEVE SUB-PRIORITY	School will demonstrate growth toward meeting annual status and change targets on the CA School Accountability Dashboard.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	The School will demonstrate growth towards meeting Dashboard status and change targets.
METHODS OF MEASUREMENT	California Department of Education (CDE) DataQuest summary and CA School Dashboard indicators.
SUB-PRIORITY C – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	Provide students with college and career learning experiences that are meaningfully connected to their lives and goals.
ACTIONS TO ACHIEVE GOAL	a. Teachers will participate in on-site professional development by AVID trainers; teachers and administrators will participate in off-site AVID conferences. b. An Oasis staff member will serve as the AVID Administrator/Coach (stipend offered). c. All students will receive instruction in the AVID Elementary curriculum, utilizing AVID binders, planners, and organizing tools. d. All third through sixth grade students will have the experience of touring/visiting colleges/universities
MEASURABLE OUTCOME	a. The School's annual budget will allocate funds to support AVID membership fees. b. 100% of students in grades 3-6 will tour/visit at least one community college or university. c. 100% of teachers in all grades will be AVID trained.
METHODS OF MEASUREMENT	Teacher professional development agenda and sign-in sheets; schedule of college visits, pre and post assessments, attendance records.

SUB-PRIORITY D – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	English learners will demonstrate annual growth at least one year of progress toward English proficiency as measured by ELPAC or then-current state-level English language development assessment, or other available external assessments.
ACTIONS TO ACHIEVE GOAL	Through a model of integrated and designated English Language Development, English learner students will receive in-class instructional support which includes individual support; small group instruction; appropriate use of ELD instructional strategies. Targeted students will also receive pullout ELD support from the ELD teacher.
MEASURABLE OUTCOME	For 2021-22 60% EL students demonstrate growth towards advancing each academic year at least one performance level on the ELPAC or then-current state-level English language development assessment, or other available external assessments.
METHODS OF MEASUREMENT	ELPAC or then-current state-level English language development assessment, ADEPT, grade reports and other available external assessments available.

SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	EL students will be reclassified as Fluent English Proficient (RFEP) annually and perform at grade level on the CAASPP assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes individual support; small group instruction; appropriate use of ELD instructional strategies. Targeted students will also receive pullout ELD support.
MEASURABLE OUTCOME	EL students reclassified as Fluent English Proficient (RFEP) annually will demonstrate growth toward meeting or exceeding targets for growth once set by the State.
METHODS OF MEASUREMENT	ELPAC or then-current state-level English language development assessment results; internal reclassification documents; CALPADS submissions.

STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *(A)School attendance rates; (B) Chronic absenteeism rates; ~~(C) Middle school dropout rates; (D) High school dropout rates; (E) High school graduation rates~~*	
SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Increase the student attendance rate by 1% annually.
ACTIONS TO ACHIEVE GOAL	**Regular and On-Time Attendance** a. Parents and students will be informed of our attendance policies specified in our Student & Family Handbook which is distributed at the beginning of every year and to transfer students upon enrollment; students not meeting attendance standard will be counseled per attendance policy. Office Clerk will send notices, contact families and follow up on the students who are habitually and chronically absent or late to school. b. Office manager to meet with families to address the importance of regular attendance and inform of the possible consequences. c. Instructional Coordinator to lead Student Success Team (SST) meetings to address attendance as it relates to the student's academic achievement and school engagement.
MEASURABLE OUTCOME	For 2021-22 a. OCPS will attain a school-wide rate of 93% or better average daily attendance (ADA). b. Absences and tardiness will decrease by 4% school-wide Absences and tardiness will decrease by 6% for subgroups, Hispanic, Socioeconomically Disadvantaged, English Language Learners and Students with Disabilities.
METHODS OF MEASUREMENT	P1, P2, P3 and P-annual attendance reports

SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUB-PRIORITY	The percentage of students who are habitually and chronically **absent** (more than 10 days) will be reduced by 5% or more each year. The percentage of students who are habitually and chronically **late** will be reduced by 10% or more each year.
ACTIONS TO ACHIEVE GOAL	Same as above for Student Attendance Rates.
MEASURABLE OUTCOME	P1, P2, P3 and P-annual attendance reports; tardy reports
METHODS OF MEASUREMENT	Daily attendance report; late arrival sign-ins.

STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *(a) Pupil suspension rates; (b) Pupil expulsion rates; (c) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUB-PRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	The number of students who are suspended from school will be reduced each year by 5% or more through participation in conflict resolution, anger management, and leadership roles.
ACTIONS TO ACHIEVE GOAL	OCPS will review suspension data and policies annually to assess effectiveness; provide teacher professional development in Love and Logic.
MEASURABLE OUTCOME	OCPS will reduce its suspension rate each year of its operation utilizing positive behavior support and intervention principles and methods. Annually, less than 5% of enrolled students will be suspended.
METHODS OF MEASUREMENT	School Accountability Report Card (SARC), CALPADS reports; internal reports; professional development agenda and sign-in sheets.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	OCPS will maintain an annual expulsion rate of less than one percent (1%).
ACTIONS TO ACHIEVE GOAL	OCPS will assess expulsion policies annually to assess effectiveness; provide teacher professional development in Love and Logic.
MEASURABLE OUTCOME	Annually, less than one percent (1%) of enrolled students will be expelled.
METHODS OF MEASUREMENT	School Accountability Report Card (SARC), CALPADS reports; internal reports; professional development agenda and sign-in sheets.

SUB-PRIORITY C – SOCIAL-EMOTIONAL SKILLS AND MENTAL HEALTH	
GOAL TO ACHIEVE SUB-PRIORITY	Increase sense of physical and mental safety and school connectedness.
ACTIONS TO ACHIEVE GOAL	**Social-Emotional Skills and Mental Health** a. Provide counseling services to all students in need. Students will receive weekly instruction and support that will include curriculum for social and emotional life skills, such as self-regulation, decision making, problem solving, relationship and leadership building skills. b. Parenting classes through weekly family seminar for which child care, translation, and dinner will be provided. c. Provide *Love and Logic* on-site and job-embedded professional development training for all staff. **Positive and Effective Discipline Support Systems and Services** d. Contract a part-time intern counselor from Harmony at Home's Sticks and Stones Program. e. Provide *Love and Logic* on-site and job-embedded professional development training for all staff. f. Hire an education specialist and case manager to meet the needs of students with Individualized Education Plans (IEP). g. Provide professional development to special education instructional staff. h. Ensure staffing includes a paraprofessional to support students with exceptional needs e.g. IEPs. i. Contract, as needed, an Occupational Therapist (OT), School Nurse and other specialists to meet the needs of students with exceptional needs as needed.
MEASURABLE OUTCOME	For 2021-22 a. Increased counseling services to serve a greater number of the student population. b. Include a Social Emotional Learning facilitator on staff c. Student Leadership Council comprised of at least 6% of the upper grade student body. d. 6% decrease in student misbehavior referrals e. 12% decrease in office referrals decrease f. 5% increase in the percentage of students scoring at a mastery level in the social-emotional skills section of their progress report

METHODS OF MEASUREMENT	Professional development agenda and sign-in sheets; family seminar sign-in sheets, student progress reports; California Health Kids Survey (CHKS); internally-developed family and student surveys; referral logs
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*	
GOAL TO ACHIEVE SUB-PRIORITY	Students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to academic and educational program as outlined in the school's charter.
ACTIONS TO ACHIEVE GOAL	Oasis Charter Public School will design its master schedule to meet the needs of its students using prior student academic performance.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, will have access to and will be able to enroll in all courses
METHODS OF MEASUREMENT	OCPS master schedule; student schedules.

STATE PRIORITY #8— PUPIL OUTCOMES *Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable*	
SUB-PRIORITY A – PROFICIENCY IN CORE SUBJECTS	
GOAL TO ACHIEVE SUB-PRIORITY	Demonstrate an increase in the percentage of students scoring proficient or advanced on the CAASPP in each of the core disciplines: English Language Arts, Mathematics, Social Science, and Science.
ACTIONS TO ACHIEVE GOAL	Comprehensive CCSS-based approach to yearlong planning, lesson design, and assessment. Trimester standards-based benchmarks to measure progress towards proficiency.
MEASURABLE OUTCOME	Annual calendar of benchmark assessments.
METHODS OF MEASUREMENT	Summer professional development; bi-monthly professional development meetings for teachers and other instructional staff; agenda and sign-in sheets for all professional development activities.
SUB-PRIORITY B – ELA INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year
ACTIONS TO ACHIEVE GOAL	Incoming ELA levels will be accessed at the beginning of each school year. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into ELA courses and identified for early intervention.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; ELPAC or then-current state-level English language development assessment, , and other available local and statewide assessments.

SUB-PRIORITY C – MATH INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.
ACTIONS TO ACHIEVE GOAL	Incoming mathematics levels will be accessed at the beginning of each school year. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into Mathematics courses and identified for early intervention.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; and other available local and statewide assessments.

In order to best serve our students and the community Oasis will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to Common Core State Standards that support the mission.

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Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes

***"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."* Ed. Code § 47605(c)(5)(C).**

Assessment is the means by which student success is measured and ultimately the success of the program. The type of assessments used must therefore be directly aligned with the academic and social outcomes toward which all of our students are striving. Critical analysis of multiple measures of progress will guide (1) instructional planning and communication with families, (2) identification of children with special needs and (3) program evaluation and accountability.

Each child at Oasis Charter Public School is regarded as an exceptional individual who brings with them a set of experiences that determine their developmental level in all areas of the curriculum. Our expectation at Oasis is that children will demonstrate progress from their point of entry over the course of each school year.

Oasis Charter Public School strives to make assessment relevant by weaving it into the instructional process. The goal of the home visit, which takes place during the first six to eight weeks of the school year, is to establish a relationship between the student, the family and the teacher. At the home visit, the teacher discovers the families' hopes and dreams for their student. Those hopes and dreams become the basis of future conversations with the student and their family. Home visits also allow teachers to become familiar with children's home learning environment. These provide opportunities for teachers to better relate to individual students. Progress toward these goals is a measure of success at Oasis.

Student-centered conferences are held each fall and spring. Each student is expected to demonstrate and present his/her progress towards meeting both academic and non-academic goals during the conferences. These conferences are attended by the student, teacher(s) and parents/guardians. Student self-assessment is an integral part of goal setting and the reporting of progress. During the fall conference, students, with the support of their teachers, present their academic and social goals for the year. During the spring conference, each student presents his/her progress toward meeting these goals. Parents/guardians will be asked to share their families' feedback in response to their child's overall progress and success. This family feedback is a vital element of the goal setting/assessment process.

At least once per school year, the teacher prepares a written narrative evaluation of each child, which. Provides families with a description of the students' progress at meeting the agreed upon goals. The narrative report includes descriptions of student progress in:

- Personal Development (Social and Emotional)
- Language Arts/Reading
- Language Arts/Writing
- Mathematics
- Social Studies
- Science

- Other Subjects (P.E. Art, Technology, Drama)

Use of Multiple Assessment Measures

A variety of measures are used to assess student's academic, social and moral development. Following is a description of the array of assessment tools that may be used to determine an individual student's progress toward meeting the pupil outcomes. The following table provides information on the specific assessment tools used to assess each specific student outcome.

Table 15: Pupil Exit Outcomes and Methods of Assessment

1. Responsible Citizenship/ History and Social Science	
Exit Outcomes	**Methods of Assessment**
a. Develop historical perspective, understanding patterns of continuity of change over time with a sense of empathy for people of different times	On-going teacher assessments such as: Rubric of Moral Autonomy Portfolios Anecdotal Notes
b. Demonstrate ethical thinking and concern for human rights	On-going teacher assessments such as: Rubric of Moral Autonomy Anecdotal Notes Parent Feedback Developmental Assessment of Civic Literacy
c. Understand human and environmental interaction and systems	On-going teacher assessments such as: Anecdotal Notes Portfolio
d. Understand and compare basic economic systems as well as specific economic problems that confront society	On-going teacher assessments such as: Anecdotal Notes Portfolio
e. Recognize and understand political and social systems and their relationship to the development of laws and a sense of social justice	On –going teacher assessment such as: Anecdotal Notes Parent Feedback Developmental Assessment of Civic Literacy
f. Recognize that American society is now and has always been pluralistic and multi-cultural	On –going teacher assessment such as: Anecdotal Notes Parent Feedback Developmental Assessment of Civic Literacy
g. Connect their learning experiences in school with their lives in the community. (E.g. participation in library, civic, business, and social service, events and/or projects.)	On –going teacher assessment such as: Rubric of Moral Autonomy Anecdotal Notes Parent Feedback Developmental Assessment of Civic Literacy

2. Literacy and Language Skills	
Exit Outcomes	**Methods of Assessment**
a. Read with interest and comprehension from literature that represents a variety of genres, cultures and times.	State Standardized Tests (SBAC, ELPAC) On-going teacher assessment such as: Anecdotal notes Pre and Post tests
b. Discuss, analyze, and share their interpretations of these texts with enthusiasm, clarity and creativity	Portfolios On-going teacher assessment such as: Anecdotal notes
c. Write with clarity and purpose, carefully considering their intended audience	Pre-Post Tests Portfolio On-going teacher assessment
d. Listen, speak, read and write to a level of proficiency determined by their age and experience	State Standardized Tests Pre-Post Tests Portfolio On-going teacher assessment
e. Orally present information to fellow students and the school community	On-going teacher assessments such as: Anecdotal notes

3. Logical Thinking and Creative Problem-Solving in Mathematics	
Exit Outcomes	**Methods of Assessment**
a. Think independently and demonstrate confidence in their ability to figure out how to solve a particular problem	Pre-Post Tests On-going teacher assessments such as: Anecdotal Notes Parent Feedback
b. Solve problems in a variety of ways	Pre-Post Tests On-going teacher assessments such as: Anecdotal Notes Parent Feedback On-going teacher assessment
c. Demonstrate a highly developed sense of number, strong intuitive thinking about numerical quantities and relationships	State Standardized Tests Pre-Post Tests On-going teacher assessments
d. Apply knowledge in a variety of mathematical arenas, as are age and developmentally appropriate (i.e. algebra, functions, arithmetic, measurement, geometry, statistics, data and probability)	State Standardized Tests Pre-Post Tests Portfolios On-going teacher assessments

4. Science	
Exit Outcomes	**Methods of Assessment**
a. Search for explanations that pertain to their own interests regarding the structures and systems of the physical, earth and life sciences	On-going teacher assessments such as: Anecdotal Notes
b. Use appropriate scientific methods of inquiry to plan and implement projects and experiments, test their hypotheses from across the content areas	Pre-Post Tests On-going teacher assessments such as: Anecdotal Notes
c. Observe phenomena and carefully collect and record data	Portfolios On-going teacher assessment
d. Use a variety of means and sources including collaboration , expert advice, published materials	Portfolios On-going teacher assessment
e. Present their findings clearly and convincingly	Portfolios On-going teacher assessment

5. The Ability to Represent One's Thinking in a Variety of Ways	
Exit Outcomes	**Methods of Assessment**
a. Show initiative in their learning	Portfolios On-going teacher assessment such as: Anecdotal Notes Parent Feedback
b. Create works of visual art	Portfolios On-going teacher assessment such as: Anecdotal Notes Parent Feedback
c. Attend, create and perform in musical, theatrical and/or choral performances	Portfolios On-going teacher assessment such as: Anecdotal Notes Parent Feedback Audio/Video/Photographic Recordings
d. Produce and publish original pieces of creative writing	Portfolios On-going teacher assessment

Standardized Testing

Oasis Charter Public School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests.

Oasis Charter Public School will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to the Common Core State Standards (CCSS) and applicable federal standards, and reflect proficiency measures required by the California Measurement of Academic Performance and Progress (CalMAPP)/Smarter Balanced Assessment Consortium (SBAC) assessment system, as well as state priorities detailed in California Education Code §52060(d).

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

(i) The subgroup consists of at least 30 pupils each.

(ii) A subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. [Ref. Education Code section 52052(a)]

In addition to administering the mandatory state tests, Oasis uses publisher- and school-developed assessments for English language arts, mathematics, science and social studies, plus a variety of reading assessments. These assessments include, but are not limited to, the following:

Pre- and Post-Tests
Staff administers benchmarks in the areas of reading, math, science and spelling, and other subjects that measures student progress. These are administered in the fall, are winter and spring. In this way, we are able to determine the skills with which new students enter our program and returning students begin the school year. These are also used to monitor their growth throughout year. Benchmark data enables us to assess and track the progress that each student is making in those content areas.

Portfolios
Oasis uses portfolios as an assessment method to demonstrate individual student growth over time. Staff collects and evaluates selected work samples in language arts, mathematics, and other subjects. The portfolio pieces also demonstrate critical thinking skills, such as the ability to represent one's thinking in a variety of ways. Portfolio pieces include evidence of the student's individual projects and will be chosen by the students within selected guidelines. Portfolios are assessed by teachers, and, peers, as well as through student self-assessment.

Ongoing Teacher Assessments
Oasis teachers use developmental, classroom-based assessments such as classroom- based tests, quizzes and homework assignments, staff-created checklists, continua and rubrics to show progress toward mastery in the identified academic content skill areas. These assessments are

standards-based, authentic, and administered together comprise a comprehensive system to monitor student achievement. The assessment system includes the Smarter Balanced Assessment Interim Assessments, writing rubrics and publisher-developed assessments.

Smarter Balanced Interim Assessments

Oasis teachers administer the SBA Interim Assessments using the Assessment Blocks for English Language Arts and Mathematics. The Blocks "focus on smaller sets of related concepts and provide more detailed information for instructional purposes."[18]

SBAC Interim Assessment Blocks—English Language Arts, Grade 3-6

Block	**Block Name**
1	Read Literary Texts
2	Read Informational Texts
3	Edit/Revise
4	Brief Writes
5	Listen/Interpret
6	Research
7	Informational Performance Task
8	Opinion Performance Task
9	Narrative Performance Task

SBAC Interim Assessment Blocks—Mathematics

Grade 3	**Grade 4**	**Grade 5**	**Grade 6**
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Numbers and Operations in Base 10	Ratio and Proportional Relationships
Fractions	Numbers and Operations in Base 10	Fractions	Geometry
Measurement and Data	Fractions	Measurement and Data	Expressions and Equations
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

Writing Rubrics

Teachers support the development of strong student writing skills and content literacy through the use of rubrics.

[18] http://www.smarterbalanced.org/interim-assessments/

Kindergarten student writing skills are assessed on a five-point scale for Sound-Letter Correspondence, Spacing, Handwriting, Content and Fluency, Sentence Structure, and Periods as End Marks.

Grades 1 – 2 student writing in four text types—Informative, Explanatory, Opinion, and Narrative—is assessed three times a year using a five-point rubric for each of the following components: Ideas and Content; Organization; Word Choice; Sentence Fluency; Conventions; Spelling; and Presentation.

Grades 3 – 6 student writing is assessed using the Smarter Balanced Assessment Consortium (SBAC) rubrics for Informational, Narrative, and Opinion performance writing tasks. The five-point rubric provides a platform to rate student ability to write with Organization and Purpose, Evidence/Elaboration, and Conventions.

Publisher-Developed Assessments

In addition to the writing rubrics used across the curriculum, each trimester Oasis teachers administer publisher-developed benchmark assessments in core content areas:

- ✓ English Language Arts/Development: Reach for Reading (National Geographic)
- ✓ Mathematics: Eureka Math (Great Minds, Inc).
- ✓ Science: FOSS (Delta Education); Concepts and Challenges- Life Science (Pearson)
- ✓ Social Studies: History Alive! and Social Studies Alive! (Teachers Curriculum Institute)

Teachers also document student learning in the form of anecdotal notes. These various assessments will delineate student progress toward meeting the goals and standards established by the Common Core State Standards as well as the various academic and non-academic goals identified by the team of the student, the teacher and the student's family members. Teachers may use electronic audio, video, or photographic recordings of children's work and play as evidence of progress toward meeting particular exit outcomes. These ongoing teacher assessment instruments are used to track individual student progress and to inform student/parent/teacher conferences.

- **Assessment System**

Oasis utilizes a comprehensive, standards-based, authentic assessment system to monitor student achievement. The assessment system includes the NWEA MAP assessments, Smarter Balanced Assessment Interim Assessments, writing rubrics and publisher-developed assessments.

NWEA MAP Assessments

The School will continue to implement the NWEA MAP (Measures of Academic Progress)[19] assessments as part of its assessment tools. NWEA assessments are nationally norm-referenced, providing Oasis with a validated, external assessment of student achievement and growth. The MAP Growth Interim assessments will be administered three times per year—beginning (BOY), middle (MOY), and end of year (EOY). As of this writing, the BOY interim assessment has been administered to all students in grades one through six.

The NWEA MAP (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. When a student correctly answers a question, the computerized assessment then provides a more difficult question. Conversely, if a student answers incorrectly, then an easier question is asked. This provides essential information about what students know and are ready to learn.

Oasis Charter Public School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in the School's LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

[19] https://www.nwea.org/

Element D: Governance Structure of the School

***"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."* Ed. Code § 47605(c)(5)(D).**

General Assurances

Bylaws

Oasis Charter Public School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to Salinas City Elementary School District within 30 days of adoption.

Insurance

Oasis Charter Public School maintains in effect general liability, directors and officers, and errors and omissions insurance policies.

Non-Discrimination

The Oasis Charter Public School is non-sectarian in its programs, admissions, policies, employment practices, and in all other operations. It does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, disability, sexual orientation, or religion.

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Ed. Code section 47604.33.

Oasis Charter Public School shall comply with the Brown Act, the Public Records Act, the Political Reform Act and Government Code sections 1090, *et seq.*

All employees and representatives of Charter School, including members of Charter School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws and nonprofit integrity standards.

Responding to Inquiries

Oasis Charter Public School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to oversight by the District. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, the School shall cooperate with any resulting investigation undertaken by the District.

Under Construction Educational Network, Inc. Board of Directors

Oasis Charter Public School is a public charter school operated as a duly constituted entity of Under Construction Educational Network, Inc. (UCEN) a California Nonprofit Public Benefit Corporation and is governed by UCEN in accordance with the California Corporations Code. UCEN is a fiscally and operationally independent entity, which assumes responsibility for all debts and liabilities of Oasis Charter Public School. This nonprofit corporation will continue its existence notwithstanding any withdrawal of the Charter school's status. At its election, the Salinas City Elementary School District Board of Trustees or designee may appoint one District representative to serve as the District's liaison to the Charter School in any matter pertaining to the Charter School.

Responsibilities

The Board of Directors of UCEN is responsible for setting and/or approving all policy, which affects the school. This includes, but is not limited to all personnel, operational, and fiscal policies. The UCEN Board approves bylaws and any amendments to the bylaws. UCEN serves as the employer of all employees of the charter school and as such shall make all decisions regarding employment. The UCEN Board of Directors will be the supervisor of the school's Executive Director.

Delegation of Responsibilities

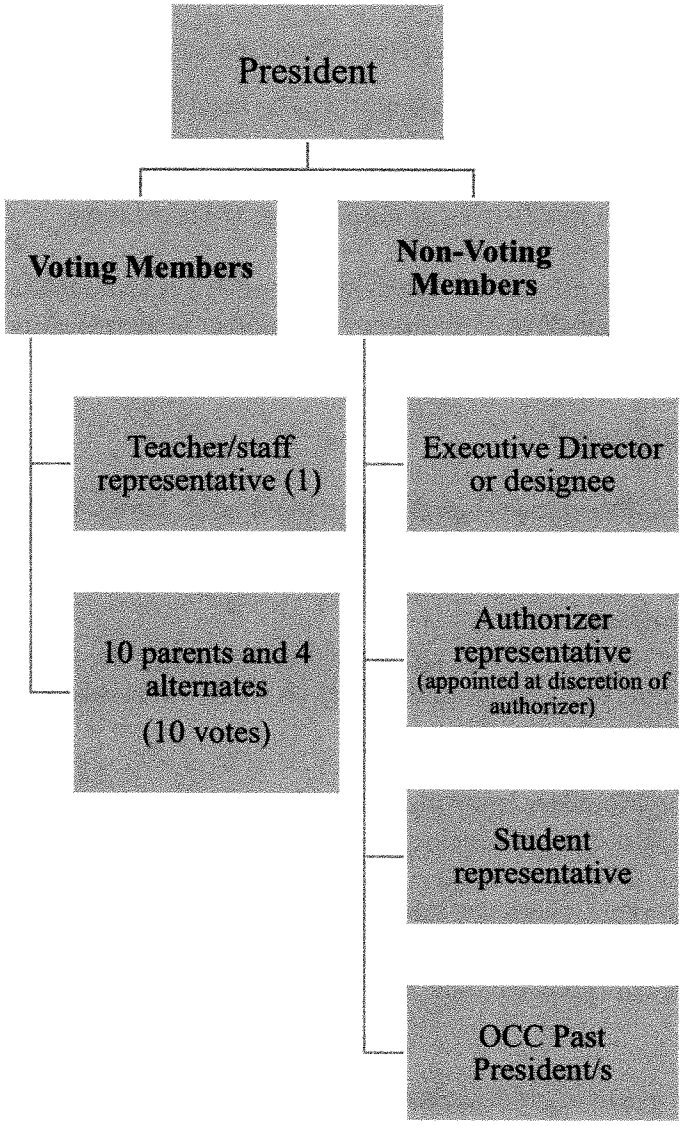
UCEN Board of Directors delegates to the Executive Director responsibility to carry out all Board-adopted policy and the day-to-day operations of the school. The Executive Director may delegate to subordinates any of the powers and duties which the Board has entrusted to him/her, but shall continue to be responsible for the execution of the powers so delegated.

Oasis Community Council (OCC)

The purpose of the Oasis Community Council is to guide, direct, and promote Oasis Charter Public School in accordance with the mission and vision as stated in this Charter and to advise

the UCEN Board of Directors and the Executive Director. The UCEN Board of Directors maintains the right to veto any decision of the Oasis Community Council by a majority vote of the members of UCEN Board of Directors. The Executive Director or designee shall serve as a liaison between the OCC and the UCEN Board of Directors.

Figure 7: Oasis Community Council



Responsibilities

1. Create bylaws for the operation of the Oasis Community Council.[20]
2. Recommend to the UCEN Board amendments to the OCC bylaws
3. Recommend additional policies which effect the school
4. Provide input to the Executive Director to for the creation of an annual budget, which budget is subject to approval by the UCEN Board of Directors in its sole discretion
5. Provide input to the Executive Director on the development of curriculum
6. Create and supervise *ad hoc* committees as needed. These *ad hoc* committees may include but shall not be limited to (a) advisory committee for staffing; (b) before and after school care; (c) community-building activities; (d) enrichment programs; (e) facility maintenance; (f) field trips; (g) fundraising; (h) recreation.

Committees serve at the pleasure of the Council and are accountable to the Council for their work. All activities planned by committees are subject to approval by the Oasis Community Council.

Composition of the Council[21]

Oasis Community Council meetings are open to all adult family members and staff in the community. The Oasis Community Council shall be comprised of 15 representatives, as follows:

1. Voting Members:
    a. One teacher or other staff member elected by the staff
    b. Ten parents and four alternates (with 10 votes among them) as elected by the community

2. Non-Voting Members (may include and are not limited to):
    a. The Executive Director, or their designee
    b. OCC Past President/s
    c. One representative of the Salinas City Elementary School District (appointed at the discretion of the SCESD Board of Trustees)
    d. Student representation and participation as appropriate

The UCEN Board of Directors reserves the right to alter the size and/or composition of the Oasis Community Council.

[20] OCC bylaws are subject to approval by the UCEN Board of Directors.
[21] Per May 29, 2012 OCC bylaws

Elections

Elections to the Council shall take place during a regular meeting to be held within the first five weeks of each school year. Oasis requests the participation of an adult family member to represent each Oasis family at the election. The staff representative will be elected during one of the staff meetings.

Terms

Each term on the Council shall be a two-year commitment. There shall be no limit on the number of terms a council member may serve, with the exception that every parent/family member and alternate, must have a student currently enrolled at Oasis in order to be a representative on the Council.

Vacancies

Mid-term vacancies of any elected Council seat will be filled by one of the alternates, elected by the sitting members of the council. The temporary member shall serve until the next regularly scheduled election.

Opportunities for Family Involvement in Governance of the School

Adult family members have the opportunity to elect representatives to sit on the Community Council.

Adult family member volunteers are recruited by the Oasis Community Council to serve on and do the work of the various Committees. Family participation at this level is crucial to the success of the school's vision and mission.

Adult family members have the opportunity to bring forward any area of concern or suggestion to the Community Council, including but not limited to suggestions for additional committees.

Members of the adult community are encouraged to share their expertise and creativity by bringing forward new ideas and possibilities for the school community. Regularly scheduled meetings of the Oasis Community Council and schoolwide meetings provide all Oasis families an opportunity to have input into the future direction of the school.

In order to facilitate inclusion of all families in the school community, Oasis will make every attempt to provide meeting and material translations in English and/or Spanish as needed.

Element E: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school."
Ed. Code § 47605(c)(5)(E).

All employees of Oasis Charter Public School shall be knowledgeable about and supportive of the vision and mission of the school.

Equal Employment Opportunity

Oasis Charter Public School acknowledges and agrees that all persons are entitled to equal employment opportunity. Oasis shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment

ESEA/NCLB and Credentialing Requirements

Oasis Charter Public School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, formerly known as No Child Left Behind (NCLB)), or any then-current federal law, that are applicable to teachers and/or paraprofessional employees. Oasis shall ensure that all teachers meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Oasis shall maintain current copies of all teacher credentials and make them readily available for inspection.

Job Descriptions for Instructional Staff

Elementary Teacher

Each Classroom teacher independently delivers an educational program for each course taught, including daily classroom instruction, within the framework of the adopted curriculum and pedagogy and in accordance with school policies and legal statutes.

One of the focal points of the Oasis is to implement thematic modules that are student-centered and culturally relevant. Oasis' Mission is to Educate Responsible Citizens in a Democracy.

Primary Purpose:
To create a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for an elementary grade education in accordance with each student's ability; to establish good relationships with families and other staff members.

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Essential Duties & Responsibilities
Duties of this job include, but are not limited to:

A. Articulate to students, families and community members the mission and vision of the school.

B. Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, and music to students in a classroom, utilizing course of study adopted by the Board and other appropriate learning activities.

C. Instructs students in civic participation, democracy, citizenship and basic subject matter.

D. Develops lesson plans and instructional materials and provides individualized and small group instruction that is developmentally appropriate in order to adapt the curriculum to the needs of each student and aligned with the California Common Core Standards and the Next Generation Science Standards.

E. Implement lesson that allow students to explore, experiment and experience using a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc. Plan and organize field trips to provide outdoor education to all students.

F. Demonstrates lesson plans that maximizes the available time for instruction.

G. Use the Love and Logic techniques, already adopted and implemented by the school to establish and maintain standards of student behavior needed to achieve a functional learning environment in the classroom.

H. Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports and narratives.

I. Communicates with families through home visits, conferences and other means to discuss students' progress and reinforce the values of the school program.

J. Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.

K. Creates a safe and attractive child centered learning environment.

L. Maintains professional competence through participation in professional development opportunities provided by the school.

M. Participates with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.

N. Selects and requests books and uses instructional materials that are developmentally appropriate and culturally sensitive.

O. Supervises students in out-of-classroom activities during the school day.

P. Administers group standardized tests in accordance with state testing program as well as informal and formal school assessments that are developmentally appropriate.

Q. Create and share curriculum with colleagues as required. Collaborates with colleagues to plan school-wide and grade-level related events.

R. Participates in faculty committees, adjunct duties, and the sponsorship of student activities or other assignments as directed by the Executive Director.

2) Minimum Qualifications:

a. Bachelor's Degree from an accredited university.
b. California Staff Temporary Permit (STP), Internship, Preliminary or Professional Clear Multiple Subject Teaching Credential.
c. Experience is preferred but not necessary for hiring.
d. Bilingual/Biliterate (Spanish) preferred but not required.
e. Knowledge of principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of elementary school students
f. Training and/or familiarity with project-based teaching model of education
g. Experience/coursework in Special Education and Behavior Management

h. Demonstrate understand of child growth and development as determined by a demonstration lesson with children conducted as part of the hiring process.

i. California Driver's License and Satisfactory Driving Record (required)

j. Current First Aid and CPR Certificate (required)

English Language Coordinator/English Language Development Teacher

The English Language Coordinator and English Language Development (ELD) Teacher works collaboratively with administrators, teachers, and other support staff to provide ongoing supplemental support to English Learners and ELD instruction while providing site coaching and ongoing professional development to teachers in the areas of ELA/ELD.

ELD Teacher Essential Duties and Responsibilities (65%)

- Performs those activities listed in the classroom teacher job description as appropriate and applicable.
- Plans, organizes and provides instruction in English in the Core Curriculum Content Standards the California English Language Development Standards. Instruction must be consistent and coordinated with Oasis' instructional program so that students meet and exceed learning targets and the requirements outlined in the state and federal law.
- Develops and delivers lesson plans utilizing a broad range of appropriate differentiated techniques and strategies addressing all aspects of communication that develop each student's ability to read, write, speak, and listen in content areas at levels that ensure learners meet or exceed targets, and allow English learners to meaningfully access Oasis' instructional program.
- Administers academic and language assessments for the purpose of evaluating student's progress in meeting academic learning targets and progress in language acquisition. Maintains complete and accurate records of student's progress and evidence of growth and progress.
- Provides a nurturing, supportive, and positive learning environment with high expectations that encourage student responsibility, enhance motivation, clearly communicate classroom routines, and incorporate challenging instructional strategies.
- Performs such other and not specifically enumerated duties as may be requested by the UCEN Board, Executive Director, Instructional Coordinator, or established by California Education Code.
- Provide push-in support as needed and as time allows during core academic classes Monday through Friday.

EL Coordinator Essential Duties (35%)

- Assist in ELD program monitoring to ensure ELs are advancing a minimum of one ELD level per year.

- Assist grade-level teams to examine student work/formative & summative assessments and plan differentiated instruction via Designated ELD in primary grades and Integrated in Upper grades.
- Provide school staff with ELD student progress and ELD program implementation data.
- Facilitate the development of grade-level ELD needs assessment
- Plan professional development based on assessment data (based on Title III Plan).
- Conduct ELD professional development (new ELD Standards, ELA/ELD Framework, curricular units)
- Facilitate grade-level planning of ELD units and identify appropriate assessments for each reporting period (quarterly).
- Provide in-class support to teachers.
- Organize ELD classroom observations and visitations.
- Attend ELD professional development and program meetings
- Organize administration and data analysis of the ELPAC or the new assessment adopted by the State, the ELPAC.
- Facilitates frequent and effective home-school communication by coordinating: conferences; written communication; family trainings and/or meetings/events; and administrative support for childcare, interpreting, translations, etc.
- Attend professional English Language Acquisition meetings, (DELAC), as well as serves on committees, and attends staff meetings as may be requested or as established by Oasis' policy.
- Understands and complies with policies, rules, and regulations regarding English learners. Advocates for the program needs that are required to meet the learning needs of English learners.

Education and Experience

Required:

- Valid and current California Teaching Credential
- Endorsement or approval in English Language Development
- Demonstrated knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessments and diagnosis, and research related to English language acquisition.
- California Driver's License and Satisfactory Driving Record
- Current First Aid and CPR Certificate

Preferred:

- Constructivist and Progressive Education Experience in a Multicultural Setting
- Bilingual/Bi-literate (English and Spanish)

Education Specialist and Case Manger

The Education Specialist and Case Manager works under the direction and supervision of the Executive Director and/or the designee providing direct services to students on an Individualized Education Plan (IEP) and with students receiving specialized instruction such as in the Response to Intervention (RTI) Program and GATE Program. The Case Manager is responsible for the supervision and management of the Special Education area. The position requires an emphasis on providing high quality and cost efficient services to the students, families and community members; involvement in program and curriculum development at both the SELPA and local levels; serves as a resource to the administrators and teachers in the operation of special education programs; develops and maintains inter-agency cooperation in providing services to students and families; effectively facilitate a wide scope of meetings and communication processes with all stakeholders; and promote positive, effective and efficient personnel practices and relationships.

Essential Duties & Responsibilities
Performs the following functions in accordance with the governance structure of the Local Plan.

A. Coordinate special education services with the regular school program for each individual with exceptional needs enrolled in the Specialized Education Program.

B. Participates in the review and revision of individualized programs, as appropriate.

C. Uses all aspects of core and constructivist curriculum to the maximum extent possible.

D. Uses strategies to modify the curriculum to enable learning for students with exceptional needs to learn the same information as all other students.

E. Uses diagnostic procedures to identify specific learning disabilities.

F. Providing coordination, staff development, in-service and parent education.

G. Implements pertinent laws, regulations and compliance requirement and complies with all State, Federal, and Local Special Education Policies and Procedures.

H. Collaborate with the SELPA to coordinate the system of identification and assessment.

I. Procedural safeguards, curriculum development, internal program review, data collection and management, evaluation of the effectiveness of the Local Plan.

J. Prepares reports for SELPA and for governance board; monitors specialized instruction programs for quality and accountability.

K. Establishes and maintains communication with all stakeholders; maintains a positive relationship between students, families, SELPA, and Oasis community members.

L. Provide Professional Development to teachers and instructional staff to ensure understanding and mastery of knowledge and skills of students with exceptional needs.

Education and Experience

Required

a. Hold a valid California Credential authorizing services as a Specialized Education Instruction Teacher and/or a Pupil Personnel Services Credential
b. Experience in teaching Kindergarten through 6th grade students with exceptional needs
c. Knowledge of diagnostic procedures to identify specific learning disabilities
d. Knowledge of curriculum
e. Knowledge, skills and abilities of pertinent laws and regulations
f. Ability to provide staff development, in-service and parent education
g. Three to five years of administrative or leadership experience
h. California Driver's License
i. Satisfactory Driving Record
j. Current First Aid and CPR Certificate

Preferred

a. Constructivist and Progressive Education Experience in a Multicultural Setting
b. California Multiple Subject Teaching Credential
c. Administrator's Credential
d. Master's Degree
e. Bilingual/Bi-literate (English and Spanish)
f. Elementary Teaching Experience

Instructional Assistants

Under general direction of certificated staff and administrators, instructional assistants perform various supportive tasks designed to facilitate instructional effectiveness of student learning and performs other job-related duties as assigned.

Essential Duties & Responsibilities

A. Support the learning of students individually or in small groups, in push-in and pull-out models.

B. Assists in providing a safe and calm learning environment.

C. Supervises students at recess and lunch, meals and on field trips as required.

D. Orient substitute teachers to classroom procedures in the case of teacher absence.

E. Assists in the administration of assessments.

F. Work with students with learning or physical disabilities in an inclusion model.

Education and Experience

Required

a. High School diploma or equivalent
b. California Driver's License and Satisfactory Driving Record
c. Current First Aid and CPR Certificate

Preferred

d. A minimum of two years of college, with coursework in Child Development, Psychology and/or Education
e. Experience working with school aged children in a school setting
f. Knowledge of subject areas assigned (K-6 curriculum), technology, office methods and equipment, techniques of student supervision
g. Training and/or familiarity with Constructivist model of education
h. Experience/coursework in Special Education and Behavior Management

Enrichment Club staff and volunteers will have subject matter expertise, professional experience and demonstrated capacity to work successfully with children and adults in an instructional capacity as determined by the Instructional Coordinator and the Community Council. Enrichment Clubs are offered three hours a week for six weeks at a time providing students with exposure to a variety of activities such as painting, clay work, dance, guitar lessons, folkloric dance, Akido, yoga, storytelling, acting, set design and other similar programs. Enrichment club staff and/or volunteers providing instruction to students shall work under the direct supervision of credentialed core or non-core subject teachers.

Job Descriptions for Key Certificated Staff

Executive Director

The Executive Director serves, supports and guides the students, families, parents, faculty and staff of The Oasis Charter Public School. He or she serves as the primary link between faculty, students and parents of our community, other Constructivist and Progressive Schools, the charter authorizer (Salinas City Elementary School District), California Department of Education (CDE), Sonoma Charter County SELPA and other organizations and governmental bodies. The position of Executive Director develops and executes the policies and procedures as defined within the Oasis Charter Public School Charter document, and reports to the UCEN Board of Directors to ensure their execution.

Essential Duties & Responsibilities

School Management Responsibilities: (60%)

- Working with the Board of Directors, implements the mission and vision to reflect and honor Constructivist, Progressive and Culturally Relevant pedagogy in the California public charter school setting
- Oversees day-to-day school management with emphasis on communication and engagement
- Completes all required surveys and communications for the CDE, Civil Rights, the Charter School Development Center, the Charter School Association and others
- Prepares and manages the SARC, Williams Act, Programmatic Audit, school plan for student academic achievement and other annual reports.
- Develops and maintains school budgets and prepares and/or approves all related financial reports and policies, submits grants, and negotiates contracts as necessary
- Maintains contact with all external stakeholders (e.g., any other organization or entities related and connected to Oasis)
- Attends all pertinent and/or required meetings (Board, school district, Sonoma County Charter SELPA, Salinas City Elementary School District, CDE, faculty and staff meetings, etc.), acting as the OCPS liaison.
- Manages all student discipline issues to include counseling, identifying student problems by watching for trends in incident reports, tardiness, absences, truancy, before and after school difficulties, bullying, and recurring playground disputes, and appropriate corrective actions.
- Oversees all site and facilities management and maintenance issues completing all leases, reports, etc. required
- Oversees and manages strategic planning to bring innovative services and programs that are aligned with Oasis' philosophy and teaching practice.
- Oversees and manages school-wide master plan and daily schedules.
- Ensures all accountability requirements from the charter authorizer and all terms of the Oasis charter document are fulfilled.

- Remains current on laws and regulations impacting Oasis and clearly communicates to the Oasis community when changes occur.
- Chairs, guides and directs the work of the Site Committee.
- Oversees all assessments including mandated state testing and reporting.

***Faculty and Staff Support Responsibilities*: (25%)**

- Manages all HR matters: staffing, on-boarding, benefits, contracts, performance evaluations, compensation, training (safety, harassment, child abuse, etc.), corrective action, etc., using external resources as warranted.
- Annually reviews main lesson blocks for all Class Teachers and provides feedback to all Class Teachers regarding professional standards
- Substitutes in the classroom as needed
- Ensures correct and timely processing of payroll

Student, Parent and Community Duties (15%)

- Meets with families for orientation, to discuss services, and respond to their concerns
- Maintains positive relationships with Constructivist and Progressive teacher training institutes and other Constructivist and Progressive schools in the region.
- Participates in Charter School Development Center and California Charter School Association workshops and remains apprised of changes to Charter Law.
- Serves as the Oasis administrator for all Special Education (SPED) issues.
- Helps plans, organizes and attends evening and possible weekend functions: New Family meetings, grade level meetings, All Family meetings, Harvest Feast, Gala among others in the evenings.

Education and Experience

Required

- Bachelor's degree with a combination of education and work experience reflective of the skills needed for an Executive Director
- Master's Degree
- California Multiple Subject Teaching Credential
- Three to five years of elementary teaching experience
- Bilingual/Bi-literate (English and Spanish)
- California Driver's License and Satisfactory Driving Record
- Current First Aid and CPR Certificate

Preferred

- Constructivist, Project-Based, Progressive Education and Culturally Responsive Teaching Experience
- Administrative Credential
- California Multiple Subject Teaching Credential
- Elementary Teaching experience
- Three to five years in a leadership or management role

Instructional Coordinator

The Instructional Coordinator operates under the direct supervision of the Executive Director, and in the absence of the Executive Director, under the guidance of the Under Construction Educational Network, Inc. (UCEN) Board of Directors. Responsible for the supervision of the educational program, and in the absence of the Director, serves as the primary link between staff, students and parents of our community, other Constructivist and Progressive Schools, the charter authorizer (Salinas City Elementary School District), California Department of Education (CDE), Sonoma Charter County SELPA and other organizations and governmental bodies. Other duties as assigned.

Essential Duties & Responsibilities

Administrative: (25%)

- Advise the Oasis community on local, state and national standards, and work closely with Oasis' stakeholders to apply the Board's policies, rules and regulations.
- Maintain records and assist in completing reports to ensure compliance with local, state, and federal laws.
- Collaborate with Executive Director regarding school-wide issues.
- Calculate instructional minutes/days to comply with CA state education regulations.
- Follow protocol to inform families with attendance issues.
- Order and manage CA state testing materials.
- Attend weekly or bi-monthly office and administrative staff meetings.
- Attend monthly UCEN Board and Oasis Community Council meetings.
- Participate in interviews and decision making of prospective employees.
- Research policies and procedures to improve Oasis.

Educational: ***(25%)***

- Research and evaluate the curricula, teaching procedures, processes and educational materials
- Advise teachers, staff, families and Executive Director regarding programs and services aligned with the Constructivist Theory and student-centered culturally responsive teaching practice.
- Coordinate services that enrich the educational needs of students: e.g. Riff, Bookmobile, presenters, etc.
- Develop and implement a school-wide bullying prevention program.
- Order or authorize purchase of curriculum materials and supplies aligned with the school philosophy.
- Create and teach lessons and subjects that are aligned with the Common Core Standards, Next Generation Science Standards as well as with the school's philosophy and needs.

Teachers and Staff: ***(25%)***

- Coach and mentor with demonstration lessons, constructive feedback and recommendations to improve job performance and effectiveness
- Advise on issues of student discipline and difficult or sensitive family situations.
- Conduct formal observations and evaluations.
- Research and resolve staff discipline issues.
- Plan and teach professional development and informational workshops.
- Coordinate and provide support with student narratives and progress reports.
- Organize, plan and present community-building staff activities and events.
- Oversee substitute teachers and delegate responsibilities in the absence of instructional staff.
- Create a school email account for new employees, update and maintain accounts.

Student and Family Services: ***(25%)***

- Investigate and resolve behavior and discipline issues and communicate with parents.
- Schedule, conduct and make recommendations for Student Success Team (SST) and 504 meetings.
- Plan and coordinate quality workshops and seminars that inform and enrich the community.
- Attend, participate and help guide the work of the Oasis Community Council.
- Maintain and update school website and calendar.

Education and Experience

Required:

- California Teaching Credential
- Three to five years of teaching experience
- Three to five years of administrative or leadership experience
- California Driver's License and Satisfactory Driving Record
- Current First Aid and CPR Certificate

Preferred:

- Constructivist, Project-Based, and Progressive Education Experience in a Multicultural Setting
- California Multiple Subject Teaching Credential
- Administrator's Credential
- Master's Degree
- Three to five years of administrative or leadership experience
- Bilingual/Bi-literate (English and Spanish)
- Elementary Teaching Experience

Office Manager

The Office Manager is responsible for carrying out a wide range of administrative and clerical functions and for providing support to the daily operations of the school and its faculty and staff. The Office Manager reports to the Executive Director or his/her designee. The Office Manager provides dotted-line supervision to the administrative assistant/s.

Essential Duties & Responsibilities

Administrative Duties: ***(20%)***

- Serves as liaison between staff and Executive Director.
- Coordinates calls, appointments and prepares correspondence for Executive Director.
- Files and organize vendor and personnel files.
- Assists Executive Director and Instructional Coordinator with various tasks as needed.

Student Services: ***(30%)***

Student Information

- Demonstrates proficiency in the school's student information system including but not limited to: logging in, searches, enrolling students, logging transactions, importing and exporting data, and creating reports.
- Supervises administrative assistant/s to ensure accurate and timely entry of information in the student information system.

- Attendance and Enrollment
- Serves as liaison with consultants to comply with state reports (e.g. CALPADS).
- Submits monthly attendance report to the District

Fieldtrips

- Arranges and confirms transportation with agency, teachers and Executive Director/Instructional Coordinator
- Coordinates school meals for field trip / off campus lessons.

Human Resources: ***(25%)***

- Supports the Executive Director in hiring and terminating employees, including creating offer letters and contracts for new employees and distributing and processing health insurance documents.
- Review teacher files and credentials to ensure compliance with ESSA and California Education Code.
- Accurate and timely entry of staff information into school's electronic data system as required by the school's operational standards.

Accounting: ***(20%)***

- Prepares bi-monthly payroll, including review of hourly employee timesheets.
- Prepares deposits of checks and cash.
- Processes all accounts payable bills and coordinates with back office provider as well as maintaining internal control.
- Coordinate supply orders among staff and directors.

Communications: *(5%)*

Internal communication

- Serves as liaison between staff and Executive Director.
- Trains new staff in the use of email and computer server

External communication

- Serves as liaison with District and other vendors.
- Coordinates media, including newspaper advertisements.

Safety & Facilities Maintenance: *(10%)*

- Maintain building security codes, keys and emergency contact lists.
- Coordinate first aid and CPR training for school staff as needed.
- Coordinate custodial schedules and needs as they arise.
- Contact external vendors for day to day maintenance issues as they arise.
- Coordinate fire emergency inspections and compliance.
- Coordinates annual inventory checks, including technology inventory.

Education and Experience

Required

- Oral and written proficiency in English and Spanish.
- Proficiency in Word and Excel, including producing mail merge documents.
- Proficiency in basic graphic design to facilitate school communication, e.g. Pages or Photoshop to create flyers and invitations.
- California Driver's License and Satisfactory Driving Record
- Current First Aid and CPR Certificate

Preferred

- Bachelor's degree
- 3-5 years' experience in school and or administrative setting

Office and other support staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and adopted personnel policies.

Element F: Health and Safety

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include all of the following: 1) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237; 2) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282; 3) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **Ed. Code § 47605(c)(5)(F).**

The health and safety of the students and staff members of the Oasis Charter Public School is of highest priority. Therefore, Oasis Charter Public School has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies were developed in consultation with the school's insurance carriers and include the following topics:

Immunization: A requirement that all enrolling students and staff provide documentation of immunizations to the extent required of public charter schools.

Tuberculosis: Faculty, staff and volunteers will be tested for tuberculosis risk assessment prior to commencing employment and working with students as required by Education Code Section 49406.

Health Screenings: Students will be screened for vision, hearing, and scoliosis. Oasis Charter Public School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Emergency Response and Crisis Management:

a) The requirement of staff being trained in emergency response, including appropriate "first responder" training or its equivalent.

b) Procedures for response to natural disasters and emergencies, including fires and earthquakes.

Blood Borne Pathogens: Oasis Charter Public School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Student Medication: Administration of prescription and other medicines. The School contracts a part-time School Nurse who is in charge of medication administration. Per California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015 Oasis Charter Public School will provide emergency epinephrine auto-injectors to its contracted school nurse or trained personnel who have volunteered. Such nurse or trained personnel may use

epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Additionally, the School will annually distribute a notice and description of volunteer training.

Drug Free Workplace: The school functions as a drug, alcohol and tobacco-free workplace.

Criminal Background Checks and Fingerprinting: Employees and contractors of Oasis Charter Public School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Mandated Reporters: All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Harassment:

a) The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 *et seq.*, which details what schools must do to reduce discrimination, harassment, violence, intimidation, and bullying.

b) The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will adopt and apply all District policies and procedures involving all forms of harassment and shall notify its students and staff of these policies.

Facilities and Fire Life Safety:

a) The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times, and shall conduct fire drills.

b) The Charter School shall adhere to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

Family Educational Rights and Privacy Act (FERPA):

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

School Safety Plan
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

The Charter School shall comply with Education Code section 47610(d) by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The schools' facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under the law.

Lead Testing of School Water System

The Charter School shall cooperate with the community water system and the District to allow lead testing in the water fountains and faucets used for drinking or preparing food at the facility prior to operation. If lead levels are found to exceed safe thresholds, the Charter School will shut down the fountains or faucets with elevated levels and will notify the parents/guardians of the Charter School students in accordance with Health & Safety Code section 116277.

Food Service and Food and Beverage Advertising

The Charter School shall not advertise any food or beverage during the school day or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code section 49431.9. In compliance with Education Code section 47613.5, the Charter School will provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law. The Charter School shall comply with Education Code section 49557.5 to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.

Internet Safety Policy

Oasis Public Charter School will adopt policies and procedures on Internet safety as required by law, which shall include, but are not limited to, policies for the prevention of cyberbullying. At the beginning of each year, all students and parents will sign a copy of the school's Acceptable Use Policy. Teachers and staff shall also sign a copy of the school's Employee Acceptable Use Policy. Teachers will teach students the technology standards and ethics for students served by the school.

Integrated Complaint and Investigation Procedure

The Charter School has developed a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize complaints and concerns regarding the school. Under the direction of the Charter School's Board, the Executive Director is responsible for investigation, remediation and follow-up on matters submitted to the Charter School through this procedure.

Suicide Prevention

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code section 215. Said policy shall be reviewed, and updated if necessary, every five years.

Immigration Policies

The Charter School will adopt policies consistent with the guidance and model policies issues by the California Attorney General in accordance with the requirements of AB 699 (2017).

Comprehensive Anti-Discrimination, Harassment and Anti-Bullying Policies and Procedures

The Charter School is committed to providing a school that is free from bullying, including cyber bullying, discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will maintain a comprehensive policy to prevent and immediately remediate any concerns about bullying (including cyber bullying), discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-bullying (including cyber bullying), discrimination and harassment policies. The Charter School will make available online training relating to preventing acts of bullying, including cyberbullying, to all certificated employees and all employees who have regular interaction with students.

Cyberbullying Policy

The Charter School has adopted and implemented the following policy regarding cyberbullying:

Definition of Cyberbullying

Cyberbullying is the use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, or videos. Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious messages.

- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.

- Breaking into an email account and sending vicious or embarrassing materials to others.

- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.

- Posting of a student picture without their permission.

Bullying of this nature creates a hostile, disruptive environment on the school campus and is a violation of a student's right to be safe and secure. Cyberbullying and Harassment will not be tolerated. Actions deliberately threatening, harassing, intimidating an individual or group of individuals, placing an individual in reasonable fear of harm or damaging the individual's property or damaging a person's reputation or disrupting the orderly operation of the school, will not be tolerated.

The online activities and technologies often used by students engaged in Cyberbullying include but are not limited to social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cellphone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

Transportation Safety Plan

If Oasis Public Charter School provides transportation to and school or a school activity, it shall prepare a transportation safety plan containing procedures for school personnel to ensure the safe transport of students in accordance with Education Code section 39831.3. In addition, if applicable, the Charter School shall ensure that school buses are equipped with an operation child safety alert system.

Element G: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals of Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." **Ed. Code § 47605(c)(5)(G).**

The diversity of the student body is of tantamount importance to the vision, mission and success of Oasis Charter Public School. We will strive to ensure that our school reflects and embraces the diversity of the Salinas community.

This will be done regardless of students' racial and ethnic backgrounds, special education status, or designation as an English Learner or Redesignated Fluent English Proficient. As such, Oasis strives to maintain a racial and ethnic balance among its students that is reflective of the general population residing within the Salinas City Elementary School District territorial jurisdiction, as well as a balance of students who qualify for special education services and are designated as English Learners, including students redesignated as Fluent English Proficient, that is reflective of SCESD percentages.

In order to accomplish this, Oasis will conduct the following recruitment efforts, outreach programs, and activities:

1. Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the School.

2. Maintain student program and enrollment information to ensure accurate accounting of students with disabilities and English Learners, including Redesignated Fluent English Proficient students.

3. Develop promotional and informational material (e.g. flyers, brochures, applications and other recruitment materials) in both English and Spanish so that we can reach both dominate language communities of Salinas.

4. Distribute bilingual promotional and informational materials to a broad variety of community groups including but not limited to:

    - Salinas Adult School ESL students
    - Salinas Adult School Parent Center Students

- Hartnell College
- Local preschool parent groups
- Head Start parents
- Salinas Parks & Community Services Department
- Salinas Public Library
- Outreach meetings held in a variety of local neighborhoods to reach prospective students and families.

5. Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, social media, and/or sending out press releases to the local media. Electronic Media: Oasis will utilize its website (www.oasischarterschool.org), to provide information about the school's instructional model, student registration, upcoming meetings, teachers, staff and administration, the Board of Directors. Additionally, all information on the website will be provided in Spanish as applicable.

Since Oasis is located in Salinas and it recruits and works with educationally disadvantaged students, outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at a diverse set of students in the greater Salinas area. This will ensure that Oasis' racial and ethnic balance, enrollment of students with disabilities, and enrollment of English learner and redesignated fluent English proficient pupils is reflective of the District schools nearby since this population will receive printed outreach materials and information about the School.

Oasis may employ additional outreach and recruitment efforts during the current COVID-19 pandemic, including a greater presence online and offering parent workshops via videoconferencing platforms to families in the surrounding community.

Element H: Admission Requirements

***"Admission policies and procedures, consistent with subdivision (e)."* Ed. Code § 47605(c)(5)(H).**

The Oasis Charter Public School will actively recruit a diverse student population from the District and surrounding areas, whose families understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the state of California who has not been expelled from another school. The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

In order for a student to be admitted to the Oasis Charter Public School parents/guardians of the child must:

- Attend an enrollment/orientation meeting, (meetings are scheduled at a variety of times to meet the needs of all parents); and
- Submit a form with basic contact information

If needed a Public Random Drawing will be held in order to fill available seats (see below)

Before the first day of school parents/guardians need to submit:

1. A Letter of Understanding, signed by the parent/guardian indicating their support for and acceptance of the mission, philosophy, educational strategies and schedule of the school.

2. Family Participation Plan, signed by the parents/guardians, indicating specifically in what ways the adults who support the student will actively participate in the school community. Parent/family participation is encouraged and not required as a condition of enrollment.

3. Proof of Immunizations

4. Home Language Survey

5. Emergency Medical Information Form

<u>Public Random Drawing</u>

In order to ensure a diverse student body we do extensive outreach. We target families throughout the greater Salinas community. Interest Applications are accepted during the open enrollment/orientation period from January through March. Upon receipt of an application, it will be numbered and stamped with the date and time. At the end of the open enrollment period, all interest applications will be counted by the Executive Director or his/her designee to

determine if there are sufficient applications to fill vacant seats per grade. If the Executive Director or his/her designee discovers that there are more applications than there are seats, a public random drawing will be held in stages according to the following preference groups:

1. Siblings of students currently attending the Charter School and OCPS employees
2. Pupils who reside in the Salinas City Elementary School District
3. All other students

Currently enrolled students are exempt from the public random drawing.

After the determination to hold a public random drawing, a date will be selected after March 15 (the end of the open enrollment period). The public random drawing will typically be held during the last week of March, unless it conflicts with the School's Spring Break, in which case the public random drawing will be held after Spring Break.

Oasis will send a letter to all applicants in the grade level or class that has been determined to require a public random drawing no later than seven days before the drawing date. The letter will state the date, time and location of the public random drawing as well as other arrangements made by the school such as childcare or parking, and contact information. This information will also be published on the school's website. All public random drawings will take place on the school grounds.

In the event that an emergency arises or a dispute occurs, a backup or follow-up drawing date will be scheduled.

Waiting List

When student seats for each grade are filled, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs.

Interested applicants not enrolled, are placed on an ordered waiting list separated by preference group and age to fill vacancies which may occur during the school year. Applications received after the enrollment period will be held during the school year. In the event a vacancy occurs that cannot be filled by a wait-listed student, mid- year orientations will be held and another enrollment period will be opened. All applications collected will be added to the applications already held by the School. Subsequently, enrollment will take place up to capacity, after which a public random drawing will be held in accordance with the above steps.

Element I: Financial and Programmatic Audit

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* Ed. Code § 47605(c)(5)(I).**

Financial Audit

The annual financial audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

Selection of the Independent Auditor

The UCEN Board will form an audit committee each fiscal year to oversee selection of an independent auditor to perform an annual audit of the school's financial affairs. The independent auditor shall be designated as (1) active by the State Controller's Office and authorized to perform K-12 Local Education Agency audits, and (2) deemed qualified pursuant to Education Code section 41020(f) to conduct audits of K-12 local education agencies.

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. The audit will be conducted in accordance with generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. The audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. On a daily basis, a system of internal controls will be instituted and maintained by the school's Executive Director with the assistance of the school's business services provider.

Preparing for the Audit

Oasis Charter Public School's designated fiscal officer will be the Executive Director, assisted by the School's business services provider. The Treasurer of the UCEN Board of Directors will participate in the audit process along with the Executive Director.

The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.
Accordingly, the independent auditor will be presented with the following systems and procedures to conduct the required audit:

a. Compliance with terms and conditions described in the approved charter
b. Internal controls, operational and financial
c. Board agendas, minutes and other information related to financial reporting

d. The charter school's debt structure
e. Governance policies and procedures
f. The charter school's enrollment process
g. Compliance with safety plans and procedures
h. The process for attendance recoding and reporting
i. Compliance with grant requirements

Process for Addressing Exceptions or Deficiencies

Audit exceptions and deficiencies will be resolved in conference with independent Auditor prior to the completion of the final report and to the satisfaction of the District. Oasis Charter Public School will utilize attendance accounting procedures that will satisfy requirements for Salinas City Elementary School District, Monterey County Office of Education, and the California Department of Education.

To address audit findings, Oasis Charter Public School will undertake four steps to address audit findings or exceptions:

1. Auditor and Executive Director will re-inspect by revisiting background information, which inspectors will use to gauge the finding's context and to identify possible strengths and weaknesses;

2. The auditors will observe and examine the actual process, internal assessment or external tests, that may have caused the deficiency and discuss with staff or students and parents.

3. Auditors will create a formal report that provides feedback to the Executive Director, the UCEN Board of Directors, CDE and AUSD that outlines the strengths and weaknesses and any improvement recommendations.

4. The UCEN Board of Directors will review any audit exceptions or deficiencies and report to the Salinas City Elementary School District regarding how the exceptions and deficiencies have been or will be appropriately resolved within a reasonable timeline. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

Submitting the Audit

Oasis Charter Public School will submit the final audit report to the Salinas City Elementary School District, the California Department of Education, and the State Controller's Office by December 15 following each school year.

Programmatic Audit

The Oasis Charter Public School will compile and provide to the Salinas City Elementary School District an annual programmatic audit report. This report will, at a minimum, include the following data:

1. Summary data showing student progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C.

2. An analysis of student performance in meeting the goals specified in Element B. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

3. A summary of major decisions and policies established by the Oasis Community Council and UCEN Board of Directors during the year.

4. Data on the level of parent involvement in the school's governance, level of volunteerism, and summary data from an annual parent and student satisfaction survey.

5. An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists and the number of students expelled and/or suspended.

6. Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

7. The Oasis Charter Public School and the Salinas City Elementary School District will jointly develop an annual site visitation process and protocol to enable SCESD to gather any information needed to confirm the school's performance and compliance with the terms of this charter.

Element J: Pupil Suspension and Expulsion

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following: i) For suspensions of fewer than 10 days, provide oral or written notice of the changes against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story; ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: I) provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights; II) provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has the opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate; iii) contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Ed. Code § 47605(b)(5)(J).

The philosophy on discipline emphasizes a positive approach, in which the student is gradually led toward moral autonomy. We expect that students behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior.

Oasis Charter Public School is committed to creating a safe and nurturing environment for every child. We are equally committed to preparing our students to learn about and respect the perspectives of others and become caring, empathetic individuals. We are committed to helping children learn appropriate problem solving and conflict resolution strategies for dealing with disappointments and difficult situations.

This Pupil Suspension and Expulsion Policy is established to promote learning and protect the safety and wellbeing of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall

serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student and Family Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at in the Charter School's main office. Additionally, student discipline policies and procedures will be included in the Student and Family Handbook, which is distributed annually to parents and guardians.

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in Education Code section 47605(c)(5)(J)(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in Education Code section 47605(c)(5)(J)(ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Education Code section 47605(c)(5)(J)(i)&(ii).

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students with Disabilities

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct as stated in Education Code sections 48900 *et seq.* if the act is related to 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.

Enumerated Offenses

1) Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force of violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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 property 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 Section 11014.5.

k. Knowingly received stolen school property or private property.

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
    - Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;

- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;
- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

➢ An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
  - For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
  - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A "reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil's exceptional needs.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

v. Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2) Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3) Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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 property 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 Section 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.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Engaged in an act of bullying, "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
    - Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;
    - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;
    - Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;

- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

➢ An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
  - For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
  - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A "reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil's exceptional needs.

v. Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4) Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, the other means of correction that were attempted before the suspension and and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Access to Education During Suspensions

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

In-School Suspension

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Classwork will be obtained by Executive Director or designee from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Out-of-School Suspension

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Classwork will be obtained by Executive Director or designee from teachers the afternoon of the out-of-school suspension and placed in the front office to be available for pick up by a parent or guardian. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

4. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. For any suspension exceeding ten (10) days, including those pending expulsion, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a UCEN Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedure

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)

school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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 his/her right to (a) receive five (5)

days-notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in 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 he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within 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 he/she is 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 admonished 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 him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay 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. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. If charges involve sexual assault or battery, the complaining witness shall have the right to have his/her testimony heard in a closed session with the panel if testifying at hearing will result in serious psychological harm to the complaining witness and there are no alternative procedures to avoid the 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 circumstance 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 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 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. While hearsay evidence is admissible, 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 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 Section 48900, a complaining witness shall have the right to have his or her 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 is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform

any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the UCEN Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors

following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

Oasis Charter Public 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 Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct (any cumulative suspensions within one year adding up to 10 days), the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child'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 child'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 Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

- If the Charter 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 Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- 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 Oasis has a basis of knowledge of a suspected disability pursuant to the American with Disabilities Act (ADA) of 1990, Individuals with Disabilities in Education Act (IDEA), or who is qualified for services under section 504 or 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.

Element K: Retirement System

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* Ed. Code § 47605(c)(5)(K).**

Certificated Staff Members

All certificated employees will participate in the California State Teachers' Retirement System (CalSTRS). Certificated employees include teachers and certificated administrators (e.g. Executive Director). The Charter School acknowledges that it must continue participation in CalSTRS for the duration of the School's existence under the same County-District-School (CDS) code.

Classified Staff

All classified staff will participate in federal social security. Oasis will contribute the then-current mandatory employer contributions.

Reporting

Reporting will be made through the Monterey County Office of Education according to established guidelines from CalSTRS. Participating employees will contribute the mandated amount through payroll deduction. Oasis Charter Public School will contribute the mandated employer-matched rate. Employees will accumulate service credit years in the same manner as all other members of CalSTRS.

The Executive Director shall be solely responsible for ensuring that such retirement coverage is arranged or administered through the school's business services provider and shall forward any required payroll deductions and related data to MCOE as required by Education Code Section 47611.3.

The UCEN Board of Director retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate

Element L: Attendance Alternatives

***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* Ed. Code § 47605(c)(5)(L).**

Students who opt not to attend Oasis Charter Public School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in the Salinas City Elementary School District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Salinas City Elementary School District shall not require any pupil enrolled in the school district to attend the Charter School.

Element M: Rights of District Employees

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." **Ed. Code § 47605(c)(5)(M).**

Employment with Oasis Charter Public School

The UCEN Board of Directors retains all rights to hire and terminate employees, to establish and adjust teacher and staff salary, and/or to award stipends as recommended by the Oasis Charter Public School administration.

All applicants for positions with Oasis Charter Public School will be considered through an open process, and if hired, will enter into an employment agreement with the School. All persons employed by the School shall not be deemed to be employees of the Salinas City Elementary School District for any purpose whatsoever. Oasis Charter Public School's employees shall have no employment rights of any kind with the District.

Oasis shall not have any authority to confer any rights to return on District employees.

Employees of the District who choose to leave the employment of the District to work at Oasis shall resign from District employment and will have no automatic rights of return to the District after employment at Oasis.

Collective Bargaining

As stated in California charter school law, all employees shall be entitled to organize into collective bargaining units.

Element N: Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **Ed. Code § 47605(c)(5)(N).**

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school in accordance with the school's policies (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff, Community Council members, UCEN Board of Directors and representatives of the Salinas City Elementary School District agree to attempt to resolve all disputes regarding this charter in accordance with the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from Within the Charter School

All disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and UCEN Board of Directors, shall be resolved following the policies and processes developed by the Charter School.

The Salinas City Elementary School District shall refer any complaints or reports regarding the Charter School to the UCEN Board or the Executive Director for resolution in accordance with the Charter School's policy. The Charter School shall timely notify the District of any and all internal disputes not resolved, or which the Charter School reasonably anticipates will not be timely resolved, through the Charter School's internal dispute resolution procedures, including but not limited to, disputes between the Charter School and employees, students, parents, vendors, etc.

Disputes Between the Charter School and Salinas City Elementary School District

In the event that Oasis Charter Public School or SCESD have disputes regarding the terms of this charter or any other issue regarding the school and District's relationship, both parties agree to follow the process outlined below:

1. In the event of a dispute the staff and UCEN Board of Directors and the District agree to first frame the issue in a written dispute statement ("Written Notification") and refer the issue to the District Superintendent and Oasis Charter Public School Executive Director. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notification to Oasis Charter Public School and the Salinas City Elementary School District shall be addressed respectively as follows:

Oasis Charter Public School
Attn: Lucette Zepeda, Executive Director
1135 Westridge Parkway
Salinas, CA 93907

Salinas City Elementary School District
Attn: Dr. Rebeca Andrade, Superintendent
1205 E. Market Street
Salinas, CA 93905

2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification.

3. The parties agree to schedule a conference to discuss the dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   During the Issue Conference, the Oasis Charter Public School Executive Director and the District Superintendent or their designee, shall meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards/council who shall jointly meet with the Superintendent or their designee and the Executive Director in an attempt to resolve the dispute.

4. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's

fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within forty-five (45) business days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute.

5. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element O: School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **Ed. Code § 47605(c)(5)(P).**

Oasis Charter Public School is operated by Under Construction Educational Network, Inc. a California non-profit corporation. Notwithstanding any rule, regulation, provision, or corporate bylaw or document to the contrary, on closure of the School, all assets of the School, including but not limited to all personal property, intellectual property and ADA apportionments and other revenues generated by District students attending the School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the Salinas City Elementary School District.

The school's remaining assets and liabilities will be integrated into those of the corporation and will remain those of Under Construction Educational Network, Inc. Those assets and liabilities will be audited as part of the annual audit as specified in Section I. The pupil records of the school will be maintained by Under Construction Educational Network, Inc.

Upon matriculation, at the end of each school year and upon completing of the terminal grade of the school parents or guardians of the students will be provided with a printed narrative report of their student's academic progress along with other relevant information. In the event of school closure, parents and students will possess an independent copy of potentially necessary pupil records. The school's governing board may also provide for the transfer of such records to a responsible and willing school district, county office of education or other qualified entity if available at the time the school closes. School resources allowing, former charter school staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

Closure Action

The decision to close Oasis Charter Public School, either by the governing board of Charter School or by the Salinas City Elementary School District Board of Trustees, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur:

(1) The Charter is revoked or not renewed by the Salinas City Elementary School District Board of Trustees. However, Closure Action will not take place until all appeals to the Monterey County Office of Education and or the California State Board of Education have been denied under due process procedures

(2) The governing board of Charter School votes to close Charter School.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Oasis Charter Public School including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the UCEN Board of Directors or the AUSD Board of Trustees, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. **The Salinas City Elementary School District** if the Closing Action is an act of Oasis Charter Public, Oasis shall provide SCESD with a copy of the governing board resolution or minutes that documents its Closure Action.[22]

2. **Parents/guardians of all students**, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Notification of parents/guardians of all students shall include (1) information on how to enroll or transfer the student to an appropriate school; and (2) a certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results.

3. **Monterey County Office of Education** (MCOE). Charter School shall send written notification of the Closure Action to MCOE by registered mail within fourteen (14) business days of the Closure Action.

4. **The Special Education Local Plan Area** (SELPA) in which the school participates. Oasis Charter Public School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within fourteen (14) business days of the Closure Action.

[22] If the Closure Action is a revocation or nonrenewal by the AUSD Board of Trustees, the charter school does not need to send separate written notice of its closure to the AUSD.

5. **The retirement systems in which the school's employees participate**. Within fourteen (14) calendar days of the Closure Action, Oasis Charter Public School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Monterey County Office of Education (MCOE) of the Closure Action, and follow their respective procedures for dissolving contracts and reporting.

6. **The California Department of Education** (CDE). Oasis Charter Public School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Notification of the CDE shall include (1) a description of the circumstances of the closure; (2) the location of student and personnel records

7. **Any school district** that may be responsible for providing education services to the former students of Oasis Charter Public School. Oasis shall send written notification of the Closure Action within fourteen (14) business days of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence.

8. **All school employees and vendors** within five (5) business days of the Closure Action. Additionally, within thirty (30) days of the effective date of closure, Oasis Charter Public School shall provide all employees with written verification of employment. Notification of employees and vendors shall include (1) the effective date of the school closure; (2) the name(s) and contact information for the person(s) handling inquiries regarding the closure; (3) the date and manner, which shall be no later than 30 days from the effective date of school closure, by which Oasis Charter Public School shall provide employees with written verification of employment

Oasis Charter Public School shall simultaneously provide copies of the notifications listed above to the Salinas City Elementary School District.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

School and Student Records Retention and Transfer
Oasis Charter Public School shall adhere to the following procedure regarding the transfer and maintenance of school and student records:

1. Oasis shall provide the District with original student cumulative files and behavior for all students both active and inactive, of Charter School. Transfer of the complete and original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Oasis shall prepare and provide an electronic master list of all students to SCESD. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the SCESD.

3. Oasis must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

4. Oasis must provide to SCESD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and complaint and communication procedures.

5. Oasis shall provide to the responsible person(s) designated by UCEN Board of Directors to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Oasis Charter Public School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles (GAAP). Any liability or debt incurred by Oasis Charter Public

School will be the responsibility of Charter School and not AUSD. Oasis Charter Public School understands and acknowledges that it will cover the outstanding debts or liabilities of Oasis Charter Public School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and LCFF funds will be returned to the source of funds.

Oasis Charter Public School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with the closure protocol approved in this Charter, Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Oasis Charter Public School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted LCFF funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Oasis Charter Public School shall retain sufficient staff, as deemed appropriate by UCEN Board of Directors to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide SCESD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).