



Oasis Charter Public School

A small school for kids with BIG ideas.

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

Under Construction Education Network (UCEN) Board of Trustees Meeting

Regular Board Meeting Agenda

Tuesday, April 28, 2026
5:15 p.m.

Join Zoom Meeting

<https://zoom.us/j/92337170487?pwd=Yy09dMjijTJ9D9dYvYQggxJaBBm6Lw.1>

Meeting ID: 923 3717 0487

Passcode: 127479

By Phone: (669) 900-9128

Members of the public may join the meeting in-person at the address listed below.
Please read Information for the Public section below on public participation.

Oasis Charter Public School Boardroom
1135 Westridge Parkway
Salinas, CA 93907

INFORMATION FOR THE PUBLIC

- I. For persons wishing to address the Board of Directors: The public is encouraged to attend and participate where designated in the Under Construction Educational Network (UCEN) Board meetings. In person and attending virtually, members of the public are welcome to make comments when the Board chair opens the item on the agenda for the public. When the President of the Board recognizes a public member for comment, such comment will be limited to three (3) minutes. Your comments will be heard under the designated section of this agenda. For the record, state your name, title, whom you represent, and the agenda item you are addressing.

- II. The Board encourages those with disabilities to participate fully in public meetings. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the main office of Oasis Public Charter School at (831) 424-9003 at least 72 hours before a regular board meeting or 24 hours before a special board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).
- III. The Board can provide translation services for board meetings as needed. To request translation services, please contact the main office at Oasis Public Charter School at (831) 424-9003 at least 72 hours before a regular board meeting or 24 hours before a special board meeting so that we can make arrangements.

INFORMACIÓN PARA EL PÚBLICO

- I. Para las personas que deseen dirigirse a la Mesa Directiva: Se anima al público a asistir y participar cuando se les designe en las reuniones de la Mesa Directiva de Under Construction Educational Network (UCEN). Si asiste en persona o virtualmente, están invitados a hacer comentarios cuando el presidente de la Mesa Directiva abre el asunto de la agenda para el público. Cuando el Presidente de la Mesa Directiva reconozca a un miembro del público para hacer comentarios, dichos comentarios se limitarán a (3) minutos. Sus comentarios serán escuchados en la sección designada de esta agenda. Para que conste en acta: indique su nombre, cargo, a quién representa y el punto del orden del día al que se refiere.
- II. La Mesa Directiva anima a las personas con discapacidad a participar plenamente en las reuniones públicas. Si necesita una modificación o adaptación relacionada con su discapacidad, incluidas ayudas o servicios auxiliares, para participar en la reunión pública, póngase en contacto Oasis Public Charter School en el (831) 424-9003 al menos 72 horas antes de una reunión regular de la Mesa Directiva o dentro de 24 horas de una junta especial para que podamos hacer todos los esfuerzos razonables para adaptarnos a usted. (Código Governmental § 54954.2; Americanos con Discapacidades de 1990, § 202 (42 U.S.C. § 12132)
- III. La Mesa Directiva puede proporcionar servicios de traducción para las reuniones de la junta según sea necesario. Para solicitar servicios de traducción, por favor póngase en contacto Oasis Public Charter School en el (831) 424-9003 dentro de 72 horas de una junta regular o dentro de 24 horas de una junta especial para que podamos hacer los arreglos.

1.0 REGULAR AGENDA

1.1 Call Meeting to Order

2.0 ROLL CALL OF GOVERNING BOARD

Melissa Edwards, President	Present ___ Absent___
Jorge Acosta, Vice President	Present ___ Absent___
VACANT, Secretary	Present ___ Absent___
Tamara Mitchell, Treasurer	Present ___ Absent___
Minc Brooker, Member	Present ___ Absent___

3.0 ADOPTION OF THE AGENDA

That the Governing Board approves the agenda as presented.

4.0 BOARD OF DIRECTORS REPORTS/COMMENTS/REQUESTS FOR INFORMATION

4.1 REPORT: BOARD MEMBERS

4.2 REPORT: EXECUTIVE DIRECTOR

4.3 REPORT: GOVERNANCE COMMITTEE

4.4 REPORT: FINANCE COMMITTEE

5.0 PUBLIC COMMENT

The public may address the Board on any consent action item or item not listed on the agenda. Pursuant to the Brown Act, during this period, the Board cannot consider issues or take action on any item not listed on the agenda. Questions, concerns, and/or input may be referred to the appropriate person for follow-up. Time is limited to 3 minutes per person. An additional three minutes will be given to individuals utilizing an interpreter.

6.0 ACKNOWLEDGMENTS

Land Acknowledgement - *Oasis Charter Public School acknowledges that we gather, learn, and grow on the traditional lands of the **Amah Mutsun** and **Esselen peoples**, who have lived, cared for, and cultivated the Salinas Valley and Monterey Bay region for countless generations.*

We honor their enduring connection to this land, their rich cultural traditions, and their ongoing contributions to our community. We express our deepest gratitude and respect to the Amah Mutsun and Esselen peoples and commit to fostering learning and stewardship that honors their legacy.

7.0 CONSENT AGENDA

That the Governing Board approve the Consent Agenda.

7.1 ACTION: Approval of Minutes

- March 31, 2026 Regular Board Meeting

7.2 ACTION: Current Enrollment and Average Daily Attendance Reports

7.3 ACTION: Personnel Report for the 25-26 SY

7.4 ACTION: February and March Warrants and Cash Flow

8.0 DISCUSSION/RECOMMENDATION/ACTION

8.1 DISCUSSION/ACTION: Expanded Learning Opportunities Program (ELOP) Plan 2025-2026

8.2 DISCUSSION/ACTION: Amendment to Article VI, Section 1 – Number of Directors

8.3 DISCUSSION/ACTION: Amendment to Finance Committee Meeting Frequency

8.4 DISCUSSION/ACTION: Approve of Board Member Appointments

8.5 DISCUSSION/ACTION: Election of Board Secretary

8.6 DISCUSSION: Role of the Board Overview

8.7 DISCUSSION/ACTION: Consideration of Regular Board Meeting Date Change

9.0 FUTURE AGENDA ITEMS

10.0 NEXT MEETING DATE

10.1 May 26, 2026

11.0 ADJOURNMENT

Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: ACTION 7.1 Approval of Minutes

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

The Board is asked to review the minutes for accuracy in advance of the meeting.
Thank you.

ATTACHMENTS: Minutes from the March 31, 2026 Regular Board meeting

Administration Recommendation: Approve ______ Information _____

Person submitting item: Lauren Ricker, Executive Director



Oasis Charter Public School

A small school for kids with BIG ideas.

1135 Westridge Parkway, Salinas, CA 93907

T: (831) 424-9003 F: (831) 424-9005 www.oasischarterschool.org

Under Construction Education Network (UCEN) Board of Trustees Meeting

Regular Board Meeting Minutes

Tuesday, March 31, 2026

5:15 p.m.

Join Zoom Meeting

<https://zoom.us/j/92337170487?pwd=Yy09dMjjiTJ9D9dYQggxJaBBm6Lw.1>

Meeting ID: 923 3717 0487

Passcode: 127479

By Phone: (669) 900-9128

Members of the public may join the meeting in-person at the address listed below.
Please read Information for the Public section below on public participation.

Oasis Charter Public School Boardroom
1135 Westridge Parkway
Salinas, CA 93907

INFORMATION FOR THE PUBLIC

- I. For persons wishing to address the Board of Directors: The public is encouraged to attend and participate where designated in the Under Construction Educational Network (UCEN) Board meetings. In person and attending virtually, members of the public are welcome to make comments when the Board chair opens the item on the agenda for the public. When the President of the Board recognizes a public member for comment, such comment will be limited to three (3) minutes. Your comments will be heard under the designated section of this agenda. For the record, state your name, title, whom you represent, and the agenda item you are addressing.

- II. The Board encourages those with disabilities to participate fully in public meetings. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the main office of Oasis Public Charter School at (831) 424-9003 at least 72 hours before a regular board meeting or 24 hours before a special board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).
- III. The Board can provide translation services for board meetings as needed. To request translation services, please contact the main office at Oasis Public Charter School at (831) 424-9003 at least 72 hours before a regular board meeting or 24 hours before a special board meeting so that we can make arrangements.

INFORMACIÓN PARA EL PÚBLICO

- I. Para las personas que deseen dirigirse a la Mesa Directiva: Se anima al público a asistir y participar cuando se les designe en las reuniones de la Mesa Directiva de Under Construction Educational Network (UCEN). Si asiste en persona o virtualmente, están invitados a hacer comentarios cuando el presidente de la Mesa Directiva abre el asunto de la agenda para el público. Cuando el Presidente de la Mesa Directiva reconozca a un miembro del público para hacer comentarios, dichos comentarios se limitarán a (3) minutos. Sus comentarios serán escuchados en la sección designada de esta agenda. Para que conste en acta: indique su nombre, cargo, a quién representa y el punto del orden del día al que se refiere.
- II. La Mesa Directiva anima a las personas con discapacidad a participar plenamente en las reuniones públicas. Si necesita una modificación o adaptación relacionada con su discapacidad, incluidas ayudas o servicios auxiliares, para participar en la reunión pública, póngase en contacto Oasis Public Charter School en el (831) 424-9003 al menos 72 horas antes de una reunión regular de la Mesa Directiva o dentro de 24 horas de una junta especial para que podamos hacer todos los esfuerzos razonables para adaptarnos a usted. (Código Governmental § 54954.2; Americanos con Discapacidades de 1990, § 202 (42 U.S.C. § 12132)
- III. La Mesa Directiva puede proporcionar servicios de traducción para las reuniones de la junta según sea necesario. Para solicitar servicios de traducción, por favor póngase en contacto Oasis Public Charter School en el (831) 424-9003 dentro de 72 horas de una junta regular o dentro de 24 horas de una junta especial para que podamos hacer los arreglos.

1.0 REGULAR AGENDA

1.1 Call Meeting to Order at 5:18pm

2.0 ROLL CALL OF GOVERNING BOARD

Melissa Edwards, President	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>
Jorge Acosta, Vice President	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>
VACANT, Secretary	Present <input type="checkbox"/> Absent <input type="checkbox"/>
Tamara Mitchell, Treasurer	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>
Minc Brooker, Member	Present <input checked="" type="checkbox"/> Absent <input type="checkbox"/>

3.0 ADOPTION OF THE AGENDA

That the Governing Board approves the agenda as presented.

Motion to approve the agenda by Board Member, Minc Brooker; Seconded by Board Vice President, Jorge Acosta.

Vote on Motion: 4 - 0 Motion: Approved

4.0 BOARD OF DIRECTORS REPORTS/COMMENTS/REQUESTS FOR INFORMATION

4.1 REPORT: BOARD MEMBERS

4.2 REPORT: EXECUTIVE DIRECTOR

Executive Director Lauren Ricker reported:

At the beginning of March, the school held Conference Week and the Book Fair simultaneously. Parent-teacher conferences went well, and teachers distributed last year's SBAC state test scores to parents. Overall attendance was fairly strong. Staff were also reminded that if parents could not attend in person, alternative forms of contact such as Zoom meetings or phone calls should be arranged to ensure communication with families.

The Book Fair was a success, with total sales reaching approximately \$2,700. Final profit figures are still pending, but the event generated strong participation and enthusiasm.

The school also completed i-Ready testing, which began at the end of February and continued over multiple testing sessions. Results showed gains for many students.

While the growth was positive, it did not reflect the same level of increase seen in October.

Melissa and John Ramirez from Equity In met with Michelle, the charter liaison at Monterey County Office of Education, to discuss the charter renewal process. Michelle provided an overview of the renewal timeline and expectations, emphasizing clearly that the school must demonstrate middle-performing results in order to have a viable opportunity for rechartering.

On March 17, a small parent group meeting was held with invited officer members of OCC, along with other families interested in volunteering and becoming more involved with the parent group. During the meeting, families were provided with information regarding school priorities and upcoming state testing.

It was also shared that the school is moving forward with the Third Grade Golden Ticket Award, a Taylor Farms initiative designed to encourage reading proficiency. Third grade students who score at grade level on the state test will receive a \$250 incentive.

5.0 PUBLIC COMMENTS ON CLOSED SESSION ITEMS

This time is reserved for any person to address the Board on Closed Session items. The public may address the Board on any Closed Session item or any item not listed on the agenda. Pursuant to the Brown Act, during this period the Board cannot consider issues or take action on any item not listed on the agenda. Questions, concerns, and/or input may be referred to the appropriate person for follow-up. Time is limited to 3 minutes per person. An additional three minutes will be given to individuals utilizing an interpreter.

No Public Comments

6.0 ADJOURNMENT TO CLOSED SESSION at 5:38 pm

6.1 Executive Director Performance Evaluation

Public employee performance evaluation pursuant to (Gov. Code § 54957(b)(1))

7.0 RECONVENE TO OPEN SESSION at 6:17pm

The Board reconvened and announced its decision to continue with the leadership of Executive Director Lauren. The Board expressed appreciation for her continued service and looks forward to working with her in support of the school's ongoing success.

8.0 PUBLIC COMMENT

The public may address the Board on any consent action item or item not listed on the agenda. Pursuant to the Brown Act, during this period, the Board cannot consider

issues or take action on any item not listed on the agenda. Questions, concerns, and/or input may be referred to the appropriate person for follow-up. Time is limited to 3 minutes per person. An additional three minutes will be given to individuals utilizing an interpreter.

No Public Comments

9.0 ACKNOWLEDGMENTS

Land Acknowledgement - *Oasis Charter Public School acknowledges that we gather, learn, and grow on the traditional lands of the **Amah Mutsun** and **Esselen peoples**, who have lived, cared for, and cultivated the Salinas Valley and Monterey Bay region for countless generations.*

We honor their enduring connection to this land, their rich cultural traditions, and their ongoing contributions to our community. We express our deepest gratitude and respect to the Amah Mutsun and Esselen peoples and commit to fostering learning and stewardship that honors their legacy.

10.0 CONSENT AGENDA

That the Governing Board approve the Consent Agenda.

10.1 ACTION: Approval of Minutes

- February 18, 2026 Regular Board Meeting

10.2 ACTION: Current Enrollment and Average Daily Attendance Reports

Motion to approve all the consent items by Board Treasurer, Tamara Mitchell; Seconded by Board Vice President, Jorge Acosta.

Vote on Motion: 4 - 0

Motion: Approved

11.0 DISCUSSION/RECOMMENDATION/ACTION

11.1 ACTION: 2026-2027 Academic Calendar

Motion to approve 2026-2027 Academic Calendar by Board Member, Mink Brooker; Seconded by Board Treasurer, Tamara Mitchell.

Vote on Motion: 4 - 0

Motion: Approved

11.2 ACTION: Christy White Independent Auditor Contract

Motion to approve Christy White Auditor Contract by Board President, Melissa Edwards; Seconded by Board Member, Minc Brooker.

Vote on Motion: 4 - 0

Motion: Approved

11.3 INFORMATION/DISCUSSION: Open Forum – Board Member Participation in Agenda Development

12.0 FUTURE AGENDA ITEMS

- New Board Members
- Revising ByLaws
- Salary Schedule (Classified & Certificated)
- Benefits
- Fundraising Updates

13.0 NEXT MEETING DATE

13.1 April 28, 2026

14.0 ADJOURNMENT at 6:34 pm

Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 7.2 ACTION - Current Enrollment and Average Daily Attendance (ADA)

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

"As of" Date	Enrollment	Average Daily Attendance
09/26/25	169	91.77%
10/24/25	169	92.24%
11/18/25	167	92.32%
12/12/25	166	92.36%
01/23/26	168	92.59%
3/27/26	169	92.56%
4/24/26	169	92.36%

Administration Recommendation: Approve Information

Person submitting item: Grisela Macias, Office Manager

Enrollment Summary: Scheduling/Reporting Ethnicity as of 04/24/2026 (A)

View:

Scheduling/Reporting Ethnicity

Students:
 All Active Enrollments

 Current Selection


Date:

04/24/2026

Grade Level	Total in Grade	Asian	African-American	Caucasian	Hispanic	American Indian	Other	Pacific Islander	Unclassified
K	24 M 12 /F 12	2 M 1 /F 1	0 M 0 /F 0	1 M 1 /F 0	21 M 10 /F 11	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
1	26 M 13 /F 13	2 M 0 /F 2	0 M 0 /F 0	3 M 0 /F 3	20 M 12 /F 8	0 M 0 /F 0	1 M 1 /F 0	0 M 0 /F 0	0 M 0 /F 0
2	24 M 8 /F 16	4 M 2 /F 2	2 M 1 /F 1	2 M 0 /F 2	13 M 4 /F 9	0 M 0 /F 0	1 M 1 /F 0	1 M 0 /F 1	1 M 0 /F 1
3	28 M 15 /F 13	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	26 M 15 /F 11	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0
4	26 M 13 /F 13	3 M 2 /F 1	1 M 0 /F 1	3 M 1 /F 2	17 M 8 /F 9	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	2 M 2 /F 0
5	27 M 11 /F 16	0 M 0 /F 0	1 M 0 /F 1	2 M 0 /F 2	23 M 10 /F 13	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	0 M 0 /F 0
6	14 M 9 /F 5	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	12 M 9 /F 3	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1
Total	169 M 81 /F 88	12 M 5 /F 7	4 M 1 /F 3	12 M 2 /F 10	132 M 68 /F 64	0 M 0 /F 0	2 M 2 /F 0	3 M 1 /F 2	4 M 2 /F 2

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

 Icons  - Date Entry

Attendance Summary By Grade

Oasis Charter Public School
08/06/2025 to 04/24/2026 = 157 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	1	27	0	4	24	4396	0	630	267.00	3499.00	22.29	92.91%
Subtotal	1	27	0	4	24	4396	0	630	267.00	3499.00	22.29	92.91%
1	2	28	0	4	26	4710	0	630	199.00	3724.00	23.72	91.27%
2	0	27	0	3	24	4239	0	486	163.00	3514.00	22.38	93.63%
3	0	29	0	1	28	4553	0	100	135.00	3945.00	25.13	88.59%
Subtotal	2	84	0	8	78	13502	0	1216	497.00	11183.00	71.23	91.02%
4	1	25	0	0	26	4082	0	64	267.00	3751.00	23.89	93.35%
5	1	29	0	3	27	4710	0	496	169.00	3998.00	25.46	94.87%
6	0	17	0	3	14	2669	0	470	171.00	2028.00	12.92	92.22%
Subtotal	2	71	0	6	67	11461	0	1030	607.00	9777.00	62.27	93.73%
Grand Total	5	182	0	18	169	29359	0	2876	1371.00	24459.00	155.79	92.36%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.]

Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 7.3 ACTION: Personnel Report for the 25-26 SY

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

This section provides the Board with a summary of all staff employment changes since the last meeting, including new hires, resignations, and terminations. Each entry includes the employee's name, position, effective date of the change, and any relevant notes for Board awareness. This report ensures the Board remains informed of staffing adjustments that impact school operations and compliance.

ATTACHMENTS: Personnel Changes from October 2025 to March 2026

Administration Recommendation: Approve Information

Person submitting item: Grisela Macias, Office Manager

Oasis Charter Public School - Board Report: Personnel Changes

Date of Report: 4/28/2026 **Reporting Period:** October 2025-March 2026

Section 1 – New Hires

Employee Name	Position	Start Date	Full-Time/Part-Time	Notes
Joseph Reyes	Custodian	10/9/2025	Part-Time	
Rachel Anderson	Paraprofessional	10/7/2025	Full-Time	
Maritza Avalos	Recess & Lunch Aide	10/25/2025	Part-Time	
Samaira Cruz	Special Education Paraprofessional	11/03/2025	Full-Time	
Amy Garibay	After School Aide	02/09/2026	Part-Time	

Section 2 – Resignations

Employee Name	Position	Resigned as of	Reason (if provided)	Notes
Ronette Parker	RSP/Case Manager	2/13/2026		
Katherine Uppman	Instructional Coordinator	03/18/2026		

Section 3 – Non-Renewals/Terminations

Employee Name	Position	As of	Reason/Status	Notes
---------------	----------	-------	---------------	-------

Section 4 – Vacancies for 2026-2027

RSP/Case Manager			Full-Time	
Instructional Coordinator			Full-Time	
Elementary Teacher	2 Vacancies		Full-Time	
Special Education Paraprofessional	2 Vacancies		Full-Time	
After School Aide	2 Vacancies		Part-Time	
Recess & Lunch Aide	2 Vacancies		Part-Time	

Prepared by: Grisela Macias

Title: Office Manager

Date Submitted: 04/24/2026

Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 7.4 ACTION: February and March Warrants and Cash Flow

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Beginning with this meeting, staff will bring the current cash flow to the Board for review. This is a common practice in both charter schools and school districts. It is especially important to ensure that UCEN maintains a positive cash flow at all time.

ATTACHMENTS: February and March Warrants and Cash Flow

Administration Recommendation: Approve **Information**

Person submitting item: Grisela Macias, Office Manager

Oasis Charter Public School
Check Register
For the Period From Feb 1, 2026 to Feb 28, 2026

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
020126-EFT	2/1/26	GRAYBAR FINANCIAL SERVICES, LLC	91120000000000	603.56
020126-1-EFT	2/1/26	LEAF	91120000000000	398.79
020126-2-EFT	2/1/26	LEAF	91120000000000	49.16
11847	2/1/26	MR. ANTHONY SAMMUT	91120000000000	22,990.00
11848	2/1/26	A.L. ICEAN L.P.	91120000000000	4,053.85
020126-3-EFT	2/1/26	REPUBLIC SERVICES #471	91120000000000	1,356.90
020226-EFT	2/2/26	CHARTERSAFE	91120000000000	5,129.00
020226-1-EFT	2/2/26	VISION SERVICE PLAN- (CA)	91120000000000	154.89
020426-EFT	2/4/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	99.46
020426-1-EFT	2/4/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	136.65
020426-2-EFT	2/4/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	94.83
11850	2/5/26	ARI SERVICE INC.	91120000000000	4,219.86
11851	2/5/26	SAN JOAQUIN COUNTY OFFICE OF EDUCATI	91120000000000	1,850.00
11852	2/5/26	POWERSCHOOL CORPORATION	91120000000000	20,091.90
11853	2/5/26	SPHERION STAFFING LLC	91120000000000	840.00
11854	2/5/26	Larry D. Sims Jr. & Theresa B. Sims	91120000000000	300.00
020626-EFT	2/6/26	UNIFIED GLOBAL SOLUTIONS	91120000000000	62.19
021026-EFT	2/10/26	EMPLOYMENT DEVELOPMENT DEPARTMEN	91120000000000	888.11
021026-1-EFT	2/10/26	PAYCHEX	91120000000000	651.34
021026-2-EFT	2/10/26	PAYCHEX	91120000000000	155.16
021126-EFT	2/11/26	TERMINIX PROCESSING CENTER	91120000000000	91.11
021326-EFT	2/13/26	SAFE AND SOUND SECURITY, INC.	91120000000000	53.86
1366	2/13/26	RONETTE PARKER	91140000000000	221.59
1367	2/13/26	RONETTE PARKER	91140000000000	5,013.41

**Oasis Charter Public School
Check Register
For the Period From Feb 1, 2026 to Feb 28, 2026**

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
02/13/26-TRF	2/13/26	OASIS CHARTER PUBLIC SCHOOL	9112000000000000	10,000.00
021826-EFT	2/18/26	CALIFORNIA WATER SERVICE COMPANY	9112000000000000	87.73
021826-1-EFT	2/18/26	CALIFORNIA WATER SERVICE COMPANY	9112000000000000	65.80
CT26-02311	2/20/26	MONTEREY COE	9150000000000000	246,180.72
022026-EFT	2/20/26	CARDMEMBER SERVICE	9112000000000000	1,049.01
022326-EFT	2/23/26	ANTHEM BLUE CROSS	9112000000000000	10,592.62
022426-EFT	2/24/26	AT&T MOBILITY	9112000000000000	66.02
022626-EFT	2/26/26	PAYCHEX	9112000000000000	602.14
022626-1-EFT	2/26/26	PAYCHEX	9112000000000000	85.08
022626-2-EFT	2/26/26	PROVIDENT LIFE & ACCIDENT INS. CO.	9112000000000000	62.24
022626-3-EFT	2/26/26	EMPLOYMENT DEVELOPMENT DEPARTMEN	9112000000000000	897.23
022626-4-EFT	2/26/26	ALLIED ADMINISTRATORS FOR DELTA DENT	9112000000000000	1,423.18
022626-5-EFT	2/26/26	PG&E	9112000000000000	4,818.33
11875	2/27/26	AT&T	9112000000000000	1,453.74
11876	2/27/26	DATAFLOW BUSINESS SYSTEMS	9112000000000000	730.83
11877	2/27/26	HARMONY AT HOME	9112000000000000	1,196.00
11878	2/27/26	COMCAST	9112000000000000	1,118.31
11879	2/27/26	AFLAC	9112000000000000	2,517.96
11880	2/27/26	AMERICAN SUPPLY COMPANY	9112000000000000	284.27
11881	2/27/26	PG COMPUTERS / ACC	9112000000000000	425.00
11882	2/27/26	REVOLUTION FOODS, INC.	9112000000000000	10,144.32
11883	2/27/26	E-RATE ADVISORS	9112000000000000	437.50
11884	2/27/26	POSITIVE BEHAVIOR SUPPORTS CORP	9112000000000000	11,565.00
11885	2/27/26	SALVADOR GUERRA	9112000000000000	24.98

**Oasis Charter Public School
Check Register
For the Period From Feb 1, 2026 to Feb 28, 2026**

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
11886	2/27/26	SPHERION STAFFING LLC	9112000000000000	3,123.76
11887	2/27/26	WORLD'S FINEST CHOCOLATE	9112000000000000	12,120.00
11888	2/27/26	ALYSSA CLARK	9112000000000000	37.06
11889	2/27/26	LAUREN RICKER	9112000000000000	178.75
11890	2/27/26	THE BEHAVIOR CONCIERGE, LLC.	9112000000000000	13,235.00
11891	2/27/26	TheraSens, Inc.	9112000000000000	3,803.80
11892	2/27/26	LEWIS BRISBOIS BISGAARD & SMITH LLP	9112000000000000	560.00
11893	2/28/26	MONTEREY COE	9112000000000000	20,423.54
11814V	2/28/26	STERLING ADMINISTRATION	9112000000000000	-250.00
Total				428,565.54

**Oasis Charter Public School
Check Register
For the Period From Mar 1, 2026 to Mar 31, 2026**

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
030126-2-EFT	3/1/26	GRAYBAR FINANCIAL SERVICES, LLC	91120000000000	603.56
030126-EFT	3/1/26	LEAF	91120000000000	398.79
030126-1-EFT	3/1/26	LEAF	91120000000000	49.16
11873	3/2/26	MR. ANTHONY SAMMUT	91120000000000	22,990.00
11874	3/2/26	A.L. ICEAN L.P.	91120000000000	4,053.85
030226-EFT	3/2/26	VISION SERVICE PLAN- (CA)	91120000000000	142.40
030326-EFT	3/3/26	REPUBLIC SERVICES #471	91120000000000	1,262.84
030326-1-EFT	3/3/26	CARDMEMBER SERVICE	91120000000000	9,203.49
11894	3/5/26	ARI SERVICE INC.	91120000000000	4,166.67
030526-FEE	3/5/26	MECHANICS BANK	91120000000000	12.00
030626-EFT	3/6/26	SAFE AND SOUND SECURITY, INC.	91120000000000	2,750.00
030626-1-EFT	3/6/26	CHARTERSAFE	91120000000000	5,129.00
031026-EFT	3/10/26	UNIFIED GLOBAL SOLUTIONS	91120000000000	65.04
031026-1-EFT	3/10/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	110.77
031026-2-EFT	3/10/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	101.21
031026-3-EFT	3/10/26	CALIFORNIA WATER SERVICE COMPANY	91120000000000	168.10
031026-4-EFT	3/10/26	PAYCHEX	91120000000000	30.81
031126-EFT	3/11/26	PAYCHEX	91120000000000	677.14
031226-EFT	3/12/26	EMPLOYMENT DEVELOPMENT DEPARTMEN	91120000000000	858.67
11895	3/13/26	MONTEREY ONE WATER	91120000000000	327.24
11896	3/13/26	HARMONY AT HOME	91120000000000	2,392.00
11897	3/13/26	PG COMPUTERS / ACC	91120000000000	236.00
11898	3/13/26	THE POST BOX	91120000000000	392.00
11899	3/13/26	SPHERION STAFFING LLC	91120000000000	1,640.63

Oasis Charter Public School
Check Register
For the Period From Mar 1, 2026 to Mar 31, 2026

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
11900	3/13/26	Larry D. Sims Jr. & Theresa B. Sims	9112000000000000	300.00
11901	3/13/26	PARALLEL LEARNING BEHAVIORAL HEALTH	9112000000000000	5,571.82
11902	3/13/26	THE BEHAVIOR CONCIERGE, LLC.	9112000000000000	12,966.00
11903	3/13/26	KATHERINE UPPMAN	9112000000000000	311.33
11904	3/13/26	FISHER & PHILLIPS, LLP	9112000000000000	560.00
031326-EFT	3/13/26	SAFE AND SOUND SECURITY, INC.	9112000000000000	53.86
CT26-02489	3/15/26	MONTEREY COUNTY OFFICE OF EDUCATIO	9150000000000000	4,805.06
1368	3/18/26	KATHERINE UPPMAN	9114000000000000	902.53
031926-EFT	3/19/26	CALIFORNIA WATER SERVICE COMPANY	9112000000000000	65.80
CT26-02587	3/19/26	MONTEREY COE	9150000000000000	175,365.28
032026-EFT	3/20/26	CARDMEMBER SERVICE	9112000000000000	1,543.52
032326-EFT	3/23/26	TERMINIX PROCESSING CENTER	9112000000000000	91.11
032426-EFT	3/24/26	AT&T MOBILITY	9112000000000000	66.02
032426-1-EFT	3/24/26	CALIFORNIA WATER SERVICE COMPANY	9112000000000000	87.73
032626-EFT	3/26/26	ALLIED ADMINISTRATORS FOR DELTA DENT	9112000000000000	1,132.88
032626-4-EFT	3/26/26	PAYCHEX	9112000000000000	657.79
032626-1-EFT	3/26/26	PROVIDENT LIFE & ACCIDENT INS. CO.	9112000000000000	62.24
032626-2-EFT	3/26/26	STERLING ADMINISTRATION	9112000000000000	721.16
032626-3-EFT	3/26/26	STERLING ADMINISTRATION	9112000000000000	2,056.64
032626-5-EFT	3/26/26	PAYCHEX	9112000000000000	30.85
032626-6-EFT	3/26/26	ANTHEM BLUE CROSS	9112000000000000	10,592.62
11855	3/27/26	AT&T	9112000000000000	1,453.74
11856	3/27/26	DATAFLOW BUSINESS SYSTEMS	9112000000000000	730.83
11857	3/27/26	HARMONY AT HOME	9112000000000000	1,196.00

Oasis Charter Public School
Check Register
For the Period From Mar 1, 2026 to Mar 31, 2026

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
11858	3/27/26	COMCAST	91120000000000	1,118.31
11859	3/27/26	AFLAC	91120000000000	2,517.96
11860	3/27/26	AMERICAN SUPPLY COMPANY	91120000000000	284.27
11861	3/27/26	PG COMPUTERS / ACC	91120000000000	425.00
11862	3/27/26	REVOLUTION FOODS, INC.	91120000000000	10,144.32
11863	3/27/26	E-RATE ADVISORS	91120000000000	437.50
11864	3/27/26	POSITIVE BEHAVIOR SUPPORTS CORP	91120000000000	11,565.00
11865	3/27/26	SALVADOR GUERRA	91120000000000	24.98
11866	3/27/26	SPHERION STAFFING LLC	91120000000000	3,123.76
11867	3/27/26	WORLD'S FINEST CHOCOLATE	91120000000000	12,120.00
11868	3/27/26	ALYSSA CLARK	91120000000000	37.06
11869	3/27/26	LAUREN RICKER	91120000000000	178.75
11870	3/27/26	THE BEHAVIOR CONCIERGE, LLC.	91120000000000	13,235.00
11871	3/27/26	TheraSens, Inc.	91120000000000	3,803.80
11872	3/27/26	LEWIS BRISBOIS BISGAARD & SMITH LLP	91120000000000	560.00
11855V	3/27/26	AT&T	91120000000000	-1,453.74
11856V	3/27/26	DATAFLOW BUSINESS SYSTEMS	91120000000000	-730.83
11857V	3/27/26	HARMONY AT HOME	91120000000000	-1,196.00
11858V	3/27/26	COMCAST	91120000000000	-1,118.31
11859V	3/27/26	AFLAC	91120000000000	-2,517.96
11860V	3/27/26	AMERICAN SUPPLY COMPANY	91120000000000	-284.27
11861V	3/27/26	PG COMPUTERS / ACC	91120000000000	-425.00
11862V	3/27/26	REVOLUTION FOODS, INC.	91120000000000	-10,144.32
11863V	3/27/26	E-RATE ADVISORS	91120000000000	-437.50

**Oasis Charter Public School
Check Register
For the Period From Mar 1, 2026 to Mar 31, 2026**

Filter Criteria includes: Report order is by Date.

Check #	Date	Payee	Cash Account	Amount
11864V	3/27/26	POSITIVE BEHAVIOR SUPPORTS CORP	9112000000000000	-11,565.00
11865V	3/27/26	SALVADOR GUERRA	9112000000000000	-24.98
11866V	3/27/26	SPHERION STAFFING LLC	9112000000000000	-3,123.76
11867V	3/27/26	WORLD'S FINEST CHOCOLATE	9112000000000000	-12,120.00
11868V	3/27/26	ALYSSA CLARK	9112000000000000	-37.06
11869V	3/27/26	LAUREN RICKER	9112000000000000	-178.75
11870V	3/27/26	THE BEHAVIOR CONCIERGE, LLC.	9112000000000000	-13,235.00
11871V	3/27/26	TheraSens, Inc.	9112000000000000	-3,803.80
11872V	3/27/26	LEWIS BRISBOIS BISGAARD & SMITH LLP	9112000000000000	-560.00
032726-EFT	3/27/26	EMPLOYMENT DEVELOPMENT DEPARTMEN	9112000000000000	876.79
033026-EFT	3/30/26	STERLING ADMINISTRATION	9112000000000000	65.56
033026-1-EFT	3/30/26	CARDMEMBER SERVICE	9112000000000000	4,539.74
11905	3/31/26	MONTEREY COE	9112000000000000	19,649.89
033126-EFT	3/31/26	PG&E	9112000000000000	4,882.84
033126-1-EFT	3/31/26	REPUBLIC SERVICES #471	9112000000000000	1,262.84
Total				306,983.27

Oasis Charter School
Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.1 ACTION: Expanded Learning Opportunities Program (ELOP) Plan 2025-2026

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Expanded Learning Opportunities Program (ELOP) Plan 2025–2026

BACKGROUND:

The Expanded Learning Opportunities Program (ELOP) provides funding for before school, after school, summer, and intersession enrichment programs for eligible students. The purpose of ELOP is to support student academic success, social-emotional well-being, and engagement through safe, inclusive, and enriching learning environments beyond the regular instructional day.

State law requires local educational agencies receiving ELOP funds to adopt and annually update an ELOP Plan describing how services will be implemented and aligned with student and family needs. The 2025–2026 ELOP Plan outlines program goals, targeted student populations, staffing, partnerships, attendance procedures, enrichment opportunities, and continuous improvement strategies.

The plan reflects input from families, staff, and community partners and is designed to expand access to high-quality learning opportunities that complement the district’s instructional program. Services may include academic intervention, homework support, physical fitness, arts, STEM activities, leadership development, and social-emotional learning opportunities.

RECOMMENDATION:

Administration recommends that the Governing Board review and approve the Expanded Learning Opportunities Program (ELOP) Plan for the 2025–2026 school year, as presented, to ensure continued compliance with program requirements and ongoing support for student learning and enrichment opportunities.

Administration Recommendation: Approve **Information** _____

Person submitting item: Lauren Ricker, Executive Director

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2).

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Oasis Charter Public School

Contact Name: Lauren Ricker

Contact Email: laurenricker@oasischarterschool.org

Contact Title: Executive Director

Contact Phone: 831-424-9003

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Oasis Charter Public School

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program will be offered **on site at Oasis Charter School**, ensuring a familiar, structured, and secure environment for all students. By remaining on campus, the program maximizes consistency in expectations, access to resources, and the ability to respond quickly to student needs.

Oasis Charter School is committed to fostering a safe and supportive environment where students feel physically, emotionally, and socially secure. Staff will implement clear behavior expectations rooted in restorative practices and positive behavior supports. Classrooms and shared spaces will emphasize respect, inclusion, and student voice, helping to build a strong sense of belonging. Adequate supervision will be maintained at all times, with established staff-to-student ratios aligned to best practices.

All staff participating in the program will receive ongoing training in areas including child safety, mandated reporting, de-escalation strategies, trauma-informed practices, and emergency procedures through Charter Safe's Vector Training. This ensures that staff are prepared to proactively support students and respond effectively to any concerns that may arise.

A clear and consistent incident reporting system is in place. Staff will document behavioral or safety incidents promptly, communicate with administration, and follow established protocols for parent/guardian notification when appropriate ("strike" system). Patterns of behavior will be monitored to inform interventions and supports for students.

Student health and safety are further supported through the careful maintenance of health records. Emergency contact information, medical needs, and authorized pickup details will be securely stored and easily accessible to authorized staff. Any medications will be handled

in accordance with school policies and state regulations.

By offering the program on site with well-trained staff, clear procedures, and strong systems for communication and documentation, Oasis Charter School ensures that students experience a consistently safe, supportive, and responsive environment.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The program at Oasis Charter School is intentionally designed to provide an emotionally safe and supportive environment where students feel valued, respected, and connected. A strong emphasis is placed on relationship-building, consistency, and proactive support to ensure that all students can engage fully in their learning experience.

Social-emotional learning (SEL) is embedded into the daily structure of the program. Students participate in regular community circles, guided reflection, and collaborative activities that build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Staff model and reinforce respectful communication, empathy, and problem-solving, creating a culture where students feel safe expressing themselves and navigating challenges.

To further support students' emotional well-being, the school counselor is available on site until 4:00 p.m. each day. This extended access allows students to receive timely support for emotional regulation, conflict resolution, or personal concerns that may arise during the program. The counselor also collaborates with staff to provide strategies and interventions that align with students' individual needs.

Additionally, the program includes an anti-bullying mentor who works with students every Friday. This mentor facilitates targeted lessons and small group discussions focused on bullying prevention, peer advocacy, and building a culture of kindness and accountability. These sessions provide students with practical tools to address conflict, stand up for others, and contribute to a positive school climate.

Through integrated SEL practices, consistent access to counseling support, and dedicated anti-bullying programming, Oasis Charter School ensures that students experience an environment that prioritizes emotional safety, connection, and overall well-being.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate,

the instructional day.

The Oasis Charter School program is designed to provide students with meaningful opportunities for active and engaged learning that extend beyond, but do not duplicate, the instructional day. The program emphasizes enrichment, application, and exploration, allowing students to deepen their interests and build new skills in a hands-on, collaborative environment.

Students will have access to a variety of enrichment clubs, including art, STEM, sports, and leadership. These clubs are intentionally structured to promote creativity, critical thinking, and teamwork. For example, art clubs may focus on open-ended creative expression and project-based learning, while STEM clubs emphasize design challenges, experimentation, and problem-solving that complement, rather than repeat, core classroom instruction. Leadership opportunities provide students with a voice in planning activities, mentoring peers, and contributing to the school community, fostering confidence and responsibility.

Academic support is also embedded through homework help and tutoring sessions. These supports are designed to reinforce learning from the school day, clarify concepts, and build independent study habits without reteaching whole-class lessons. Staff work closely with students to provide individualized guidance, ensuring that support is responsive and targeted.

In addition, structured games during outdoor free time promote active engagement, physical wellness, and social skill development. Organized activities encourage teamwork, inclusion, and positive peer interactions, while still allowing for student choice and enjoyment.

By offering a balance of enrichment, academic support, leadership development, and structured play, the program creates a dynamic environment where students remain actively engaged, explore their interests, and build skills that enhance their overall educational experience without duplicating the regular school day.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The Oasis Charter School program provides intentional and varied opportunities for students to engage in meaningful skill-building that supports their academic, social, and personal growth. Skill development is embedded throughout all program components, ensuring that students actively practice and apply new competencies in authentic contexts.

Through enrichment clubs such as art, STEM, sports, and leadership, students build both discipline-specific and transferable skills. In art, students develop creativity, fine motor skills, and perseverance through project-based work. STEM activities foster critical thinking, collaboration, problem-solving, and innovation as students engage in hands-on challenges and design tasks. Sports activities promote physical fitness, teamwork, goal setting, and

resilience. Leadership clubs provide opportunities for students to practice public speaking, organization, decision-making, and peer mentorship.

Academic skill-building is supported through structured homework help and tutoring, in which students strengthen foundational skills such as reading comprehension, writing, and mathematics. These sessions also emphasize executive functioning skills, including time management, organization, and task completion, helping students become more independent learners.

The program also incorporates structured games and collaborative activities during outdoor time, which build social skills such as communication, cooperation, conflict resolution, and sportsmanship. Staff intentionally facilitate these activities to reinforce positive interaction and inclusive participation.

Additionally, students are encouraged to set goals, reflect on their progress, and take ownership of their learning. This focus on self-awareness and a growth mindset helps students build confidence and persistence.

By integrating academic support, enrichment opportunities, and social development, the program ensures that students are consistently engaged in skill-building that is relevant, practical, and supportive of their overall development.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Oasis Charter School program is intentionally designed to elevate youth voice and cultivate leadership by providing students with authentic opportunities to lead, make decisions, and shape their program experience.

Students will have regular opportunities to take on leadership roles within clubs such as art, STEM, sports, and leadership. Older students, particularly in upper grades, may serve as peer leaders or mentors, supporting younger students during activities, modeling positive behavior, and assisting with facilitation of games, projects, or group work. In leadership club, students will help plan events, organize activities, and contribute ideas for improving the program, building skills in communication, collaboration, and decision-making.

The program also incorporates structured opportunities for students to lead activities. For example, students may design and facilitate parts of enrichment clubs, lead warm-ups or team-building games during sports and outdoor time, or present projects and teach peers new skills. These experiences foster confidence, ownership, and a sense of responsibility within the school community.

Youth voice is further elevated through regular feedback structures. Students will participate

in surveys, reflection circles, and group discussions where they can share their perspectives on what is working well and what could be improved. Staff will intentionally review this feedback and use it to inform program adjustments, ensuring that student input directly impacts decision-making.

Additionally, student representatives may participate in a student advisory group or leadership team that meets periodically to review program quality, suggest new clubs or activities, and co-develop solutions to challenges. This group provides a formal structure for student voice in program planning and continuous improvement.

By embedding leadership roles, peer mentorship, and meaningful feedback systems, the program ensures that students are not only participants but active contributors to the program's success and ongoing development.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Oasis Charter School program promotes healthy choices and behaviors by integrating nutrition, physical activity, and health education into the daily experience, ensuring students develop habits that support both their physical and mental well-being.

Students will have access to nutritious meals and snacks provided by the school's food vendor, Revolution Foods. Offerings include balanced meals, as well as healthy snacks and fresh fruit options, ensuring that students are well-nourished throughout the program. Emphasis is placed on providing appealing, wholesome foods that support energy, focus, and overall health.

Opportunities for physical activity are embedded daily through structured games, sports, and active outdoor time. Students engage in organized activities that promote movement, teamwork, and fitness, while also having opportunities for choice-based play. These activities are designed to be inclusive and engaging, encouraging all students to participate and develop lifelong habits around physical wellness.

The program also partners with Sun Street Centers to provide age-appropriate presentations and workshops focused on health education. These sessions include guidance on how to fuel a healthy body and mind, helping students understand the connection between nutrition, physical activity, and emotional well-being. Additionally, students receive education on the dangers of vaping, particularly its impact on the developing brain, as well as fentanyl awareness to build understanding of the risks associated with substance use and to promote informed, healthy decision-making.

By combining access to nutritious food, regular physical activity, and targeted health

education, the program creates a comprehensive approach that empowers students to make healthy choices and develop behaviors that support long-term wellness.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The Oasis Charter School program is intentionally designed to honor cultural and linguistic diversity while ensuring equitable access and meaningful participation for all students. The program fosters an inclusive environment where differences are valued, and every student feels seen, respected, and supported.

Cultural and linguistic diversity are integrated into program activities through inclusive curriculum materials, diverse perspectives in enrichment clubs, and opportunities for students to share their backgrounds, traditions, and experiences. Staff use culturally responsive practices and inclusive language to create a welcoming environment for all students, including English learners. Visual supports, collaborative learning structures, and differentiated communication strategies are used to ensure that language is not a barrier to participation.

The program incorporates multi-age clubs and groupings, which provide natural opportunities for peer mentorship, collaboration, and cross-age learning. These structures allow students to learn from one another, build empathy, and develop leadership skills while fostering a strong, inclusive community.

Equity and access are further supported through intentional planning for students with disabilities. The Expanded Learning Opportunities Program (ELO-P) ensures that students with Individualized Education Programs (IEPs) receive appropriate accommodations and supports to fully participate in all program offerings. Staff collaborates with special education teams to understand and implement accommodations such as modified activities, sensory supports, preferential grouping, and additional adult assistance when needed.

For students with more significant or profound behavioral needs, the program provides additional layers of support, including increased supervision, individualized behavior plans, and access to trained staff who utilize de-escalation strategies and trauma-informed practices. These supports are designed to maintain student dignity while ensuring safety and access to the program.

By prioritizing inclusive practices, multi-age collaboration, individualized supports, and culturally responsive approaches, the Oasis Charter School program ensures that all students, regardless of background, language, or ability, have equitable opportunities to engage, belong, and succeed.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

The Oasis Charter School program is designed to ensure that students consistently engage with high-quality staff who are accessible, supportive, and skilled in fostering positive relationships and meaningful learning experiences. Maintaining strong connections between students and staff is a central priority, as these relationships are critical to student engagement, safety, and overall success.

The program maintains a staff-to-student ratio of **1:12**, ensuring that students receive individualized attention and support. This ratio allows staff to build strong relationships with students, monitor well-being, and provide targeted guidance during enrichment activities, academic support, and social interactions. Smaller group sizes also create more opportunities for student voice, participation, and personalized feedback.

Staff are intentionally selected and trained to work effectively with diverse student populations. They bring experience in youth development, classroom management, and social-emotional learning, and are equipped with strategies to support a wide range of student needs. Ongoing professional development ensures that staff continue to grow in areas such as culturally responsive practices, behavior support, and inclusive instruction.

Students interact with staff across a variety of settings, including enrichment clubs, homework help and tutoring sessions, structured outdoor activities, and leadership opportunities. These varied interactions allow staff to connect with students in different contexts, strengthening relationships and increasing student engagement.

Additionally, staff serve not only as facilitators but also as mentors and role models. They actively model positive communication, collaboration, and problem-solving, helping to create a respectful and supportive program culture. Because of the consistent staffing structure and low ratios, students experience continuity and trust, which contributes to a safe and engaging environment.

By prioritizing strong staffing ratios, ongoing training, and relationship-centered practices, the program ensures that all students have meaningful and consistent access to quality staff who support their growth and well-being.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

At Oasis Charter School, all instructional aides meet or exceed the minimum qualifications established by the local educational agency (LEA) to ensure students are supported by competent and well-prepared staff. At a minimum, instructional aides are required to hold a high school diploma or equivalent. Candidates are selected based on their ability to work effectively with children, demonstrate strong communication skills, and support both academic and social-emotional development.

Prior to employment, all staff must successfully complete a comprehensive health and safety screening process. This includes a background check conducted before a job offer is finalized, in accordance with state requirements. Staff are also required to complete mandated training modules through Charter Safe's Vector training program, which covers topics such as child abuse prevention, mandated reporting, workplace safety, and harassment prevention. In addition, all staff must maintain current CPR and first aid certification to ensure they are prepared to respond to emergencies.

Ongoing compliance with health and safety expectations is maintained through regular training updates, certification documentation, and adherence to school policies and procedures. Staff are expected to follow all established protocols related to student supervision, incident reporting, and emergency response.

To maintain minimum staffing ratios, the program schedules staff strategically based on student enrollment and daily attendance, ensuring a consistent ratio of at least 1:12. Attendance is monitored daily, and staffing is adjusted in real time as needed to remain in compliance. The program also maintains a pool of trained substitute staff who are available to step in when regular staff are absent, ensuring that ratios are never compromised.

Through clear hiring standards, thorough screening and training processes, and careful staffing oversight, Oasis Charter School ensures that all students are supported in a safe, well-supervised, and high-quality environment in alignment with EC Section 46120(b)(2)(D).

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The Oasis Charter School Expanded Learning program is committed to a comprehensive staff training and development plan that ensures all staff have the skills, knowledge, and resources needed to effectively engage and enrich students.

Staff participate in ongoing professional development throughout the year, including designated Friday training days, training sessions aligned with schoolwide professional development days, and dedicated planning and training time during the summer. These opportunities allow staff to build capacity, collaborate with colleagues, and prepare

high-quality, engaging programming. In alignment with EC Section 46120(b)(8), the program may close for up to three days annually to provide focused staff development, ensuring continuous improvement without compromising program quality.

All ELO-P staff are strongly encouraged to attend workshops and trainings offered through the Monterey County Office of Education. These sessions provide access to current best practices in expanded learning, including youth development strategies, social-emotional learning, classroom management, and culturally responsive practices.

Staff also complete required training modules through Charter Safe's Vector training system, covering essential topics such as child safety, mandated reporting, and workplace compliance. Additional trainings include CPR and first aid certification, trauma-informed practices, behavior support strategies, and inclusive practices for working with diverse learners.

To support high-quality programming, staff are provided with tools and resources such as structured lesson planning templates, access to enrichment materials for clubs (art, STEM, sports, and leadership), and guidance on facilitating engaging, hands-on learning experiences. Staff collaborate regularly to share strategies, reflect on practice, and align programming with student needs and interests.

Ongoing coaching and feedback from program leadership further supports staff growth. Informal observations, check-ins, and team meetings create opportunities to refine practices and ensure consistency across the program.

Through a combination of structured training opportunities, access to county-level resources, collaborative planning time, and ongoing coaching, Oasis Charter School ensures that staff are well-prepared to create a safe, engaging, and enriching environment for all students.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The Oasis Charter School Expanded Learning program is guided by a clear vision, mission, and purpose that center on student growth, engagement, and the development of lifelong learners through meaningful, student-centered experiences.

Vision:

The program's vision is to create a safe, inclusive, and enriching environment where every student is empowered to explore their interests, develop their strengths, and become confident, capable contributors to their community.

Mission:

The mission of the Expanded Learning program is to provide high-quality, engaging opportunities beyond the instructional day that support academic growth, social-emotional development, and student leadership through hands-on, collaborative, and meaningful

learning experiences.

Purpose:

The purpose of the program is to extend learning in ways that are engaging, relevant, and responsive to student needs, while building skills that support success in school and life. The program is designed to complement, not duplicate, the school day by offering enrichment, academic support, and social development opportunities in a safe and structured environment.

A foundational element of the program is its **constructivist approach to learning**. Students are viewed as active participants in their own learning, constructing knowledge through exploration, collaboration, problem-solving, and reflection. Rather than passively receiving information, students engage in hands-on, inquiry-based activities where they can ask questions, test ideas, and make meaningful connections to real-world experiences.

This approach is reflected in enrichment clubs such as STEM, art, sports, and leadership, where students learn by doing and apply skills in authentic contexts. Staff act as facilitators and guides, supporting students as they explore concepts, work collaboratively, and develop a deeper understanding through experience.

By grounding the program in a constructivist philosophy, Oasis Charter School ensures that students are not only engaged but also developing critical thinking, creativity, independence, and a strong sense of ownership over their learning.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families played an important role in the development of the Oasis Charter School Expanded Learning program plan, and their engagement continues to be central to program implementation and improvement throughout the year.

During the creation of the program plan, family and student input was gathered through multiple avenues, including parent surveys, informal feedback conversations, and school community meetings. These opportunities allowed families to share their priorities for expanded learning, including the need for academic support, enrichment opportunities, safe supervision, and access to social-emotional supports. Student voice was also incorporated through classroom discussions and reflection activities where students shared their interests, preferred activities, and ideas for after-school programming.

The program is aligned with LCAP (Local Control and Accountability Plan) goals, ensuring that expanded learning opportunities directly support district priorities related to academic achievement, student engagement, school connectedness, and equity. Family input helps guide how these goals are operationalized in after-school programming, ensuring that

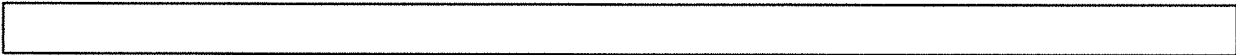
services are responsive to community needs.

Throughout the year, families remain actively engaged through ongoing communication and structured involvement opportunities. This includes regular all-family meetings, where program updates are shared, feedback is collected, and families are invited to contribute ideas for improvement and future programming. These meetings also serve as a space to strengthen home-school connections and build community.

In addition, parent surveys are administered periodically to gather feedback on program quality, student engagement, safety, and overall satisfaction. Survey results are reviewed by staff and leadership to inform continuous improvement efforts and adjust programming as needed.

Families are also kept informed through consistent communication regarding enrichment offerings, academic support opportunities, student progress, and upcoming events. This ongoing partnership ensures that families remain valued stakeholders in the program and that student needs and interests continue to shape program design and delivery.

By involving students and families from the planning stage through continuous feedback cycles, Oasis Charter School ensures that the Expanded Learning program remains collaborative, responsive, and aligned with both community priorities and student success.



Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Oasis Charter School Expanded Learning program was developed in collaboration with Community Based Organizations (CBOs) and non-LEA partners to ensure that the program is comprehensive, responsive to student needs, and aligned with broader community supports. These partnerships played a key role in shaping both the design and ongoing implementation of the program plan.

During program development, the LEA engaged partners through planning meetings, needs assessments, and coordination sessions focused on student wellness, academic support, and enrichment opportunities. Input from these partners helped identify key priorities, including social-emotional learning, behavioral supports, family engagement, and health education.

These partnerships continue to be integrated into program administration and implementation. The Expanded Learning Opportunities Program (ELO-P) is intentionally coordinated with other schoolwide initiatives, including Community Schools efforts and Multi-Tiered Systems of Support (MTSS). This alignment ensures that students receive consistent, layered supports across academic, behavioral, and social-emotional domains.

A key component of this integration is the Positive Behavioral Interventions and Supports (PBIS) point system, which is used across the school and expanded learning program to reinforce positive behavior, build clear expectations, and promote a positive school climate. Students are recognized for demonstrating respect, responsibility, and engagement, and these systems are reinforced consistently across settings.

Community partners play an active role in program delivery. Sun Street Centers provides student presentations focused on health education topics such as substance use prevention, including the dangers of vaping and fentanyl awareness. These presentations support student understanding of healthy decision-making and personal safety.

Harmony at Home contributes to the program through anti-bullying education and prevention efforts. Their workshops and activities support students in developing empathy, conflict resolution skills, and strategies for creating safe and respectful peer relationships.

Additionally, the program incorporates the Strengthening Families framework through collaboration with community partners and school staff. This includes opportunities for family engagement, communication skill-building, and supports designed to strengthen relationships between students, caregivers, and the school community.

By coordinating ELO-P with Community Schools, MTSS, PBIS, and trusted community organizations, Oasis Charter School ensures a unified approach to student support. These partnerships enhance program quality, expand available services, and create a more cohesive system of care that supports the academic, social-emotional, and behavioral success of all students.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including but not limited to social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Oasis Charter School Expanded Learning program uses a structured approach to collecting and analyzing student social, behavioral, and skill development data to support Continuous Quality Improvement (CQI) and ensure that programming is responsive, intentional, and effective.

Data is collected through multiple sources to provide a comprehensive understanding of student growth in areas such as social-emotional learning, behavior, and engagement. These sources include PBIS behavior tracking data, student attendance and participation records, staff observations, student reflection tools, and periodic surveys measuring student voice and school connectedness. Additional input is gathered through informal check-ins, club participation logs, and tutoring and academic support progress notes.

Social-emotional competencies are a key focus of data collection and include skills such as social awareness, self-control, academic mindset, perseverance, conflict resolution, and relationship-building. Staff document observations of these competencies during enrichment activities, structured games, leadership opportunities, and academic support sessions. The PBIS point system also provides ongoing quantitative data on student behavior, engagement, and adherence to schoolwide expectations.

This data is reviewed regularly during staff collaboration meetings, Friday professional development sessions, and leadership planning time. Staff and program leaders engage in reflective practices to identify trends, celebrate successes, and determine areas for improvement. For example, if data indicates challenges in peer conflict resolution during outdoor activities, staff may adjust supervision strategies, incorporate targeted SEL lessons, or expand structured games that emphasize teamwork and communication.

Student feedback is also an essential component of CQI. Students are given opportunities to reflect on their experiences and provide input on program quality, activities, and relationships. This youth voice data is used alongside behavioral and engagement data to guide program improvements and ensure that student needs and interests remain central to decision-making.

The CQI process is intentionally cyclical: data is collected, analyzed, reflected upon, and used to inform changes in planning and implementation. Adjustments may include refining enrichment offerings, modifying behavior supports, enhancing staff training, or expanding student leadership opportunities.

By systematically using social, behavioral, and skill development data, the Oasis Charter School Expanded Learning program ensures continuous reflection and improvement, resulting in a high-quality program that supports student growth in academics, social-emotional development, and overall school connectedness.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, such as enrollment/registration and attendance tracking.

Budget

Provide your budget for the program, including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The Oasis Charter School Expanded Learning Opportunities Program budget is developed to ensure that all expenditures are reasonable, necessary, and allowable in accordance with applicable state and federal guidelines. The total program budget is **\$336,180.00**, and it is strategically allocated to directly support high-quality expanded learning experiences that meet the academic, social-emotional, and enrichment needs of students and families in the community.

A significant portion of the budget is dedicated to **staffing costs**, including salaries and benefits for instructional aides, enrichment staff, and program support personnel. These positions are essential to maintaining a low staff-to-student ratio of 1:12, ensuring that students receive individualized attention, consistent supervision, and meaningful engagement throughout the program.

The budget also includes a portion of the **school counselor's salary and benefits**, allowing for extended student support services through 4:00 p.m. daily. This ensures that students have timely access to emotional, behavioral, and academic counseling support as part of the expanded learning environment.

Funds are allocated for **instructional and enrichment materials**, which support clubs such as art, STEM, sports, and leadership. These materials enable hands-on, experiential learning opportunities that extend and enrich the instructional day without duplicating core classroom instruction.

The program also includes contracted services with community partners such as Harmony at Home, which provides anti-bullying education, conflict resolution support, and social-emotional learning workshops. These services are critical in supporting student well-being and fostering a safe, inclusive school climate.

Additional funds are allocated for **guest speakers and community presentations**, including organizations such as Sun Street Centers, which provide health education, substance use prevention, vaping awareness, and fentanyl education. These partnerships enhance student understanding of real-world issues and support healthy decision-making.

Cost-share items are embedded throughout the budget as shared staffing, facility use, and coordination with existing school resources, such as administrative oversight, counseling services, and schoolwide behavior systems (including PBIS). This integrated approach maximizes efficiency while ensuring that expanded learning services are fully aligned with schoolwide goals and systems.

Overall, the budget reflects the needs of students and families in the Oasis community by prioritizing safe supervision, academic support, enrichment opportunities, and social-emotional development. It ensures equitable access to high-quality programming, supports working families through extended learning hours, and provides students with meaningful opportunities to learn, grow, and thrive in a structured and supportive environment.

25/26 2nd Interim Budget		ELO-P RS 2600			
110126001110000	Teacher Salaries-ELO-P (Winter/Spring Sess	40,000			
210126001110000	Class Teacher/Inst Aide Sal-ELO-P	25,500			
221126001181000	Classified Maintenance Salaries-ELO-P	12,250			
290126001139000	After School Coordinator-LASP-ELO-P	69,016			
290226001139000	After School Assistant-LASP-ELO-P	103,142	\$ 249,907.86	74%	Total to be spent on salaries
Benefits	Total OASDI/Medicare	13,170			
Benefits	Total Health and Welfare	9,000			
Benefits	Total Unemployment Insurance	86			
Benefits	Total Workers' Compensation	2,189	\$ 24,445.14	7%	Total to be spent on Benefits
431026001110000	Instruct Materials/Supplies-ELO-P	1,710			
432026001110000	All Other Materials/Supplies-ELO-P	500			
432026001139000	All Other Materials/Supplies-ELO-P-LAS	7,500	\$ 9,710.00	3%	Total to be spent on Instructional materials (LAS)
550026001181000	Utilities-ELO-P	15,741			PG&E
585826001110000	Other Svcs/Oper Exp-Inst.-ELO-P	11,416			Positive Behavior
585826001131100	Other Svcs/Oper Exp-Counseling-ELO-P	11,960			Harmony at Home
585826001139000	Other Svcs/Oper Exp-Inst.-ELO-P-LAS	13,000			Harmony at Home
		336,180	\$ 52,117.00	16%	Total to be spent on ELO-P services
Net Increase/Decrease in Fund Balance					

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Oasis Charter School will ensure the proper implementation of the Expanded Learning Opportunities Program (ELO-P) requirements through clear governance structures, documented systems, ongoing monitoring, and continuous improvement practices. Implementation will align with Education Code requirements, LEA policies, and the approved program plan to ensure that services are consistent, high-quality, and equitable for all students.

Program oversight and governance
 Program implementation will be supervised by designated LEA leadership responsible for expanded learning. This includes oversight of staffing, budget compliance, program quality, and alignment with LCAP goals. Regular coordination meetings between program leadership, school administration, and site staff will ensure that services remain aligned with student needs and compliance expectations.

Staffing and compliance systems
 The LEA will ensure all staff meet minimum qualifications, including a high school diploma or equivalent, CPR/first aid certification, and completion of required Charter Safe Vector training modules. All staff will complete background checks prior to a job offer. Documentation of certifications, training completion, and clearance status will be maintained and regularly updated. Staffing schedules will be monitored daily to maintain required ratios of 1:12, with contingency staffing plans in place to address absences and maintain supervision standards.

Health, safety, and student support protocols
 Clear procedures will guide health and safety implementation, including incident reporting, emergency response, and expectations for student supervision. Staff will be trained in

mandated reporting, de-escalation strategies, and trauma-informed practices. Student health records and emergency information will be securely maintained and accessible only to authorized personnel. Regular drills and safety refreshers will ensure preparedness across all staff.

Program alignment and coordination

ELO-P implementation will be coordinated with existing schoolwide systems, including MTSS, Community Schools initiatives, and PBIS. Consistent behavior expectations and reinforcement systems will be used across the instructional day and expanded learning program to ensure continuity for students. Collaboration between classroom teachers, counselors, and after-school staff will support alignment of student supports and interventions.

Community partnerships and service delivery

Contracts and memoranda of understanding (MOUs) with community partners, such as Sun Street Centers and Harmony at Home, will clearly define roles, service expectations, and reporting structures. These partners will be integrated into program schedules to deliver health education, bullying prevention, and social-emotional learning support.

Monitoring, evaluation, and continuous quality improvement (CQI)

The LEA will implement a CQI process using multiple data sources, including PBIS data, attendance, student surveys, staff observations, and program participation records. This data will be reviewed regularly during staff collaboration and leadership meetings to identify strengths, address challenges, and inform program adjustments. Student and family feedback will also be incorporated into ongoing improvements.

Fiscal oversight and accountability

Budget expenditures will be reviewed regularly to ensure costs are reasonable, necessary, and allowable. Financial tracking systems will be used to monitor salaries, benefits, materials, and contracted services. Documentation will be maintained for all expenditures, including cost-share items, to ensure transparency and compliance with state requirements.

Through these integrated systems, staffing controls, training, data-driven decision-making, strong partnerships, and fiscal accountability. Oasis Charter School will ensure that the Expanded Learning program is implemented with fidelity and equity, and with a consistent focus on student safety, engagement, and growth.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted to guide the program.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

N/A

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the form distribution, signature process, and storage of the forms. Will transportation be provided?

Oasis Charter School will offer the Expanded Learning Opportunities Program (ELO-P) to students and families using culturally and linguistically responsive communication strategies to ensure equitable access and participation for all eligible students.

Program information, enrollment materials, and ongoing communications are shared through multiple channels, including printed flyers, school newsletters, email, text messaging, and family meetings. All materials are provided in both English and Spanish to ensure accessibility for all families in the school community. Staff also make direct outreach calls and utilize schoolwide communication platforms to ensure that families are aware of

available services and understand how to participate.

Enrollment process:

Enrollment in the ELO-P is voluntary and based on parent or guardian choice. Families are provided with both paper applications (available in English and Spanish) and online enrollment forms (also available in English and Spanish). Applications are distributed through the school office, classrooms, family events, and electronically through school communication systems.

Parents or guardians complete and sign the enrollment forms, indicating their agreement for student participation. Staff are available to assist families with completing forms as needed, including translation support and in-person assistance during school events or office hours.

Once completed, enrollment forms are submitted to the school office or program coordinator. Paper applications and attendance/enrollment records are securely stored in the program coordinator's office in a locked filing cabinet to ensure confidentiality and compliance with student record requirements. Digital forms are stored in secure, password-protected systems accessible only to authorized staff.

Transportation:

The program is housed on the school site, so there isn't a need for transportation to and from the program.

Program participation:

Currently, approximately **110 students** are actively enrolled and attending the ELO-P program. Enrollment remains open on a rolling basis to accommodate family needs and ensure equitable access throughout the year.

Through multilingual communication, accessible enrollment options, secure recordkeeping practices, and family-centered outreach, Oasis Charter School ensures that all eligible students and families can access the ELO-P in a clear, inclusive, and supportive manner.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience that helps students grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring that staff meet the minimum requirements for instructional aides as defined by district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and the learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Oasis does not currently offer field trips. Summer programming may opt for an off-site experience, but none is scheduled yet.

Program Fees

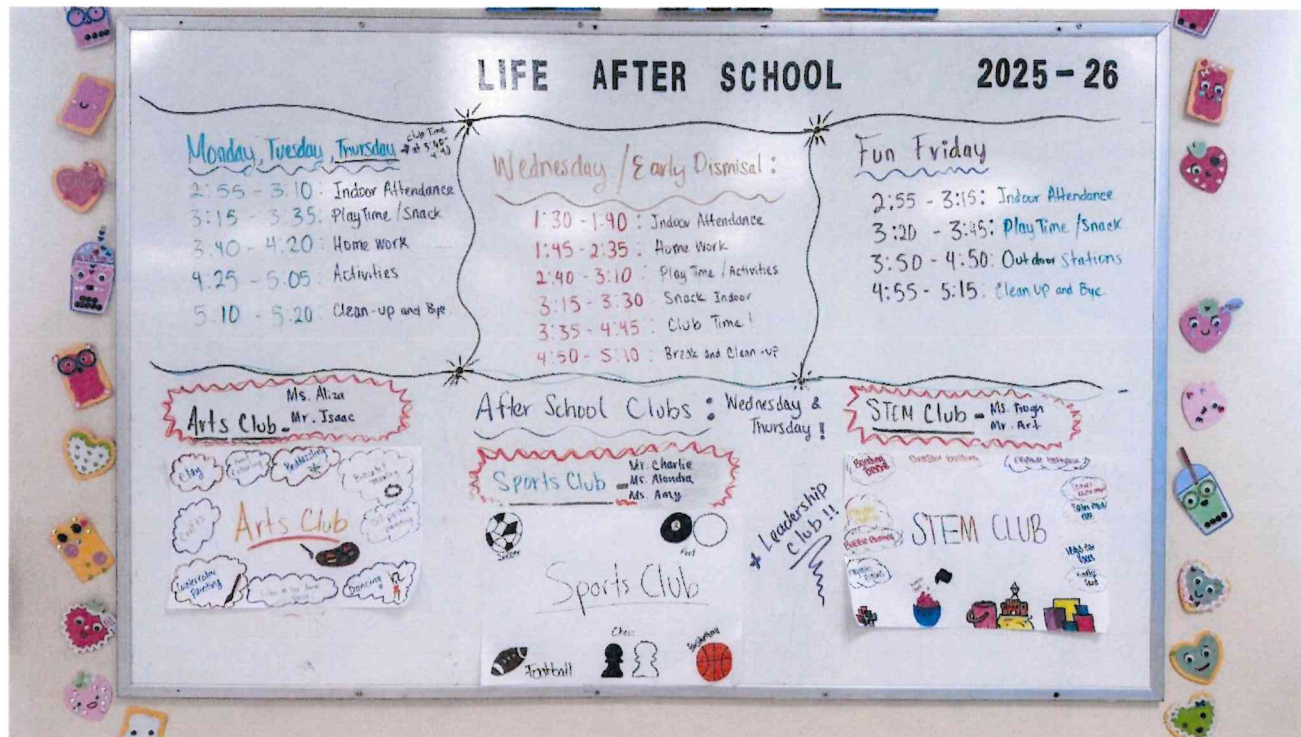
Every student attending a school that operates a program is eligible to participate in that program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child who is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected, please write that in the space provided.

Oasis does not collect fees.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**



Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119,

inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.

- (C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Oasis Charter School

Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.2 DISCUSSION/ ACTION: Amendment to Article VI, Section 1 – Number of Directors

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Amendment to Article VI, Section 1 – Number of Directors

BACKGROUND:

The current bylaws establish that the Board of Directors shall consist of no fewer than three (3) and no more than five (5) members. Administration and Board leadership have discussed the benefits of expanding the maximum number of directors in order to broaden community representation, strengthen governance capacity, and support succession planning.

The proposed amendment would revise Article VI, Section 1 to increase the minimum number of directors **from three (3) to four (4)** and the maximum number **from five (5) to six (6) members**. The amendment would continue to prioritize a balanced composition of community members and parents, with no more than two (2) current parents serving on the Board at any given time. All directors would retain full voting rights, including any representative appointed by the chartering authority consistent with applicable law.

Expanding the Board may provide additional expertise, increase stakeholder engagement, and enhance the Board's ability to fulfill oversight and strategic responsibilities.

RECOMMENDATION:

Administration recommends that the Board of Directors review and approve the proposed amendment to Article VI, Section 1 of the bylaws, increasing the authorized Board membership to no fewer than four (4) and no more than six (6) directors, as presented.

Governance Recommendation: Approve ___X___ **Information** _____

Person submitting item: Melissa Edwards, Board President

Article V - Members

There are no members of this Corporation.

Article VI - Directors

Section 1. Number

The Board of Directors ("Board") shall be no less than three (3) and no more than five (5) members unless changed by amendments to these Bylaws. The Board of Directors should be a mix of community members and parents with no more than two (2) current parents on the Board at a given time. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Section 2. Powers

The Board of Directors shall have all the powers, duties and responsibilities as given by law, and all powers normally given to the members. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

Section 3. Terms

Each director shall hold office unless otherwise removed from office in accordance with these Bylaws for four (4) years and until a successor director has been designated and qualified.

Section 4. Appointment

All directors, except for the representative designated by the chartering authority, shall be appointed at the annual meeting in June by a majority vote of the seated directors. At the Board meeting prior to the Annual Meeting, the Governance Committee shall present the names of candidates for appointment to the Board.

Section 5. Vacancies

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director; (2) if the Board of Directors declares by resolution of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (3) whenever the number of authorized directors is increased; and (4) the failure of a director to attend three (3) meetings in a fiscal year without approval of the President.

Any director may resign effective upon giving written notice to the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the Corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Oasis Charter School

Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.3 DISCUSSION/ ACTION: Amendment to Finance Committee Meeting Frequency

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Amendment to Finance Committee Meeting Frequency

BACKGROUND:

The current bylaws require the Finance Committee to *meet monthly* to review finances and provide budget oversight. After reviewing committee operations, meeting schedules, and organizational needs, it has been determined that a *quarterly meeting schedule*, with additional meetings convened as needed, would continue to provide appropriate fiscal oversight while improving efficiency and flexibility.

The proposed amendment would revise the bylaws to require the Finance Committee to meet quarterly, or more frequently as necessary, to review financial statements, monitor budget performance, work with accountants or outside counsel, and provide regular reports to the full Board. All other duties and responsibilities of the committee would remain unchanged, including oversight of fiscal policies and practices, investment recommendations, and coordination with the Audit Committee when appropriate.

This change aligns committee workload with the organization's operational needs while preserving strong financial governance and accountability.

RECOMMENDATION:

Administration recommends that the Board of Directors review and approve the proposed amendment to the bylaws revising the Finance Committee meeting schedule from monthly to quarterly, with additional meetings held as needed, as presented.

Governance Recommendation: Approve **Information**

Person submitting item: Melissa Edwards, Board President

- B. Committee members shall be appointed by the Committee Chair, with the advice of the Governance Committee.
- C. Committee members (except as designated below) do not need to be members of the Board, however, every committee shall have at least one (1) Board Member. Non-Board members may serve on only one (1) committee at a time.
- D. All committees may include, as non-voting members, experts in any given field of knowledge needed for the functions of that committee.
- E. Committees shall act in an advisory capacity only to the Board.

Section 3. Standing Committees

Governance

- A. The Governance Committee shall be composed of not less than three (3) Board Members and shall not include any non-Board members;
- B. The committee shall act as a recruitment and nominations committee and make nominations for Board Members and Officers and recommendations to fill vacancies.
- C. The committee shall also be responsible for the on-going training, mentoring and monitoring of the Members of the Board of Directors and ensuring their engagement and accountability. Additionally, the committee shall track Board terms.

Finance

- A. The Finance committee shall include at least two (2) Board Members, one being the Treasurer who shall not be the Chair of the committee.
- B. The committee shall meet monthly, and at other times as needed, to review the finances and provide budget oversight. They shall work with any and all accountants or outside counsel and deliver quarterly reports to the full Board.
- C. The committee shall be responsible for the Corporation's fiscal policies and practices.
- D. The committee shall recommend investment of funds as needed to safeguard and maximize the return on such funds.
- E. When appropriate, the Finance Committee will cooperate with the Audit Committee, including recommending auditing firms.

Section 4. Meetings and Action of Committees

Meetings and actions of committees of the Board of Directors and advisory committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as

Oasis Charter School

Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.4 DISCUSSION/ ACTION: Approve of Board Member Appointments

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Approve Board Members based on the Governance Committee's recommendation.

BACKGROUND:

The Governance Committee has completed its review of prospective Board candidates and evaluated applicants based on the organization's current governance needs, desired areas of expertise, community representation, and commitment to the mission of the organization. Following its review process, the Governance Committee is presenting its recommendations for Board membership consideration.

The appointment of qualified Board members supports strong governance, strategic planning, fiduciary oversight, and long-term organizational sustainability. New members may also bring valuable professional experience, community perspectives, and leadership capacity to the Board.

Approval of the recommended candidates will fill current vacancies and/or expand Board capacity in accordance with the organization's bylaws. Upon approval, newly appointed Board members will begin service pursuant to the terms established in the bylaws and applicable governance policies.

RECOMMENDATION:

Administration recommends that the Board of Directors approve the appointment of Board members as recommended by the Governance Committee.

Governance Recommendation: Approve X **Information** _____

Person submitting item: Melissa Edwards, Board President

Oasis Charter School

Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.5 DISCUSSION/ ACTION: Election of Board Secretary

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Election of Board Secretary

BACKGROUND:

The position of Board Secretary is an officer role of the Board of Directors responsible for supporting effective governance operations and maintaining official Board records. Duties of the Secretary typically include overseeing the preparation and retention of meeting minutes, ensuring required notices are provided, maintaining governance documents, and supporting compliance with applicable bylaws and legal requirements.

Due to a vacancy, expiration of term, or annual officer reorganization, the Board is requested to elect a Secretary from among its current members in accordance with the organization's bylaws and governance procedures. Electing officers on a regular basis helps ensure continuity of leadership and effective Board administration.

The elected Secretary shall serve for the term specified in the bylaws or until a successor is elected.

RECOMMENDATION:

Administration recommends that the Board of Directors nominate and elect a Board Secretary in accordance with the organization's bylaws.

Governance Recommendation: Approve **Information**

Person submitting item: Melissa Edwards, Board President

Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The President shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

B. Vice President

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

C. Secretary

The Secretary shall:

- a. Certify and keep at the principal office of the Corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.
- b. Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.
- c. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
- d. Be custodian of the records and of the seal of the Corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the Corporation under its seal is authorized by law or these Bylaws.
- e. Exhibit at all reasonable times to any director of the Corporation, or to his or her agent or attorney, on request of the Articles of Incorporation, Bylaws and the minutes of the proceedings of the directors of the Corporation.
- f. Shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

D. Treasurer

The Treasurer shall:

- a. Oversee the preparation of and adherence to an annual budget. The fiscal year shall be July 1 to June 30.
- b. Serve on the Board Finance Committee and present quarterly reports to the Board.
- c. Keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions.
- d. Exhibit at all reasonable times the books of account and financial records to any director of the Corporation, or to his or her agent or attorney, on request therefore.

Oasis Charter School

Board Agenda Supplemental Information

TITLE OF AGENDA ITEM: 8.6 DISCUSSION: Role of the Board Overview

BOARD MEETING DATE: April 28, 2026

BOARD AGENDA ITEM INFORMATION:

Role of the Board Overview

BACKGROUND:

The Board of Directors serves as the governing body of the organization and is responsible for providing strategic leadership, fiduciary oversight, and accountability in support of the organization's mission and long-term success. An overview of Board roles and responsibilities is being presented to promote a shared understanding of effective governance practices and the distinction between governance and day-to-day management.

Core responsibilities of the Board include establishing policies, approving budgets, overseeing financial health, ensuring legal and regulatory compliance, evaluating organizational performance, supporting executive leadership, engaging in strategic planning, and acting in the best interests of the organization and the community it serves. Individual Board members are also expected to uphold ethical standards, maintain confidentiality when appropriate, prepare for meetings, and participate constructively in Board deliberations.

This overview is intended to support Board development, strengthen governance effectiveness, and provide clarity regarding Board expectations and responsibilities.

RECOMMENDATION:

This item is presented for information, discussion, and Board development purposes. No action is required unless otherwise directed by the Board.

Governance Recommendation: Approve _____ Information X _____

Person submitting item: Melissa Edwards, Board President

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

Policy Adopted: 2/22/2022

**Section I Governance
Article VI Role of the Board**

(UCEN) is composed of five Board members who are duly elected and represent the school community.

The UCEN Board provides leadership and oversight for the educational programs and services operated by the Oasis Charter Public School (OCPS). The primary function of the UCEN Board is to establish sound governance, fiscal, financial and other relative policies affecting the overall operations of the school and Board and make decisions that provide direction to the administration of the school in carrying out the educational programs and services of the school Local Control Accountability Plan (LCAP).

How the Board begins to achieve its role is defined by the following;

Governance

1. Collaborate with school leadership team so that the shared vision, goals and policies can be implemented
2. Evaluate, update, adopt policies consistent with law, vision and goals
3. Maintain a cooperative and supportive working relationship with school management team
4. Work collaboratively with school leadership to ensure sound fiscal and financial practices and accountability procedures are established.
5. Ensure that the Board Bylaws are routinely reviewed and updated and all changes are communicated to the school leadership
6. Ensure that Board Policies are updated and kept current with new laws.
7. Ensure that procedures and regulations are developed to support the implementation of Board Policies
8. Ensure meetings by the Board are uniformly structured and the business of the meeting is conducted under the Robert's Rules of Order and in compliance with Brown Act, Public Records Act and Political Reform Act

Financial/Fiscal

1. Adopt the annual budget and regularly review interim financial reports
2. Authorize increases or decreases to the budget during the year
3. Review the annual independent accounting audit and record keeping and make appropriate changes and adjustments.

Role of the Board (cont.)

4. Contract and/employ any person to provide the Board or school with special services and/or experiences with special services and advice on financial, economic, accounting, legal, or administrative matters.
5. Ensure that all appropriate procedures are consistently followed for all request for adjustments, authorizations and expenditures to the budget
6. Develop and monitor sound budget policies and procedures to ensure that all transactions in the budget are consistently followed and enforced.

Educational

1. Work collaboratively with school leadership to ensure that budget resources are appropriately aligned to support the educational program goals and objectives
2. Adopt appropriate policies to ensure a safe and appropriate educational environment is provided for all students.
3. Work with school leadership to provide for regular updates on the progress of meeting the mission and goals set forth in the LCAP

Board Members Self Responsibilities

1. Keep confidential information confidential
2. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
3. Understand and support that authority rests with the Board as a whole and not with individual Board members unless otherwise delegated
4. Be constantly aware that they have no legal authority except when acting as a member of the Board.
5. Discuss and openly debate their concerns or ideas through the process of discussion and in the end if their idea(s) are in the minority they shall abide by and support the majority decision
6. Recognize that the deliberations of the Board in closed session are of a confidential nature are not to be released or discussed in public except with the approval of the total Board
7. Avail themselves of opportunities to increase their potential as a member of the Board through participation in educational conferences, workshops and training sessions made available by County Offices, state and national agencies.